



MASSACHUSETTS
Department of Elementary
and Secondary Education

Guidelines for the Candidate Assessment of Performance

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Massachusetts Department of Elementary and Secondary Education

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Introduction

Dear Educators,

The Department of Elementary and Secondary Education (DESE), educator preparation programs, and PK-12 schools and districts each strive to ensure that all students in Massachusetts have access to diverse and effective educators. While this focus has contributed to continued achievement for students overall, disparities in PK-12 student experiences and outcomes persist, in particular for Black, Hispanic and Latino, Asian, Indigenous, and/or Multiracial learners.

Effective educators in Massachusetts are those who use evidence-based practices to create affirming environments where students have a sense of belonging, engage in deeper learning, and are held to high expectations with targeted support ([DESE Educational Vision, 2023](#)). The *Guidelines for the Candidate Assessment of Performance (CAP)* describe the method through which candidates will be assessed in their ability to use evidence-based practices that will well serve all students in Massachusetts, particularly those from systemically marginalized groups and communities, such that all students will have equitable opportunities to excel in all content areas across all grades.

The updates to these Guidelines were shaped and informed by feedback from over 200 current educators, educator preparation personnel, and recent program completers. The contributions from these stakeholders were essential to ensuring that the updates to CAP are meaningful, practical, and true to DESE's Educational Vision. In particular, the Professional Standards for Teachers and Candidate Assessment of Performance Working Group collaborated closely with DESE to update these Guidelines. Their contributions underscore a collective commitment to preparing teachers in evidence-based practices, including culturally and linguistically sustaining and anti-racist practices, in order to meet the needs of all students.

We commit to continuing to work with these and other stakeholders to improve the experiences and outcomes of the PK-12 students, current educators, and future educators of Massachusetts.

In partnership,

Office of Educator Effectiveness

Massachusetts Department of Elementary and Secondary Education

Purpose

The Massachusetts Candidate Assessment of Performance (CAP) is designed to assess the overall readiness of teacher candidates at the conclusion of their preparation experience. By requiring teacher candidates to demonstrate their readiness to use evidence-based practices, Massachusetts ensures that new teachers enter classrooms prepared to well-serve all of their students, particularly those from systemically marginalized groups and communities.

CAP creates an intentional bridge from preparation to practice by aligning preparation expectations with the [Massachusetts Educator Evaluation Framework](#) for in-service educators. This is designed to ensure that teacher candidates have the most relevant skills and knowledge necessary to be effective teachers in Massachusetts.

The goals of CAP are:

- to measure teacher candidates' practice on key Essential Elements as outlined in the [Guidelines for the Professional Standards for Teachers](#) (PSTs);
- to support teacher candidates in improving their practice through targeted feedback and performance evaluations; and
- to ensure new teachers enter classrooms prepared to well-serve all of their students, particularly those from systemically marginalized groups and communities.

In support of these goals, these Guidelines outline expectations for CAP implementation by sponsoring organizations (including those facilitating registered teacher apprenticeship programs) and organization(s) coordinating the Performance Review Program for Initial Licensure (PRPIL) (these organizations will be referred to as “programs” when described as a group in these Guidelines).

Programs supervisors, supervising practitioners, and teacher candidates should all work together to ensure successful completion of CAP and demonstration of the PSTs.¹ As a companion resource to these Guidelines, the CAP Implementation Handbook provides stage-by-stage guidance for CAP's Five-Stage Process, as well as optional forms and suggested resources that may complement the required forms included in these Guidelines.

¹ These Guidelines apply to all Initial Teacher licensure candidates. They do not apply to candidates for Professional Teacher, Initial Specialist Teacher, Administrator, or Professional Support Personnel licensure. DESE expects that programs in license areas not covered by CAP develop and implement a performance assessment appropriate for the license. See the 2023 Guidelines for Educator Preparation Program Approval for additional information regarding performance assessments.

Acknowledgements

During the 2023-2024 school year, DESE gathered survey feedback from over 200 representatives from educator preparation programs and PK-12 districts across Massachusetts. DESE also convened a working group of educator preparation program leaders and faculty, program supervisors, supervising practitioners, recent completers, and other PK-12 representatives to inform the updates to these Guidelines. Each member of the working group was selected for their commitment to anti-racist teaching practices as well as their recent, nuanced, and varied experiences with the Candidate Assessment of Performance.

DESE used this input from the field alongside the research base showing the importance and developmental trajectory of specific evidence-based skills that foster culturally and linguistically sustaining practices in beginning teachers to inform updates to these Guidelines. Updates were also informed by research on the predictive validity of CAP², as well as ongoing research on teacher quality and impact in Massachusetts³.

Revisions to the Guidelines were directly informed by updates to the Standards of Effective Practice, which reflect input from educators, students, and families across Massachusetts on anti-racist, inclusive, and equitable practices (see [Appendix I](#) for the list of individuals who contributed to this work). The Essential Elements remain aligned with the core language and expectations described in the Standards of Effective Practice and articulated in the PST Guidelines.

Professional Standards for Teachers and Candidate Assessment of Performance Working Group

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² Chen, B., Cowan, J., Goldhaber, D., & Theobald, R. (2023). Assessing the Predictive Validity of the Massachusetts Candidate Assessment of Performance. Educational Policy, 0(0). <https://doi.org/10.1177/08959048231174876>

³ See the [Continuous Improvement](#) page on DESE's Educator Preparation website for additional information.

Overview of CAP

CAP's content and process mirror the experience of educators engaged in the Massachusetts Educator Evaluation Framework with key modifications to ensure that the assessment is appropriate for the context of preparation and is focused on the Essential Elements of practice for novice teachers. Aspects of the Massachusetts Educator Evaluation Framework that are replicated in CAP include:

- a five-stage process that includes self-assessment, goal setting, plan implementation, a formative assessment, and a summative assessment;
- the use of elements and performance descriptors from the [Model Classroom Teacher Rubric](#); and
- performance assessment based on multiple measures, including:
 - evidence of growth in student learning
 - artifacts of practice
 - feedback from students
 - announced and unannounced observations
 - progress toward a professional practice goal.

For a detailed explanation of the parallels between CAP and the Massachusetts Educator Evaluation Framework, see [Appendix C](#).

Preparation Context Reflected in CAP

CAP is required for all candidates in Initial Teacher licensure programs. CAP is designed to take place within the context in which the candidate's evaluation occurs (i.e., their practicum or practicum equivalent). DESE considered the following when modifying the Educator Evaluation Framework for use across programs:

- **Time:** In most cases, in-service teachers engage in the five-step evaluation cycle over one or two school years; in preparation, teacher candidates complete CAP during the practicum/practicum equivalent, which can range in length from as little as ten weeks to as long as a school year. As is the case with the practicum experience itself, CAP is intended to be intensive; it is also designed to be effectively completed during any length of practicum. (Sample implementation timelines are available in the CAP Implementation Handbook.)
- **Ownership/Responsibility:** Unless already employed as a teacher-of-record⁴, candidates will be assessed on their skills while working in classrooms that are not their own. It can be challenging in

⁴ Candidates who are employed as teachers-of-record are required to undergo CAP and be deemed "Ready to Teach" to be endorsed for Initial licensure. Candidates and programs may leverage activities associated with in-service evaluations to support CAP and reduce duplication of efforts. Evaluation ratings provided by a school/district evaluator may not replace or substitute for CAP ratings by the supervising practitioner and program supervisor. In these cases, DESE encourages programs and schools/districts to communicate around expectations for performance.

these situations to determine the readiness of a candidate independent from the context in which they are completing the practicum. It is the expectation that candidates be provided opportunities to demonstrate their own skills and abilities within this context. This will require concerted effort from the supervising practitioner and the program supervisor to coordinate authentic experiences for the candidate during engagement in CAP. Each program is responsible for creating partnerships with PK-12 schools and districts that foster high-quality practicum experiences.

- **Role of Evaluator:** In the in-service context, single evaluators are often responsible for an educator's evaluation. In preparation, CAP ratings are the results of calibrated, summative judgments by both a supervising practitioner and a program supervisor.
- **Developmental Progression of Practice:** DESE acknowledges that teaching is a profession in which individuals will grow in their expertise and skill; DESE's educator effectiveness policies are dedicated to supporting continuous improvement through the career continuum. DESE also believes that novice teachers must meet specific standards deemed essential to well-serve all students, particularly those from systemically marginalized groups and communities. While districts or individual schools may choose to emphasize different elements within their evaluation processes, DESE has prescribed the key skills to determine readiness for all Initial Teacher candidates (aligned to the [PST Guidelines](#)).



Candidate Assessment of Performance (CAP)

The Candidate Assessment of Performance (CAP) assesses a candidate's readiness to positively impact students' learning from their first day in a Massachusetts classroom. There are two facets of the performance assessment: the content and the process. By engaging in specific activities throughout the Five-Stage Process, the candidate demonstrates required skills at a certain level (content). The following sections describe how the content and the process individually and collectively contribute to measuring candidate readiness.

CAP Content	CAP Process
• CAP's Essential Elements • The CAP Rubric ○ Quality, Scope, Consistency ○ Readiness Thresholds • CAP's Categories of Evidence	• CAP's Five-Stage Process: Overview • CAP's Five-Stage Process: Stage-by-Stage Requirements

CAP Content

CAP's Essential Elements

CAP assesses candidate performance on a subset of Essential Elements from the Professional Standards for Teachers (PSTs). In order to understand the decision to narrow the focus of the assessment to these seven elements, it is helpful to understand the structure of the [Massachusetts Model Classroom Teacher Rubric](#) in relation to the PSTs:

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in regulations for both educator evaluation ([Standards for Effective Teaching](#)) and educator licensure ([Professional Standards for Teachers](#)). These four standards guide the development of Massachusetts educators from preparation through employment, articulating the key knowledge, skills, and behaviors essential for all teachers in Massachusetts public schools to disrupt patterns of inequity and well-serve all students:
 - Curriculum, Planning, and Assessment
 - Teaching All Students
 - Family and Community Engagement
 - Professional Culture
- **Indicators:** Each standard includes indicators that outline the knowledge, skills, and behaviors that comprise effective practice within the standard.
- **Elements:** Each indicator includes one to four elements, which define the specific knowledge, skills, and behaviors that comprise effective practice within the indicator. For each element, the [PST Guidelines](#) set a corresponding level of practice expected for teacher candidates to achieve

within their preparation program (introduce, practice, demonstrate). (See the [PST Guidelines](#) for the PSTs and their practice levels)

There are 30 PST elements, 16 of which are designated at the “demonstrate” level of expected practice. From the demonstrate elements, seven elements are identified as being most essential to ensure beginning teachers’ readiness to well-serve all students, particularly those from systemically marginalized groups and communities. These Essential Elements were chosen because they are:

- necessary to be effective on day one for all students, particularly for those students from systemically marginalized groups and communities;
- feasible for candidates to demonstrate given varying practicum or practicum-equivalent contexts;
- able to serve as an umbrella for skills outlined in other elements, particularly in cases where other elements are prerequisite skills to those outlined in the Essential Elements (see [Appendix B](#)); and
- representative of essential knowledge and skills across all four standards (see below).

Standards	Essential Elements
Standard I: Curriculum, Planning, and Assessment	• I-A-1 Subject Matter Knowledge • I-C-2 Adjustments to Practice
Standard II: Teaching All Students	• II-A-1 High Expectations and Support • II-A-3 Inclusive Instruction • II-B-2 Safe Learning Environment
Standard III: Family and Community Engagement	• III-C-1 Collaboration on Student Learning and Well-Being
Standard IV: Professional Culture	• IV-A-1 Reflective Practice

Combined performance on these elements is considered representative of candidates’ readiness to be impactful for all students on day one in their licensure role. DESE will collect data to assess the extent to which these elements are predictive of performance once employed and will revise/update CAP as appropriate in the coming years.

While DESE has identified Essential Elements for the purposes of CAP, programs and candidates should keep the following in mind:

- CAP is a program completion requirement, not a licensure requirement. By endorsing a candidate for Initial licensure, an educator preparation program is attesting that the candidate has met the expectations set forth in these Guidelines.
- Programs may choose to include additional elements in assessing a candidate’s practice and have

the authority to consider additional factors in determinations about readiness and, ultimately, endorsement for licensure.

The CAP Rubric

CAP is designed to provide teacher candidates with targeted feedback that improves their practice and to ensure that candidates meet specific readiness thresholds for performance expectations. The CAP Rubric supports both objectives by helping programs, candidates, program supervisors, and supervising practitioners:

- Develop a consistent, shared understanding of what performance looks like in practice;
- Develop a common terminology and structure to organize evidence;
- Engage in meaningful discussions about educator practice; and
- Make informed professional judgments about performance ratings.

Used across each stage of the CAP Five-Stage Process, the CAP Rubric supports the provision of specific, concrete, and actionable feedback based on detailed descriptions of educator practice.

The CAP Rubric uses the same four performance levels as the Massachusetts Model Classroom Teacher Rubric: Exemplary, Proficient, Needs Improvement, Unsatisfactory. The expectations for each performance level in both rubrics are also the same. Consequently, while an in-service educator might expect to demonstrate Proficiency on each indicator, candidates, who are still learning to become proficient, should expect to be marked Needs Improvement on the Essential Elements until they demonstrate proficiency. The three major differences between the two rubrics are:

1. The CAP Rubric only includes the Essential Elements,
2. The CAP Rubric describes performance levels for each Essential Element, rather than for each indicator on the Model Teacher Evaluation Rubric, and
3. The CAP Rubric unpacks ratings for each element across three dimensions: quality, scope, and consistency. Readiness thresholds are assigned for each dimension.

Quality, Scope & Consistency

In the Massachusetts Model Classroom Teacher Rubric, descriptions of practice for a given element are differentiated across four performance levels by quality, scope, and consistency:

- **Quality:** the ability to perform the skill, action, or behavior
- **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
- **Consistency:** the frequency (e.g., once, sometimes, all the time) that the skill, action or behavior is demonstrated with quality

The CAP Rubric recognizes that while quality is an indicator of skill, proficiency in scope and consistency will come with time. By deconstructing each of the Essential Elements into these three components of practice, the CAP Rubric makes it possible for program supervisors and supervising practitioners to appropriately differentiate expectations for novice teachers without changing the fundamental components of effective practice.

Readiness Thresholds

For a novice teacher to well-serve all students from day one, it is not necessary that they demonstrate full proficiency in each of the Essential Elements. The CAP Rubric therefore associates a readiness threshold to the three dimensions of quality, scope and consistency for each Essential Element. While candidates are expected to demonstrate proficiency in quality for each of the seven elements by the conclusion of CAP, candidates may be considered “Ready to Teach” with ratings of Needs Improvement in scope and consistency:

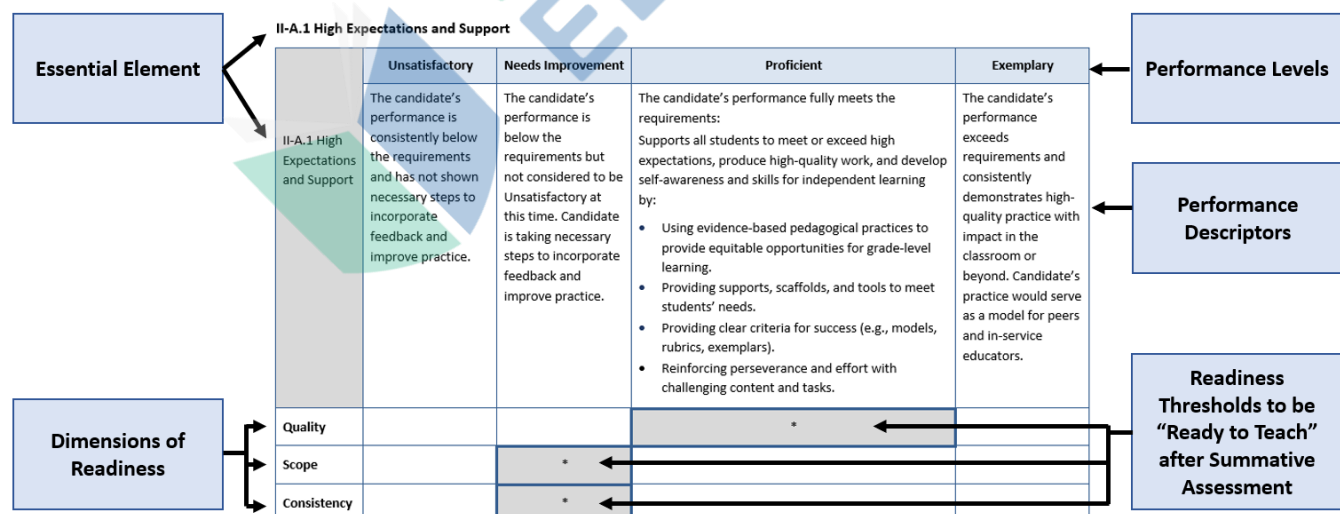
- Quality: Proficient
- Scope: Needs Improvement
- Consistency: Needs Improvement

In this way, the quality rating ensures that a candidate can demonstrate the fundamental skill at a proficient level, even if they still need to improve the consistency of delivery or the scope of impact. Needing improvement in those two dimensions is understandable for many novice teachers and does not indicate lack of readiness; it signals areas for further growth and development upon employment.

Candidates must meet these readiness thresholds for all Essential Elements to be marked “Ready to Teach” following the Summative Assessment in CAP. Programs may establish higher thresholds if they choose.

CAP Rubric Features

Below is a graphic illustrating the main features of the CAP Rubric. The complete rubric is available in [Appendix A](#). The program supervisor and supervising practitioner use this rubric to determine a candidate’s readiness in each Essential Element for both the Formative and Summative Assessments.



Categories of Evidence

Just as the Educator Evaluation Framework in Massachusetts relies on the use of multiple measures to

assess performance, CAP assesses candidate readiness using multiple sources of evidence. There are five required categories of evidence required in CAP: observations, measure(s) of student learning, student feedback, progress toward a candidate's professional practice goal, and candidate artifacts. In addition to these required categories of evidence, programs may identify other sources of evidence or more narrowly specify the evidence required in each category.

Evidence Requirements for Each Essential Element

CAP has been designed to make evidence collection a natural and meaningful component of the assessment, while ensuring that multiple sources of evidence are considered to inform each of the Essential Elements.

For every element, field supervisors **must cite multiple sources of evidence that have been used to determine and support the candidate's rating** on both the formative and summative assessments. For Elements I-A-1, II-A-1, and II-B-2, observations must be used as one of the sources of evidence. Observations may also be used as a source of evidence for the other Essential Elements. Each category of evidence must be used to support the rating for at least one Essential Element. The educator preparation program, field supervisors, and candidate may determine which element(s) would be mostly closely aligned with the evidence. Programs may also set more specific requirements for any of the categories of evidence below.

When done well, the collection and analysis of evidence is a valuable process for candidates to reflect on and monitor their own performance and progress and for field supervisors to establish a comprehensive and informed assessment of candidate readiness in each Essential Element.

Observations (Required for Elements I-A-1, II-A-1, II-B-2)

Observations provide the field supervisors with the opportunity to collect evidence of a teacher candidate's practice in several of the Essential Elements and to provide specific, concrete, actionable, and timely feedback that both reinforces areas of strength for the candidate and identifies areas for growth, with specific recommendations for skill development.

A teacher candidate is observed at least four times throughout the practicum: a minimum of two announced and two unannounced observations. Program supervisors and supervising practitioners must observe the candidate for both announced observations; supervising practitioners must observe the candidate for both unannounced observations. During each observation, field supervisor(s) actively collect evidence, then synthesize the key evidence to provide focused feedback to candidates. Additional observers may also participate in required or supplemental observations to provide input on evidence and feedback for the candidate; these individuals may not make determinations of candidate readiness (more information about the use of additional observers can be found in the CAP Implementation Handbook).

Additional observations may be conducted at the discretion of the educator preparation program and field supervisors.

Three of the seven Essential Elements (I-A-1, II-A-1, and II-B-2) are required Focus Elements for the four required observations. The field supervisor(s) must collect evidence for the three required Focus Elements

during each observation. Field supervisor(s) may also collect evidence for additional Essential Elements if the observation provides that opportunity. Programs may add additional Focus Elements for one or more observation.

Early Literacy Observation Form

All candidates in Early Childhood, Elementary, and Moderate Disabilities PK-2/PK-8 programs must be provided support and feedback using the Early Literacy Observation Form as a component of the CAP process (See [Appendix F](#)). Designed to be used during an entire literacy block, the Early Literacy Observation Form may be completed across more than one observation to allow field supervisors to see all components of a literacy block. Whether conducted in a single observation or across multiple visits, completion of the Early Literacy Feedback Tool may replace **one Announced Observation**; it may not replace any additional required observations.

Virtual Observations

Programs that intend to conduct any announced observations virtually⁵ must submit a statement of assurance to DESE that includes (1) a sample recording of a typical virtual observation, and (2) a description of how virtual observations will meet the following parameters:

- The teacher candidate is audible (as appropriate) and visible throughout the observation;
- Students are audible (as appropriate) and visible when participating in full-class activities;
- Students working independently or in groups are visible during relevant portion(s) of the observation;
- Student work from individual or group activities is visible during relevant portion(s) of the observation; and
- The recording reflects the full observation; no components of instruction are cut or edited (except as necessary to remove students without permission to be recorded).

Neither of the two required unannounced observations may be conducted virtually. If, at any time during the practicum, a member of the triad (supervising practitioner, program supervisor, or candidate) requests an in-person observation to better support the candidate, that request must be accommodated.

All recorded observations must be retained in candidate artifacts for at least three years, in accordance with the Candidate Record Retention Advisory, and must be available for viewing at the time of Formal or Interim review. All virtual observations must be indicated on the CAP Observation Form and in submitted CAP data.

⁵ For programs that do not routinely use virtual observations: If, due to extenuating circumstances (e.g., illness), one or more observations must be conducted virtually for an individual candidate, that decision and its rationale must be documented with a waiver. Any virtual observation conducted in these circumstances must also meet the listed parameters.

DESE will collect evidence from CAP records, candidate and completer surveys, and other relevant sources to inform its understanding of the impact of virtual observations on candidates' experiences and outcomes. Based on those analyses, requirements for virtual observations may be updated. Updated requirements will take effect no earlier than the 2028-2029 academic year.

Recommendations and supports for collecting evidence through observations can be found in the CAP Implementation Handbook, including a Model Observation Protocol and the required Observation Form.

Measure of Student Learning

A measure of student learning allows the candidate and field supervisors to identify (1) the extent to which the candidate's practice is having an impact on student learning, and (2) the candidate's ability to reflect on and adjust practice accordingly. The measure of student learning should be aligned to a meaningful sample of content for which the teacher candidate will have responsibility and should yield enough information about student learning for a candidate to draw reasonable conclusions about the impact of their practice on learning outcomes. This reflection by the candidate and subsequent adjustments to practice are as important if not more important evidence than the learning outcomes themselves.

It is the responsibility of the supervising practitioner, in collaboration with the candidate, to identify at least one concrete and purposeful measure of student learning, growth, or achievement for use by the teacher candidate, and to set clear expectations for how and when the measure will be administered and scored. Using their professional experience with the identified measure(s) and understanding of the specific learning context, the supervising practitioner also sets parameters for a range of expected learning, growth, and/or achievement outcomes.

Recommendations and supports for collecting and using evidence related to the measure of student learning can be found in the CAP Implementation Handbook.

Student Feedback

Feedback from students plays a key role in teaching and learning in the Commonwealth and is therefore a critical source of evidence in understanding candidate performance. Candidates are required to collect student feedback during CAP as evidence of practice related to one or more Essential Elements. DESE suggests, but does not require, that candidates collect student feedback using the CAP Model Student Feedback Surveys (Grades 3-12) or DESE's K-2 Discussion Prompts (Grades K-2)⁶, which include standard and mini forms. It is up to the program, field supervisors, and/or candidate to determine how student feedback should be collected.

More information on collecting student feedback, including CAP Student Feedback Surveys and discussion protocols, information on administering student feedback instruments, paper-based and online templates, and suggestions for using feedback data, can be found in the CAP Implementation

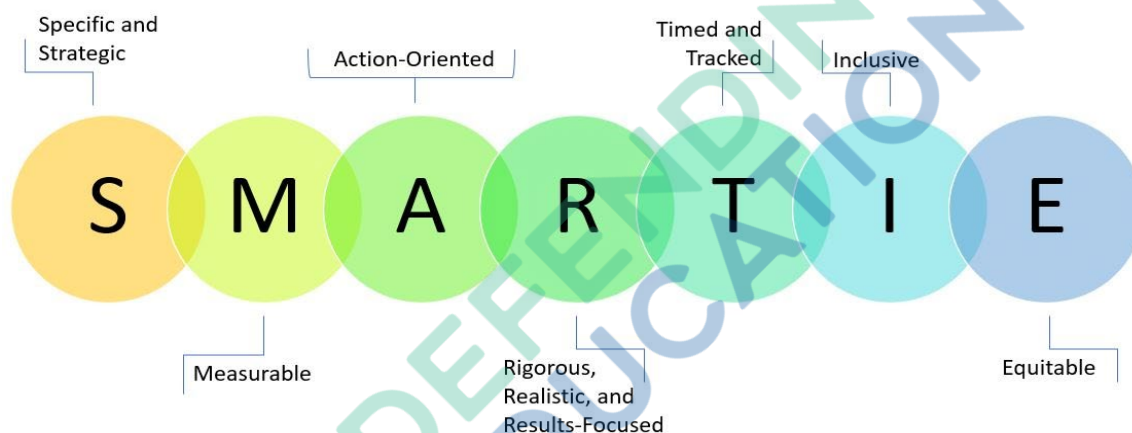
⁶ The Model Student Feedback Surveys will be updated to align with the revised Classroom Teacher Rubric and PST Guidelines.

Handbook.

Professional Practice Goal

A candidate's professional practice goal should reflect the needs of the individual educator that surface through the self-assessment. Evidence related to the goal should communicate relevant activities and progress toward its attainment. This makes it easy to track, support, and assess progress throughout the practicum.

The candidate identifies evidence related to goal progress and attainment during Stage 1 of the Five-Stage Process (Setting Up for a Successful Process). This ensures that relevant evidence is a product of naturally occurring activities in support of their professional practice goal. The recommended Preliminary Goal-Setting & Plan Development Form supports the development of a S.M.A.R.T.I.E. goal with concrete action steps, timelines, benchmarks, and evidence of progress.



For more supports and resources in goal development related evidence collection, see the [Creating SMARTIE Goals Tool](#) and the CAP Implementation Handbook.

Candidate Artifacts

Teacher candidates **must** share artifacts of practice with their field supervisors throughout the CAP Five-Stage Process as additional sources of evidence to support their assessment across one or more elements. These artifacts **may** include, but are not limited to:

- unit and/or lesson plans showing adaptations made to high-quality instructional materials;
- examples of student work;
- behavior plans or behavioral data;
- examples of communications and collaboration with families;
- audio or video recordings;
- reflection logs; or
- feedback solicited from other school personnel and/or family members.

Candidate artifacts may demonstrate practice related to a specific element, provide additional information related to other categories of evidence (such as student feedback, or an unannounced

observation), or demonstrate work with students, families, colleagues, and/or other school community members.



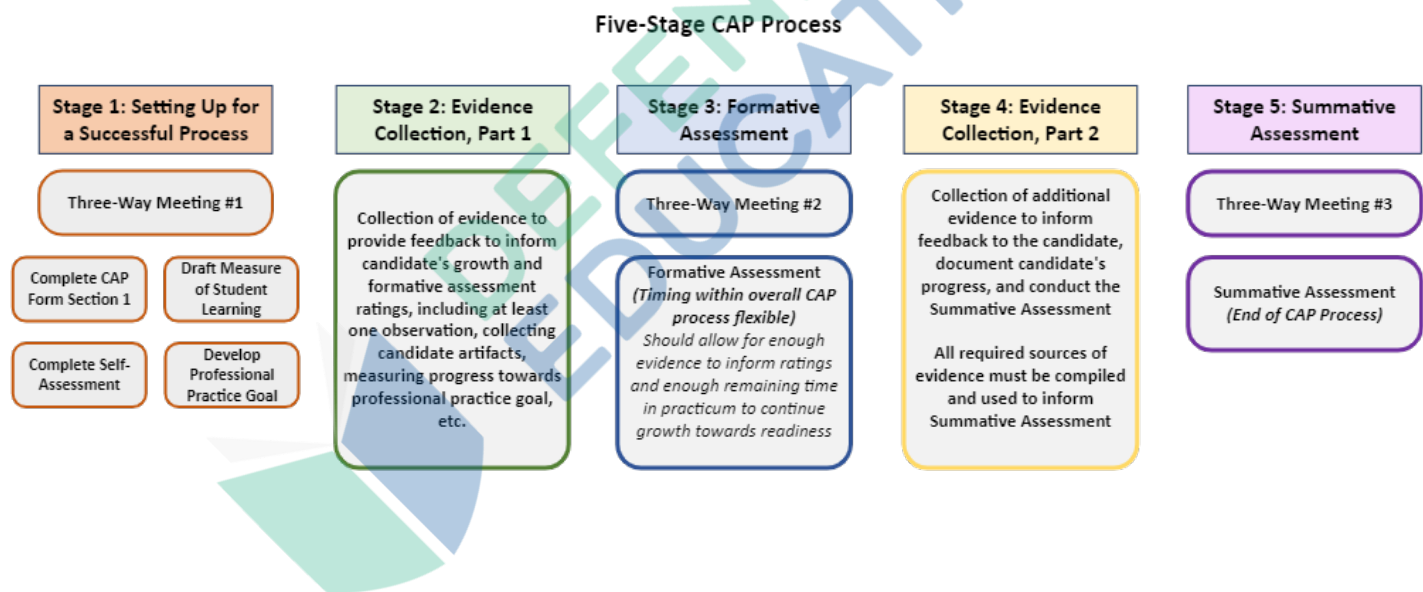
CAP Process

Like the alignment in *content* between the Educator Evaluation Framework and CAP, the CAP *process* mirrors the Five-Step Cycle in the MA Educator Evaluation Framework, with key modifications made to reflect its purpose to assess readiness for the licensure role.

CAP Five-Stage Process Overview

In the MA Educator Evaluation Framework, the Five-Step Evaluation Cycle provides educators with a continuous opportunity for professional growth and development through self-directed analysis and reflection, planning, action steps, and collaboration. While these goals remain present in CAP, they are secondary to the primary goal of providing targeted feedback to support and assessing candidate readiness.

To this end, CAP’s Five-Stage Process retains the same core architecture as the Educator Evaluation Framework cycle with key modifications designed to support the unique context of preparation, as well as the specific needs of candidates, program supervisors, and supervising practitioners:



CAP Five-Stage Process: Stage-by-Stage Requirements

The sections below describe the required components of each stage in the CAP Five-Stage Process. Additional recommendations and resources for each stage can be found in the CAP Implementation Handbook.

Stage 1: Setting Up for a Successful Process

Stage 1 activities set the stage for a robust and meaningful Five-Stage Process. Required components are:

1. Complete Section 1 of the **required** CAP Form
2. Draft the Measure of Student Learning (optional: record on the recommended Measure of Student Learning Form)
3. Complete Candidate Self-Assessment
4. Draft Preliminary Professional Practice Goal
5. Complete the first Three-Way Meeting between the program supervisor, supervising practitioner, and candidate

Stage 2: Evidence Collection, Part 1

In this stage, candidates and field supervisors begin collecting evidence to inform feedback for the candidate and the Formative Assessment. The field supervisors must ensure there is sufficient evidence collected in this stage to support Formative Assessment ratings. Required components of plan implementation are:

1. Evidence collection by the candidate and field supervisors (see [Categories of Evidence](#))
2. Observation(s) conducted by the program supervisor and supervising practitioner (**At least one Announced Observation** must be conducted in this stage. All four [required observations](#) must be completed by the Summative Assessment using the **required** Observation Form)

Stage 3: Formative Assessment

The program supervisor and supervising practitioner discuss evidence collected to date, determine formative assessment ratings for each element, and share these ratings with the teacher candidate during the second Three-Way Meeting. Required components are:

1. Formative Assessment calibration between the program supervisor and supervising practitioner
2. Complete the **required** Formative Assessment Form
3. Conduct a Three-Way Meeting with the program supervisor, supervising practitioner, and candidate to share formative ratings and revisit the candidate's professional practice goal

Stage 4: Evidence Collection, Part 2

In this stage, candidates and field supervisors collect additional evidence to document the candidate's progress, inform feedback for the candidate, and support Summative Assessment ratings. By the end of Stage 4, all required evidence must be collected and used to inform Summative Assessment ratings.

Required components of plan implementation are:

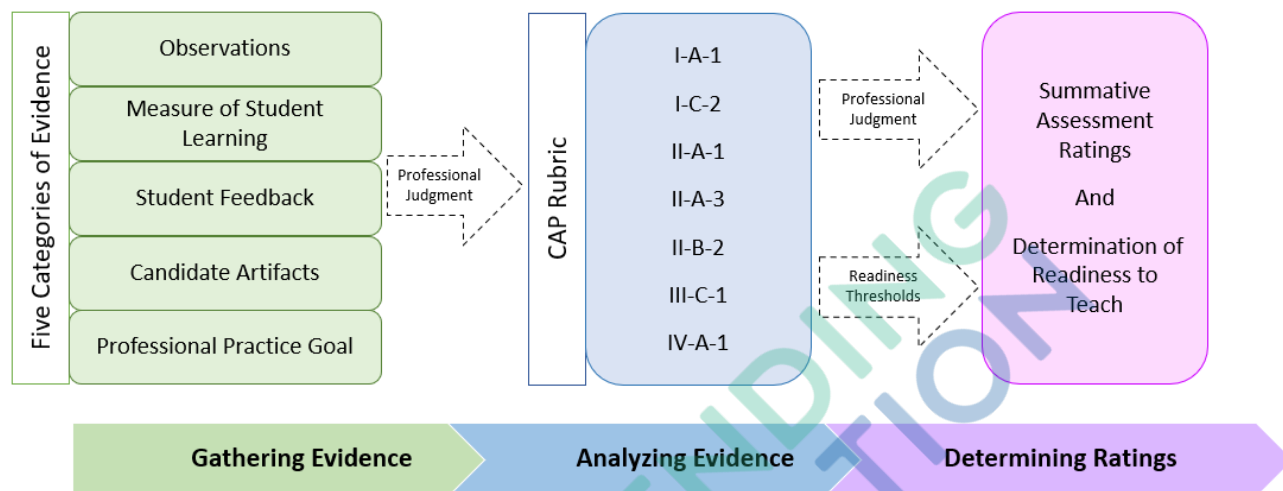
1. Evidence collection by the candidate and field supervisors (see [Categories of Evidence](#))
2. Observation(s) conducted by the program supervisor and supervising practitioner (All four [required observations](#) must be completed prior to the Summative Assessment using the **required** Observation Form)

Stage 5: Summative Assessment

The program supervisor and supervising practitioner meet to discuss and consider all evidence collected throughout the CAP Five-Stage Process. The program supervisor and supervising practitioner calibrate and determine summative ratings for each element based on the totality of evidence. Required components are:

1. Summative Assessment calibration between the program supervisor and supervising practitioner
2. Complete the **required** Summative Assessment Form
3. Conduct a Three-Way Meeting with the program supervisor, supervising practitioner, and candidate to share summative ratings and complete the **required** CAP Form

The figure below illustrates the entire process by which supervising practitioners and program supervisors determine summative assessment ratings. Incorporating evidence from five categories of evidence, they apply their professional judgment to an evaluation of the candidate's practice within each of the Essential Elements, assess whether the candidate has met the readiness thresholds under each element, and determine final summative assessment ratings.



The Role of Professional Judgment

How do supervising practitioners and program supervisors know how to rate practice on a specific element? How does this translate into an overall determination of readiness?

The field supervisors' professional judgment, informed by multiple types of evidence, drives the final determination of candidate readiness. There are no numbers or percentages that dictate summative ratings on elements. This approach to assessment is modeled on the underlying tenets of the Educator Evaluation Framework, in which:

- Evaluators look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating an educator⁷
- Formulaic or numerical processes that calculate ratings and preclude the application of professional judgment are inconsistent with the letter and the spirit of evaluation
- Professional judgment based on multiple types of evidence promotes a more holistic and comprehensive analysis of practice

⁷ "...[T]he evaluator determines an overall rating of educator performance based on the evaluator's professional judgment and an examination of evidence that demonstrates the educator's performance against Performance Standards and evidence of the attainment of the Educator Plan goals" (603 CMR 35.06(6); see also [DESE Model Collective Bargaining Contract Language](#); "The Educator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Educator's performance..." (DESE Model Collective Bargaining Contract Language, Section C-5).

With its emphasis on professional judgment, the Massachusetts approach to educator evaluation and preparation assessment allows evaluators to be responsive to local context or individual needs, emphasize trends and patterns of practice rather than rely on individual data points, and better target feedback and resources to individual educators. These factors contribute to a more holistic and comprehensive assessment of educator practice that is designed to develop, support, and continually strengthen the skills of our educators from preparation through employment.



Appendix A: Candidate Assessment of Performance (CAP) Rubric

For a novice teacher to well-serve all students, it is not necessary that they demonstrate full proficiency in each of the Essential Elements. The CAP Rubric therefore associates a readiness threshold to the three dimensions of quality, scope and consistency for each Essential Element. The CAP Rubric is used to evaluate the candidate across these dimensions in both the Formative and Summative Assessments. **Candidates are expected to demonstrate proficiency in quality for each of the seven elements by the conclusion of CAP, however they may be considered “Ready to Teach” with ratings of Needs Improvement in scope and consistency.**

For both the Formative and Summative Assessments, field supervisors must complete the below table indicating which sources of evidence were used to inform each rating. Multiple sources of evidence must be used to determine and support the rating for each element. Each category of evidence must be used for at least one element; observations must be included as one source of evidence for I-A-1, I-C-2, and II-B-2.

	Observations	Measure of Student Learning	Student Feedback	Professional Practice Goal	Candidate Artifacts
I-A-1 Subject Matter Knowledge	Required				
I-C-2 Adjustments to Practice					
II-A-1 High Expectations and Support	Required				
II-A-3 Inclusive Instruction					
II-B-2 Safe Learning Environment	Required				
III-C-1 Collaboration on Student Learning and Well-Being					
IV-A-1 Reflective Practice					

The rubric is included in this Appendix for reference only. The Formative and Summative Assessment forms are available in the CAP Implementation Handbook.

I-A-1 Subject Matter Knowledge

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1 Subject Matter Knowledge	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Demonstrates sound knowledge of the subject matter by: - Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts. - Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world. - Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators.
Quality			*	
Scope		*		
Consistency		*		

I-C-2 Adjustments to Practice

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-2 Adjustments to Practice	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators.
Quality			*	
Scope		*		
Consistency		*		

II-A-1 High Expectations and Support

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1 High Expectations and Support	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by: • Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning. • Providing flexible and responsive supports, scaffolds, and tools to meet students' needs. • Communicating clear criteria for success (e.g., models, rubrics, exemplars). • Reinforcing perseverance and effort with challenging content and tasks.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators.
Quality			*	
Scope		*		
Consistency		*		

II-A-3 Inclusive Instruction

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3 Inclusive Instruction	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: - Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students. - Providing students with multiple ways to learn content and demonstrate understanding.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators.
Quality			*	
Scope		*		
Consistency		*		

II-B-2 Safe Learning Environment

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-2 Safe Learning Environment	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Creates and maintains a safe, supportive, and inclusive environment by: - Establishing, with student input, classroom routines and systems to support student learning. - Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness). - Supporting student accountability for the impact of their actions. - Enabling students to take academic risks and share ideas freely. - Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators.
Quality			*	
Scope		*		
Consistency		*		

III-C-1 Collaboration on Student Learning and Well-Being

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1 Collaboration on Student Learning and Well-Being	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Partners with families to support students' learning and well-being by: • Leveraging families' cultural and linguistic knowledge and expertise as assets. • Engaging with families about what students are learning in the classroom and expectations for student success. • Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators.
Quality			*	
Scope		*		
Consistency		*		

IV-A-1 Reflective Practice

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1 Reflective Practice	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators.
Quality			*	
Scope		*		
Consistency		*		

Appendix B: Crosswalk Between Essential Elements and Demonstrate Elements

The Essential Elements are the practices and skills assessed through CAP. Each Essential Element was selected in part because the knowledge and skills it describes serve as an umbrella to other elements within the PSTs, as outlined in the table below.

Essential Element	Aligned Demonstrate Elements
I-A-1 Subject Matter Knowledge: Demonstrates sound knowledge of the subject matter by: • Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts. • Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world. • Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.	• I-A.2 Knowledge of Students • I-A.3 Curriculum Literacy • I-B.1 Purposeful Assessment • II-A.2 Engaging Instruction
I-C-2 Adjustments to Practice: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.	• I-B.1 Purposeful Assessment • I-C.1 Analysis and Conclusions

II-A-1 High Expectations and Support: Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by: • Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning. • Providing flexible and responsive supports, scaffolds, and tools to meet students' needs. • Communicating clear criteria for success (e.g., models, rubrics, exemplars). • Reinforcing perseverance and effort with challenging content and tasks.	• I-A.2 Knowledge of Students • I-B.1 Purposeful Assessment • II-B.3 Collaborative Learning Environment
II-A-3 Inclusive Instruction: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: • Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging of students' native language and linguistic resources, to make grade-level content accessible and affirming for all students. • Providing students with multiple ways to learn content and demonstrate understanding, as appropriate.	• I-A-2 Knowledge of Students • I-A-3 Curriculum Literacy • I-B-1 Purposeful Assessment • I-C-1 Analysis and Conclusions
II-B-2 Safe Learning Environment: Creates and maintains a safe, supportive, and inclusive environment by: • Establishing, with student input, classroom routines and systems to support student learning. • Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness). • Supporting student accountability for the impact of their actions. • Enabling students to take academic risks and share ideas freely.	• I-A.2 Knowledge of Students • II-B.1 Positive Relationships • II-B.3 Collaborative Learning Environment

Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.	
III-C-1 Collaboration on Student Learning and Well-Being: Partners with families to support students' learning and well-being by: - Leveraging families' cultural and linguistic knowledge and expertise as assets. - Engaging with families about what students are learning in the classroom and expectations for student success. - Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.	- I-A.2 Knowledge of Students - II-B.1 Positive Relationships
IV-A-1 Reflective Practice: Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.	- I-A.2 Knowledge of Students - I-B.1 Purposeful Assessment - I-C.1 Analysis and Conclusions - II-A.2 Engaging Instruction - II-B.3 Collaborative Learning Environment - II-B.1 Positive Relationships
These elements are general expectations throughout the practicum and should be consistently demonstrated by candidates in their field-based experiences.	- IV-C.1 Judgment - IV-C.2 Professional Responsibilities

Appendix C: CAP & The Educator Evaluation Framework

CAP measures a candidate's readiness to be effective on day one of their teaching career. It is aligned to the Massachusetts Educator Evaluation Framework, which outlines a comprehensive process for continuous educator growth and development used by all school districts statewide. This intentional alignment exemplifies the cohesion Massachusetts is building across the educator career continuum through complementary educator effectiveness policies.

CAP is designed to keep student learning at the center of a candidate's practicum experience and to promote honest reflection about candidate performance. Like the [Educator Evaluation Framework](#), inquiry into practice and impact is grounded in a Five-Stage Process. The Five-Stage Process used in CAP has been modified to meet the needs of candidates, program supervisors, and supervising practitioners, but retains the same core architecture of the cycle included in the evaluation framework.

One of the most important characteristics of the Educator Evaluation Framework is the intention to give educators significant agency over their evaluation experience. That starts with the Self-Assessment, during which educators reflect on their practice, review data, and identify areas of focus for individual goals. Likewise, CAP positions teacher candidates to play a lead role in maximizing their practicum experiences through the inclusion of self-assessment and goal setting activities. With support from the program supervisor and supervising practitioner, the candidate evaluates his/her practice and develops a professional practice goal that will form the backbone of their plan throughout CAP.

Another point of alignment is visible in Stage 3: Plan Implementation. CAP, like the Educator Evaluation Framework, requires the collection of multiple types of evidence to evaluate educator practice and progress toward goals. Announced and unannounced observations, artifacts of practice, student feedback, and measures of student learning are all part of the evidentiary bases of both CAP and the Evaluation Framework. This deliberate congruity will help candidates successfully transition to the educator workforce.

CAP's inclusion of a formative assessment prior to the summative assessment is also borrowed from the Educator Evaluation Framework. It is vitally important that educators receive consistent, timely, and actionable feedback throughout the duration of their plans. However, the formative assessment provides an opportunity for a more thorough mid-point check. Evaluators and educators sit down to review evidence of the educator's practice as it relates to their performance rubric and the educator's goals. If there are concerns, the evaluator may adjust the educator's plan to provide more targeted support. The formative assessment plays a similar role in the CAP. Here, program supervisors and supervising practitioners meet with candidates to review the evidence collected so far and decide what supports or interventions, such as additional observations, might be needed. Candidates in jeopardy of not meeting CAP expectations should be put on notice during the formative assessment and be provided with strategies for improvement prior to the summative assessment.

Finally, following the CAP's summative assessment, passing candidates use the feedback received to develop a draft of a professional practice goal for their first year of teaching. Since this assessment is firmly aligned to the Educator Evaluation Framework, candidates placed in Massachusetts districts will enter with a high degree of familiarity and comfort with the Five-Stage Process and be prepared with a

draft professional practice goal informed by the authentic evaluation experience provided by the CAP.

In support of the alignment between these two systems, sponsoring organizations can make use of the resources available through the [educator evaluation](#) website. In particular:

- [Educator Evaluation in Massachusetts – Training Modules](#) (SOs may adapt for use with program supervisors and supervising practitioners; DESE will create CAP training modules during the 2025-2026 academic year)
- [Student Feedback Surveys](#), including:
 - [Resources](#) to highlight the value and importance of this measure in understanding and improve teaching practice.
 - [Technical Report](#) outlining the process of developing and validating the surveys.
 - CAP's [Model Feedback Surveys and Administration Protocols](#)
- [Quick Reference Guides](#) that provide helpful overviews. Including a few spotlighted below:
 - Connection between [Educator Evaluation & Professional Development](#)
 - Connection between [Educator Evaluation & the MA Curriculum Frameworks](#)



Appendix D: 603 CMR 7.00 Regulations for Educator Licensure and Program Approval (Excerpts)

This section excerpts regulations from [603 CMR 7.00](#) outlining the requirements relevant to the execution of these guidelines.

The Massachusetts Regulations for Educator Licensure and Preparation Program Approval ([603 CMR 7.03](#)) require an assessment of a candidate's performance in a practicum or practicum equivalent using guidelines developed by the Massachusetts Department of Elementary and Secondary Education (DESE) for all programs that are approved to endorse candidates for an Initial teacher license⁸ as well as the Performance Review Program for Initial Licensure ([603 CMR 7.05\(2\)\(c\)](#) and [7.08\(1\)](#)).

603 CMR 7.08(1) Professional Standards for Teachers

(1) **Application.** The Professional Standards for Teachers define the pedagogical and other professional knowledge and skills required of all teachers. These standards and indicators referred to in [603 CMR 7.08 \(2\) and \(3\)](#) are used by sponsoring organizations in designing their teacher preparation programs and in preparing their candidates. The standards and indicators are also used by the Department in reviewing programs seeking state approval, and as the basis of performance assessments of candidates. Candidates shall demonstrate that they meet the Professional Standards and Indicators referred to in [603 CMR 7.08 \(2\) and \(3\)](#) by passing a Performance Assessment for Initial License using Department guidelines.

⁸ These guidelines apply to all Initial licensure teacher candidates. Programs endorsing in license areas not covered by CAP must develop and implement a performance assessment appropriate for the license. See the [Guidelines for Educator Preparation Program Approval](#) for additional information.

Appendix E: CAP Forms and Suggested Resources

Required Forms

The following forms are required for CAP Implementation:

- [CAP Form](#) (included)
- [CAP Observation Form](#) (included)
- Formative Assessment Form (see [Appendix A: CAP Rubric](#) for an outline of this form)
- Summative Assessment Form (see [Appendix A: CAP Rubric](#) for an outline of this form)

All required forms and any virtual observation recordings should be retained on file by the program for at least three years.

Recommended Forms

Recommended forms and suggested resources are available in the CAP Implementation Handbook.



Candidate Assessment of Performance (CAP) Form (Required)**Section 1: General Information** (to be completed by the candidate and program supervisor)**Candidate Information**

First Name:		Last Name:	
Street Address:		City/Town:	
State:		Zip Code:	
MEPID #:		MA License Number (if applicable):	

Program Information

Sponsoring Organization:	
Program Area & Grade Level:	
Have any components of the approved program been waived?	<i>If so, attach waiver documentation and rationale.</i>

Practicum Information

Select one:	☐ Practicum ☐ Practicum Equivalent	
Practicum/Equivalent Course Number:		Credit Hours:
Practicum/Equivalent Seminar Title:		
Practicum/Equivalent Site:		Students' Grade Level:
Program Supervisor Name:		

Supervising Practitioner Information (to be completed by the program supervisor)

Name:			
School/District:		Position:	
License Field(s):		MEPID/License Number:	
Years of Experience Under License:		Select one:	☐ Initial ☐ Professional

To be completed by the program supervisor or another sponsoring organization representative who has deemed whether the supervising practitioner meets the program's expectations for an effective supervisor. This page must be kept in a candidate's file but may be excluded from documents shared with the supervising practitioner:

Name and Role of SO Representative completing this checklist:		
The Supervising Practitioner:	Yes	No
Has received a summative evaluation rating of proficient or higher in their most recent evaluation.		
Models evidence-based instructional practices, including anti-racist and culturally and linguistically sustaining practices.		
Effectively and equitably supports candidates from all races, ethnicities, identity groups, and backgrounds.		
Commits to meeting the program's expectations of the role.		
If no to any of the above:		
The program attests that it has made attempts to find a supervising practitioner who fulfills all requirements of the role and is unable to do so.		
The program commits to directly supporting the candidate with additional resources or guidance to address the gap(s).		
Describe additional resources or guidance provided to support candidate to address gap(s) in supervising practitioner's alignment with the above requirements:		
		

Section 2: Documentation of Required Meetings, Hours, and Readiness

Three-Way Meetings

Each participant should sign at the Three-Way Meeting to confirm their attendance.

	1 st Three-Way Meeting	2 nd Three-Way Meeting	3 rd Three-Way Meeting
	Date:	Date:	Date:
Candidate			
Program Supervisor			
Supervising Practitioner			

Total Hours and Readiness to Teach

Total Number of Practicum Hours:		Number of Hours with Full Responsibility in the Licensure Role:	
----------------------------------	--	---	--

Based on the candidate's performance as measured on the CAP Rubric, we have determined this candidate to be:	☐ Ready to Teach ☐ Not Ready to Teach	
Supervising Practitioner Signature:		Date:
Program Supervisor Signature:		Date:
Mediator (if necessary, see 603 CMR 7.04(4)):		Date:

CAP Observation Form (Required)

Candidate Name:	
------------------------	--

Observation Number:		Observation Type:	☐ Announced ☐ Unannounced
Observed by:		Role:	

Required Focus Elements	Observed (Yes/No)	Optional Elements	Observed (Yes/No)
I-A-1 Subject Matter Knowledge		I-C-2 Adjustments to Practice	
II-A-1 High Expectations and Support		II-A-3 Inclusive Instruction	
II-B-2 Safe Learning Environment		III-C-1 Collaboration on Student Learning and Well-Being	
		IV-A-1 Reflective Practice	

Date of Lesson/Activity Observed:	
Modality of Observation:	☐ In-person ☐ Virtual, synchronous (Announced Observations only) ☐ Virtual, asynchronous (Announced Observations only)
Start Time:	
End Time:	
Format:	☐ Whole Group ☐ Small Group ☐ One-on-One ☐ Other (please describe below)
Content Topic or Lesson Objective:	

Active Evidence Collection (may be entered below or on a separate form)

--

Synthesized Evidence

Element	Synthesized Evidence
I-A-1 Subject Matter Knowledge	
II-A-1 High Expectations and Support	
II-B-2 Safe Learning Environment	
Optional Elements, include if observed:	
<i>I-C-2 Adjustments to Practice</i>	
<i>II-A-3 Inclusive Instruction</i>	
<i>III-C-1 Collaboration on Student Learning and Well-Being</i>	
<i>IV-A-1 Reflective Practice</i>	

Actionable Feedback

Area(s) of Strength:	
Specific strategies or recommendations to continue to reinforce these strengths:	
Area(s) for Growth:	
Specific strategies or recommendations to improve in these areas:	

Appendix F: Early Literacy Observation and Feedback Tool

This tool supports classroom observers to **identify and provide feedback on evidence-based and culturally and linguistically sustaining early literacy instructional practices** aligned to [Mass Literacy](#) and the [Massachusetts English Language Arts and Literacy Curriculum Framework](#). This is a required component of the Candidate Assessment of Performance (CAP) for Teacher Candidates in Early Childhood PK-2, Elementary 1-6, and Moderate Disabilities PK-2/PK-8 programs.

The pre-practicum and practicum should build to candidate readiness for effective early literacy instruction in the licensure role, including all elements of a core literacy block. As such, this tool is designed to be used in an observation of a Teacher Candidate during a full core literacy block, which should include three main components: foundational skills (as appropriate based on grade-level and student need), engaging with complex text, and writing, with oral language developed throughout. Depending on the licensure role, these skills may be demonstrated during whole-group instruction, small-group instruction, and/or co-teaching and may occur across one or more observations. All components should be delivered in the context of a culturally and linguistically sustaining environment. For more information about each of the components, click on the links in the chart below.

Foundational Skills Systematic instruction with active practice in phonological awareness, phonics and decoding, and fluency Pre-K K 1st 2nd 3rd Advanced Phonics	Engaging with Complex Text Reading or listening to authentic and meaningful texts Choosing and Using Complex Text Reading for Understanding Responding to Text	Writing Systematic writing instruction with active practice Sentence Structure & Conventions Craft of Writing Writing Process
Oral Language Develops through speaking and listening interactions, engaging with text, and explicit language instruction		
Culturally and Linguistically Sustaining Practice Culturally and linguistically sustaining practices affirm and value students' cultures, prior experiences, and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness, and value multilingualism as an asset. These practices are essential for all students in the classroom, regardless of their background, culture, or identity. All students benefit from an approach that is intended to meet the needs of diverse learners; from expanded cultural competence and sociopolitical consciousness; and from explicit instruction in the functions of language. Evidence-based instruction, in culturally and linguistically sustaining learning environments, is essential to harnessing, supporting, and cultivating the talents and knowledge of all our students. This tool highlights culturally and linguistically sustaining practices an observer may expect to see relative to each component of the core literacy block. These Look Fors are intended to spark discussion, reflection, and feedback and are not exhaustive of all aspects of culturally and linguistically sustaining practice. For more information and resources, see Supporting Culturally and Linguistically Sustaining Practice .		

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Using This Tool

BEFORE the observation:

- ✓ **Read the Look Fors** ([PreK-3](#), [4-6](#), or [Moderate Disabilities 6-8](#)) as a guide to the practices you should expect to observe, as they represent key observable components of early literacy instruction. When possible, confer with the teacher candidate in advance to learn more about the lesson and how these practices may be evidenced.

DURING the observation:

- ✓ As you observe, **focus on what the teacher and students are saying and doing** relative to the Look Fors, in small groups and whole group where applicable.
- ✓ **Record your observations** in the Notes column of the Look Fors document or on a separate page. These are your notes and will not need to be shared in their entirety with the candidate.
- ✓ **Synthesize and categorize** your evidence into the table on the [CAP Early Literacy Observation Form](#).

AFTER the observation:

- ✓ **Review the Look Fors.** Reflect on the extent to which the Look Fors were observed with quality during the lesson.
- ✓ **Draft feedback** to the teacher, identifying strengths and areas for growth in relation to the Look Fors. Debrief the observation with the teacher candidate to discuss reflections and next steps.
- ✓ **Consider evidence** from this observation to inform the teacher candidate's formative and/or summative assessments, specifically in relation to the focus elements of I-A-1 Subject Matter Knowledge, II-A-1 High Expectations and Support, and II-B-2 Safe Learning Environment.

Note: As an observer, it is important to continuously reflect on the ways bias, assumptions, or preferences about instruction may be present in how you interpret and judge practice. Consider ways to mitigate those biases in this observation and on an ongoing basis.



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Early Literacy Look Fors (Grades PreK-3)

Component of the Literacy Block	Was the teacher...	Were the students...	Notes
Foundational Skills	- Delivering instruction in phonological awareness, phonics and decoding, and/or fluency that is explicit, accurate, and grade-level appropriate, using culturally relevant curricular materials? (I-A-1) - Gradually releasing responsibility when introducing new content in foundational skills? (II-A-1) - Building on students' strengths, needs, and background knowledge about speech and language? (II-B-2) - Using text and activities purposefully for whole- and small-group instruction, based on student needs, interests, and identities, to promote transfer of phonics and decoding skills? (I-A-1, II-A-1) - Providing reinforcement and/or corrective feedback in a way that holds students to high expectations while affirming their sources of knowledge about language? (II-A-1, II-B-2)	- Practicing phonological awareness, phonics and decoding, and/or fluency through differentiated tasks in centers, small groups and/or independently? (I-A-1, II-A-1) - Actively engaging in repetitive, playful, and efficient practice of foundational skills, with support as needed? (I-A-1, II-A-1) - Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) - Making visible learning progress towards mastery of grade-level foundational skills? (I-A-1)	
Engaging with Complex Text	Using high-quality, culturally relevant, complex texts and text sets that are rich in academic language, provide diverse and nuanced perspectives, and promote critical thinking? (I-A-1)	- Examining diverse perspectives and thinking critically about texts and topics with real-world impact? (I-A-1) - Listening to, reading, writing about, and discussing multiple texts (e.g., article, essay,	

CAP Guidelines

	- Giving all students equitable access to grade-level texts, tasks, and experiences as well as the supports they need to meet high expectations? (II-A-1) - Modeling the process of making meaning from reading through read and think alouds? (I-A-1) - Facilitating student discussion in whole-group and small groups using text-based questions that move from literal to deeper and more inferential thinking based on grade-level standards? (I-A-1, II-A-1) - Providing explicit vocabulary instruction and opportunities for students to hear and use new words? (I-A-1)	video, image) on the same topic to build knowledge and deepen understanding? (I-A-1) - Asking and responding to text-based questions orally and in writing with evidence from the text and in various group configurations (partners, small group, large group)? (I-A-1, II-B-2) - Practicing increasingly complex oral language through extended discussion with partners or small groups and in playful learning opportunities? (II-A-1, II-B-2) - Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) - Making visible learning progress towards mastery of grade-level ELA/Literacy standards? (I-A-1)	
Writing	- Providing explicit, standards-aligned instruction in sentence structure, conventions, craft, and/or writing process using culturally relevant curricular materials? (I-A-1) - Facilitating guided practice and application of writing skills using questions and tasks that support students to actively draw upon their backgrounds, make connections, examine their own and others' perspectives, or help advance student thinking and actions about real-world issues? (II-A-1) - Providing models (e.g., exemplar texts, student samples, sharing their own writing)? (II-A-1)	- Practicing and applying skills in the context of culturally relevant and meaningful writing tasks? (I-A-1) - Demonstrating agency and choice in selecting and developing ideas, topics, or styles of writing? (II-B-2) - Writing for specific and grade-appropriate purposes and audiences (opinion, informative/explanatory, or narrative)? (I-A-1) - Engaging in discourse with the teacher and peers to extend their thinking and develop ideas for writing? (I-A-1)	

CAP Guidelines

	• Providing feedback on students' writing that is timely, asset-based, and actionable? (II-A-1)	• Incorporating feedback from the teacher and peers into their writing? (II-A-1, II-B-2) • Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) • Making visible learning progress towards mastery of grade-level ELA/literacy standards? (I-A-1)	
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CAP Guidelines

Early Literacy Look Fors (Grades 4-6)

Component of the Literacy Block	Was the teacher ...	Were the students ...	Notes
Foundational Skills	- Delivering instruction in advanced phonics, morphology, fluency, and advanced phoneme awareness that is explicit, accurate, and grade-level appropriate using culturally relevant curricular materials? (I-A-1) - Providing time and support for repetitive, engaging, active, and efficient student practice in advanced phonics skills? (II-A-1) - Building on students' strengths, needs, and background knowledge about speech and language? (II-B-2) - Providing small-group instruction based on student needs, using evidence-based activities to promote transfer of word analysis skills? (I-A-1, II-A-1) - Providing reinforcement and/or corrective feedback in a way that holds students to high expectations while affirming their sources of knowledge about language? (II-A-1, II-B-2)	- Practicing advanced phonics through differentiated tasks in centers, small groups and/or independently? (I-A-1, II-A-1) - Practicing fluency and deepening comprehension by reading grade-level text with accuracy, appropriate rate, and expression? (I-A-1) - Decoding multisyllabic words using knowledge of syllabication, roots, and affixes? (I-A-1) - Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) - Making visible learning progress towards mastery of grade-level advanced phonics skills? (I-A-1)	
Engaging with Complex Text	- Using high-quality, culturally relevant, complex texts and text sets that are rich in academic language, provide diverse and nuanced perspectives, and promote critical thinking? (I-A-1) - Giving all students equitable access to grade-level texts, tasks, and experiences as well as	- Examining diverse perspectives and thinking critically about texts and topics with real-world impact? (I-A-1) - Listening to, reading, writing about, and discussing multiple texts (e.g. article, essay, video, image) on the same topic to build knowledge? (I-A-1)	

CAP Guidelines

	the supports they need to meet high expectations? (II-A-1) - Facilitating student discussion in whole-group and small groups using text-based questions that move from literal to deeper and more inferential based on grade-level standards? (I-A-1, II-A-1) - Providing explicit vocabulary instruction and opportunities for students to hear and use new words? (I-A-1)	- Asking and responding to text-based questions orally and in writing with evidence from the text and in various group configurations (partners, small group, large group)? (I-A-1, II-B-2) - Practicing increasingly complex oral language through extended discussion with partners or small groups? (II-A-1, II-B-2) - Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) - Making visible learning progress towards mastery of grade-level ELA/Literacy standards? (I-A-1)	
Writing	- Providing explicit, standards-aligned instruction in sentence structure, conventions, craft, and/or writing process using culturally relevant curricular materials? (I-A-1) - Facilitating guided practice and application of writing skills using questions and tasks that support students to actively draw upon their backgrounds, make connections, examine their own and others' perspectives, or help advance student thinking and actions about real-world issues? (II-A-1) - Providing models (e.g., sharing their own writing)? (II-A-1) - Providing feedback on students' writing that is timely, asset-based, and actionable? (II-A-1)	- Practicing and applying skills in the context of culturally relevant and meaningful writing tasks? (I-A-1) - Demonstrating agency and choice in selecting and developing ideas, topics, or styles of writing? (II-B-2) - Writing for specific and grade-appropriate purposes and audiences (opinion, informative/explanatory, or narrative)? (I-A-1) - Engaging in discourse with the teacher and peers to extend their thinking and develop ideas for writing? (I-A-1) - Incorporating feedback from the teacher and peers into their writing? (II-A-1, II-B-2)	

CAP Guidelines

		• Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) • Making visible learning progress towards mastery of grade-level ELA/literacy standards? (I-A-1, II-A-1)	
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DEFENDING
EDUCATION

CAP Guidelines

Early Literacy Look Fors (Moderate Disabilities, Grades 6-8)

Component of the Literacy Block	Was the teacher ...	Were the students ...	Notes
Foundational Skills (as needed based on student data)	- Delivering instruction in advanced phonics, morphology, fluency, and advanced phoneme awareness that is explicit, accurate, and grade-level appropriate using culturally relevant curricular materials? (I-A-1) - Providing time and support for repetitive, engaging, active, and efficient student practice in advanced phonics skills? (II-A-1) - Building on students' strengths, needs, and background knowledge about speech and language? (II-B-2) - Providing small-group instruction based on student needs, using evidence-based activities to promote transfer of word analysis skills? (I-A-1, II-A-1) - Providing reinforcement and/or corrective feedback in a way that holds students to high expectations while affirming their sources of knowledge about language? (II-A-1, II-B-2)	- Practicing advanced phonics through differentiated tasks in small groups and/or independently? (I-A-1, II-A-1) - Practicing fluency and deepening comprehension by reading grade-level text with accuracy, appropriate rate, and expression? (I-A-1) - Decoding multisyllabic words using knowledge of syllabication, roots, and affixes? (I-A-1) - Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) - Making visible learning progress towards mastery of advanced phonics skills? (I-A-1)	
Engaging with Complex Text	- Using high-quality, culturally relevant, complex texts and text sets that are rich in academic language, provide diverse and nuanced perspectives, and promote critical thinking? (I-A-1) - Giving all students equitable access to grade-level texts, tasks, and experiences as well as	- Examining diverse perspectives and thinking critically about texts and topics with real-world impact? (I-A-1) - Listening to, reading, writing about, and discussing multiple texts (e.g. article, essay, video, image) on the same topic to build knowledge? (I-A-1)	

CAP Guidelines

	the supports they need to meet high expectations? (II-A-1) - Facilitating student discussion in whole-group and small groups using text-based questions that move from literal to deeper and more inferential based on grade-level standards? (I-A-1, II-A-1) - Providing explicit vocabulary instruction and opportunities for students to hear and use new words? (I-A-1)	- Asking and responding to text-based questions orally and in writing with evidence from the text and in various group configurations (partners, small group, large group)? (I-A-1, II-B-2) - Practicing increasingly complex oral language through extended discussion with partners or small groups? (I-A-1, II-B-2) - Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) - Making visible learning progress towards mastery of grade-level ELA/Literacy standards? (I-A-1, II-B-2)	
Writing	- Providing explicit, standards-aligned instruction in sentence structure, conventions, craft, and/or writing process using culturally relevant curricular materials? (I-A-1) - Facilitating guided practice and application of writing skills using questions and tasks that support students to actively draw upon their backgrounds, make connections, examine their own and others' perspectives, or help advance student thinking and actions about real-world issues? (II-A-1) - Providing models (e.g., sharing their own writing)? (II-A-1) - Providing feedback on students' writing that is timely, asset-based, and actionable? (II-A-1)	- Practicing and applying skills in the context of culturally relevant and meaningful writing tasks? (I-A-1) - Demonstrating agency and choice in selecting and developing ideas, topics, or styles of writing? (II-B-2) - Writing for specific and grade-appropriate purposes and audiences (opinion, informative/explanatory, or narrative)? (I-A-1) - Engaging in discourse with the teacher and peers to extend their thinking and develop ideas for writing? (I-A-1) - Incorporating feedback from the teacher and peers into their writing? (II-A-1, II-B-2)	

CAP Guidelines

		• Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) • Making visible learning progress towards mastery of grade-level ELA/literacy standards? (I-A-1, II-A-1)	
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DEFENDING
EDUCATION

Early Literacy Observation Form

Candidate Name:	
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Observation Number:		Observation Type:	☐ Announced ☐ Unannounced
Observed by:		Role:	

Required Focus Elements	Observed (Yes/No)	Optional Elements	Observed (Yes/No)
I-A-1 Subject Matter Knowledge		I-C-2 Adjustments to Practice	
II-A-1 High Expectations and Support		II-A-3 Inclusive Instruction	
II-B-2 Safe Learning Environment		III-C-1 Collaboration on Student Learning and Well-Being	
		IV-A-1 Reflective Practice	

Date of Lesson/Activity Observed:	
Modality of Observation:	☐ In-person ☐ Virtual, synchronous (Announced Observations only) ☐ Virtual, asynchronous (Announced Observations only)
Start Time:	
End Time:	
Format:	☐ Whole Group ☐ Small Group ☐ One-on-One ☐ Other (please describe below)
Content Topic or Lesson Objective:	

Active Evidence Collection (may be entered below or using the Look Fors form above)

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Synthesized Evidence

Element	Synthesized Evidence
I-A-1 Subject Matter Knowledge	
II-A-1 High Expectations and Support	
II-B-2 Safe Learning Environment	
Optional Elements, include if observed:	
<i>I-C-2 Adjustments to Practice</i>	
<i>II-A-3 Inclusive Instruction</i>	
<i>III-C-1 Collaboration on Student Learning and Well-Being</i>	
<i>IV-A-1 Reflective Practice</i>	

Actionable Feedback

Area(s) of Strength:	
Specific strategies or recommendations to continue to reinforce these strengths:	
Area(s) for Growth:	
Specific strategies or recommendations to improve in these areas:	

Educator Reflection (optional)

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Appendix G: CAP Requirements in Split Practicum Setting

For programs that are required per [603 CMR 7.04\(4\)](#) to structure the practicum across more than one setting, there are two CAP implementation options:

- **Single placement option:** In this option, the full CAP process occurs during the final placement only. Observations and feedback still occur during the initial practicum placement(s); however, the CAP process begins in the final placement.
 - All required components of CAP must be completed. This may result in the CAP cycle being completed in a placement that is less than 300 hours of practicum. Programs should consider whether the length and structure of the final placement allow for a comprehensive evaluation of the candidates' performance.
- **Cross-placement option:** In this option, CAP is administered across both placement settings and spans a candidate's full practicum experience.
 - Program supervisors will need to map out the components of CAP to identify which will take place in each placement. This requires program supervisors to coordinate across supervising practitioners in each setting to ensure all requirements are met.
 - It is critical that the program supervisor serves as a bridge between supervising practitioners by communicating clear, high expectations to all supervising practitioners, finding opportunities for collaboration between supervising practitioners, and providing meaningful feedback to the candidate. For example, at the point of transition between placements, the program supervisor could host a "pass the baton" meeting to allow the first supervising practitioner to update the second on the candidate's progress and any elements of the candidate's practice that are noteworthy or of concern.

It is each educator preparation program's responsibility to ensure candidates in split practicum settings have equitable access to a high-quality, consistent assessment of their performance and feedback that is specific, concrete, and actionable to inform their growth.

Appendix H: Glossary of Terms

Academic achievement: Attainment of academic skills and knowledge to meet or exceed grade-level standards in a comprehensive and diverse range of subjects with ability to apply competencies in relevant, real-world contexts.

All students: *Each and every student*, inclusive of, but not limited to, students of all races, ethnicities, cultures, languages, socioeconomic statuses, sexual orientations, gender identities, and abilities, with particular focus on those who have been systematically marginalized or underserved, such as those students who identify as Black, Hispanic or Latino, Asian, Indigenous, and/or Multiracial.

Anti-racist practices: Practices that demonstrate that all racial groups are equals in their differences and resist and dismantle inequities due to individual and systemic racism to advance racial equity. The use of these practices fosters the development of an anti-racist school/classroom culture.

Anti-racist educator: An educator who believes racial groups are equals in all their differences and continually engages in self-reflective work that leads to educational policies, practices, conditions, and cultures that resist and dismantle inequities due to individual and systemic racism to advance racial equity. All educators should strive to be anti-racist, including those in predominantly white classrooms/schools/districts.

Asset-based: Asset-based approaches intentionally build on the strengths and capacities that learners bring to school, including their languages, cultures, and experiences versus deficit-based approaches that view differences as weaknesses.

Bias: A disproportionate weight that may be created intentionally or unintentionally in favor of or against an idea, thing, individual, or group.

Candidate: A person who is currently enrolled in an educator preparation program.

Candidate Assessment of Performance (CAP): A performance assessment used to gauge a teacher candidate's readiness in relation to the Professional Standards for Teachers (PSTs). CAP parallels the Massachusetts Educator Evaluation system. Successful completion of CAP is required to complete all initial teacher preparation programs.

Completer: A person who has successfully finished an educator preparation program, including alumnus or graduate of such program.

Culturally responsive: Cultural responsiveness is an approach to viewing students' culture and identity (including race, ethnicity, multilingualism, and other characteristics) as assets, and creating learning experiences and environments that value and empower all students. ([Supporting Culturally and Linguistically Sustaining Practices](#)).

Culturally relevant: Aligned with and affirming to students' cultures, backgrounds, and identities.

Culturally relevant pedagogy promotes students' academic achievement, cultural competence, and sociopolitical awareness. ([Supporting Culturally and Linguistically Sustaining Practices](#)).

Culturally and linguistically sustaining practices: Affirm and value students' prior experiences and support them to sustain their cultures and linguistic resources to make learning more relevant and effective; promote academic achievement, cultural competence, and sociopolitical awareness; and value multilingualism as an asset. These practices are essential for all students in the classroom, regardless of their background, culture, or identity. All students benefit from an approach that is intended to meet the needs of diverse learners, expand cultural competence and socio-political consciousness, and provide explicit instruction in the functions of language. ([Supporting Culturally and Linguistically Sustaining Practices](#)).

Curricular materials: Resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called adopted or written curriculum, or instructional materials. ([Curriculum Matters](#)).

Curriculum: A sequence of student learning experiences teachers facilitate, may use curricular materials as a foundation; also called enacted or taught curriculum. ([Curriculum Matters](#)).

Digital literacy: The ability to use digital technology, communication tools, or networks to locate, evaluate, use, and create information; the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers; and the ability to perform tasks effectively in a digital environment. Literacy includes the ability to read and interpret media, reproduce data and images through digital manipulation, and evaluate and apply new knowledge gained from digital environments ([Digital Literacy and Computer Science Framework](#)).

Equity: Exists when identity (including but not limited to race, ethnicity, gender, language, disability and ability) can no longer be used to predict social, economic, or educational outcomes. Enacting steps towards equity means making available opportunities and supports to eliminate bias and structural barriers at every level of the education system and society.

Evidence-based: Practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented as supported by valid and reliable research. ([U.S. Department of Education](#)). Evidence-based practices include, but are not limited to, culturally and linguistically sustaining practices and use of high-quality curricular materials.

Field-based experiences: Experiences in PK-12 schools and classrooms, including observation of classrooms, pre-practicum, practicum/practicum equivalent, internship, or apprenticeship, that are integral components of any program for the preparation of educators.

Field supervisors: Program supervisor and supervising practitioner (see specific definitions below)

Inclusive practices: Pursuing deliberate actions to create welcoming environments and ensure differences are actively sought and heard, and that every individual feels a sense of belonging and a role in

impacting decision-making, practices, and policies.

Linguistically responsive: Aligned with and affirming to students' and families' linguistic backgrounds and skills. This includes use of high-quality translation and interpretation ([The Massachusetts Blueprint for English Learner Success](#)).

Practicum/Practicum Equivalent: A field-based experience within an approved program in the role and at the level of the license sought, during which a candidate's performance is supervised jointly by the supervising practitioner and program supervisor and evaluated through a performance assessment for the Initial license.

Program of study: The coursework, seminars, workshops, webinars, field experiences, and other program components that are required for the completion of an approved program.

Program supervisor: The supervisor from the educator preparation programs, under whose immediate supervision the candidate for licensure practices during a practicum. The program supervisor is responsible for overseeing the student teaching experience, observing and providing feedback to the candidate alongside the supervising practitioner, and coordinating the performance assessment.

Sociopolitical awareness: The ability to identify, analyze, and work to solve real-world problems by thinking critically and drawing conclusions about complex issues related to equity, identity, power, or bias.

Sponsoring organization: Institution of higher education or alternative preparation organization that provides, or seeks to provide, approved educator preparation programs. During the program approval process, evidence collection and evaluation will focus on the specific unit within the organization that oversees educator preparation programs (e.g., Education Department, School of Education). Approved sponsoring organizations have the ability to endorse candidates for Massachusetts licensure.

Student: A pupil enrolled in a PK-12 school.

Supervising practitioner: A PK-12 educator under whose immediate supervision the candidate for licensure practices during practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent.

Systemically marginalized groups: Groups and communities that experience discrimination and exclusion on a systemic level because of unequal power relationships across economic, political, social, and cultural dimensions. These groups include but are not limited to race, ethnicity, culture, language, socioeconomic status, sexual orientation, gender identity, and ability.

Appendix I: Additional Acknowledgements

Revisions to the *Guidelines for the Professional Standards for Teachers* were directly informed by updates to the *Classroom Teacher Model Rubric*, which reflects input from the following educators, students, and families across Massachusetts on anti-racist, inclusive, and equitable practices.

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