

The Candidate Assessment of Performance (CAP) Annotated Overview

Candidates need to demonstrate readiness to teach under each of the CAP seven essential elements (taken from the [DESE Teacher Evaluation Rubric](#)):

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

The table below specifies both the required and recommended CAP forms for documenting and supporting the essential elements (taken from the [DESE CAP Dashboard](#)). Appendixes A and B (pp.2-4) briefly describe these forms and how they fit within the CAP 5-step cycle.

Required Forms	Recommended Forms & Resources
<ul style="list-style-type: none"> • CAP Form (for the three-way meetings) • CAP Observation Form (for all observations, i.e., two announced, two unannounced) • Student Feedback Instruments • Formative Assessment Form • Summative Assessment Form • Measuring Candidate Impact on Student Learning <ul style="list-style-type: none"> ○ Click on this link for GUIDANCE on Measuring Candidate Impact on Student Learning • Finalized Goal & Implementation Plan <ul style="list-style-type: none"> ○ Both the Professional Practice Goal <i>and</i> intended Measure of Student Learning (p. 2) must be completed on this form. 	<ul style="list-style-type: none"> • Candidate Self-Assessment Form • Preliminary Goal-Setting and Plan Development Form • Baseline Assessment Form • Pre-Conference Planning Form • Candidate Self-Reflection Form • Post-Conference Planning Form • Three-Way Meeting Checklists • Model Observation Protocol (Guidance)

APPENDIX A: Quick Reference of CAP Forms

I. Required Forms

CAP Form

Used at each of the three-way meetings and includes:

- General information completed by the candidate and program supervisor during the pre-cycle;
- Total hours and signatures completed by the supervising practitioner, program supervisor, and candidate during subsequent steps of the CAP 5-step cycle.

CAP Observation Form

Designed to share with the candidate the most relevant and salient examples of evidence related to the focus element(s) from an observation. (Note: This form is not intended as the tool used to collect evidence during the observation.)

Student Feedback Instruments

Surveys used to gather student feedback to:

- Promote reflection and improved practice based on the analysis of results; and
- Provide assessors with an important source of evidence in determining candidate's performance relative to the CAP readiness thresholds.

Formative Assessment Form

Used by the program supervisor and supervising practitioner as they discuss evidence collected to date, determine assessment ratings on each element, and share these ratings with the teacher candidate during the second three-way meeting.

Summative Assessment Form

Used by the program supervisor and supervising practitioner as they determine the rating for each of the seven essential elements based on their collective professional judgment and a thorough examination of evidence that demonstrates the candidate has met all readiness thresholds and is prepared to have positive impact on students.

Measuring Candidate Impact on Student Learning (Resource)

Provides guidelines for the supervising practitioner to identify student learning measures and set parameters for impact. This resource is for reference only.

Finalized Goal & Implementation Plan Form

Lists the S.M.A.R.T. goal(s) for professional practice as well as the agreed upon supports and actions by the candidate, supervising practitioner and program supervisor.

II. Recommended Forms

Candidate Self-Assessment Form & Goal-Setting Form

Candidates draw from prior experiences and knowledge to generate an authentic assessment of where their strengths lie and where there are areas in need of improvement.

Preliminary Goal Setting and Plan Development Form

Intended to guide the candidate to develop a S.M.A.R.T goal, consistent with practices expected of educators under the Educator Evaluation Framework.

Baseline Assessment Form

Used by the program supervisor and supervising practitioner to reflect on the candidate's performance thus far and to establish a baseline assessment of a candidate's readiness. Can be compared to the candidate's self-assessment during the first three-way meeting.

Pre-Conference Planning Form

Intended to support the program supervisor and supervising practitioner when preparing for the pre-observation conference with the candidate.

Candidate Self-Reflection Form

Used by the candidate to reflect on the lesson after an announced or unannounced observation and then submitted to the supervising practitioner and program supervisor.

Post-Conference Planning Form

Intended to support the program supervisor and supervising practitioner after an observation as they organize evidence and identify feedback on refinement and reinforcement areas.

Three-Way Meeting Checklists

Used to clarify the roles, responsibilities and forms for each three-way meeting.

Model Observation Protocol (Resource)

Resource and suggested framework for the pre-observation, observation, and post-observation process.

APPENDIX B: CAP 5-Step Cycle – Putting It All Together

The CAP 5-Step Cycle retains the same core architecture of the cycle in the MA Educator Evaluation Framework, while including key modifications designed to support the unique context of preparation as well as the specific needs of candidates, supervising practitioners, and program supervisors.

Pre-Cycle

- Conduct Announced Observation #1 (program supervisor; supervising practitioner);
- Discuss evidence from the observation and calibrate feedback to share with the candidate (program supervisor; supervising practitioner);
- Determine the [Impact Measure on Student Learning](#) (supervising practitioner and candidate, with support from the program supervisor as needed).

Step 1: Self-Assessment

The candidate will:

- Complete the [Candidate Self-Assessment Form](#) informed by:
 - Student data provided by the supervising practitioner;
 - Self-Reflection on Observation #1; and
 - Pre-practicum experiences and performance in coursework.
- [Develop a Preliminary SMART Goal](#) (Specific, Measurable, Actionable, Relevant, and Timed)

Step 2: Goal Setting and Plan Development

First three-way meeting:

- Conduct the Announced Observation #1 Post-Conference;
- Review the candidate's self-assessment and preliminary goal; and
- Complete the [Finalized Goal & Implementation Plan Form](#) (i.e., SMART Goal)

Step 3: Plan Implementation

- Conduct Unannounced Observation #1 as well as the post-observation conference (supervising practitioner);
- Implement [Student Feedback Surveys](#) (candidate; supervising practitioner)
- Conduct Announced Observation #2 as well as the post-observation conference (program supervisor).

Step 4: Formative Assessment

- Using the [Formative Assessment Form](#), discuss the evidence to date and calibrate feedback/ratings before the second three-way meeting (program supervisor; supervising practitioner);
- Second three-way meeting:
 - Share performance ratings from the Formative Assessment Form;
 - Revisit the SMART goal and plan; adjust as needed.

Step 5: Summative Assessment

- Conduct Unannounced Observation #2 as well as the post-observation conference (supervising practitioner);
- Using the [Summative Assessment Form](#), discuss all of the evidence and calibrate feedback/ratings before the third three-way meeting (program supervisor; supervising practitioner);
- Third three-way meeting:
 - Share performance ratings from the Summative Assessment Form;
 - Finalize the decision about candidate's readiness to enter the profession.