

TOPIC	QUESTION	ANSWER
CAP Hours	Will DESE be flexible once again with CAP practicum hours?	<ul style="list-style-type: none"> • Yes. We have flexibility but should try to meet as many hours as possible. • Waived hours will need to be documented. <p>Tip: Sonia will help you track hours as you make this determination.</p>
CAP Requirements	Is there flexibility for the CAP requirements like there was last semester?	<p>Yes. Below are the DESE CAP minimum requirements. Programs may exceed the minimum (e.g., number of observations). Recommended forms are not included. Bullets in yellow must be submitted (cannot be waived). Click here for all CAP forms.</p> <ul style="list-style-type: none"> • CAP Form • CAP Form (three-way conference form) • Announced Observations (PS x2) • Unannounced Observations (SP x2) • CAP Student Feedback Forms • CAP Formative Assessment • CAP Summative Assessment <p>Bottom Line: We should aim to accomplish all or as much of the requirements as possible. Ultimately DESE will need to know: <i>Can a justifiable decision be made of candidates' readiness to teach on day one?</i></p>
CAP Signature	How do we complete CAP signatures if the paperwork is all online?	<ul style="list-style-type: none"> • Type in your name. • If you one of the program supervisors who is piloting the DESE CAP online platform, signatures will occur on that platform.
Hours of Full Responsibility	How do we handle hours of full responsibility?	<p>General Guideline: If the candidate planned, delivered and assessed the lesson, then it may be counted. Ultimately, programs need to set some boundaries. For example, candidates' planning on nights or weekends are not countable but planning in collaboration with the SP before, during or after school hours is reasonable.</p> <p>Tip: Have your candidate denote "hours of full responsibility" in the Comments Column in Sonia. It will be a very helpful way to track and distinguish full hours of responsibility from regular hours.</p>
Hybrid Format	Are candidates allowed in classrooms?	<p>It depends on district policies. Take for example:</p> <ul style="list-style-type: none"> • Boston is all remote and we are in active conversation with BPS central about in-person access for full practicum next semester if circumstances change.

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Hybrid Format (continued)		<ul style="list-style-type: none"> • Brookline recently gave clearance to all pre-practicum and full practicum to be in buildings. • Newton permits candidates' access to buildings.
	<p>How will candidates teach if they are remote and their teacher and students are in-person?</p>	<ul style="list-style-type: none"> • Pre-practicum should be okay because it has tremendous flexibility as long as candidates are able to complete their gateway assessments to show readiness to enter practicum. • Full practicum will be more difficult if candidates cannot be in-person at least for some of the time. We will take it case by case to explore the options.
	<p>What if my candidate is given in-person access but wants to stay remote for various reasons?</p>	<p>There is no “one size fits all” response and it may need to be taken on an individual basis but the following questions should be a helpful gauge:</p> <ul style="list-style-type: none"> • Is the decision warranted for the candidate to stay remote? • Will it still meet program standards? In other words: <ul style="list-style-type: none"> ○ Will the pre-practicum be able to compete the gateway assessments? ○ Will the full practicum be able to fulfill the CAP? • Is it agreeable for the supervising practitioner? <p>Bottom Line: Candidates need to follow the direction of their site and be ready to adapt as circumstances change. Pre-practicum is much more flexible than full practicum and can realistically be done remotely even if the school is hybrid... but full practicum would be much more difficult because they would miss out on the full experience if they stayed remote only.</p>
	<p>Will program supervisors need to supervise in person?</p>	<ul style="list-style-type: none"> • Program supervisors will be remote this semester and we anticipate next semester as well, but even if you were permitted on site in the spring, you should still be able to work out an arrangement to supervisor remotely. <p>Bottom line: Your health and safety are priority and we will work with you.</p>
Observations	<p>How will I complete the observations of my candidates?</p>	<p>It will require flexibility because there may be different scenarios, but as we have seen, the situation is proving to be very doable. For example:</p> <ul style="list-style-type: none"> • If everyone is remote, then Zoom in to observe real time. • If you are remote but candidates are in-person and their students are remote and in-person at the same time, then Zoom in to observe in real time the remote students and ask the candidate or SP to set up a video camera to see (in real time as well) the in-person students. • If candidates and all students are in person and you are remote, try the video camera suggestion noted above.

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		<ul style="list-style-type: none"> ○ If for some reason you are unable to view the in-person component but can Zoom in, ask the SP to take notes to supplement what you are unable to view remotely. <p>Note: Real time observation is the best approach. Avoid videotaping if at all possible but if it is needed, please be sure that you and your candidate closely follow the site policy. We have not had an instance of this yet, however.</p>
<p>Takeover Week</p>	<p>How will takeover week work?</p>	<p>It depends. We are in a new landscape much different from last fall and creative and flexible approaches need to be taken. Some examples include:</p> <ul style="list-style-type: none"> • You can map out the semester in advance with your candidate and SP and include a gradual progression of responsibility – which may count as full hours of responsibility – leading up to a fuller takeover week. This scenario is somewhat comparable to the traditional takeover that we all know. • As implied however, depending on circumstances, the takeover may need be stretched and chunked in a way that does not resemble as much the more traditionally defined format. • Keep in mind the end result: <i>Can a justifiable decision be made of candidates' readiness to teach on day one?</i> Toward that end, you can work with a Backward Design in mind, seeing where the candidate is strong and where the gaps are and prioritizing the planning to fill those gaps.

Check out this great brief by the American Association of Colleges for Teacher Education and the CEEDAR Center: [Viewing Teacher Candidates as Assets](#). The brief has a continuum of suggestions for candidates, ranging from beginning to intermediate and advance activities remote and in-person.