

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

The table below specifies both the required and recommended CAP forms to document and support the essential elements. Links to these forms may be found on 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 observations, announced and unannounced)• Student Feedback Instruments• Formative Assessment Form• Summative Assessment Form• Measuring Candidate Impact on Student Learning• Finalized Goal & Implementation Plan	<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.

Student Feedback Instruments

Surveys used to gather student feedback to:

- Promote reflection and improve practice based on the analysis of results; and
- Provide 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 to discuss evidence collected to date, determine assessment ratings on each element, and share ratings with the teacher candidate during the second three-way meeting.

Summative Assessment Form

Used by the program supervisor and supervising practitioner to determine the rating for each essential element and to decide whether the candidate has met all readiness thresholds to make a 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.I.E. 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 needing improvement.

Preliminary Goal Setting and Plan Development Form

Intended to guide the candidate to develop a S.M.A.R.T.I.E. 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 to date 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 targeted feedback for refinement and reinforcement.

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.

****The following diagram is from the [2024 Guidelines for the CAP](#), p. 16****

