Candidate Assessment of Performance Reference Materials

Goals of CAP:
- To ensure teacher candidates are ready to make impact with students on day one.
- To measure teacher candidates' practice on key indicators as outlined in the Guidelines for the Professional Standards for Teachers (PSTs).
- To support teachers in improving their practice based on targeted feedback and performance evaluations.

Graduate School of Education

Office of Field Placement

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Teacher Candidate: Please upload all required documents to your MAP seminar assignments prior to the semester end date. See *Checklist* in back of packet for a listing of the required documents needed for successful completion of practicum.

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CAP Overview

Roles in CAP

TC = Teacher Candidate; SP = Supervising Practitioner (in-service teacher); PS = Program Supervisor (Lesley faculty)
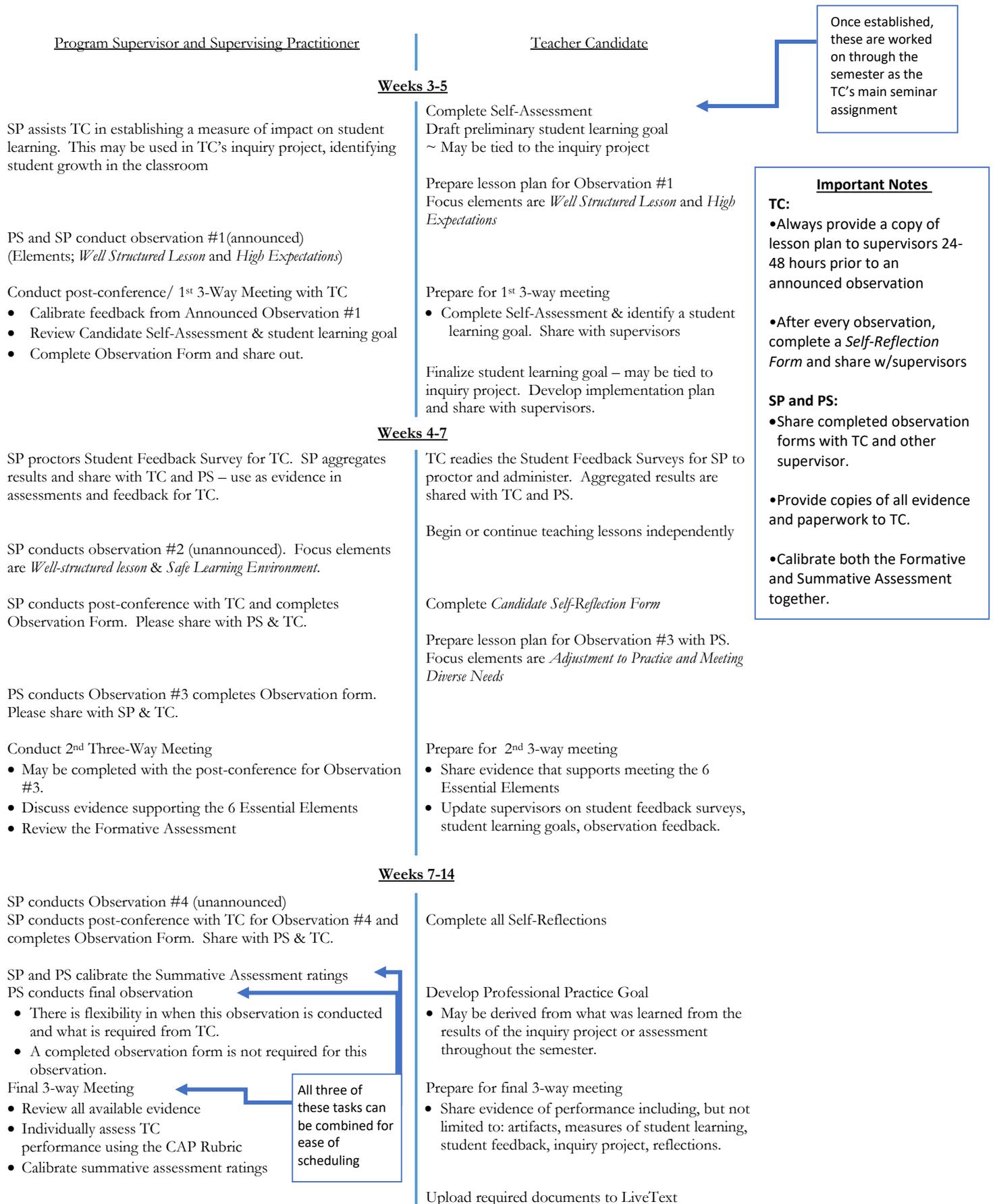

CAP Process

Teacher Candidates will complete the following components in Seminar

- *Self-Assessment and Goal-Setting:* In Seminar, TC will complete the Self-Assessment based on prior experiences in pre-practicum, coursework, and Observation #1 and determines a goal to be worked on throughout student teaching i.e. student learning goal. **The TC shares the completed Self-Assessment and Goal Implementation Plan with the supervisors prior to the first 3-Way Meeting** (this may be a work in progress).

- *Identify the Measure of Impact on Student Learning:* The TC identifies ways to assess and measure student learning. The SP may help guide the TC to determine which assessment(s) are the most appropriate for measuring student learning, growth, or achievement. This, along with the TC's Self-Assessment, can be tied right into the seminar's inquiry project, which is an approach to classroom evaluation that encourages teachers to ask questions and raise issues which relate to students, teaching, or professional relationships. See pg 19- *Goal Implementation Plan.* **Teacher Candidate: Be sure to seek input and guidance from SP and share with PS at the first Three-Way Meeting. This will be discussed in depth in seminar.**

- *Observations:* Observations are conducted by the Program Supervisor and Supervising Practitioner throughout the student teaching experience. The observations may be conducted jointly by the supervisors or separate (see pg 6 - *Timeline*). Observations conducted alone by the Supervising Practitioner should be unannounced (noted as Observation #2 & 4 on the Observation Form).

  Observations are an opportunity for the supervisors to document evidence on each of the Focus Elements *(see pg 9 - Observation Form).* The supervisors are not limited to observing just the *Focus Elements* for that observation, rather a holistic view may be taken and feedback offered on any element addressed in the observation (see pg 9 - *Observation Form*). At a minimum, the focus elements for the observation (i.e. 1, 2, 3 or 4) should be identified and feedback provided. **Important Note: All *announced* observations require that the TC provide to the PS and SP with a well-developed lesson plan 24 to 48 hours prior to the observation**.   After each observation, TC should complete a *Candidate Self Reflection Form.*

- *Student Feedback Surveys:* Student Feedback Surveys are conducted between weeks 4-*7.* These surveys are used as a source of evidence and the SP supports the TC in administering and proctoring these surveys. The SP is responsible for keeping the surveys anonymous and aggregating or anonymizing the data collected before its presented to the candidate (see pg 23-*Student Feedback Surveys*). **Important Note: DESE provided surveys must be used for this piece of the CAP process, but adaptations are permitted for certain license areas. See Student Survey section in this packet.**

- *Post-Conferences:* Following each observation, the supervisor(s) meet with the TC and provides verbal feedback, identifying specific areas of strength (reinforcement) and areas for improvement (refinement). The completed observation form (pg 9) should be emailed to the TC within a few days of the observation.

- *Three-way Meetings:* Three-way meetings take place throughout the student teaching experience. See the pg 6 - *Timeline* for the schedule. Please also reference pg 10 – *What to Expect in a Three-way Meeting* for a detailed guide as to what needs to be discussed at each scheduled meeting. **Three-way meetings may be scheduled in conjunction with the observation post-conference if all three parties are able to be in attendance.**

- *Formative Assessment:* The supervisors discuss evidence collected to date (see pg 7 – *Categories of Evidence*), establish the formative assessment ratings and complete the Formative Assessment Rubric with supporting evidence written in. Supervisors should calibrate the ratings and evidence and the final version should then be sent to the candidate. This take place around the practicum midpoint. **Please review the following pages prior to completing the Formative Assessment:**
    1. **pg 7 – Categories of Evidence**
    2. **pg 29 – Rubric Overview**
    3. **pg 31– Formative Assessment Rubric**

- *Summative Assessment:* During the last week or two of student teaching, the supervisors discuss the entire body of evidence collected throughout the semester, provided by the TC (see pg 7 – *Categories of Evidence*) and complete the Summative Assessment Rubric. Similar to the Formative Assessment, the supervisors should calibrate the ratings and evidence and share the final version with the candidate. **Please review the following pages prior to completing the Summative Assessment:**
    1. **pg 7 – Categories of Evidence**
    2. **pg 29 – Rubric Overview**
    3. **pg 37 – Summative Assessment Rubric**

CAP Timeline

Program Supervisor and Supervising Practitioner	Teacher Candidate

Once established, these are worked on through the semester as the TC's main seminar assignment

Weeks 3-5

SP assists TC in establishing a measure of impact on student learning. This may be used in TC's inquiry project, identifying student growth in the classroom

Complete Self-Assessment
Draft preliminary student learning goal
~ May be tied to the inquiry project

Prepare lesson plan for Observation #1
Focus elements are *Well Structured Lesson* and *High Expectations*

PS and SP conduct observation #1(announced)
(Elements; *Well Structured Lesson* and *High Expectations*)

Conduct post-conference/ 1st 3-Way Meeting with TC
- Calibrate feedback from Announced Observation #1
- Review Candidate Self-Assessment & student learning goal
- Complete Observation Form and share out.

Prepare for 1st 3-way meeting
- Complete Self-Assessment & identify a student learning goal. Share with supervisors

Finalize student learning goal – may be tied to inquiry project. Develop implementation plan and share with supervisors.

Important Notes

TC:
- Always provide a copy of lesson plan to supervisors 24-48 hours prior to an announced observation

- After every observation, complete a *Self-Reflection Form* and share w/supervisors

SP and PS:
- Share completed observation forms with TC and other supervisor.

- Provide copies of all evidence and paperwork to TC.

- Calibrate both the Formative and Summative Assessment together.

Weeks 4-7

SP proctors Student Feedback Survey for TC. SP aggregates results and share with TC and PS – use as evidence in assessments and feedback for TC.

TC readies the Student Feedback Surveys for SP to proctor and administer. Aggregated results are shared with TC and PS.

Begin or continue teaching lessons independently

SP conducts observation #2 (unannounced). Focus elements are *Well-structured lesson* & *Safe Learning Environment*.

SP conducts post-conference with TC and completes Observation Form. Please share with PS & TC.

Complete *Candidate Self-Reflection Form*

Prepare lesson plan for Observation #3 with PS. Focus elements are *Adjustment to Practice and Meeting Diverse Needs*

PS conducts Observation #3 completes Observation form. Please share with SP & TC.

Conduct 2nd Three-Way Meeting
- May be completed with the post-conference for Observation #3.
- Discuss evidence supporting the 6 Essential Elements
- Review the Formative Assessment

Prepare for 2nd 3-way meeting
- Share evidence that supports meeting the 6 Essential Elements
- Update supervisors on student feedback surveys, student learning goals, observation feedback.

Weeks 7-14

SP conducts Observation #4 (unannounced)
SP conducts post-conference with TC for Observation #4 and completes Observation Form. Share with PS & TC.

Complete all Self-Reflections

SP and PS calibrate the Summative Assessment ratings
PS conducts final observation
- There is flexibility in when this observation is conducted and what is required from TC.
- A completed observation form is not required for this observation.

Final 3-way Meeting
- Review all available evidence
- Individually assess TC performance using the CAP Rubric
- Calibrate summative assessment ratings

Develop Professional Practice Goal
- May be derived from what was learned from the results of the inquiry project or assessment throughout the semester.

Prepare for final 3-way meeting
- Share evidence of performance including, but not limited to: artifacts, measures of student learning, student feedback, inquiry project, reflections.

All three of these tasks can be combined for ease of scheduling

Upload required documents to LiveText

Categories of Evidence

The assessments of Teacher Candidates are done using multiple measures of evidence. Evidence or artifacts should reflect exactly what happens in the classroom and provide a balance of summary statements and direct quotes from the classroom. **The four major categories of evidence are: 1. Observations 2. Measures of Student Learning 3. Student Feedback 4. Candidate Artifacts.**

1. *Observations:*
   Teacher Candidates are observed four-five times during practicum. The evidence that is collected provides focused feedback to candidates so that they can refine practices. It is important to note that observations are part of an assessment. Program Supervisors and Supervising Practitioners should be cautious prior to the lesson to not dramatically influence or alter the candidates' plans. Program Supervisors and Supervising Practitioners should refrain from providing substantial feedback on the lesson plan prior to the observation. This feedback should be provided to candidates after the completed observation.

2. *Measures of Student Learning:*
   Teacher Candidates are expected to identify a measure of student learning, growth, or achievement. This may be tied directly to the inquiry project. Inquiry is an approach to classroom evaluation that encourages teachers to ask questions and raise issues which relate to students, teaching, or professional relationships. Inquiry entails asking TCs to observe in the classroom, to pose a question that arises from their setting and try to answer that question. By systematically gathering data, trying some interventions and coming up with some results and conclusions, TCs can gain valuable insight about their own practice and impact on student learning. Supervising Practitioners' professional judgments will assist to set clear expectations for how and when the measure will be administered and scored in the classroom setting.

3. *Student Feedback:*
   Feedback from students plays a key role in teaching and learning and can be a critical source of evidence in understanding the performance of Teacher Candidates. The Department of Elementary and Secondary education (ESE) has developed Model Student Feedback Surveys that are intended to provide evidence of candidates' readiness for the classroom. Candidates should be sure to share a reflection from student feedback with their Seminar Leaders, Program Supervisors, and Supervising Practitioners. See *Student Feedback Survey*s section in this handbook.

4. *Candidate Artifacts:*
   Additional artifacts may be submitted as evidence to support the assessment of Teacher Candidates. Artifacts may include, but are not limited to, unit and lesson plans, examples of students' work, behavior plans, audio/video recordings, reflection logs and self-assessment and the student learning goal.

Evidence Requirement for Each Essential Element

CAP has been designed to generate and collect evidence for each of the essential elements. The four major categories are outlined below, with the corresponding essential elements and possible evidence that would support that element.

Essential Elements	Observations				Measures of Student Learning	Student Feedback	Candidate Artifacts
	#1	#2	#3	#4			
Well Structured Lessons	x	x			x		
Adjustment to Practice			x	x	x		
Meeting Diverse Needs			x		x		
Safe Learning Environment		x				x	
High Expectations	x				x	x	
Reflective Practice					×		x

Candidate: Please upload all completed Observations forms to your LiveText ePortfolio

Observation Form

Observation #1 = Announced with PS and SP   **Observation #3 = Announced with PS**

Observation #2 = Unannounced with SP   **Observations #4 = Unannounced with SP**

Each observation focuses on different Elements. Please ensure completion of the appropriate observation and provide evidence for the observation's corresponding Element.

Student Name:				Date:	
Observation #:	Type (Announced/Unannounced):				
Observed By:					
Focus Elements: *Each Observation focuses on 1 or 2 select elements. see Rubric Overview Section for element descriptions*	☐	Well Structured Lessons **Observation #1** and **Observation #2**	☐	Safe Learning Environment **Observation #2**	
	☐	Adjustments to Practice **Observation #3** and **Observation #4**	☐	High Expectations **Observation #1**	
	☐	2.A.3 Meeting Diverse Needs **Observation #3**	☐	Reflective Practice *(assessed through self-assessment and inquiry project.*	
Date of Lesson:			Time (start/end):		
Content Topic/Lesson Objective:					
☐ Whole Group	☐ Small Group		☐ One-on-One		☐ Other

> *Active Evidence Collection occurred during the observation and is synthesized and categorized below.*

Element	Evidence
Well Structured Lessons	
Adjustments to Practice	
Meeting Diverse Needs	
Safe Learning Environment	
High Expectations	
Reflective Practice	
Focused Feedback	
Reinforcement Area/Action: *(strengths)*	
Refinement Area/Action: *(areas for improvement)*	

What to expect in a Three-way meeting		
Before	**During** *45- 60 min*	**After**
First Three-Way Meeting (*occurs within first 3 weeks, a*fter *Announced Observation #1* with both Supervisors		

	Before	During *45-60 min*	After
TC	☐ Complete Self-Assessment & Identify a student learning goal → Share with PS & SP. *Upload to LiveText*	☐ Conduct a Post-Conference for Observation #1 ☐ Discuss implementation plan from Inquiry – action steps. ☐ Sign-off at conclusion of meeting *(CAP Signature Form)*	☐ Share goals and implementation plan with practicum seminar instructor
SP and PS	☐ Calibrate feedback from Announced Observation #1 ☐ Review Candidate Self-Assessment & goal		

Second Three-Way Meeting (occurs half-way through), after *Observation #2* (SP) and *Observation #3* (PS)

	Before	During *45-60 min*	After
TC	☐ Ready the Student Feedback Surveys for SP to proctor → *Upload into LiveText*	☐ Share formative ratings and discuss ☐ Revisit candidate question and implementation plan; adjust accordingly (including potentially modifying the plan, increasing supports, adding additional observations, etc.) ☐ Review student feedback from surveys ☐ Sign-off at conclusion of meeting *(CAP Signature Form)*	☐ Share formative assessment and updated question and plan with practicum seminar instructor
SP and PS	☐ Review all available evidence (including observations, student feedback, measures of student learning, self-reflection forms, etc.). ☐ SP administers Student Feedback Surveys and aggregates or anonymize results to share back with TC and PS. ☐ Individually assess candidate performance using the CAP Rubric ☐ Calibrate formative assessment ratings		☐ Schedule/conduct additional observations ☐ Act on commitments made in implementation plan

Final Three-Way Meeting (in final weeks), after *Observation #4 and 5.*

	Before	During *45-60 min*	After
TC	☐ Share evidence of performance including, but not limited to: artifacts, measures of student learning, student feedback, Inquiry Summary: Reflection on Action.	☐ Share summative ratings and discuss ☐ Sign-off at conclusion of meeting *(CAP Signature Form)*	☐ Draft a professional practice goal. Suggestion: use your findings from your Inquiry analysis to inform this goal.
SP and PS	☐ Review all available evidence ☐ Individually assess candidate performance using the CAP Rubric ☐ Calibrate summative assessment ratings		☐ Ensure all documents are retained in LiveText

Candidate Self-Reflection Form

Directions: Following an announced or an unannounced observation, please use the form below to reflect on the lesson. Submit the form to your Supervising Practitioner/Program Supervisor within 24 hours of the observation.

Observation Details			
Date:		Time (start/end):	
Content Topic/ Lesson Objective:			
Type of Observation:		Observed by:	
☐ Announced ☐ Unannounced		☐ Supervising Practitioner ☐ Program Supervisor	

Reflection Prompt: *What do you think went particularly well? How did this strength impact your students' learning?*

Reflection Prompt: *If you could teach this lesson again, is there anything you would do differently? How would this have impacted your students' learning?*

Essential Element	Evidence: Where possible, provide one piece of evidence that you believe demonstrates your performance relative to the quality, consistency or scope of each element.
Well-Structured Lessons	
Adjustments to Practice	
Meeting Diverse Needs	
Safe Learning Environment	
High Expectations	

Candidate Self-Assessment

Directions: Independently, reflect on your performance in each dimension of an element. Use the performance descriptors from the CAP Rubric to help ground your assessment. Consider the following in rating your current level of performance (as applicable):

- Skills acquired in coursework
- Experiences in pre-practicum
- Targeted feedback received about your practice
- Evidence of impact with students
- Reflection on performance in observation(s)

Name:				Date:	
I.A.4: Well-Structured					
	Unsatisfactory	Needs Improvement	Proficient	Exemplary	
I.A.4: Well-Structured	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.	
Rating					
I.B.2: Adjustment to Practice					
	Unsatisfactory	Needs Improvement	Proficient	Exemplary	
I-B-2. Adjustment to Practice	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.	
Rating					
II.A.3: Meeting Diverse Needs					
II-A-3.	Unsatisfactory	Needs Improvement	Proficient	Exemplary	

Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.
Rating				

I.B.1: Safe Learning Environment

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role— individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
Rating				

I.D.2: High Expectations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.

IV.A.1: Reflective Practice

IV.A.1: Reflective Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary

	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
Rating				

Based on your Self-Assessment, briefly summarize your areas of strength and high-priority areas for growth.

Area(s) of Strength	Evidence/Rationale	Element/Dimension

Area(s) for Growth	Evidence/Rationale	Element/Dimension

Please share your Self-Assessment as well as the student learning goal & implementation plan with your Program Supervisor and Supervising Practitioner at least three days in advance of your Three-Way Meeting, or earlier upon request. Upload to your LiveText seminar course.

Creating a Student Learning Goal

The inquiry process may be used to support several CAP requirements. In developing a strong inquiry question, it should meet the characteristics of S.M.A.R.T. and the question may then be used to meet the CAP requirement of creating and implementing a 'S.M.A.R.T.' student learning goal. In addition, CAP requires a TC to identify and measure one aspect of how he/she has made an impact on students' learning. This may also be identified and measured within the inquiry process, which is an approach to classroom evaluation that encourages teachers to ask questions and raise issues which relate to students, teaching, or professional relationships. Inquiry entails asking TC's to observe in the classroom, to pose a question that arises from their setting and try to answer that question. By systematically gathering data, trying some interventions and coming up with some results and conclusions, TCs can gain valuable insight about their own practice and impact on student learning. Should the TC choose to overlap CAP and inquiry, the TC should ensure that within the *Inquiry Summary Report: Reflection on Action,* the CAP components are clearly stated. Finally, the reflection on the inquiry analysis, *Inquiry Summary Report: Reflection on Action,* may inform the final CAP requirement, which is to develop a professional practice goal to implement in TC's first year of teaching.

Candidate goal & implementation plan
Draft a S.M.A.R.T. goal informed by Self-Assessment. Key characteristics of S.M.A.R.T. are:

S = Specific and Strategic
How does this question fit with TC's teaching?
Will the projected results positively impact student learning?
How does this question dovetail with TC's professional goals?

M = Measurable
How will student achievement or learning be impacted?
When will data be collected – what time of day? How often?
What will be used to collect data?

A = Action Oriented, Achievable
How does this relate to TC's current practice?
How much prep time will be needed before TC can begin the inquiry?
How compatible will this question be with other activities?

R = Rigorous, Realistic, and Results Focused (the 3 Rs) – Questions should make clear what will be different as a result of achieving the goal. A goal needs to describe a realistic yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement, but it should not be out of reach.
How important is this question professionally?
Is this question too big? If so, can the big question be broken down into smaller ones from which to choose?

T = Timed and Tracked – Question needs to have a final deadline, as well as interim deadlines by when key actions will be completed and benchmarks will be achieved. Tracking the progress on both action steps and outcome benchmarks is important, as they help educators know whether they are on track to achieve the goal, and give educators information they need to make midcourse corrections.
What is the time frame?
Is there enough time in the semester to carry out this project?
When will the outcomes be measured?

Taken from Lesley University, Graduate School of Education, Classroom Inquiry Handbook, page 17, Revised 2011

Goal Implementation - Steps in classroom inquiry

1. Finding a S.M.A.R.T. Goal
2. Framing (Refining) a Question - Hypothesis
3. Developing a Plan for Data Collection (Design) – Implementation Plan
4. Analyzing the Data
5. Interpreting the Data
6. Formulating and Sharing Your Knowledge
7. Deciding How to Use Your Knowledge (Change Instruction, Curriculum, etc.)

Brainstorming a SMART student learning goal

Think of your own practical experience as a teacher.
- Is there a question you have been wanting to investigate?
- What strengths would you like to develop?
- What do you find puzzling?
- Are there situations which present difficulties and in which you'd like to become more effective?
- Is there a student that you find intriguing?
- Is there a teaching strategy that you find exciting?
- Is there a learning process you find interesting?
- Is there a segment of the curriculum you find fascinating?

Survey course work and the reflections you have prepared.
- What strategies would you like to try?
- What assignments would you like to implement?
- What puzzles would you like to investigate?
- What issues would you like to examine?
- What theory can you examine in practice?

Think about your classroom and course work and do a free write for each possible question you may have.
- What do you know about it?
- How would it lend itself to your practicum experience?
- How interested in it are you? Why are you interested in it?

Take a situation and examine it. Talk about it with a partner. Write about it, too.
- What happens in the situation?
- Who does what?
- Which events, actions, and features of the situation are important?
- Who would benefit from your inquiry? With whom might you share it?

Taken from Lesley University, Graduate School of Education, Classroom Inquiry Handbook, page 8, revised 2011.

Goal Implementation Plan

Candidate: This form is not required, but may be used as a guide in developing a successful working plan. This plan combines the CAP requirements and the inquiry process working plan.

What is your goal? Is it specific, clear, and well defined? Is it manageable? (What is the *Essential Element(s), See Self-Assessment Form*)

Who is involved (students, parents, teachers, administrators)?

Why is this area important?

What skills, knowledge, or practice will you acquire or develop through achieving this goal?

How will your data be collected (i.e. surveys, interviews, observations, assessments)?

When will you achieve this goal? **When** will the data be collected and how often? **What** is your baseline?

How will you demonstrate progress toward this goal? (*Include potential sources of evidence demonstrating goal progress*)

How will you know the goal has been achieved?

What is the intended impact on student learning or outcomes?

What actions will you take to achieve the goal?	What actions/supports/resources will you need from your Supervising Practitioner and/or Program Supervisor?

Examples of documentation tools for data collection

FIELD NOTEBOOK
  Your observations and reflections (raw and cooked notes)

TEACHER DOCUMENTS
  Lesson Plans, Pre-Test & Post-Test

STUDENT DOCUMENTS
  Classwork, Writing, Journals, Comprehension answers

INTERVIEWS
  Students, Teachers

QUESTIONNAIRES, SURVEYS
  Students, Students in other classes, Teachers, Other clinical students

RATING SCALES
  Students' attitudes, Students' preferences

CHECKLISTS OR TALLY CHART
  Students' behavior in class, homework completed, books read

SOCIOGRAMS
  Students' friendships and work partners

AUDIO TAPES, VIDEOS, PHOTOGRAPHS
  Audio tape of clinical student, mentor teacher, & other teachers Video or Photos of students working

OUTSIDE OBSERVER
  Observational notes about specific behaviors

Measuring Candidate Impact on Student Learning through the Inquiry Process

In the space below, describe the anticipated impact on student learning, growth, or achievement.

Guidance:
During the first few weeks of practicum, the Teacher Candidate (TC) should begin brainstorming a measure of impact on student learning. This could be identified through the inquiry project (though the overlap is not required). The TC should be sure to use his or her Supervising Practitioner (SP) as a resource to ensure the measure of student learning, growth, or achievement is acceptable within the SP's classroom. The Supervising Practitioner should be involved in setting firm expectations for how and when the measure will be administered and scored and given the SP's professional experience with the identified measure(s) and understanding of the specific learning context, the Supervising Practitioner should set parameters for a range of expected learning, growth, or achievement (see ESE's Implementation Brief on Scoring and Parameter Setting for more information about this process).

Measures impact on student learning can take many forms and is primarily developed between the Supervising Practitioner and the Teacher Candidate. The measure should be finalized and confirmed during the first three-way meeting, which occurs around week three of practicum.

Incorporating this component of CAP within the inquiry project provides an opportunity to administer the identified measure(s) of student learning, growth, or achievement in a specific way. Administration should not occur at the end of the practicum, but rather at the instructionally appropriate time during the inquiry process. After the data is collected, the candidate should analyze the results and compare them to the parameters set within the implementation plan. Did all students achieve the expected outcomes? If not, were there patterns in performance that might indicate why some students made higher or lower than expected gains? The findings and reflection may also inform the final CAP requirement of developing a professional practice goal – the final step in CAP.

The experience of administering, scoring, and analyzing a measure of student learning, growth, or achievement is a crucial component of CAP. It is an essential skill of every effective teacher to be able to draw conclusions about his or her practice from student outcome data. Therefore, it is important to gauge a candidate's aptitude to develop this skill. It is important to note that a measure of student learning, growth, or achievement is not a complete measure of a candidate's impact on student learning. In the educator evaluation framework, multiple measures over multiple years are used to inform conclusions about educator impact. **Given the abbreviated classroom experience associated with CAP, it is impossible to generate enough data to draw a conclusion about the candidate's impact on student learning. However, it is possible to assess the candidate's ability to reflect on student outcomes and make connections to his or her practice.**

Measure of Student Learning

Student Feedback Surveys

Feedback from students plays a key role in teaching and learning and can be a critical source of evidence in understanding candidate performance. According to the Candidate Assessment of Performance (CAP) Guidelines, **student feedback must be collected using ESE's CAP Student Feedback Surveys for students in grades 3-5 and 6-12, or the ESE Model K-2 Discussion Protocol for students in grades K-2.**

The CAP student feedback instruments are derived from the Massachusetts ESE Model Feedback Surveys, which were carefully crafted for alignment to the Standards for Effective Teaching practice (these mirror the Professional Standards for Teachers) and validated for use in the Educator Evaluation Framework. CAP student feedback instruments also include mini forms that target the Six Essential Elements.

This advisory provides guidance on the appropriate use and modification of these instruments within CAP and is designed to support providers in implementing the instruments successfully with Teacher Candidates and their students.

Purpose of Student Feedback Surveys
Student feedback is one of the five required categories of evidence used to assess candidate readiness in CAP. The purpose of collecting feedback from students is two-fold:
1) To promote reflection and improved practice based on the analysis of the feedback.
2) To provide assessors with an important source of evidence in determining candidate's performance relative to the CAP readiness thresholds.

When taken together with other information sources, student feedback helps to provide a more accurate and detailed picture of an educator's practice (Bill & Melinda Gates Foundation, January 2013). Multiple studies have demonstrated the strong correlation between student feedback and student achievement gains (Wilkerson, et al., 2000; Kyriakides, 2005; Peterson, K., Wahlquist, C., & Bone, K., 2000) as well as student engagement and self-efficacy (Balch, 2012). In fact, when administered well, student surveys can yield information that's more consistent with teacher effectiveness than observational data (Ripley, 2012).

Given this body of research, embedding the collection of student feedback as one source of evidence in CAP serves to strengthen the assessment as well as set a precedent for novice teachers to use surveys or other feedback instruments to inform their practice throughout their career as an educator.

Varied Options: Which Instrument To Use?
All candidates are required to use the ESE model feedback instruments as part of CAP . There are several variations of the student feedback surveys that individual providers and candidates may choose to implement. The chart below outlines the various student feedback instruments as well as the most appropriate application of each survey.

Grades 3-5 & 6-12: Student Feedback Surveys. Visit http://www.doe.mass.edu/edprep/cap/resources.html for access to all the surveys		
Survey Form	Survey Specs	Considerations
Standard Form Grades 3-5 Paper Google Templates Grades 6-12 Paper Google Templates	40-45 questions Requires approximately 20-30 minutes	• Recommended • Provides the most substantial information • Greatest coverage of Professional Standards for Teachers and essential elements • May be most appropriate for extended and in-depth placements
Short Form Grades 3-5 Paper Google Templates Grades 6-12 Paper Google Templates	20 questions Requires approximately 15-20 minutes	May be most appropriate for special populations or particularly accelerated placements

Mini Form	Grades 3-5 Paper Google Templates Grades 6-12 Paper Google Templates	10 questions Requires approximately 5-10 minutes	• Designed specifically for use in CAP as items focus exclusively on the Six Essential Elements • Provides limited information • The mini forms have not been validated for use in the Educator Evaluation Framework • May be appropriate for split practicums or placements that work with an inconsistent student population

Grades K-2: Discussion Protocol

Recognizing the unique nature of working with students in early grades, ESE has developed Model Discussion Prompts (http://www.doe.mass.edu/edeval/feedback/K2DiscussionProtocol.pdf) for use in grades K-2. Teacher Candidates should discuss with their Supervising Practitioner the most appropriate method of administering these prompts and collecting feedback from the discussion. Discussions make take place in small group settings where students are comfortable and engaged. Due to the developmental stages of students in lower grades, feedback should be collected by the actual candidate rather than an alternative person or "proctor."

Administering the Surveys

Each of the CAP Student Feedback Surveys is accompanied by a detailed Administration Protocol (see following page) that guides educators in preparing for, delivering, and analyzing the survey. Below are some specific modifications providers and Teacher Candidates may consider in implementing the surveys in their practicum placement. Teacher Candidates should discuss with both their Supervising Practitioner and Program Supervisor which survey is most appropriate for their students and how to best administer the surveys to students.

- Embed the Teacher Candidate's name directly into the survey. All of the forms are provided in editable format. It is recommended that Teacher Candidate replace all references to "my teacher" in the survey to with their name (e.g. "Ms. Smith," or whatever name the students use for the candidate). This way it is clear to students that the survey is asking them about the work with the Teacher Candidate and results are not conflated by the influence of the Supervising Practitioner as the official teacher.

- Use the Google Templates for easier administration and post-survey analysis. ESE has created these templates so that candidates can quickly create their own forms of the surveys electronically. Directions for how to download and use these templates can be found here. By using these templates, candidates can more efficiently collect the data and will not have to hand count and analyze the data once complete. Particularly for candidates working with a large number of students, this is a compelling option. Once the surveys are complete, the candidate can also easily share the data directly with the program supervisor and supervising practitioner.

- Use visual rating scales in early grades or for specialized populations. In an attempt to collect data from students who may be non- or emergent readers, candidates may consider creating a visual rating scale (e.g. smiley faces or other emoticons) for their students. The survey questions or discussion prompts could be read verbally to students who then select their choice using the visual cues. If pursuing this options, candidates should maintain the same 4-point rating scale used in the surveys to maintain the fidelity of the survey.

- If possible, have the supervising practitioner administer the survey. In the CAP Student Feedback Survey Administration Protocol, it is suggested that, to the extent that is feasible, someone other than the Teacher Candidate proctor the survey with students. This helps to ensure that students can ask any necessary questions they may have and will not be influenced by the presence of the individual about whom they are being asked to provide feedback. *This is not best practice for K-2 students, where it is recommended that the candidate engage the students directly in conversation using the K-2 Discussion Prompts. The Supervising Practitioner or another individual may attend and take notes.

- Administer the survey in the latter half of the practicum experience. This will allow students to have the maximum experience with the Teacher Candidate before being asked to provide feedback, thus providing more informed perceptions. The survey should be administered prior to the summative assessment and with enough time for the candidate to reflect on his/her data.

Survey Results: What to do with them?

As stated above, the surveys serve to inform the candidates' own practice as well as the assessors' summative judgments on CAP. According to the CAP Guidelines, results from the surveys should be used as a source of evidence for at least the following essential elements: 2.B.1 Safe Learning Environment and 2.D.2 High Expectations.

Students are uniquely positioned to offer perspective relative to these elements specifically. All of the surveys also address other elements and therefore may serve as a source of evidence for other CAP elements. Providers may also consider requiring a reflection from candidates following the administration of a survey, which could then be used as a source of evidence for essential element 4.A.1 Reflective Practice.

Like all other sources of evidence collected through CAP (observations, candidate artifacts, and measures of student learning), student feedback is just one measure of a candidate's readiness. Providers should continue to calibrate assessors' professional judgments in considering these different facets of a candidate's practice.

Online Administration Information

Some educators may be interested in administering the CAP Student Feedback Survey online. The feedback that these surveys yield is aligned to the Massachusetts Professional Standards for Teachers. The following steps will allow you to administer the CAP Student Feedback Surveys online without having to create your own forms.

1. Log-in to your Google account. (You will need a Google account for this process)
2. Visit www.drive.google.com/templates
3. In the "Search" box, enter "ESE CAP"
4. Identify the appropriate version of the CAP Student Feedback Survey (see the Student Feedback Survey Advisory for guidance on applicable surveys) and click on "Use this template" in the top-left corner of the screen
5. If desired, change all "my teacher" to your name (e.g., "Ms. Smith") throughout the form before sending to your students
6. Click on "Send Form" on the top right part of the screen
7. Email the "Link to Share" to your students

Notes/Considerations

- Once you have completed this process, the form is saved in your own Google Drive as a "Copy of…" You can easily verify this by opening your Google Drive account and finding it in the list. Feel free to remove "copy of." The surveys in Google Templates are the Massachusetts ESE CAP Student Feedback Surveys. If items are revised, the title should be changed.
- You will want to think through the logistics of multiple classes or groups of respondents. For example, do you want to create separate forms for each class or group? If so, consider editing the title of your survey to indicate the specific respondent group (e.g. "CAP Student Feedback Survey: Grades 3-5 Short Form (3rd grade)."
- Surveys responses will be sent directly (and only) to you.
- Your survey data is easily accessible in the aggregate by clicking on "Responses/View Summary" or as a spreadsheet by clicking on "View Responses."
- For more information on student feedback surveys for CAP, please refer to the Student Feedback Survey Advisory.

Student Feedback Survey Administration Protocol
(for Teacher Candidates and Supervising Practitioners)

ESE recommends reviewing *Key Considerations for Administering the ESE Model Surveys* found in Part VIII: Using Student and Staff Feedback in the Evaluation Process before administering this survey.

Please read this entire CAP Student Feedback Survey administration protocol and scripts prior to administering the survey to students. This guide includes:

- General guidelines for what to do before, during, and after the survey
- Guidelines about the inclusion of students with special needs and English Language Learners
- Instructions on who should proctor the survey and proctoring scripts
- The CAP Student Feedback Surveys about classroom teacher practice (for students in grades 3 – 5)

The survey script must be read aloud by the proctor during administration.

Administrators, teacher candidates, survey proctors, and parents are encouraged to read the CAP Student Feedback Survey items before the survey is administered.

Prior to the Survey Administration

The teacher candidate should work with his/her Supervising Practitioner to decide the best method, date, and time for administering the surveys to students.

There are two methods for administering the survey: paper form and online. If administering online, please consult the CAP Student Feedback Surveys Online Administration Directions. If administering paper-based surveys:

- Go to the CAP website and download the appropriate survey form (standard, short, or mini)
- You will have the option of modifying the form, replacing "my teacher" with the teacher candidate's name, before printing.

Before students take the survey, **teacher candidates** and **proctors** should do the following:

- Read all administration and proctoring instructions. Familiarize yourself with the instructions. Allow time for students to ask questions or ask for clarifying information on anything that may be unclear.
- Teacher candidates should inform students ahead of time that they will be participating in a survey to provide you with feedback on their experiences being a student in your class.
- The standard form of the survey will take approximately 30 – 40 minutes to complete, the short form will take approximately 15 – 20 minutes, and the mini form will take approximately 5-10 minutes; plan your class time appropriately.
- Plan for students to have "silent work" ready at their desks if they finish the survey earlier than other students. Class should not resume until all students have completed the survey.
- Identify any students who require accommodations and work with your survey coordinator to determine how to properly administer the survey with those students. See the section below on **Students with Special Needs** for examples of appropriate accommodations.

During the Survey Administration

Please remember the following:

- If possible, <u>teacher candidates should NOT proctor the surveys</u> for their own classes. In most cases, the Supervising Practitioner will be the most appropriate proctor.
- Prior to beginning the survey, read the CAP Student Feedback Survey Script for grade level (for Proctors).
- The proctor should maintain a comfortable distance from the students to protect their privacy.
- While administering the survey, proctors may receive questions from students. The proctor may answer clarifying questions. For example, the proctor may define unknown words for students.
- Advise students that if they do not understand a question, they should leave the response choice for that item blank.

After the Surveys are Completed

The teacher candidate should work with his/her Supervising Practitioner to coordinate the collection of surveys (if taking paper-based surveys).

Students with Special Needs

Collecting feedback from students with special needs is a valuable part of the evaluation process. Districts should make every effort to include all students, or a representative sample of all students, in their feedback collection. When students with disabilities participate in the Model Surveys, their accommodations must be consistent with IEPs and 504 Plans. Since the purpose of the Model Survey is to solicit students' opinions, accommodations can be more intensive than on instruments designed to assess student knowledge and skills. This may mean very intensive adaptations of the survey content, depending on student need.

In addition, the *Educator Effectiveness Guidebook for Inclusive Practice*, includes adapted items for the Massachusetts Model Student Feedback Survey.

Common accommodations include (but are not limited to):

- **Changes in timing or scheduling** (including but not limited to providing extended time, frequent breaks, etc.)
- **Changes in survey settings**
- **Changes in survey presentation** (including but not limited to online vs. paper forms, alternate font size, , specific proctor/administrator, more intensive clarification of unfamiliar language, etc.)
- **Changes in how students respond to survey items** (including but not limited to the assistance of a scribe, verbal responses, typed or hand-written responses, signed responses, etc.)

English Language Learners
It is recommended that the linguistic supports used for state assessments or other tests for English Language Learners are used for the CAP Student Feedback Surveys.

For Students Who Are Absent
The teacher candidate should work with his/her Supervising Practitioner to decide the best method, date, and time for administering the surveys to students who missed the original survey time/date. Remember to administer the survey using the same directions.

CAP Student Feedback Survey Script (for Proctors)

It is recommended that the proctor read the survey items aloud to students in grade 3 regardless of whether the students are taking the survey online or on paper.

Directions: Please read the following aloud to the class.

Say:

Today you are being asked to take a survey to help us learn how you feel about being a student in [TEACHER CANDIDATE'S NAME] class. The purpose of this survey is to give [TEACHER CANDIDATE'S NAME] feedback on his/her teaching. He/she will use your class's answers to better understand what it's like to be a student in this class.

This is not a test. On a survey you are asked for your opinions. Opinions are your personal ideas about a topic. There are no right or wrong answers and you will not be graded.

While you are taking the survey, please do not talk to your classmates or share your answers or reactions to the survey items. You should have a book to read or some silent work that you can do at your seat when you are finished.

Before we start, there are some important things for you to know:
1. First, [read/listen] to each survey item carefully and think about the answer choice that you think fits best. You may only pick one answer per survey item.
2. Second, please be honest and thoughtful, and take your time when you read and respond to each survey item. Remember that there are no right or wrong answers. [TEACHER CANDIDATE'S NAME] will not see your individual answers. He/she will only see a class summary of the responses (or all your classmates responses put together).
3. Third, I can help you with words you don't understand. Just raise your hand if you have a question. If you are not sure about what one of the statements means or you prefer not to answer a survey item, please skip it.
4. Finally, if you would like to write a comment or explain why you chose a certain answer, you have a space to do that at the end of the survey. You may also leave this part blank if you choose.

Are there any questions before we begin?

Alternative Script:

Here is where you will insert instructions based on how your district is administering the survey (paper or online).

If completed on paper: Students may need to be instructed on what to do when they are finished with the survey and how surveys will be collected.

If completed on the computer: Students may need to be instructed how to access and then complete the survey on the online platform. Students may also need to know how to submit their survey and how to ensure that their survey has been completed.

Rubric Overview

The CAP Rubric has been built to measure performance in relation to the Professional Standards for Teachers (PST). It unpacks the Performance Descriptors and sets varying Readiness Thresholds for performance with each Essential Element. These thresholds are called Dimensions of Readiness.

The CAP Rubric is designed to:
1. Develop a consistent, shared understanding of what performance looks like in practice
2. Develop a common terminology and structure of organized evidence
3. Make informed professional judgements about performance ratings

CAP assesses Teacher Candidate performance on six **Essential Elements** that are embedded within four broader based Standards.

Standards
- *Broad based categories of knowledge, skills, and performance of effective practice*

Elements
- *More specific descriptions of actions and behaviors, embedded within a particular Standard*

Standards	Elements	Descriptor
Standards	**Elements**	**Proficient Descriptor**
1: Curriculum, Planning and Assessment	Well-Structured Lessons	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.
	Adjustment to Practice	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.
2: Teaching All Students	Meeting Diverse Needs	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English language learners.
	Safe Learning Environment	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
	High Expectations	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.
3: Professional Culture	Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.

Dimensions of Readiness
- **Quality:** *ability to perform the skill, action or behavior as described in the proficient performance descriptor*
- **Consistency:** *the frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*
- **Scope:** *the scale of impact (e.g., one student, subset of children, all students) to which the skill, action or behavior is demonstrated with quality*

Minimum thresholds have been established to assess the readiness of each candidate within each element. **Teacher Candidates are expected to demonstrate Proficiency in the Dimension of Quality. Quality is the gatekeeper or precursor to the dimension of Scope and Consistency.** Teacher Candidates must meet all readiness thresholds that have been established in each element.

Rubric Evidence Example for 11.A.3: Meeting Diverse Needs
- Joe developed jigsaw activities in which students were assigned a reading level and skill set appropriate primary resources to read and act as "expert" on to a group of peers who read other texts without transparency as to why readings were assigned.
- He sought to have students practice the skills of reading, writing, and speaking in every class period.
- Joe taught content-specific vocabulary with a foreign language approach, asking students to reinforce their understanding with application of prior knowledge of root words, suffixes, and prefixes and incorporating call and response practice of pronunciations.
- Joe reinforced the ideas of generating/using mnemonics, labeled diagrams, analogies, and examples to tackle abstract content.
- He worked individually with SPED and ELL and high social/emotional needs students before and after school and during lunch to guide them through a metacognitive understanding of their strengths and growth areas and to develop individualized strategies for taking responsibility for their own learning.

Formative Assessment

The PS and SP discuss evidence collected to date (observations, student surveys, lesson plans, etc.), establish the formative assessment ratings and complete the rubric below with supporting evidence/observation feedback written in. <u>As the Supervising Practitioner is with the candidate daily, the SP should lead this assessment and provide the Program Supervisor with the initial ratings.</u> The PS should then connect with the SP to calibrate the ratings and the final version should then be sent to the candidate. This take places around the practicum midpoint - about 7 weeks into the student teaching experience. The candidate should also provide an update to the PS and SP on the following CAP components, which may be used as evidence in meeting the *6 Essential Elements:*

- Student Feedback Surveys
- Self-Assessment
- Student learning goal and impact on student growth (see inquiry project)

Please place an 'X' in the appropriate box. The shaded areas are the readiness thresholds that Teacher Candidates must meet on the Summative Assessment.

Candidate Name:		Date:	

I.A.4: Well-Structured Lessons				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well- structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
Quality				
Scope				
Consistency				

Evidence for meeting the *Well-Structured Lesson* Element:

I.B.2: Adjustment to Practice

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.
Quality				
Scope				
Consistency				

Evidence for meeting the *Adjustment to Practice* Element:

II.A.3: Meeting Diverse Needs				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.
Quality				
Scope				
Consistency				

Evidence for meeting the *Meeting Diverse Needs* Element:

II.B.1: Safe Learning Environment				
	Unsatisfactory (U)	Needs Improvement (N)	Proficient (P)	Exemplary (E)
	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role— individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
Quality				
Scope				
Consistency				

Evidence for meeting the *Safe Learning Environment* Element:

II.D.2: High Expectations				
	Unsatisfactory (U)	Needs Improvement (N)	Proficient (P)	Exemplary (E)
	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
Quality				
Scope				
Consistency				

Evidence for meeting the *High Expectations* Element:

IV.A.1: Reflective Practice				
	Unsatisfactory (U)	Needs Improvement (N)	Proficient (P)	Exemplary (E)
	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
Quality				
Scope				
Consistency				

Evidence for meeting the *Reflective Practice* Element:

Calibration

Summary of Ratings – Enter E, P, N, or U				
Element	Quality	Scope	Consistency	Readiness Thresholds Met? (Y/N)
1.A.4: Well-Structured Lessons				
1.B.2: Adjustment to Practice				
2.A.3: Meeting Diverse Needs				
2.B.1: Safe Learning Environment				
2.D.2: High Expectations				
4.A.1: Reflective Practice				

Suggestions for Candidate	

Summative Assessment Rubric

Candidate: Please upload all completed rubric forms to your LiveText ePortfolio

At a point prior to the Final Three-way meeting or soon after, the PS and SP discuss the entire body of evidence that has been collected through the semester (provided by the candidate: student feedback, observations, student learning goal, etc.) and complete the Summative Assessment Rubric below.   As the Supervising Practitioner is with the candidate daily, the SP should lead this assessment and provide the Program Supervisor with the initial ratings. The PS should then connect with the SP to calibrate the ratings and the final version should be sent to the candidate. This take places towards the very end of the candidate's practicum experience. Please place an 'X' in the appropriate box. The shaded areas are the readiness thresholds that Teacher Candidates must meet on the Summative Assessment.

Candidate Name:		Date:	

I.A.4: Well-Structured Lessons

	Unsatisfactory (U)	Needs Improvement (N)	Proficient (P)	Exemplary (E)
	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
Quality				
Scope				
Consistency				

Sources of Evidence for I-A-4: Well-Structured Lessons:

Observations				Measure of Student Learning *	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#2 Unannounced	#3 Announced	#4 Unannounced				
☐ *Required*	☐ *Required*	☐	☐	☐ *Required*	☐	☐	☐

the measure of student learning may be from the TC's inquiry project.

Evidence [insert evidence to support the ratings here]:

I.B.2: Adjustment to Practice				
	Unsatisfactory (U)	Needs Improvement (N)	Proficient (P)	Exemplary (E)
	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.
Quality				
Scope				
Consistency				

Sources of Evidence for I.B.2: Adjustment to Practice:

Observations				Measure of Student Learning*	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#2 Unannounced	#3 Announced	#4 Unannounced				
☐	☐	☐ *Required*	☐ *Required*	☐ *Required*	☐	☐	☐

the measure of student learning may be from the TC's inquiry project.

Evidence [insert evidence to support the ratings here]:

II.A.3: Meeting Diverse Needs				
	Unsatisfactory (U)	Needs Improvement (N)	Proficient (P)	Exemplary (E)
	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.
Quality				
Scope				
Consistency				

Sources of Evidence for II.A.3: Meeting Diverse Needs:

Observations				Measure of Student Learning *	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#2 Unannounced	#3 Announced	#4 Unannounced				
☐	☐	☐ *Required*	☐	☐ *Required*	☐	☐	☐

*the measure of student learning may be from the TC's inquiry project.

Evidence [insert evidence to support the ratings here]:

II.B.1: Safe Learning Environment				
	Unsatisfactory (U)	Needs Improvement (N)	Proficient (P)	Exemplary (E)
	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role— individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
Quality				
Scope				
Consistency				

Sources of Evidence for II.B.1: Safe Learning Environment:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#2 Unannounced	#3 Announced	#4 Unannounced				
☐	☐ *Required*	☐	☐	☐	☐ *Required*	☐	☐

Evidence [insert evidence to support the ratings here]:

II.D.2: High Expectations

	Unsatisfactory (U)	Needs Improvement (N)	Proficient (P)	Exemplary (E)
	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
Quality				
Scope				
Consistency				

Sources of Evidence for II.D.2: High Expectations:

Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#2 Unannounced	#3 Announced	#4 Unannounced				
☐ *Required*	☐	☐	☐	☐	☐ *Required*	☐	☐

Evidence [insert evidence to support the ratings here]:

IV.A.1: Reflective Practice				
	Unsatisfactory (U)	Needs Improvement (N)	Proficient (P)	Exemplary (E)
	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
Quality				
Scope				
Consistency				

Sources of Evidence for IV.A.1: Reflective Practice:

Observations				Measure of Student Learning *	Student Feedback	Candidate Artifacts	Professional Practice Goal
#1 Announced	#2 Unannounced	#3 Announced	#4 Unannounced				
☐	☐	☐	☐	☐ Required	☐ Required	☐ Required	☐ Required

the measure of student learning may be from the TC's inquiry project.

Evidence [insert evidence to support the ratings here]:

Calibration

Summary of Ratings – Enter E, P, N, or U				
Element	Quality	Scope	Consistency	Readiness Thresholds Met? (Y/N)
1.A.4: Well-Structured Lessons				
1.B.2: Adjustment to Practice				
2.A.3: Meeting Diverse Needs				
2.B.1: Safe Learning Environment				
2.D.2: High Expectations				
4.A.1: Reflective Practice				

Suggestions for Candidate	

Inquiry Summary Report: Reflection on Action

Candidate: Please upload Summary Report to your LiveText ePortfolio

Guiding Questions to include in your Inquiry Summary Report: *Reflection on Action*

Name:
What was your question and why did you choose it?
Who was involved?
How did your Self-Assessment help inform your question? To which elements is your question tied?
What was your intervention strategy?
What were your data collection methods and analysis?
What were your findings as they relate to student achievement, learning, or growth?
What were your results and conclusions?
What were the strengths of the process and areas to change for next time? *Use this to inform your Professional Practice* Goal.
Who would benefit from your inquiry? With whom might you share it?"

Identify a Professional Practice Goal:	
What actions will you take to achieve the goal?	What actions/supports/resources will you need from your administration?

Required Form
CAP Signature Form, Part 1
Candidate: Please upload to your LiveText ePortfolio

Section 1: General Information (to be completed by the Candidate and the Program Supervisor)

Candidate Information

First Name:		Last Name:	

Street Address:	

City/Town:		State:		Zip:	

MEPID #:	

Massachusetts license number (if applicable):	

Program Information

Sponsoring Organization:	

Program Area & Grade Level:	

Have any components of the approved program been waived? 603 CMR 7.03(1)(b)	☐ Yes	☐ No

Practicum Information	☐ Practicum	☐ Practicum Equivalent

Practicum/Equivalent Course Number:		Credit hours:	

Practicum/Equivalent Seminar Course Title:	

Practicum/Equivalent Site:		Grade Level(s) of Students:	

Supervising Practitioner Information

Name:	

School District:		Position:	

License Field(s):		MEPID or License #	

# of years' experience under license:		☐ Initial	☐ Professional

To the best of my knowledge (per the Supervising Practitioner's Principal/Evaluator), the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his most recent evaluation.	☐ Yes	☐ No

Required Form
CAP Signature Form, Part 2
Candidate: Please upload to your LiveText ePortfolio

Section 2: Total Hours and Signatures Date:				
Name:			**Date:**	
Three-Way Meetings				
1st Three-Way Meeting **Date**:	Candidate			
	Supervising Practitioner			
	Program Supervisor			
2nd Three-Way Meeting **Date**:	Candidate			
	Supervising Practitioner			
	Program Supervisor			
Final Three-Way Meeting **Date**:	Candidate			
	Supervising Practitioner			
	Program Supervisor			
Enter Total Number of Practicum Hours: (400 Hours minimum)		**Enter** Total number of hours assumed full responsibility in the role: (100 hours minimum)		
Based on the candidate's performance as measured on the CAP Rubric, we have determined this candidate to be:	Ready to Teach	☐	Not Yet Ready	☐
Supervising Practitioner Signature		**Date:**		
Program Supervisor Signature		**Date:**		
Mediator (if necessary see: 603 CMR 7.04(4))		**Date:**		

CAP Paperwork Checklist

Candidates are responsible for ensuring that *all required CAP documents listed below* are uploaded into their LiveText e-Portfolio Seminar course. Practicum will not be passed without all required paperwork complete and uploaded. Please ensure that all signatures and dates are present and legible.

Required Forms

1. **Observations Forms (all required from PS and SP)**

2. **Self-Assessment**

3. **Student Feedback from surveys**

4. **Formative Assessment**

5. **Summative Assessment**

6. **Inquiry Summary Report: Reflection on Action**

7. **CAP Signature Form (pgs 44 & 45)**

All required forms can be accessed and downloaded from our website:

www.lesley.edu/academics/graduate-school-of-education/field-placement/candidate-assessment-of-performance-cap-for

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Office of Field Placement Contacts

Christina Jache, Assistant Director
617.349.8753 / cjache@lesley.edu
Programs: Early Childhood/Elementary/ ESL Education, Visual Arts

Erin Fitzgerald, Assistant Director
617.349.8400 / efitzge3@lesley.edu
Programs: Digital Literacy/ Special Middle/High School/ Reading
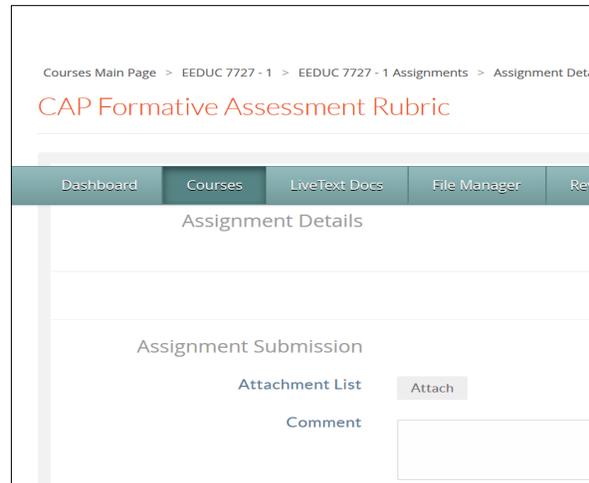
LiveText CAP Document Upload Instructions

Please contact map@lesley.edu for support.

1. Log on to your www.Livetext.com account.
2. Choose the appropriate assignment on your dashboard. Two of your choices should be *CAP Formative Assessment Rubric* and *CAP Summative Assessment Rubric*.

3. Once your Formative Assessment is completed, upload it to this assignment.

4. After clicking on **Attach**, click on the **Upload** icon as seen below. Browse your computer for the appropriate file (Formative Assessment).
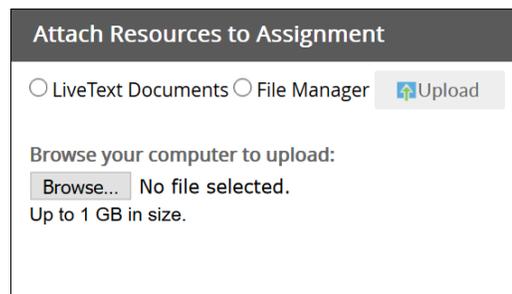
5. Once attached, you may click on **Submit Assignment.**
6. You'll want to follow the same process for uploading your *Summative Assessment Rubric*. However, you'll also want to upload **all** your remaining CAP documentation within this assignment. Once all your documentation is uploaded with the **Summative Assessment Rubric**, click **Submit Assignment**. Don't click submit prior to uploading all documentation - doing so before you upload everything will prohibit any additional document upload.
   a. Required Documentation to upload to Livetext
      i. Observations Forms (all required from PS and SP)
      ii. Student Feedback responses from surveys
      iii. Formative Assessment
      iv. Summative Assessment
      v. Inquiry Summary Report: Reflection on Action (we'll accept either the completed template from the CAP packet or a summary report using the guiding questions from pg 43 of this packet)
      vi. CAP Signature Form