# Introduction

The Candidate Assessment of Performance (CAP) is a collaborative process that relies on strong partnerships between program supervisors (PS) and supervising practitioners (SP). Clear communication, shared responsibility, and consistent coordination are essential to effectively support candidate growth and ensure a fair, evidence-based assessment of readiness to teach. This guide offers practical tips and best practices to help PSs and SPs work together efficiently across each stage of the CAP cycle.

## Key Collaboration Points Across the CAP 5-Step Cycle

**1. Stage 1: Setting the Foundation**

* **Joint Planning:** PS and SP should co-develop a clear timeline for observations, feedback sessions, and three-way meetings.
* **Candidate Support:** Assist the candidate in drafting a S.M.A.R.T.I.E. professional practice goal and identifying appropriate measures of student learning.

**2. Stages 2 & 4: Evidence Collection**

* **Observations:** Both PS and SP conduct observations, ensuring at least one announced observation occurs in Stage 2.
* **Feedback Coordination:** Share observation notes promptly and discuss evidence to provide consistent, actionable feedback to the candidate.

**3. Stage 3: Formative Assessment**

* **Calibration Meeting:** PS and SP meet to discuss collected evidence and determine formative assessment ratings collaboratively.
* **Three-Way Meeting:** Conduct a meeting with the candidate to share formative ratings and revisit the professional practice goal.

**4. Stage 5: Summative Assessment**

* **Final Evaluation:** PS and SP review all evidence to determine summative ratings and the candidate’s readiness to teach.
* **Documentation:** Complete and sign the required CAP Form, ensuring all components are accurately recorded.

## Best Practices for Effective Collaboration

* **Regular Communication:** Establish consistent check-ins to discuss candidate progress and address any concerns promptly.
* **Shared Documentation:** Utilize shared digital tools or platforms to maintain up-to-date records of observations and feedback.
* **Professional Judgment:** Apply collective professional judgment, informed by multiple evidence sources, to assess candidate performance holistically.
* **Equity Focus:** Ensure that feedback and assessments center culturally and linguistically sustaining practices.

## Quick Reference: Roles & Responsibilities

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| --- | --- | --- |
| **Task** | **Program Supervisor (PS)** | **Supervising Practitioner (SP)** |
| Develop observation schedule | ✅ | ✅ |
| Conduct observations | ✅ (min. 2) | ✅ (min. 4) |
| Provide feedback to candidate | ✅ | ✅ |
| Participate in three-way meetings | ✅ | ✅ |
| Complete CAP documentation | ✅ | ✅ |
| Determine readiness to teach | ✅ | ✅ |

**Remember:** A strong partnership between the program supervisor and supervising practitioner is crucial for the candidate’s development and success. Consistent collaboration, clear communication, and shared commitment to equity and excellence will create a supportive environment for emerging educators.