

7 Essential Elements of CAP

- Subject Matter Knowledge
- Adjustment To Practice
- High Expectations And Support
- Inclusive Instruction
- Safe Learning Environment
- Collaboration On Student Learning And Well-Being
- Reflective Practice

5 Step Cycle

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

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[Professional Preparation Office](#)

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[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 (SP) 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: DESE requires SPs to have at least 3+ years of teaching experience under the license being sought by the candidate as well as a proficiency rating on their most recent evaluation.

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