UMassAmherst
The Commonwealth's Flagship Campus

Gathering and Applying Evidence for CAP

DESE Drop-In Session
Carmelo Chiello, Ed.S.
Director of Educator Preparation, UMass Amherst
Spring 2025

Agenda: April 25, 2025

25 minutes Whole Group: Updated CAP Overview, CAP Process for Collecting Evidence.
20 minutes: Break-out Rooms: Sources of Evidence, Discussion Prompts and Note Catcher
10 minutes: Share: "Essential" from Discussions
5 minutes: Debrief

Goals for today

- Make connections to the various sources of evidence that can be used for candidates to demonstrate meeting the readiness thresholds in the 7 Essential Elements.

- Discuss and plan approaches to support the production of effective evidence and efficient evidence collection.

UPDATES from DESE
PSTs and Essential Elements

Updates to PSTs

Evidence-based, culturally and linguistically sustaining practices supporting deeper learning for all students are integrated throughout

Practice levels differentiated by Element, not Indicator

Updated definitions for Introduce, Practice, and Demonstrate to better clarify both the connections across levels of practice and the distinct expectations for elements at each level.

Evolution of Proficiency Descriptors

- The proficiency descriptors for each of the 7 Essential Elements have evolved, with more explicit expectations of skills pertaining to culturally and linguistically sustaining pedagogies, as well as naming specific populations students (e.g. English learners), etc.

- One example is in the following slide.

- Consider how this familiar Essential Element has evolved in terms of expectations for candidates to meet readiness level thresholds.

Updated Essential Elements

I-A-1 Subject Matter Knowledge

Old Essential Element:

Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.

New Essential Element:

Demonstrates sound knowledge of the subject matter by:

- Using **evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts.**

- Supporting students to **make connections between the subject matter and real-world issues** with impact on their communities and their world.

- Understanding the difference between **social and academic language** and the importance of this difference in planning, differentiating, and **delivering effective instruction for English learners** at various levels of English language proficiency and literacy.

UPDATES from DESE
Categories of Evidence

Sources of Evidence

• There are two broad requirements for evidence collection and citation in CAP:

· At least two sources of evidence must be cited to support the rating for each Element.

o For 1-A-1, II-A-1, II-B-2, one of these sources must be the four required observations.

· Each of the five categories of evidence must be used to support at least one Element.

• There are no additional requirements for how the categories of evidence must be used to demonstrate the Essential Elements. Field supervisors document evidence used to support ratings for each Essential Element in both the Formative and Summative Assessment Forms.

Updated Evidence Collection

Each Essential Element is demonstrated by at least **two** categories of evidence

Each type of evidence is used at least once to demonstrate an Essential Element

	Observations	Measure of Student Learning	Student Feedback	Professional Practice Goal	Candidate Artifacts
I-A-1 Subject Matter Knowledge	Required				
I-C-2 Adjustments to Practice					
II-A-1 High Expectations and Support	Required				
II-A-3 Inclusive Instruction					
II-B-2 Safe Learning Environment	Required				
III-C-1 Collaboration on Student Learning and Well-Being					
IV-A-1 Reflective Practice					

Evidence Sources Applied

- For each Essential Element, evidence sources should be **applied together** to establish ratings for Quality, Scope, and Consistency.

- For example, **<u>High Expectations and Support</u>** may have evidence from:

  - *observations* (required) that the Candidate is using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning and reinforcing perseverance and effort with challenging content and tasks;

  - a *Candidate Artifact* that illustrates how the the Candidate is communicating clear criteria for success (e.g., models, rubrics, exemplars).

  - and the *Professional Practice Goal* (Preliminary Goal Setting Form) showing how the Candidate is providing flexible and responsive supports, scaffolds, and tools to meet students' needs.

Evidence Collection

•The proficiency descriptors are robust and multiple sources of evidence will be necessary to meet readiness thresholds.

All this evidence is in the spirit of Teacher Candidates still growing, with a Needs Improvement rating as the readiness threshold for Scope and Consistency.

•There is flexibility with the required sources of evidence…

•This also calls for supporting candidates and supervisors with tracking their sources of evidence.

Potential Supports

- Categories of Evidence Table for supporting candidates and supervisors with tracking their sources of evidence

- Candidate Formative and Summative Assessment Worksheets to foster candidate ownership of evidence

- Structure for candidates to effectively produce artifacts will be helpful. Think: Candidate Artifact Template

Break-out Rooms

Discussion

In your break-out room, review the discussion topics and allow them to shape your conversations. Please capture ideas in the notecatcher.

Discussion Topics

- What is currently working for your SO with collecting evidence in the CAP cycle?
- How will you support PS/SP/TC in providing effective evidence?
- How will you support PS/SP/TC with evidence collection?
- Resource sharing