



MASSACHUSETTS
Department of Elementary
and Secondary Education

Handbook for the Candidate Assessment of Performance

For Candidates, Program Supervisors, and Supervising Practitioners

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[Massachusetts Department of Elementary and Secondary Education](https://www.dese.mass.gov/)

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Introduction

Background & Purpose

This 2024 Candidate Assessment of Performance (CAP) Implementation Handbook (CAP Handbook) accompanies the [2024 Guidelines for the Candidate Assessment of Performance](#) (CAP Guidelines).

The CAP Guidelines reflect the [2024 Professional Standards for Teachers and the Standards of Effective Teaching Practice](#) and provide a throughline from preparation to practice through CAP's close alignment to the [Standards of Effective Teaching Practice](#) and [Educator Evaluation Framework](#). Together, these reflect how effective teaching is defined in Massachusetts, with an explicit focus on the evidence-based, culturally and linguistically sustaining, practices necessary to support all students to attain academic knowledge and skills, understand and value themselves and others, and engage with the world.

While the CAP Guidelines define the requirements for CAP, the CAP Handbook distills these requirements into user-oriented language and offers supplementary recommendations and resources for each stage of the CAP process. The goal of the CAP Handbook is to support meaningful and consistent use of CAP across sponsoring organizations to improve candidates' practice and ensure they are ready to support all students on day one in their licensure role.

The CAP Handbook is intended to:

- Promote understanding of promising practices, considerations, and recommendations for CAP;
- Serve as a ready-to-use resource for sponsoring organizations to share with candidates, program supervisors, and supervising practitioners; and
- Direct users to required forms and optional resources for each stage of the CAP process.

The CAP Handbook is organized into three sections:

1. **CAP Overview** – Provides an aerial view of the CAP process and users' roles and responsibilities
2. **CAP Forms and Resources** – Outlines required forms and optional resources
3. **CAP Stage-by-Stage Guidance** – Details the steps in each of the five stages of CAP

CAP Overview

Roles and Responsibilities

This section details the responsibilities for sponsoring organizations, PK-12 school and district partners, program supervisors, supervising practitioners, and candidates.

Sponsoring Organizations

Sponsoring organizations must support program supervisors, supervising practitioners, and candidates to understand the Essential Elements, the CAP process, and the CAP rubric, including its readiness thresholds. This includes:

- **Meeting the requirements set forth in the [2023 Guidelines for Educator Preparation Program Approval](#)**, including the expectations for high-quality field-based experiences with equitable and robust supervision.
- **Collaborating with PK-12 school and district partners**, including designing partnerships to meet the needs of all candidates (with particular focus on those from systemically marginalized races, ethnicities, identity groups, and backgrounds) and soliciting input from partners to identify programmatic strengths and areas for growth.
- **Providing appropriate, differentiated support for candidates** in coursework, fieldwork, or for their social and emotional well-being to help them achieve program expectations or identify next steps to exit the licensure program.
- **Identifying supervising practitioners** who a) model evidence-based instructional practices, including anti-racist and culturally and linguistically sustaining practices; b) effectively and equitably support candidates from all races, ethnicities, identity groups, and backgrounds; and c) commit to meeting the organization's expectations of the role.
- **Supporting all program supervisors and supervising practitioners** to provide robust and equitable supervision to candidates, including high-quality feedback and evaluation that prepare candidates to be effective educators, and monitoring supervisors to identify when additional resources or supports are needed.
- **Using CAP consistently within and across Initial Teacher programs** to improve practice and ensure that only candidates who are ready for full responsibility in the licensure role are endorsed.
- **Coordinating and documenting the CAP process for each candidate**, including gathering and documenting evidence of candidate readiness and maintaining CAP files in accordance with the [Candidate Record Retention Advisory](#).
- **Utilizing CAP data to inform improvements** towards increasingly equitable and effective experiences and outcomes for candidates.

PK-12 School and District Partners

PK-12 school and district partners that host practicum candidates are responsible for:

- **Collaborating with the sponsoring organization to create high-quality field-based experiences**, including identifying supervising practitioners that meet expectations for the role, allowing candidates to experience key milestones throughout the PK-12 academic year, and integrating candidates into the school/district community.
- **Supporting supervising practitioners**, including celebrating their role in cultivating effective educators and collaborating with the sponsoring organization to determine the resources and supports they may need to provide robust and equitable supervision.
- **Providing feedback to the sponsoring organizations** on strengths and areas for growth.
- When appropriate, **working to align expectations** with the sponsoring organization, program supervisors, and supervising practitioners to provide educators with consistent expectations for effective practice.

Program Supervisors

For each candidate they supervise, program supervisors are responsible for:

- **Coordinating the CAP process as outlined in the CAP Guidelines** to improve candidate practice and assess readiness for the licensure role, including:
 - **Providing the candidate with robust and equitable guidance and support**, including high-quality feedback that improves their practice.
 - **Supporting the supervising practitioner** to provide the candidate with robust and equitable guidance and support and complete all required components of the CAP process.
 - Collaborating with the candidate and supervising practitioner to **collect, synthesize, and analyze evidence from multiple sources**, including observations, a measure of student learning, student feedback, a professional practice goal, and candidate artifacts.
 - **Facilitating all Three-Way Meetings** with the supervising practitioner and candidate.
 - **Conducting at least two announced observations** of the candidate.
 - Calibrating with the supervising practitioner using multiple sources of evidence to **determine the candidate's readiness to teach**.
 - **Completing and submitting all required CAP forms**.
- **Supporting the candidate** to ensure the practicum placement is appropriate and supportive of their growth and development.
- Collaborating with the supervising practitioner and sponsoring organization to **identify appropriate, differentiated supports** if the candidate is not on track to meet expectations.
- **Providing feedback to the sponsoring organization** on their experience as a program supervisor.

Supervising Practitioners

For each candidate they supervise, supervising practitioners are responsible for:

- **Meeting the sponsoring organization's expectations for the role**, including participating in the organization's training and development opportunities.
- **Using CAP as outlined in the CAP Guidelines** to improve candidate practice and assess readiness for the licensure role, including:
 - **Providing the candidate with robust and equitable guidance and support**, including regularly providing high-quality verbal and written feedback identifying the candidate's areas of strength and areas for growth and sharing specific strategies to improve practice.
 - Providing candidates with **multiple opportunities to authentically demonstrate each of the Essential Elements**, including supporting the candidate to take on full responsibility in the licensure role for at least 100 hours.
 - **Identifying a measure of student learning** and supporting the candidate and their program supervisor to interpret the results.
 - **Conducting at least four observations of the candidate**, including coordinating with the program supervisor to conduct at least two announced observations.
 - Collaborating with the candidate and program supervisor to **collect, synthesize, and analyze evidence from multiple sources**, including observations, the measure of student learning, student feedback, a professional practice goal, and candidate artifacts.
 - **Participating in all Three-Way Meetings.**
 - Calibrating with the program supervisor to **determine candidate's readiness to teach.**
 - **Completing all required CAP forms.**
- **Providing feedback to the sponsoring organization** on its strengths and areas for growth.

Candidates

Each candidate is responsible for supporting their successful CAP experience by:

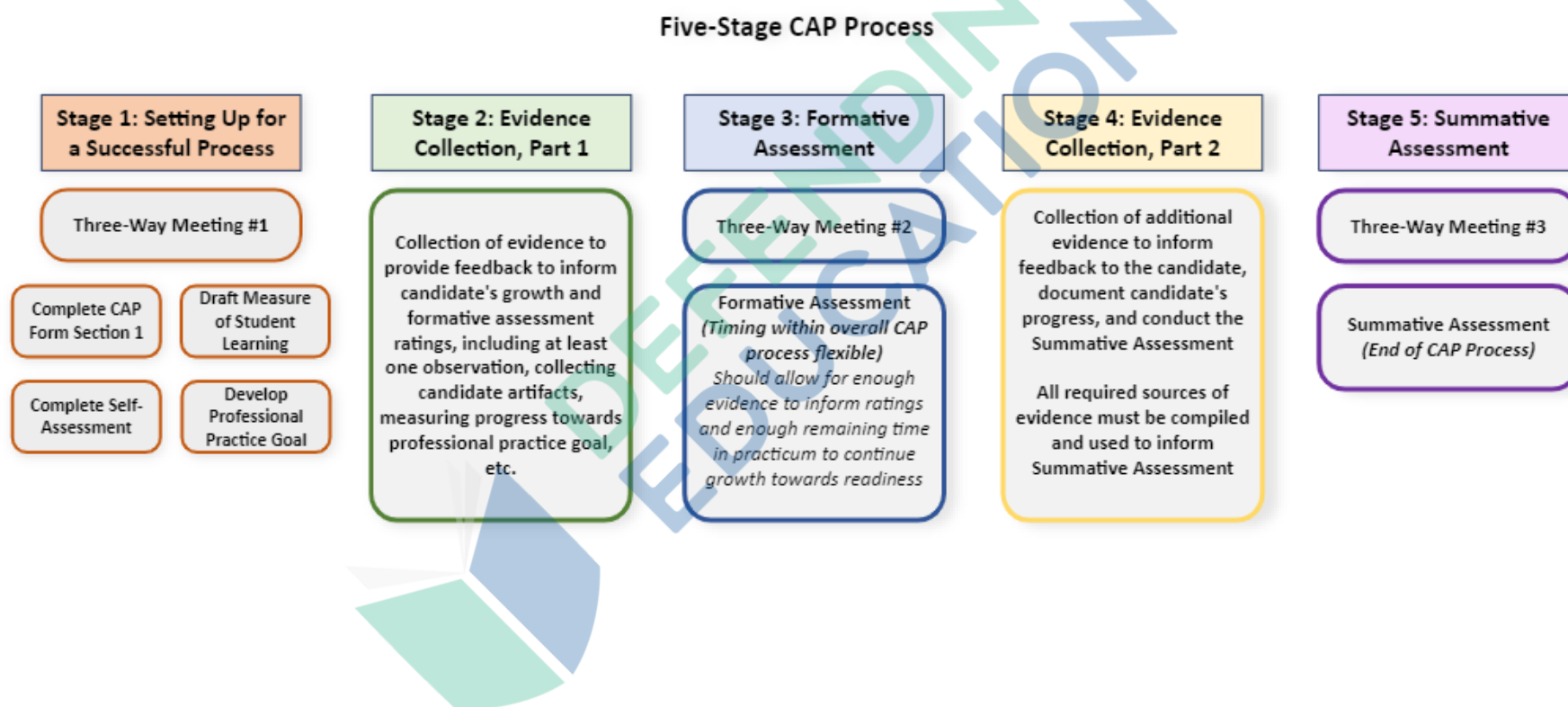
- **Engaging in early field-based experiences and activities in coursework** to learn and practice the knowledge and skills necessary for the licensure role.
- **Participating in CAP** as outlined in the CAP Guidelines, including:
 - **Being available for all required observations** and additional observations, as needed.
 - Collaborating with the supervising practitioner and program supervisor **to collect, synthesize, and analyze evidence from multiple sources**, including observations, a measure of student learning, student feedback, a professional practice goal, and candidate artifacts.
 - **Participating in all Three-Way Meetings.**
 - **Incorporating feedback from the supervising practitioner and program supervisor** to improve their practice and develop readiness for the licensure role.
 - **Demonstrating proficiency in each of the Essential Elements.**

- **Communicating with the program supervisor and supervising practitioner to understand expectations for the practicum and the CAP process**, including requesting appropriate additional guidance and sharing concerns about their practicum experience.
- **Providing feedback to the sponsoring organization** about their experience in the preparation program, including the supervision and feedback they received during practicum.



Five-Stage Process

The CAP process is intended to support candidate growth throughout the practicum and assess candidate readiness for entry into the licensure role. Throughout CAP's five stages, candidates have opportunities to self-assess and set goals for improvement, practice pedagogical skills, receive and apply feedback, and be assessed on the Essential Elements.



Categories of Evidence

There are five categories of evidence required in CAP:

1. Observations (Required for Elements 1-A-1, II-A-1, II-B-2, may be used for other Essential Elements as appropriate)

Observations provide the program supervisor and supervising practitioner with the opportunity to collect evidence of a candidate's teaching practice and provide specific, concrete, actionable, and timely feedback that reinforces areas of strength and identifies areas for growth, including specific recommendations for skill development.

2. Measure of Student Learning

The measure of student learning allows the candidate, program supervisor, and supervising practitioner to identify (1) how the candidate's practice is impacting student learning, and (2) the candidate's ability to reflect on and adjust practice accordingly. Reflection by the candidate, and subsequent changes in practice, are as important, if not more, than the student learning outcomes themselves.

3. Student Feedback

Feedback from students is a critical source of evidence in understanding candidate performance. Feedback should be collected at a time during the practicum that allows students to provide the candidate with meaningful, informed feedback, while reserving enough time afterwards for the candidate to reflect and adjust practice accordingly.

4. Professional Practice Goal

The professional practice goal should reflect and support the needs of the individual candidate. Evidence should define the goal and describe aligned activities and progress throughout the practicum.

5. Candidate Artifacts

The candidate collects and shares artifacts of practice throughout the CAP process. These artifacts may be used on their own or in tandem with other evidence (such as an observation or student feedback) to provide additional information about the candidate's practice. Artifacts may include, but are not limited to:

- annotated unit or lesson plans
- examples of students' work
- behavior plans or data
- audio or video recordings of a lesson
- meeting agendas or notes
- samples of communication with families
- written reflections on adjustments to practice

CAP Forms and Resources

Required Forms

Sponsoring organizations are required to use specific forms to structure and document the CAP process¹. Sponsoring organizations may add components to these required forms. No elements of a required form may be removed. The table below lists each required form and its purpose. All required forms are available on the [PST and CAP webpage](#).

Form	Purpose
CAP Form	Used throughout the CAP process to document the candidate's practicum site, supervisors, Three-Way Meeting dates, practicum hours, and readiness to teach.
CAP Observation Form	Used to collect and synthesize evidence during each required announced and unannounced observation. The form is also used to provide feedback to the candidate.
Early Literacy Observation Tool <i>*Only required for Early Childhood, Elementary, and Moderate Disabilities PK-2 and PK-8 licensure candidates</i>	Used in tandem with the CAP Observation Form during the required* Early Literacy Observation to collect evidence aligned to the evidence-based early literacy practices described in the Early Literacy Program Approval Criteria. Note: It may take multiple observations to collect evidence for all three components of a literacy block. The Early Literacy Observation replaces one required CAP Observation. If the Early Literacy Observation Tool requires more than one observation to complete, those additional observations do not need to adhere to all expectations for required CAP observations; they may be conducted virtually and/or with a different educator with early literacy expertise (e.g., Reading Specialist, Instructional Coach) observing and providing the candidate feedback.
Student Feedback Form	Used to describe the selected student feedback instrument, administration protocol, and planned adjustments to the candidate's practice based on results.

¹ As detailed in the [Candidate Record Retention Advisory](#), all required CAP forms must be retained by the sponsoring organization or submitted to DESE through the CAP Online Platform.

Formative Assessment Form	Used mid-way through the CAP process to document specific evidence supporting the candidate’s ratings for quality, scope, and consistency in each Essential Element. The form is also a tool for providing the candidate with specific feedback to support their progress towards the readiness thresholds.
Summative Assessment Form	Used at the culmination of the CAP process to document specific evidence supporting the candidate’s ratings for quality, scope, and consistency for each Essential Element. In this form, supervising practitioners and program supervisors also indicate whether the candidate has met the required readiness thresholds and is “Ready to Teach”.



DEFENDING
EDUCATION

Optional Resources to Support a Successful CAP Experience

The CAP process is designed to promote evidence-based practices that support meaningful teacher candidate growth and effective assessment. The table below lists these practices along with optional resources to support their implementation. All optional resources are available on the [PST and CAP webpage](#).

Sponsoring organizations are not required to use these resources and may choose to adopt or adapt any of the documents below. While retention of these materials in candidate records is not required, it is recommended. These may be used as supporting evidence during program reviews.

Practice	Optional Resources
Collaboration	Form: Three-Way Meeting Checklists <i>Resource: Collaboration in the CAP Process – Coming soon!</i>
Setting Meaningful Goals	Form: Candidate Self-Assessment Form: Candidate Preliminary Goal-Setting Form: Supervisor Baseline Assessment Form: Finalized Professional Practice Goal and Implementation Plan Form: Measure of Student Learning <i>Quick Reference Guide: S.M.A.R.T.I.E. Goal-Setting – Coming soon!</i>
Collecting Comprehensive Evidence	Resource and Forms: Model Observation Protocol and Template and Forms (Includes recommendations for observations and template forms to support pre-conference planning, post-conference planning, and candidate reflection.) <i>Resource: Model Student Feedback Instruments Overview</i> <i>Resource: Measuring Impact on Student Learning – Coming soon!</i> <i>Resource: Collecting Student Feedback – Coming soon!</i> <i>Resource: Using Video Recordings to Support Growth – Coming soon!</i>
Providing High-Quality Feedback	Quick Reference Guide: High-Quality Feedback <i>Resource: Calibrating Feedback – Coming soon!</i>
Assessing Practice	Quick Reference Guide: Quality, Scope, Consistency <i>Resource: Weighing Multiple Sources of Evidence – Coming soon!</i> <i>Resource: Documenting Supporting Evidence – Coming soon!</i>

Stage-by-Stage Guidance

Stage 1: Setting Up for a Successful Process

Required Components

Stage 1 lays the foundation for a successful improvement and assessment process. Required components include:

1. Program supervisor, supervising practitioner, and candidate fill out Section 1 of CAP Form
2. Supervising practitioner and candidate draft Measure of Student Learning
3. Candidate completes Self-Assessment
4. Program supervisor, supervising practitioner, and candidate develop Professional Practice Goal and Implementation Plan
5. Program supervisor, supervising practitioner, and candidate participate in Three-Way Meeting #1 and sign off on Section 2 of the CAP Form

Required Forms

CAP Form

Optional Resources

Measure of Student Learning Form

Candidate Self-Assessment Form

Supervisor Baseline Assessment Form

Candidate Preliminary Goal Setting Form

Finalized Professional Practice Goal and Implementation Plan Form

Three-Way Meeting Checklist #1

Filling out Section 1 of the CAP Form

The program supervisor and candidate complete the first section of the required CAP Form together. This section documents information about the candidate, their licensure program, practicum placement site, program supervisor, and supervising practitioner.

The final page of the section must be completed by the program supervisor or another sponsoring organization representative who has determined whether the supervising practitioner meets DESE's the sponsoring organization's expectations for an effective supervisor, including:

- Receiving a summative evaluation rating of proficient or higher in their most recent evaluation;
- Modeling evidence-based instructional practices, including anti-racist and culturally and linguistically sustaining practices;
- Effectively and equitably supporting candidates from all races, ethnicities, identity groups, and backgrounds; and
- Committing to meet the program's expectations of the role.

If any of these expectations are not met, the sponsoring organization must attest that it has made attempts to find a supervising practitioner who fulfills all requirements of the role and is unable to do so. In this circumstance, the organization must also describe additional resources or guidance that will be provided to support the candidate to address the gap(s) in their practicum experience that result.

Drafting a Measure of Student Learning

The supervising practitioner identifies at least one measure of student learning, growth, or achievement that assesses a meaningful sample of the content the candidate will be primarily responsible for teaching. The measure may be documented in the optional Measure of Student Learning Form.

In addition to identifying the measure, the supervising practitioner sets parameters for a range of expected student learning, growth, or achievement. These parameters should be based in the supervising practitioner's professional experience with the identified measure and understanding of the specific learning context. For example, if the candidate is responsible for teaching a math unit, the supervising practitioner may choose the end of unit assessment as the measure of student learning. If, over the past four units, the average end-of-unit assessment scores were 84, 89, 81, and 83, the supervising practitioner may determine that a class average between 80 and 90 represents expected achievement, less than 80 represents lower than expected achievement and more than 90 represents higher than expected achievement.

Finally, the supervising practitioner sets clear expectations for how and when the measure will be administered and scored by the candidate. Administration should occur at the instructionally appropriate time during the practicum. After the measure is scored, the candidate analyzes and reflects on the results with the supervising practitioner.

The experience of administering, scoring, and analyzing a measure of student learning, growth, or achievement is a crucial component of CAP. It is important to note that a measure of student learning, growth, or achievement is not a complete measure of a candidate's impact on student learning. Given the abbreviated classroom experience associated with CAP, it is impossible to generate enough data to fully assess the candidate's impact on student learning. It is possible, however, to support and assess the candidate's ability to reflect on student outcomes, make connections to their practice, and identify appropriate next steps.

Completing the Candidate Self-Assessment and Supervisor Baseline Assessment

Candidate Self-Assessment

The candidate should complete a self-assessment within the first 2-3 weeks of the practicum and share it with the program supervisor and supervising practitioner in advance of the first Three-Way Meeting.

The optional Candidate Self-Assessment Form is designed to support this step. When completing the self-assessment, the candidate may draw from their early experiences in the practicum along with prior experiences in coursework and pre-practicum. They should be encouraged to reflect on the following to inform ratings:

- skills acquired in coursework
- experiences in pre-practicum
- early feedback they have received about their practice
- early evidence of impact with students

The optional Candidate Self-Assessment Form guides the candidate to reflect on their current practice across three dimensions:

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

By considering performance across these dimensions, the candidate can identify discrete and specific areas of strength and areas for growth.

It is important to note that the Candidate Self-Assessment Form intentionally does not include the readiness thresholds present in the CAP Rubric. This is to enable the candidate to generate an authentic assessment of their performance.

If the candidate chooses not to use the optional Candidate Self-Assessment Form, they are still expected to document their self-assessment in their CAP records.

Supervisor Baseline Assessment

The program supervisor and supervising practitioner (referred to collectively as field supervisors below) are also encouraged to use the optional Supervisor Baseline Assessment Form to reflect on the candidate's early practicum performance and establish a foundational assessment of readiness for the licensure role. The Supervisor Baseline Assessment Form can be compared to the Candidate Self-Assessment Form during the first Three-Way Meeting to establish areas of strength and areas for growth.

Developing a Professional Practice Goal and Implementation Plan

Preliminary Professional Practice Goal

After finishing the Candidate Self-Assessment Form, the candidate may complete an optional Preliminary Goal-Setting Form. This form is designed to guide the candidate to draft a S.M.A.R.T.I.E. goal consistent with practices expected of in-service educators under the Educator Evaluation Framework. Because this goal should emerge directly from the self-assessment, it should be closely aligned to practices outlined in the CAP Rubric.

Finalized Professional Practice Goal

The candidate finalizes their professional practice goal and an aligned implementation plan with the program supervisor and supervising practitioner during the first Three-Way Meeting. The optional Finalized Professional Practice Goal and Implementation Plan Form may be used to support this discussion and document the final goal.

Conducting Three-Way Meeting #1

The candidate, program supervisor, and supervising practitioner meet at least three times during the CAP process. These convenings are called Three-Way Meetings.

As noted above, the purpose of the first Three-Way Meeting is to finalize the candidate's professional practice goal and implementation plan. Three-Way Meeting Checklist #1 provides a list of steps to be taken by each stakeholder before, during, and after the meeting.

At the conclusion of the first Three-Way Meeting, the candidate, program supervisor, and supervising practitioner sign off in Section 2 of the required CAP Form.

Stage 2: Evidence Collection, Part 1

Required Components

In Stage 2, the candidate, program supervisor, and supervising practitioner begin collecting evidence. Field supervisors must ensure that sufficient evidence is collected to support the provision of ongoing feedback and Formative Assessment ratings. Required components include:

1. Program supervisor, supervising practitioner, and candidate collect evidence
2. Program supervisor and supervising practitioner conduct observations

At least one Announced Observation must be conducted during Stage 2.

Required Forms

CAP Observation Form

Early Literacy Observation Tool (if applicable for the licensure role)

Student Feedback Form

Optional Resources

Model Observation Protocol and Template Forms

Model Student Feedback Instruments Overview

Collecting Evidence

The candidate, program supervisor, and supervising practitioner collaborate to identify opportunities to demonstrate each Essential Element. Throughout the CAP process, the candidate and field supervisors will work together to collect, synthesize, and analyze evidence from multiple sources, including observations, the measure of student learning, student feedback, progress towards the professional practice goal, and candidate artifacts.

Evidence Requirements and Flexibility

Evidence collection and analysis is a valuable process both for the candidate to reflect on and monitor their own progress and for field supervisors to establish a comprehensive and informed assessment of the candidate's readiness in each of the Essential Elements.

There are two broad requirements for evidence collection and citation in CAP:

- At least two sources of evidence must be cited to support the rating for each Element.
 - For 1-A-1, II-A-1, II-B-2, one of these sources must be the four required observations.
- Each of the five categories of evidence must be used to support at least one Element.

There are no additional requirements for how the categories of evidence must be used to demonstrate the Essential Elements. Field supervisors document evidence used to support ratings for each Essential Element in both the Formative and Summative Assessment Forms.

Conducting Observations

Observations are a critical source of evidence collected by the program supervisor and supervising practitioner. They are an opportunity to collect direct evidence of the candidate's instructional practices in the Essential Elements, and to provide high-quality feedback to support the candidate's ongoing growth.

Required Observations and Observers

Candidates are observed at least four times throughout the practicum, including at least two unannounced and two announced observations:

- The supervising practitioner must conduct unannounced observations.
- The program supervisor and supervising practitioner must both conduct announced observations.

The sponsoring organization may set additional requirements that exceed the minimum number of observations, and field supervisors are encouraged to observe more frequently when feasible.

In some circumstances, it may be helpful to include additional observers. This may be especially true in cases where a program supervisor does not have content knowledge aligned with the candidate's specific licensure role. Additional observers may participate in required or supplemental observations to provide input on evidence of readiness and feedback for the candidate. However, these individuals may not make final determinations of candidate readiness.

Components of Unannounced and Announced Observations

Unannounced observations are conducted by the supervising practitioner and include the following:

- Active evidence collection during the observation
- Analysis and synthesis of the evidence to link it directly to the Essential Elements and identify areas of strength and areas for growth
- Self-reflection by the candidate
- Targeted feedback to support the candidate's ongoing growth

Announced observations are conducted by both field supervisors and include the following:

- Review of lesson materials (e.g., lesson plan, assessment goals, relevant student artifacts) in advance of the observation
- Conversation prior to the observation about goals for the lesson and areas of focus for evidence collection and feedback (driven by the candidate's professional practice goal and Essential Elements)
- Active evidence collection during the observation
- Analysis and synthesis of the evidence to link it directly to the Essential Elements and identify areas of strength and areas for growth
- Self-reflection by the candidate
- Targeted feedback to support the candidate's ongoing growth

Supplementary Virtual Observations

Announced observations may be conducted virtually if the sponsoring organization can demonstrate that the video observation meets DESE's parameters for high-quality observations (see the [CAP Guidelines](#) for specific parameters). These expectations are in place for all required observations. Sponsoring organizations are also welcome to conduct supplemental virtual observations and/or use recordings as additional opportunities to support candidate growth. Video recordings can be especially helpful as they provide the unique ability to observe, reflect on, and learn from one's own practice.

Focus Elements for Observations

Essential Elements I-A-1 Subject Matter Knowledge, II-A-1 High Expectations and Support, and II-B-2 Safe Learning Environment are required focus elements for each observation.

- Observers collect evidence on these three focus elements during **each** of the four observations, whether announced or unannounced.
- The other elements (I-C-2 Adjustments to Practice, II-A-3 Inclusive Instruction, III-C-1 Collaboration on Student Learning and Well-Being, and IV-A-1 Reflective Practice) do not have an observation requirement but may also be observable. Field supervisors may record evidence of practice related to these elements as appropriate.

CAP Observation Form

The required [CAP Observation Form](#) is aligned to the expectations outlined above. It should be used for each observation and must be retained in candidate files. As is the case throughout CAP, sponsoring organizations may add components or expectations for documentation, but nothing may be removed.

Model Observation Protocol

The optional Model Observation Protocol and Template Forms are designed to support the program supervisor and supervising practitioner as they facilitate all aspects of the observation process including preparing for the pre-conference, conducting the pre-conference, collecting evidence, selecting areas of strength and areas for growth, and conducting the post-conference. Sponsoring organizations and field supervisors may adopt or adapt the protocol to meet their needs or use something else entirely.



Collecting Student Feedback

Collecting student feedback provides the candidate with rich opportunities for analysis, self-reflection, and improvements in practice. It also provides field supervisors with an important source of evidence in determining the candidate's performance relative to the CAP readiness thresholds.

Selecting a Student Feedback Instrument

Within the CAP process, student feedback can be collected in any way that the sponsoring organization, field supervisors, and candidate agree upon. A description of the selected student feedback instrument, administration protocol, and results must be documented in the required Student Feedback Form.

One option is to use the Model Student Feedback Instruments². Sponsoring organizations may adopt the discussion prompts and surveys as they are or revise them based on language in the updated guidelines.

Using Student Feedback Results

Student feedback should be used to inform the field supervisors' CAP evaluations as well as improvements to the candidate's practice.

While there is no requirement for which Essential Element(s) student feedback should be used to demonstrate, students are uniquely positioned to offer perspectives relative to Elements II-A-1 High Expectations and Support, II-A-3 Inclusive Instruction, and II-B-2 Safe Learning Environment. However, both the discussion protocol and survey questions connect to and may be used as evidence for other elements.

Sponsoring organizations may also consider requiring a candidate reflection following the collection of student feedback, to support candidates in using student feedback to adjust their practice. This reflection could also be used as a source of evidence for Essential Element IV-A-1 Reflective Practice.

² While these instruments have not yet been updated to specifically align with the [2024 Guidelines for the Professional Standards for Teachers](#) and [2024 Guidelines for the Candidate Assessment of Performance](#), they are still a valuable tool for collecting student feedback.

Stage 3: Formative Assessment

Required Components

It is vital that the candidate receives timely, consistent, and actionable feedback, verbally and in writing, throughout the practicum experience. Stage 3, the Formative Assessment, provides an opportunity for a thorough mid-point check on candidate progress toward readiness for the licensure role.

During this stage, the program supervisor and supervising practitioner review and discuss evidence collected to date, determine Formative Assessment ratings for each Essential Element, and share these ratings with the candidate during the second Three-Way Meeting.

Required components include:

1. Program supervisor and supervising practitioner calibrate on evidence collected to date
2. Program supervisor and supervising practitioner complete Formative Assessment Form
3. Program supervisor, supervising practitioner, and candidate participate in Three-Way Meeting #2 and sign off on Section 2 of the CAP Form

While exact timing is flexible, the Formative Assessment should be scheduled such that there is sufficient time to collect evidence *and* sufficient time remaining for the candidate to apply feedback.

If a candidate is in jeopardy of not meeting CAP expectations, they should be informed during the Formative Assessment (or earlier, as appropriate). If this is the case, the program supervisor and supervising practitioner should identify specific concerns, guide the candidate to set goals for improvement, and provide aligned support during the second evidence collection period (Stage 4).

Required Forms

CAP Form (from Stage 1)

Formative Assessment Form

Optional Resources

Finalized Professional Practice Goal and Implementation Plan Form

Three-Way Meeting Checklist #2

Calibrating Ratings and Rationales

The program supervisor and supervising practitioner independently review evidence and make rating recommendations using the CAP Rubric. The field supervisors then compare these independent evaluations, calibrate, and document finalized ratings and rationales in the Formative Assessment Form prior to sharing them with the candidate.

Completing the Formative Assessment Form

Evidence Table

At the top of the Formative Assessment Form, field supervisors indicate the sources of evidence used to inform their ratings for each Essential Element. As detailed in Stage 2 above:

- At least two sources of evidence must be cited to support the rating for each Element.
- Each of the five categories of evidence must be used to support at least one Element.
- Observations must be included as one source of evidence for I-A-1, I-C-2, and II-B-2.

Ratings and Rationales

Field supervisors then carefully review the evidence collected to date against proficiency descriptors in the CAP Rubric to determine ratings and rationales for each dimension of readiness (quality, scope, and consistency) for each Essential Element.

Areas of Strength and Areas for Growth

After completing the rubric, field supervisors select one to two areas of strength and one to two areas for growth. Field supervisors identify these areas and outline recommended actions and potential resources and supports for the candidate. However, this does not preclude the candidate from self-identifying areas, as well.

Both areas of strength and areas for growth should be tied directly to the Essential Elements in the CAP Rubric. Field supervisors should focus on areas that are most likely to strengthen candidate practice and have a positive impact on student learning

The areas of strength and areas for growth may focus on the quality, consistency, or scope dimension of an Element. However, field supervisors should not set goals around consistency or scope until the candidate has successfully met the quality threshold.

Additional suggestions for identifying areas of strength and areas for growth are available in the Model Observation Protocol and Template Forms.

Conducting Three-Way Meeting #2

The purpose of the second Three-Way Meeting is to share and discuss the ratings, rationales, and areas of strength and growth identified in the Formative Assessment Form with the candidate.

As noted above, **candidates who are at risk of not meeting CAP expectations by the Summative Assessment should be informed during the Formative Assessment (or earlier, as appropriate).**

In these circumstances, the program supervisor and supervising practitioner should identify specific concerns, guide the candidate to set goals for improvement, and provide aligned support during the second evidence collection period.

The second Three-Way Meeting is also a time to revisit the candidate's professional practice goal and implementation plan and adjust as appropriate. This may include changes such as modifying the original goal, increasing field supervisor support, or adding observations.

Three-Way Meeting Checklist #2 provides a list of steps to be taken by each stakeholder before, during, and after the meeting.

At the conclusion of the meeting, the candidate, program supervisor, and supervising practitioner sign off in Section 2 of the required CAP Form.



Stage 4: Evidence Collection, Part 2

Required Components

The Formative Assessment should yield targeted, actionable feedback that the candidate can apply to improve their practice. Stage 4 is a crucial time for the candidate to demonstrate progress based on this feedback.

In this stage, the candidate, program supervisor, and supervising practitioner collect additional evidence to document the candidate's progress, inform ongoing feedback, and support Summative Assessment ratings. Required components include:

1. Program supervisor, supervising practitioner, and candidate collect evidence
2. Program supervisor and supervising practitioner conduct observations

All required evidence, including all four required CAP Observation Forms, must be collected by the end of Stage 4 to inform Summative Assessment ratings.

Required Forms

CAP Observation Form

Early Literacy Observation Tool (if required for the licensure role)

Student Feedback Form

Optional Resources

Model Observation Protocol and Template Forms

Stage 5: Summative Assessment

Required Components

The CAP process culminates with Stage 5, the Summative Assessment. During this final stage, the program supervisor and supervising practitioner review the full body of collected evidence, calibrate, and determine summative ratings for each Essential Element.

Required components include:

1. Program supervisor and supervising practitioner calibrate on totality of evidence
2. Program supervisor and supervising practitioner complete Summative Assessment Form
3. Program supervisor, supervising practitioner, and candidate participate in Three-Way Meeting #3 and sign off on Section 2 of the Required CAP form
4. Program supervisor and supervising practitioner determine if “Ready to Teach”

Required Forms

CAP Form (Portions completed during Stages 1 and 3)

Summative Assessment Form

Optional Resources

Three-Way Meeting #3 Checklist

Calibrating Ratings and Rationales

As with the Formative Assessment, the program supervisor and supervising practitioner independently review evidence and determine rating recommendations using the CAP Rubric. Field supervisors then compare these independent evaluations, calibrate, and document finalized ratings in the Summative Assessment Form prior to sharing them with the candidate.

Completing the Summative Assessment Form

Field supervisors use the same rubric to evaluate the candidate across the three dimensions of readiness in both the Formative Assessment and the Summative Assessment.

Readiness Thresholds

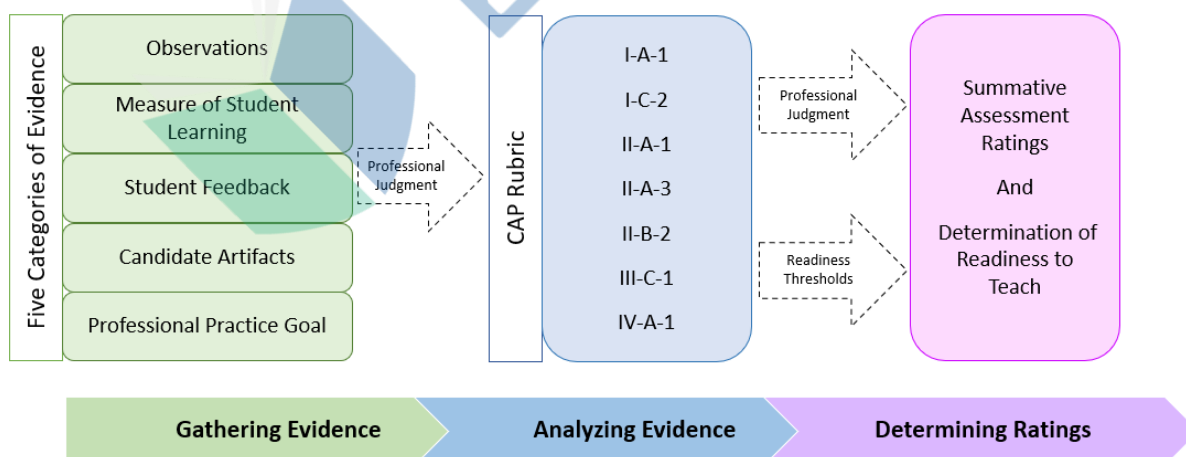
While readiness thresholds do not need to be met during the Formative Assessment, they must be met for all Essential Elements during the Summative Assessment. These readiness thresholds are represented by dark gray boxes throughout the CAP rubric.

To be considered “Ready to Teach” at the conclusion of CAP, the candidate must be rated:

- Proficient or above in quality for each of the Essential Elements.
- Needs Improvement or above in scope and consistency for each of the Essential Elements.

Summative Assessment Ratings

The figure below illustrates the entire process by which the program supervisor and supervising practitioner determine Summative Assessment ratings. Incorporating evidence from the five categories of evidence, they apply 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 ratings and overall feedback.



Determining Readiness to Teach

The program supervisor and supervising practitioner make a final, joint determination of whether the candidate has met all CAP requirements and is “Ready to Teach.”

Conducting Three-Way Meeting #3

The purpose of the final Three-Way Meeting is to share and discuss the ratings, rationales, and areas of strength and growth identified in the Summative Assessment Form as well as whether the candidate has been determined “Ready to Teach.”

Three-Way Meeting Checklist #3 provides a list of steps to be taken by each stakeholder before, during, and after the meeting.

At the conclusion of the meeting, the candidate, program supervisor, and supervising practitioner sign-off in Section 2 of the required CAP Form. The program supervisor and supervising practitioner also document the candidate’s total number of practicum hours, number of hours of full responsibility in the licensure role, and determination of readiness to teach.

As with all other required forms, both the Summative Assessment Form and completed CAP Form must be retained on file at the sponsoring organization or submitted through the CAP Online Platform.

