

7 Essential Elements of CAP

- Subject Matter Knowledge
- Well Structured Lessons
- Adjustment to Practice
- Meeting Diverse Needs
- Safe Learning Environment
- High Expectations
- Reflective Practice

5 Step Cycle

1. Self-Assessment
2. Goal Setting
3. Plan Implementation
4. Formative Assessment
5. Summative Assessment

Contact Us:

[OFFICE OF PROFESSIONAL PREPARATION](#)

For more information click:

[CAP GUIDELINES AND FORMS](#)

The CAP draws from the Professional Teaching Standards and utilizes a developmental approach by focusing the student teacher on seven essential elements that are embedded within the professional standards. The CAP also implements a goal setting process and 5-step cycle that is consistent with the MA teacher evaluation process. The aim of this common framework is to ensure that pre-service teachers are ready to teach from day one of their professional teaching career.

Supervising Practitioner Responsibilities

- Conduct two unannounced observations
- Partner with Program Supervisor to examine evidence and provide action-oriented feedback to Teacher Candidate
- Collaborate with Program Supervisor and Teacher Candidate to set measurable goals
- Assist Teacher Candidate in developing and administering surveys to obtain feedback from students
- Participate in 3-way meetings to clarify and review goals, as well as to discuss progress with the CAP rubric
- Complete CAP documentation forms (pre/post observation and 3-way conference forms, including rubric)

Note: Per DESE regulations, the SP will need at least 3+ years of teaching experience under the license being sought by the candidate.

Glossary of Terms

Teacher Candidate: pre-service student teacher who is in the classroom completing a practicum

Program Supervisor: a member from the Teacher Candidate's educational institution, providing oversight and guidance throughout the practicum

Supervising Practitioner: the classroom teacher who mentors the Teacher Candidate throughout the semester

Standards: broad based categories of content knowledge, skills, and performances for effective practice

Elements: more specific descriptors of actions and behaviors within a particular Standard.

Evidence: a piece of assessment that points to the Teacher Candidate's competency

Observations: completed by the Program Supervisor and Supervising Practitioner, providing specific feedback for the Teacher Candidate