



**FITCHBURG STATE
UNIVERSITY**

SCHOOL OF EDUCATION

PRACTICUM HANDBOOK
for Initial Teacher Licensure
2020-2021

fitchburgstate.edu/edunit

Knowledgeable

Caring

Ethical

EDUCATOR AS REFLECTIVE LEADER

Skillful

TABLE OF CONTENTS

LETTER FROM THE DEAN OF EDUCATION	1
CONTACT INFORMATION	2
DISABILITY SERVICES.....	2
INTRODUCTION TO THE PRACTICUM HANDBOOK	3
THE EDUCATION UNIT’S CONCEPTUAL FRAMEWORK	4
GENERAL POLICIES	5
Professional Behavior (Dispositions).....	5
Professional Attire	5
Absence Policy, Substitute Teaching	6
Teacher Candidate Grades.....	6
Supervising Practitioner Selection Criteria and Voucher Information	6
GENERAL GUIDELINES FOR TEACHER CANDIDATES	7
GUIDELINES FOR ASSISTING AT-RISK TEACHER CANDIDATES DURING PRACTICUM	8
OVERVIEW OF ROLES AND RESPONSIBILITIES	10
Fitchburg State University	10
PreK-12 Schools and District Partners.....	10
Supervising Practitioners.....	11
Program Supervisors	12
Coordinator of Field Placement and Partnerships.....	13
Director of Educator Accountability and Licensure	13
SUGGESTIONS FOR SUPERVISING PRACTITIONERS/MENTORS	14
THE PRACTICUM EXPERIENCE.....	15
Cross Walk for the Seven Essential Elements of the CAP and the PSTs.....	16
List of Required Practicum Documents.....	17
Documentation of Practicum Hours.....	18
APPENDICES.....	19

APPENDICES

Document(s)	Appendix Letter	Page Number
Schedule for 7-8 week Practicum Experience	A	19
Schedule for 14-16 Week Practicum Experience	B	22
Schedule for 14-16 Week Early Childhood Practicum Experience		23
Three-way Meeting Checklists	C	26
Candidate Assessment of Performance (CAP) Guidelines, Form and Rubric	D	28
Candidate Self-Assessment & Goal Setting	E	55
• Overview		56
• Candidate Self-Assessment Form and Summary Sheet		58
• Candidate Preliminary Goal-Setting and Plan Development Form		63
• Candidate Finalized Professional Practice Goal(s) and Implementation Plan		65
• Candidate Professional Practice Goal(s) and Implementation Plan for Entry into the Profession		66
Observation Forms	F	67
• CAP Observation Form (for use with all observation visits)		69
• CAP Candidate Observation Self-Reflection Form		70
ESE Model Observation Protocol	G	70
• Protocol		71
• Model Observation Protocol: Pre-Conference Planning Form		79
• Model Observation Protocol: Candidate Self-Reflection Form		80
• Model Observation Protocol: Post-Conference Planning Form		81
Measuring Candidate Impact on Student Learning	H	83
• Example: Impact on Student Learning Tabulation and Reflection		88
Student Feedback Surveys	I	89
• ESE Student Feedback Forms Advisory		90
• ESE Student Survey and Administration Information		92
• Example: Student Feedback Survey Tabulation and Reflection		94
Lesson Plan Rubric	J	100
Candidate Dispositions Assessment	K	103
At-Risk Teacher Candidates	L	106
• Guidelines		107
• At-Risk Candidate Action Plan SAMPLE		108
• At-Risk Candidate Action Plan Check-in Record SAMPLE		109
• At-Risk Candidate Summary Evaluation and Recommendation		110
CAP Online Platform	M	111
Examples: CAP Rubric Evidence Citations	N	115
Examples: Finalized Professional Practice Goals	O	124
Application for Initial Licensure Instructions	P	128

LETTER FROM THE DEAN OF EDUCATION



160 Pearl Street
Fitchburg, MA 01420-2697
Tel 978.665.3239 Fax 978.665.3614
www.fitchburgstate.edu/edunit

Dear Teacher Candidate,

Congratulations! You are beginning one of the most exciting journeys of your professional life! The practicum experience is the culmination of many years of learning through study, hard work, and practice. The practicum experience is intended to:

- ensure teacher candidates are ready to make impact with students day one;
- measure teacher candidates' practice on key indicators of the Professional Standards for Teachers (PSTs);
- support teachers in improving their practice based on targeted feedback and performance evaluations; and
- provide data for continuous program improvement.

Your Supervising Practitioner, along with your Program Supervisor, will work to support and guide you through the practicum. Please keep an open mind to their feedback, knowing that they are there to help you and want you to succeed. Taking the time every day to reflect on your practicum experiences as they unfold, leads you to being well prepared to take on the full responsibilities and privileges of a 'teacher.'

All of the faculty and staff of the Education Unit wish you great success and many pleasant experiences on this journey. Should there be anything I can do for you during this time, please do not hesitate to let me know.

Best wishes,

Nancy Murray, Ed.D.
Dean of Education

CONTACT INFORMATION

Center for Excellence in Education

Fax: 978-665-3614

Lourdes Ramirez, M.Ed. 978-665-3685, McKay B132	Coordinator of Field Placements and Partnerships lramore1@fitchburgstate.edu
Jason M. Miles, M.Ed. 978-665-3292, McKay B130	Director of Licensure and Accountability jmiles6@fitchburgstate.edu
Nancy Murray, Ed.D. 978-665-3530, McKay B126	Dean of Education nmurray5@fitchburgstate.edu
Sandy Herndon 978-665-3239, McKay B126	Administrative Assistant sherndon@fitchburgstate.edu

DISABILITY SERVICES

Disability Services provides reasonable accommodations for Fitchburg State students, allowing equal access to all university programs and services. The primary objective of Disability Services is to empower qualified students with disabilities to engage in all facets of Fitchburg State University's academic, residential and student life.

Disability Services provides eligible students with individually tailored support services, academic skill-building, reasonable accommodations and training in the use of adaptive technologies.

Please contact Disability Services with questions about services, 978-665-4020.

INTRODUCTION TO THE PRACTICUM HANDBOOK

This handbook was prepared for teacher candidates, Supervising Practitioners, and Program Supervisors involved with the student teaching component of Fitchburg State University's educator preparation programs. Additional information and guidance are available through each candidate's academic department or program.

The purpose of the student teaching practicum is to provide teacher candidates who have reached the practicum stage of their academic programs with a mentored, hands-on experience in an approved school setting. Under the guidance of Program Supervisors, each teacher candidate typically works under the mentorship of one or two Supervising Practitioners who assist candidates in meeting the Massachusetts Department of Elementary and Secondary Education (ESE) 4 Professional Standards for Teachers (PSTs). *See page 15 for a Crosswalk for the Seven Essential Elements of Candidate Assessment of Performance (CAP) and PST Guidelines.*

- Standard 1 - Curriculum, Planning, and Assessment
- Standard 2 - Teaching All Students
- Standard 3 - Family and Community Engagement
- Standard 4 - Professional Culture

We encourage teacher candidates to keep this handbook with other information received throughout the semester from the Office of the Dean of Education, academic departments and programs, and school placement sites. Please feel free to call on your support team at any time for assistance.

This handbook and the forms contained within it may be found at www.fitchburgstate.edu/edunit
>Practicum/Licensure >Resources >Forms Library.

Please be aware of the following:

Definition of Practicum

Practicum is a field-based experience that is a full-semester, full-week, full-day mentored teaching experience. The practicum must be completed in an ESE approved program in the role and at the level of the license the candidate seeks.

Schedule for Practicum

Teacher candidates are expected to follow the schedule of the placement school and their Supervising Practitioners, making themselves available before and after school for mentoring, meetings, and activities, as appropriate.

Action Plan

If a teacher candidate demonstrates persistent challenges in meeting the PSTs or any other practicum expectations at any point in the experience, the teacher candidate is considered at-risk. At-risk teacher candidates will have an Action Plan developed by the supervisors that is specifically designed with targeted goals, a timeline for consistent competency demonstration, and scheduled check-in/evaluation points. *See Appendix L for documents.*

Removal from the Practicum

Failure to follow the policies and/or meet the expectations outlined in the handbook may result in the teacher candidate's removal from the practicum. If a teacher candidate is removed from practicum for any reason, the University is under no obligation to place the candidate in another setting. Removal from practicum can also result from:

- failure to make substantial and consistent progress toward competency in meeting the Professional Standards for Teachers,
- a request from the placement school that the student experience be terminated.

THE EDUCATION UNIT'S CONCEPTUAL FRAMEWORK



The Link to the University Mission

Fitchburg State University is committed to excellence in teaching and learning and blends liberal arts and sciences and professional programs within a small college environment. Our comprehensive public university prepares students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility. A Fitchburg State education extends beyond our classrooms to include residential, professional, and co-curricular opportunities. As a community resource, we provide leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth.

Conceptual Framework History

The Conceptual Framework was designed from the contributions of the Unit's faculty, candidates at both the Initial and Professional Licensure Levels and collaborating practitioners in the region. The Conceptual Framework reflects our knowledge about effective leadership, the nature of the learner, academics, assessment, the teaching/learning process and the nature and purpose of schools. It guides our use of research to insure best practices. In a rapidly changing society marked by both diversity and interdependence, wealth and poverty, and rapid changes in technology, our Conceptual Framework provides a basis for making decisions at all levels of our efforts. As such it provides a parameter to ensure a supporting knowledge base, effective educational programs and instructional practices, and a variety of field experiences and assessments across the Education Unit (teacher preparation, guidance, and school administration).

Conceptual Framework Overview

Candidates who complete Education Unit preparation programs are knowledgeable, skillful, ethical, and caring professionals. Fitchburg State University candidates use research, reflective thinking, and collaboration to provide leadership for effective educational practices in a diverse society and to provide successful leadership to affect policy development, research, instruction, and curriculum design.

GENERAL POLICIES

Overview

The policies outlined in this handbook serve as a guide for candidates and their supervisors in implementing a positive practicum experience. Questions about these policies should be referred to the Dean of Education.

Professional Behavior (Dispositions)

The development of appropriate and effective professional behaviors is a critical aspect of your preparation in becoming a teacher. Professional behavior or “dispositions” are defined by the National Council for Accreditation of Teacher Education (Fitchburg State University’s accrediting body) as:

The values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as an educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment

At Fitchburg State University, our Conceptual Framework (CF) guides our delineation of professional behaviors or dispositions that we value. The Candidate Dispositions Assessment form in this handbook reflects the key points of our CF and further defines them. These dispositions will be assessed by your Program Supervisor and Supervising Practitioner during and upon completion of your practicum placement. The development of appropriate and effective professional behaviors is a critical aspect of your preparation in becoming a teacher. Included in professional behavior is the maintenance of confidentiality as it relates to your placement site and its teachers, staff, and children. It is expected that teacher candidates will maintain confidentiality when in public places and in all aspects of Internet communication, including social media outlets.

Professional Attire

Teacher candidates enrolled in the practicum should always be cognizant of two important messages that their behavior and attire send to others in the school setting:

1. You are a representative of Fitchburg State University in the schools in which you complete your practicum experience. As such, both your behavior and attire should always be professional and reflect the high standards of this institution.
2. Your professional appearance and behavior reflect on you as a professional, and you will be evaluated on your professional demeanor. Schools welcome individuals who dress appropriately and respectfully and who serve as models to the students. Our partner and placement schools expect Fitchburg State teacher candidates to demonstrate respect for the profession and an understanding and appreciation of the important role that teachers play in the lives of the students with whom they work.

It is difficult to define what is appropriate professional attire. Some schools may tolerate more casual attire than others. It is important that you understand the dress code and policies of the school(s) to which you are assigned and always follow them. Fitchburg State University teacher preparation programs frown upon casual attire such as jeans or shorts in schools as a general rule. When determining what is appropriate attire for your school setting, a review of the student and faculty handbook for the school to which you are assigned will help guide your wardrobe choices. In addition, there are a few general guidelines you should follow to demonstrate appropriate attire. Clean slacks, knee-length skirts and neatly prepared shirts demonstrate respect for the professional role in which you will be working. Unacceptable attire would be shirts/tops that expose some parts of the body such as the midriff and low hanging clothes such as slacks that hang well below the waist. Jewelry that makes noise that could be distracting to a student would also not be acceptable. Clothing that advertises alcohol or drugs or alludes to sexual behavior is never appropriate in a school setting. Body piercings can pose a health risk to students and yourself and are not appropriate for a professional in schools. Please consider these

guidelines as you prepare your wardrobe for school each day. Wear your student identification card like an employee identification batch.

Absence Policy

Avoid absences from the practicum. Inappropriate or excessive absences must be made up and could jeopardize your standing in the program. Absences may not exceed 3 excused absences per 8 week placement and no more than 5 excused absences over the entire semester. Supervising Practitioners and Program Supervisors must be notified no later than the morning of the absence. School closures due to snow and other natural occurrences may need to be made up. Options to ensure a continuous and sequential experience will be explored when needed and appropriate.

Substitute Teaching

Supervising Practitioners and principals are reminded that teacher candidates are students. The Education Unit *does not recommend the use of teacher candidates as substitute teachers*.

If the Supervising Practitioner will be out of the classroom, the school district is expected to provide an appropriate substitute teacher for the classroom, as they would if the teacher candidate were not assigned to that room. The teacher candidate will be expected to provide the same level of instruction in collaboration with the district substitute teacher as would have happened if the Supervising Practitioner were present.

The purpose of student teaching is to provide mentoring to the pre-service teacher. The university has established a course of study and series of field experiences to best prepare the teacher candidate to become a classroom teacher. In recognition of the fact that a substitute teacher may not always be available, the university has established the following guidelines to protect the integrity of the student teaching experience:

- A teacher candidate may be asked to be the substitute teacher in the classroom they are assigned no earlier than four weeks into an assignment. The teacher candidate must have demonstrated to the Program Supervisor the ability to function effectively in providing quality instruction and managing a classroom. The candidate must receive substitute compensation for days served in the role.
- The Program Supervisor must approve all substitute teaching requests for teacher candidates.
- Total substituting days must not exceed two days per 8-week placement and four days per 16-week placement. Substituting may only take place in the classroom to which the candidate is assigned, and the time spent substituting does not need to be made up. If an emergency occurs and a student is asked to substitute outside the classroom to which they are assigned, this is considered an absence and the policy on absences applies.
- This policy is not intended to contradict or supersede any local bargaining agreement clause that may be in effect in a district.

Teacher Candidate Grades

The Program Supervisor is contractually responsible for the assignment of grades. He or she should request input and seek a recommendation from Supervising Practitioners concerning a candidate's grade.

Supervising Practitioner Selection Criteria and Voucher Information

Supervising Practitioners play an important role in the total preparation of teacher candidates' academic experience. They serve as mentors and coaches for teacher candidates during this final phase in their teacher education program. The student teaching practicum is a mutually shared responsibility of both the university and the collaborating schools. Supervising Practitioners are identified based upon their credentials, mastery as teachers, and professional commitment. The staff and/or faculty of the respective teacher education program, in consultation with the school principal and/or district superintendent, approve the final selection. Supervising Practitioners must minimally hold initial licensure in the field and at the level the teacher candidate is seeking, have taught under that license for at least 3 years, and maintain a high level of excellence in their teaching. Eligible mentors must have received a rating of proficient or higher on the Educator Evaluation System, documented and verified on a Mentor Teacher/Supervising Practitioner Application.

Teachers who mentor Fitchburg State practicum teacher candidates will be awarded one 3-credit tuition voucher for each full semester placement (16 weeks) or one-half voucher (1.5 credits) for each eight-week placement.

Additionally, a letter that documents hours spent in supervision is provided to all Supervising Practitioners. Vouchers are transferable to currently enrolled Fitchburg State students.

GENERAL GUIDELINES FOR TEACHER CANDIDATES

The practicum is a cooperative experience. With the guidance of your Program Supervisor and Supervising Practitioner, you will have practical experience in teaching. It is expected that teacher candidates participate as a full-time teacher while in practicum. You must be prepared to teach and meet delegated responsibilities every day. You will gain an understanding of the school and district and how the system functions to meet the needs of its students. Your preparedness for student teaching is important. The work involved must assume priority over all other activities. **Student teaching is a full-time job, calling for all the time, energy, and ability you can devote to it.** The following guidelines are suggested to assist you in developing effective professional relationships with the key people with whom you will be working during this important period. Remember that you are a guest in the classroom of your Supervising Practitioner and the school.

- Visit with your Supervising Practitioner prior to the beginning of the semester to gather information about appropriate dress, responsibility regarding arrival and departure times, and other pertinent responsibilities.
- Become familiar with classroom routines, and building policies, and comply with them.
- Teacher candidates are expected to follow the schedule of the school and their Supervising Practitioners, making themselves available before and after school for mentoring, meetings and activities, as appropriate.
- Teacher candidates must follow the COVID-19 safety protocols and procedures as established by the school/district.
- Learn the students' names, interests, abilities, primary language, and needs by observing, examining records, as well as through discussion with your Supervising Practitioner.
- With the Supervising Practitioner, seek out and participate in other duties, such as playground, corridor, and lunch duties, and be willing to volunteer for student club and assembly programs.
- Observe your Supervising Practitioner during lessons, with particular attention given to motivational techniques, methods of involving learners, use of materials for instruction, classroom and behavior management, and techniques for differentiating instruction.
- If possible, observe other teachers in action in a variety of school contexts.
- Employ classroom management techniques that include being consistent and fair; being prepared with a variety of teaching approaches to foster active learning; being a friendly yet firm teacher; being active in and alert to the classroom environment.
- Behaviors that strengthen your effectiveness in the classroom include showing enthusiasm, insisting on courteous behavior, recognizing good work, providing for individual differences, using a variety of teaching techniques, and expecting that all students take responsibility for the effectiveness of the classroom.
- Demonstrate good planning skills through the careful design of daily plans, block plans, activities, and use of plan books. Be prepared through thorough, organized, and consistent planning.
- Submit lesson, block, and activity plans to supervisors 3 days in advance for review and feedback, unless instructed otherwise by your Supervising Practitioner. Implement lesson plans in a logical and sequential manner.
- Take the initiative in asking questions and be open and appreciative to feedback.
- Within the full-semester experience, teacher candidates are expected to assume full and continuous responsibility for a minimum of one week during an 8-week practicum and a minimum of two weeks during a 16-week practicum (the two weeks do not have to be consecutive, please confirm your specific program requirements with your Program Supervisor). Additionally, within the full-semester practicum experience, teacher candidates are required to assume "full responsibility" for a total of 100 hours (these hours may not necessarily be continuous and do include the take-over week[s].) *See Documentation of Practicum Hours Form page 17 for definition of "Full Responsibility."*
- Avoid absences from the practicum. Inappropriate and/or excessive absences must be made up and could jeopardize your standing in the program. Education Unit expectations are specific about the amount of time that must be spent in the classroom working directly with students. Check with your Supervising Practitioner and Program Supervisor relative to procedures to follow when your absence is necessary. (see *Absence Policy* page 6)

- Maintain the confidentiality of your placement school, its teachers, staff and children. Do not talk about issues relating to your site when in public, in email, or through any social media outlet.
- Realize that mentoring teacher candidates is a professional commitment. Express your appreciation to your Supervising Practitioner!

GUIDELINES FOR ASSISTING AT-RISK TEACHER CANDIDATES DURING PRACTICUM

The Fitchburg State University practicum is designed and staffed to provide teacher candidates with a high-quality, mentored experience. Our goal is to support and guide teacher candidates to be ready to positively impact student learning on day one of their professional career. Occasionally, teacher candidates may have challenges that interfere with their ability to meet the Professional Standards for Teachers (PSTs) or other practicum expectations. To assist teacher candidates who are considered at-risk, an Action Plan will be developed by the supervisors that is specifically designed with targeted goals, a timeline for consistent competency demonstration, and scheduled check-in/evaluation points. At several points during the practicum, practicum supervisors will decide if a teacher candidate is making sufficient and consistent progress toward her/his target goals. At any point, the practicum can be terminated if progress is deemed insufficient to warrant continuance. A teacher candidate who is not successful in the practicum will not be endorsed for licensure by Fitchburg State University. *See Appendix L for documents.*

The procedures below are designed to help teacher candidates, Supervising Practitioners, and Program Supervisors understand and participate in the support process.

1. Serious concerns in the practicum experience are to be identified and addressed **as early as possible** in the semester to initiate a detailed improvement support plan and to minimize the effects on students.
2. The Dean of Education's Office must be notified when serious questions are raised concerning a teacher candidate's performance and potential impact on a successful practicum experience.
3. Concerns and/or challenges are to be identified to the teacher candidate at the formative assessment, documented utilizing the At-Risk Teacher Candidate Plan, and discussed among the teacher candidate, Supervising Practitioner, and Program Supervisor during the 2nd formal three-way meeting. The Action Plan will include the following:
 - a. specific target goals for the teacher candidate's practicum performance
 - b. specific indicators by which to assess each target area. Appropriate University Key Assessment Tools will be used to specify indicators and proficiency level expectations (Candidate Dispositions Assessment, Lesson Plan Rubric, Observation Forms, and Candidate Assessment of Performance)
 - c. a time-line with check-in points for evaluation of candidate progress.
4. The Action Plan is to be signed by all parties and immediately put in place.
5. The Dean of Education's Office must receive a copy of the signed Action Plan immediately after all signatures are in place.
6. When appropriate, the teacher candidate and Program Supervisor will meet with the Dean of Education to discuss the Action Plan.

If these procedures do not result in successful performance, the Dean of Education's Office will assist the Program Supervisor and teacher candidate in a discussion regarding options for exiting the practicum experience.

Removal from the Practicum

Failure to follow the policies and/or meet the expectations outlined in the handbook may result in removal from the practicum. Removal from practicum can also result from:

- failure to make substantial and consistent progress toward competency in meeting the Professional Standards for Teachers and/or other practicum experiences
- a request from the placement school that the practicum be terminated.

If a teacher candidate is removed from practicum for any reason, the University is under no obligation to place the teacher candidate in another setting.

See Appendix L for At-Risk Teacher Candidate Action Plan Forms

OVERVIEW OF ROLES AND RESPONSIBILITIES

Fitchburg State University

- Work to serve the needs of PreK-12 partners; involve partners in the design and execution of field-based experiences; and engage in partnerships that improve the experience for preparation candidates and outcomes for PreK-12 students.
- Design, implement and evaluate the quality of field-based experiences ensuring that they begin early in preparation, cover a range of time periods within the school year, are in settings with diverse learners, and build to candidate readiness for the licensure role.
- Identify candidates throughout the program who may be at-risk of not meeting standards and provide necessary supports and guidance to facilitate improvement or exit.
- Identify Supervising Practitioners that meet all regulatory requirements, including being rated as proficient or higher on their most recent summative evaluation, and monitor their efficacy in impacting candidate performance.
- Provide training, support, and development to Program Supervisors and Supervising Practitioners that impacts candidate effectiveness.
- Ensure that all candidates receive consistent guidance, support and high-quality feedback during field-based experiences with the Program Supervisor and Supervising Practitioner.
- Oversee Candidate Assessment of Performance (CAP) as the culminating assessment of performance and ensure that it serves to document the evidence of candidate readiness (or not) for the licensure role. Maintain all required CAP forms on file in the Licensure Office.
- Develop programs of study that ensure candidates are prepared to demonstrate readiness in their practicum placements.
- Use formative and summative assessment data to target areas of candidate need.
- Use data from CAP to inform strategic decisions that have a positive impact on programs, candidates, and employing PreK-12 partners.

PreK-12 Schools and District Partners

- Engage in the design, implementation and evaluation of field-based experiences.
- Provide the Fitchburg State University Field Placements Coordinator with a list of potential Supervising Practitioners that meet regulatory requirements, including being rated as proficient or higher on their most recent summative evaluation.
- Support teachers serving in the role as Supervising Practitioners; monitor their efficacy in impacting candidate effectiveness; and recognize individuals' contributions to the profession.
- Coordinate with Fitchburg State University to implement field-based experiences that cover a range of time periods and are in settings with diverse learners.
- When appropriate, calibrate observations and feedback with Program Supervisor and Supervising Practitioner to ensure teachers are receiving consistent messages about their practice.

Supervising Practitioners

Supervising Practitioners are highly competent teachers and motivated mentors. The willingness to accept a student teacher in their classrooms and to guide them during their practicum assignments is a true model of professional cooperation and commitment to the education profession. Supervising Practitioners:

- Serve as both a model and a guide for the teacher candidate.
- Accept the teacher candidate as a new colleague and develop a collegial relationship to help foster reflective practice together.
- Introduce the teacher candidate to students, administrators, fellow teachers, building personnel, and parents.
- Assign activities, such as assisting in the preparation of lessons and tutoring individual students.
- Provide the teacher candidate with access to texts, teacher manuals, and instructional materials for preparing lessons.
- Inform the teacher candidate of his or her daily teaching schedules, the specialists' schedules and room regulations pertaining to his or her students' activities and schedules.
- Provide the teacher candidate access to school records as a basis for understanding the individual needs of the children physically, emotionally, socially and intellectually.
- Demonstrate lessons, explain procedures, and discuss the subject matter to be taught, making clear the type of planning the teacher candidate is to do, and outlining the form that the plans are to take.
- Require the teacher candidate to submit lesson, activity, and block plans sufficiently in advance (3 days is recommended) to allow time for feedback and improvement prior to teaching.
- Establish regular periods for conference and discussion of teaching progress. While daily conferences are recommended, the minimal expectation is that Supervising Practitioners meet once a week with the teacher candidate to discuss his/her progress.
- Use the Candidate Assessment of Performance (CAP) to assess and document evidence of the teacher candidate readiness for the licensure role. *See Appendix D.*
- Conduct at least two observations of the teacher candidate; review information from all observations and support the Program Supervisor in conducting observations. *See Appendices F and G.*
- Actively collect evidence during observations, synthesize, and analyze the evidence to provide focused targeted feedback to the teacher candidate about his or her other performance. *See Appendix G, H, and I.*
- Identify and set the measures of student learning to be used in CAP prior to the first three-way meeting, support the Program Supervisor in interpreting teacher candidate performance relative to the parameters that were set. *See Appendix H.*
- Administer or support the teacher candidate in administering the student feedback surveys. *Appendix I.*
- Communicate any concerns about the teacher candidate immediately with the Program Supervisor.
- Help the teacher candidate evaluate and reflect on his or her own progress.
Through a schedule of increasing responsibility determined by the Supervising Practitioner, gradually guide the teacher candidate into full-time teaching responsibilities for a **minimum of one week in an 8-week placement and two weeks in a 16-week placement**. Check with your Program Supervisor for specific program requirements. Within the full-semester practicum experience, teacher candidates are required to assume "full responsibility" for a total of 100 hours for the primary license sought. With the exception of the take-over week(s), these hours may not necessarily be continuous. *See Documentation of Practicum Hours for definition of "Full Responsibility," page 17.*
- Work with the Program Supervisor to adequately and fairly make professional judgements and appropriate endorsement decisions that are based on the teacher candidate's readiness to be effective on day one in the classroom. *See Candidate Assessment of Performance, Appendix D.*

Program Supervisors

Program Supervisors are important representatives of the university. They work with Supervising Practitioners, principals, and other administrators of the school system in order to promote an effective and satisfactory professional development environment.

The Program Supervisors provide teacher candidates careful orientation, emphasizing the following points:

- Teacher candidates who are placed for practicum are guests in the classroom and the school.
- Supervising Practitioners have the legal responsibility for the class.
- Teacher candidates should assume authority only when it is delegated by the Supervising Practitioner.
- Suggestions and recommendations by the Supervising Practitioner are offered for guidance toward self-improvement. Teacher candidates should reflect on them and use them accordingly.
- Lesson, block, and activity plans are to be prepared and made available to both the Supervising Practitioner and Program Supervisor for review and limited feedback 3 days prior to implementation. *See Lesson Plan Rubric, Appendix J.*
- As teachers-in-training, teacher candidates are expected to conduct themselves as professionals at all times.

The Program Supervisors have the responsibility to do the following:

- Provide teacher candidates with consistent guidance, support, and high-quality focused feedback during practicum that improves their practice.
- Maintain consistent and on-going communication with Supervising Practitioners.
- Use Candidate Assessment of Performance (CAP) to assess and document evidence of teacher candidates' readiness for the licensure role. *See Appendix D.*
- Coordinate the CAP process in collaboration with Supervising Practitioners and teacher candidates; stay on top of practicum timelines, facilitate meetings; calibrate with Supervising Practitioners; submit all forms to teacher candidates for inclusion in the teacher candidates' evidence binder and licensure application. *See Practicum Schedules, Appendices B and C, and Three-way Meeting Checklists Appendix C.*
- Actively collect evidence during observations, synthesize, and analyze the evidence to provide focused feedback to teacher candidates about their performance. *See Observation Model Protocol, Appendix G.*
- Conduct at least two observations for each teacher candidate; review information from all observations; support Supervising Practitioners in conducting observations. *See Observation Forms Appendix F and ESE Model Observation Protocol Appendix G.*
- Submit required data and documents on teacher candidates' performance on the CAP.
- Confer with teacher candidates after each observation to explain the results of the observation, foster reflective practice and make suggestions.
- Confer with Supervising Practitioners and teacher candidates throughout the practicum and at the designated 3-ways meetings relative to the teacher candidates' progress in attaining competencies required by licensure regulations and the university. Confer with Supervising Practitioners at the end of the practicum experience regarding the teacher candidates' overall performance.
- When appropriate, arrange for and conduct problem-solving meetings for teacher candidates and Supervising Practitioners.
- If a teacher candidate demonstrates persistent challenges in meeting the PSTs or any other practicum expectations at any point in the experience, the teacher candidate is considered at-risk. At-risk teacher candidates will have an Action Plan developed by the supervisors that is specifically designed with targeted goals, a timeline for consistent competency demonstration, and scheduled check-in/evaluation points. *See Appendix L for forms and Guidelines for Assisting At-Risk Teacher Candidates During Practicum.*
- Provide the final grade for teacher candidates, in consultation with Supervising Practitioners.

Coordinator of Field Placements and Partnerships

Lourdes Ramirez, M.Ed.

978-665-3685

lramire1@fitchburgstate.edu

The Coordinator serves as a liaison to partner schools and other educational organizations. The Coordinator works with the Education Unit, constituents, and teacher candidates to facilitate the placement of field experience candidates. This position oversees candidate and mentor eligibility, advising teacher candidates, university faculty, and Supervising Practitioners of field experience requirements.

Specific duties of the Field Placement and Partnership Coordinator include:

- Work collaboratively with university faculty, Supervising Practitioners/mentor teachers, and school administrators to create a PreK-12 model for seamless field experiences.
- Collaborate with the Director of Licensure in overseeing the stage review assessment process to determine eligibility of teacher candidates for all field placements.
- In collaboration with department chairs, coordinators, and graduate chairs, place teacher candidates for field experiences.
- In collaboration with faculty and staff, conduct practicum orientations.
- Monitor candidate field placements with regard to diverse settings.
- Monitor candidates' success during field experiences.
- Recruit exemplary mentors and oversee eligibility.
- Conduct professional development sessions, providing opportunities for mutual sharing of expertise among school and university faculty.

Director of Educator Accountability and Licensure

Jason Miles, M.Ed.

978-665-3292

jmiles6@fitchburgstate.edu

The Director works with the Education Unit to facilitate the assessment of program and candidate performance. The Director oversees endorsement and licensure processes, advising teacher candidates regarding licensure requirements. As the person responsible for oversight of the Education Unit's assessment system, the Director manages the overall data collection for educator licensure programs.

Specific duties of the Director of Educator Licensure include:

- Working with the Dean of Education and Field Placement and Partnership Coordinator, foster and sustain collaboration between Fitchburg State University and partner schools to ensure and support quality experiences for practicum candidates.
- Conduct workshops for and provide on-going support to educator candidates regarding completion of the Candidate Performance of Assessment (CAP) and application for licensure.
- Ensure compliance with ESE licensing requirements; collects all materials required for endorsement, reviews Applications for Licensure, and files the required documentation with the Massachusetts Department of Elementary & Secondary Education.
- Maintain accurate and complete program completion endorsement records.

SUGGESTIONS FOR SUPERVISING PRACTITIONERS/MENTORS

Preparation and Planning for the teaching week(s). Supervising Practitioners and teacher candidates, in collaboration with the Program Supervisor, should determine the dates that teacher candidates will be taking over full responsibility for the classroom/teaching load. A schedule should then be designed by the Supervising Practitioner that provides for increased responsibility beginning with observation and acclimation. Through this schedule, teacher candidates are gradually guided into full-time teaching responsibilities for a **minimum of one week in an 8-week placement and two weeks in a 16-week placement.** Within the full-semester practicum experience, teacher candidates are also required to assume “full responsibility” for a total of 100 hours (these hours may not necessarily be continuous and do include the take-over week[s].) *See Documentation of Practicum Hours for definition of “Full Responsibility.”*

The checklist below of school/agency experiences may serve as a guide to Supervising Practitioner and the teacher candidate in planning a program of professional development for the teacher candidate. The primary responsibility for learning and performing these tasks is with the practicum candidate.

Preparation and organization of materials, as appropriate

The teacher candidate has read or become familiar with:

- | | |
|--|--|
| <input type="checkbox"/> District Curriculum guides | <input type="checkbox"/> Course of study |
| <input type="checkbox"/> Massachusetts Curriculum Frameworks | <input type="checkbox"/> Units of work |
| <input type="checkbox"/> Supplementary textbooks | <input type="checkbox"/> Teacher manuals |

The teacher candidate has:

- | | |
|---|--|
| <input type="checkbox"/> Made daily lesson plans | <input type="checkbox"/> Used audio-visual resources |
| <input type="checkbox"/> Participated in student evaluation and grading | <input type="checkbox"/> Used technology |
| <input type="checkbox"/> Planned units or work | <input type="checkbox"/> Used community resources |
| <input type="checkbox"/> Provided for individual differences of students (exposure to an IEP) | <input type="checkbox"/> Used library resources |
| | <input type="checkbox"/> Used group processes, planned individual and small groups and full class lesson |

General and specific tasks, as appropriate

The teacher candidate has developed an awareness of school/agency policies and practices related to the following:

- | | |
|---|--|
| <input type="checkbox"/> School calendar | <input type="checkbox"/> Reporting accidents |
| <input type="checkbox"/> Bell schedule | <input type="checkbox"/> First aid service |
| <input type="checkbox"/> Taking attendance | <input type="checkbox"/> Use of audio-visual equipment |
| <input type="checkbox"/> Enrolling new students | <input type="checkbox"/> Fire drills |
| <input type="checkbox"/> Transferring students | <input type="checkbox"/> District assessment programs |
| <input type="checkbox"/> Opening exercises | <input type="checkbox"/> Care of textbooks |
| <input type="checkbox"/> Dismissing class | <input type="checkbox"/> Use of school library |
| <input type="checkbox"/> Entering building | <input type="checkbox"/> Disciplinary procedures |
| <input type="checkbox"/> Passing in corridors | <input type="checkbox"/> Policies as noted in school handbooks |

The teacher candidate has had experience in the following types of activities:

- | | |
|---|--|
| <input type="checkbox"/> Planning and directing play periods | <input type="checkbox"/> PTA Meetings |
| <input type="checkbox"/> Professional and in-service meetings | <input type="checkbox"/> Team teaching |
| <input type="checkbox"/> Parent conferences | <input type="checkbox"/> Conferences with guidance staff |
| <input type="checkbox"/> Lunch Duty | <input type="checkbox"/> Care of classroom |
| <input type="checkbox"/> Study hall duty | <input type="checkbox"/> Co-curricular activities |
| <input type="checkbox"/> Requisitioning supplies/teaching materials | <input type="checkbox"/> Assembly programs |
| <input type="checkbox"/> Special day programs, field trips | |

THE PRACTICUM EXPERIENCE

The teacher candidate practicum may be a two 7-8 week experience or one 15-16 week experience.

Through a schedule of increasing responsibility determined by the Supervising Practitioner, the teacher candidate is gradually guided into full-time teaching responsibilities for **a minimum of one week for a 7-8 week placement and two weeks in a 15-16 week placement.** (*The two weeks do not have to be consecutive, check with your Program Supervisor for specific practicum program requirements.*)

Within the full-semester practicum experience, teacher candidates are also required to assume “full responsibility” for a total of 100 hours for the primary license sought. With the exception of the take-over week(s), these hours may not necessarily be continuous.

Full Responsibility is defined as those times when the teacher candidate assumes full control of all classroom duties regularly fulfilled by the Supervising Practitioner and oversees responsibilities related to the education of all students on the classroom roster. This includes teaching lessons or activities that involve the candidate’s development, implementation, assessment and follow-up, including classroom set up and management of transitions and behaviors.

The teacher candidate will be assessed throughout the practicum on the **Candidate Assessment of Performance (CAP)**. The CAP has been built to measure performance relative to the Professional Standards for Teachers (PSTs) and assess teacher candidate performance on **seven essential elements.***

There are four Professional Standards for Teachers:

- 1) Curriculum, Planning, and Assessment
- 2) Teaching All Students
- 3) Family and Community Engagement
- 4) Professional Culture

9 **Indicators:** Indicators describe specific knowledge, skills, and performance for each Standard

- ✓ **Elements:** The elements are more specific descriptions of actions and behaviors; further breaking down the Indicators into more specific aspects of educator practice.

* Elements were deemed essential if:

- The absence of a teacher’s competency in the skill was likely to put students at risk
- The element could serve as an umbrella for skills outlined in other elements, in most cases other elements were pre-requisite skills to those outlined in the essential element.

The **CAP** is designed to promote honest reflection about candidate performance and keep student learning at the center of a candidate’s practicum experience. Inquiry into practice and impact is grounded in a 5-Step Cycle. The 5-Step Cycle** used in CAP includes these processes:

- Step 1: Self-Assessment
- Step 2: Goal-Setting and Plan Development
- Step 3: Plan Implementation
- Step 4: Formative Assessment
- Step 5: Summative Evaluation

**See Appendix M for a full and in-depth description of the 5-Step Cycle of evaluation.

For additional information and suggested schedules for practicum experiences, see Appendices A, B, C, and D.

The Crosswalk below demonstrates how the CAP essential elements align with the Professional Standards for Teachers.

Crosswalk for the Seven Essential Elements of the Candidate Assessment of Performance and the Professional Standards for Teachers

(1) Curriculum, Planning, and Assessment standard: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.	
Indicator	Essential Element in CAP
(a) Curriculum and Planning indicator: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	1.A.3 Well-Structured Units Lessons 1.A.1 Subject Matter Knowledge
(b) Assessment indicator: Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction.	1.B.2 Adjustment to Practice 1.A.1 Subject Matter Knowledge
SEI (a) Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.	1.A.4 Well-Structured Lessons 1.A.1 Subject Matter Knowledge
SEI (c) Demonstrates knowledge of the difference between social and academic language and the importance of this difference in planning, differentiating and delivering effective instruction for ELLs at various levels of English language proficiency and literacy.	2.B.1 Safe Learning Environment 2.A.3 Meeting Diverse Needs 2.E.1 High Expectations
(2) Teaching All Students standard: Promotes learning and growth of all students through instructional practices that establishes high expectations, creates a safe and effective classroom environment, and demonstrates cultural proficiency.	
Indicator	Essential Element in CAP
(a) Instruction indicator: Uses instructional practices that reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	2.A.3 Meeting Diverse Needs 2.E.1 High Expectations 1.A.1 Subject Matter Knowledge
(b) Learning Environment indicator: Creates and maintains a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.	1.A.4 Well-Structured Lessons 2.B.1 Safe Learning Environment
(c) Cultural Proficiency indicator: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.	2.A.3 Meeting Diverse Needs 2.B.1 Safe Learning Environment
(d) Expectations indicator: Plans and implements lessons that set clear and high expectations and make knowledge accessible for all students.	2.A.3 Meeting Diverse Needs 2.E.1 High Expectations
(f) Classroom Management Indicator: Employs a variety of classroom management strategies to monitor, modify, and motivate positive student behavior and to establish and maintain consistent routines and procedures.	1.A.4 Well-Structured Lessons 2.A.3 Meeting Diverse Needs 2.B.1 Safe Learning Environment
SEI (b) Uses effective strategies and techniques for making content accessible to ELLs.	2.A.3 Meeting Diverse Needs
SEI (d) Creates and maintains a safe collaborative learning environment that values diversity and motivates students to meet high standards of conduct, effort, and performance.	2.A.3 Meeting Diverse Needs
(4) Professional Culture standard: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.	
Indicator	Essential Element in CAP
(a) Reflection indicator: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.	4.A.1 Reflective Practice
(f) Professional Responsibilities indicator: Is ethical and reliable, and meets routine responsibilities consistently.	1.A.4 Well-Structured Lessons 1.B.2 Adjustment to Practice 2.A.3 Meeting Diverse Needs 2.B.1 Safe Learning Environment 2.E.1 High Expectations 4.A.1 Reflective Practice

List of Required Practicum Documents to be submitted for licensure*

1. Documentation of Practicum Hours
2. Candidate Assessment of Performance (CAP) Form and Rubric
3. Candidate Dispositions Assessments (one from each supervisor)
4. All Lesson Plan Rubrics (minimum of 2)
5. All Observation Forms, Announced and Unannounced (minimum of 4)
6. Additional Observation Forms
7. All Candidate Observation Self-Reflection Forms (minimum of 4)
8. Candidate Self-Assessment with Summary Sheet
9. Candidate Preliminary Goal-Setting and Plan Development Form
10. Candidate Finalized Professional Practice Goal(s) & Implementation Plan
11. Candidate Professional Practice Goal(s) & Implementation Plan for Entry into the Profession
12. Measure(s) of Candidate Impact on Student Learning tabulation and reflection
13. Student Feedback Survey tabulation and reflection

****All ORIGINAL copies of required Practicum documents must be returned to the teacher candidate for inclusion in the candidate's Licensure Application Packet. See Appendix P for Application for Initial Licensure Instructions.***

List of Required Practicum Documents to be submitted for licensure for Candidates using the ONLINE PLATFORM. All other forms will be uploaded to the online platform and do not need to be turned in.*

1. Documentation of Practicum Hours
2. Candidate Dispositions Assessments (one from each supervisor)
3. All Lesson Plan Rubrics (minimum of 2)
4. CAP Rubric Ratings pages for Formative and Summative evaluations (print from the online platform)
5. Candidate Professional Practice Goal(s) & Implementation Plan for Entry into the Profession

Appendix A

Suggested Schedule for a 7-8 week practicum experience

Suggested Schedule for 7 - 8 Week Practicum Experience

The following sequence of events should be followed as close to suggested timeframes as possible. While there may be an occasion where adjustments need to be made, this schedule is to ensure completion of required CAP elements. The required forms and responsible parties are identified below. This schedule includes the required 4 observations. Additional observations can be scheduled as needed.

PRE-CYCLE	Week 1 – Introduction <input type="checkbox"/> Review Practicum Handbook (TC & SP) <input type="checkbox"/> Initial determinations about the measures to be used in judging candidate impact on student learning, of parameters for low, moderate, and high student learning (SP)	Weeks 5-6 – Announced Observation #2 <input type="checkbox"/> Lesson Plan Rubric completed (PS) <input type="checkbox"/> Pre-Conference Planning Form (PS) <input type="checkbox"/> Pre-Conference (PS, TC) <input type="checkbox"/> Announced Observation #2 (PS & SP) <input type="checkbox"/> Post-Conference Planning Form (PS & SP) <input type="checkbox"/> Candidate Self-Reflection Form (TC) <input type="checkbox"/> Post-Conference (PS & TC)	STEP 3 (continued)
	Weeks 2-3 – Announced Observation #1 <input type="checkbox"/> Lesson Plan Rubric completed (PS) <input type="checkbox"/> Pre-Conference Planning Form (PS) <input type="checkbox"/> Pre-Conference (PS, SP, TC) <input type="checkbox"/> Announced Observation #1 (PS & SP) <input type="checkbox"/> Post-Conference Planning Form (PS & SP) <input type="checkbox"/> Candidate Self-Reflection Form (TC) <input type="checkbox"/> Rubric Summary/Candidate Self Assessment (TC) <input type="checkbox"/> Preliminary Goal-Setting and Plan Development Form (TC)	Week 6 – 2nd Three-way Meeting <input type="checkbox"/> Student Feedback Survey Data and Reflection (SP) <input type="checkbox"/> PS and SP calibrate before Formative Assessment <input type="checkbox"/> CAP Rubric <i>Formative Assessment</i> (PS & SP) <input type="checkbox"/> Revisit Finalized Goal(s) and Implementation Plan, revising as needed	
STEP 1	Week 3 – 1st Three-way Meeting <input type="checkbox"/> Post-Conference (PS, SP, & TC) <input type="checkbox"/> Determine and share CAP Baseline Rating Form (PS and SP optional) <input type="checkbox"/> CAP Rubric Cover Form (PS, SP & TC) <input type="checkbox"/> Final determination about the measures to be used in judging candidate impact on student learning and parameters for low, moderate, and high student learning (SP) <input type="checkbox"/> Finalized Goals and Implementation Form (PS & SP)	Week 7 – Unannounced Observation #2 <input type="checkbox"/> Unannounced Observation #2 (SP) <input type="checkbox"/> Candidate Self-Reflection Form (TC) <input type="checkbox"/> Post-Conference Planning Form (SP) <input type="checkbox"/> Post-Conference (SP & TC) Weeks 6-8 – Measure(s) of Candidate Impact on Student Learning data and reflection must be available before the Final Three-Way Meeting/ <i>Summative Assessment</i>	STEP 5
STEP 2	Week 4 – Unannounced Observation #1 <input type="checkbox"/> Unannounced Observation #1 (SP) <input type="checkbox"/> Post-Conference Planning Form (SP) <input type="checkbox"/> Candidate Self-Reflection Form (TC) <input type="checkbox"/> Post-Conference (SP & TC) <input type="checkbox"/> Student Feedback Survey Data Collection (TC or SP)	Weeks 7-8 – Final Three-way Meeting <input type="checkbox"/> PS and SP calibrate before <i>Summative Assessment</i> <input type="checkbox"/> CAP Rubric <i>Summative Assessment</i> (PS & SP) <input type="checkbox"/> Candidate Dispositions Assessment (PS & SP) <input type="checkbox"/> Professional Practice Goal(s) and Implementation Plan for Entry into the Profession Form (TC)	
STEP 3			

TC=Teacher Candidate

SP=Supervising Practitioner

PS = Program Supervisor

See ESE Observation Model Protocol for task guidance and detail, Appendix G.

Appendix B

Suggested Schedule for a 14-16 week practicum experience

Suggested Schedule for 14 – 16 Week Practicum Experience

The following sequence of events should be followed as close to suggested timeframes as possible. While there may be an occasion where adjustments need to be made, this schedule is to ensure completion of required CAP elements. The required forms and responsible parties are identified below. This schedule includes the required 4 observations. Additional observations can be scheduled as needed.

PRE-CYCLE	Week 1 – Introduction <input type="checkbox"/> Review Practicum Handbook (TC & SP) <input type="checkbox"/> Initial determinations about the measures to be used in judging candidate impact on student learning, of parameters for low, moderate, and high student learning (SP)	Week 7 – Announced Observation #2 <input type="checkbox"/> Lesson Plan Rubric completed (PS) <input type="checkbox"/> Pre-Conference Planning Form (PS) <input type="checkbox"/> Pre-Conference (PS, TC) <input type="checkbox"/> Announced Observation #2 (PS & SP) <input type="checkbox"/> Post-Conference Planning Form (PS & SP) <input type="checkbox"/> Candidate Self-Reflection Form (TC) <input type="checkbox"/> Post-Conference (PS & TC)	STEP 3 (continued)
	Weeks 2-3 – Announced Observation #1 <input type="checkbox"/> Lesson Plan Rubric completed (PS) <input type="checkbox"/> Pre-Conference Planning Form (PS) <input type="checkbox"/> Pre-Conference (PS, SP, TC) <input type="checkbox"/> Announced Observation #1 (PS & SP) <input type="checkbox"/> Post-Conference Planning Form (PS & SP) <input type="checkbox"/> Candidate Self-Reflection Form (TC) <input type="checkbox"/> Rubric Summary/Candidate Self-Assessment (TC) <input type="checkbox"/> Preliminary Goal-Setting and Plan Development Form (TC)	Weeks 7-8 – 2nd Three-way Meeting <input type="checkbox"/> Student Feedback Survey Data and Reflection (TC) <input type="checkbox"/> PS and SP calibrate before Formative Assessment <input type="checkbox"/> CAP Rubric <i>Formative Assessment</i> (PS & SP) <input type="checkbox"/> Revisit Finalized Goal(s) and Implementation Plan, revising as needed	STEP 4
STEP 1	Week 3 – 1st Three-way Meeting <input type="checkbox"/> Post-Conference (PS, SP, & TC) <input type="checkbox"/> Determine and share CAP Baseline Rating Form (PS and SP) <input type="checkbox"/> CAP Cover Form (PS, SP & TC) <input type="checkbox"/> Final determination about the measures to be used in judging candidate impact on student learning and parameters for low, moderate, and high student learning (SP) <input type="checkbox"/> Finalized Goals and Implementation Form (PS & SP)	Weeks 9-11 – Unannounced Observation #2 <input type="checkbox"/> Unannounced Observation #2 (SP) <input type="checkbox"/> Candidate Self-Reflection Form (TC) <input type="checkbox"/> Post-Conference Planning Form (SP) <input type="checkbox"/> Post-Conference (SP & TC) Weeks 11-14 – Measure(s) of Candidate Impact on Student Learning Data and Reflection must be available before the Final Three-Way Meeting/ <i>Summative Assessment</i>	STEP 5
STEP 2	Weeks 5-6 – Unannounced Observation #1 <input type="checkbox"/> Unannounced Observation #1 (SP) <input type="checkbox"/> Post-Conference Planning Form (SP) <input type="checkbox"/> Candidate Self-Reflection Form (TC) <input type="checkbox"/> Post-Conference (SP & TC) <input type="checkbox"/> Student Feedback Survey Data Collection (TC or SP)	Weeks 14-16 – Final Three-way Meeting <input type="checkbox"/> PS and SP calibrate before <i>Summative Assessment</i> <input type="checkbox"/> CAP Rubric <i>Summative Assessment</i> (PS & SP) <input type="checkbox"/> 2 Candidate Dispositions Assessments (PS & SP) <input type="checkbox"/> Professional Practice Goal(s) and Implementation Plan for Entry into the Profession Form (TC)	
STEP 3			

TC=Teacher Candidate

SP=Supervising Practitioner

PS = Program Supervisor

See ESE Observation Model Protocol for task guidance and detail, Appendix G.

Suggested Schedule for 14 – 16 Week Early Childhood Practicum Experience

The following sequence of events should be followed as close to suggested timeframes as possible. While there may be an occasion where adjustments need to be made, this schedule is to ensure completion of required CAP elements. The required forms and responsible parties are identified below. This schedule includes the required 5 observations. Additional observations can be scheduled as needed.

PRE-CYCLE	Week 1 – Introduction <input type="checkbox"/> Review Practicum Handbook (TC, SP1, & SP2) <input type="checkbox"/> Initial determinations about the measures to be used in judging candidate impact on student learning, of parameters for low, moderate, and high student learning (SP1 or 2)	Week 7 – Announced Observation #2 <input type="checkbox"/> Lesson Plan Rubric completed (PS) <input type="checkbox"/> Pre-Conference Planning Form (PS) <input type="checkbox"/> Pre-Conference (PS, SP1, SP2 & TC) <input type="checkbox"/> Announced Observation #2 (PS, SP1 & 2) <input type="checkbox"/> Post-Conference Planning Form (PS, SP1 & 2) <input type="checkbox"/> Candidate Self-Reflection Form (TC) <input type="checkbox"/> Post-Conference (PS, SP1, SP2 & TC)	STEP 3 (continued)
	Weeks 2-3 – Announced Observation #1 <input type="checkbox"/> Lesson Plan Rubric completed (PS) <input type="checkbox"/> Pre-Conference Planning Form (PS) <input type="checkbox"/> Pre-Conference (PS, SP1, SP2 & TC) <input type="checkbox"/> Announced Observation #1 (PS, SP1 & 2) <input type="checkbox"/> Post-Conference Planning Form (PS, SP1 & 2) <input type="checkbox"/> Candidate Self-Reflection Form (TC) <input type="checkbox"/> Rubric Summary/Candidate Self-Assessment (TC) <input type="checkbox"/> Preliminary Goal-Setting and Plan Development Form (TC)	Week 8 – 2nd Three-way Meeting <input type="checkbox"/> Student Feedback Survey Data and Reflection (TC) <input type="checkbox"/> PS and SPs calibrate rubric beforehand <input type="checkbox"/> CAP Rubric <i>Formative Assessment</i> (PS, SP1 & SP2) <input type="checkbox"/> Revisit Finalized Goal(s) and Implementation Plan, revising as needed <div style="background-color: black; color: white; text-align: center; padding: 2px;">*EC candidates switch after week 7 or 8.</div>	STEP 4
Step 1		Weeks 9-11 – Unannounced Observation #2 <input type="checkbox"/> Unannounced Observation #2 (SP2) <input type="checkbox"/> Candidate Self-Reflection Form (TC) <input type="checkbox"/> Post-Conference Planning Form (SP2) <input type="checkbox"/> Post-Conference (SP2 & TC)	
STEP 2	Week 3 – 1st Three-way Meeting <input type="checkbox"/> Post-Conference (PS, SP1, SP2, & TC) <input type="checkbox"/> Determine and share CAP Baseline Rating Form (PS and SP) <input type="checkbox"/> CAP Rubric and Form Cover (PS, SP1, SP2, & TC) <input type="checkbox"/> Final determination about the measures to be used in judging candidate impact on student learning and parameters for low, moderate, and high student learning (SP1 or SP2) <input type="checkbox"/> Finalized Goals and Implementation Form (PS, SP1 & 2)	Week 10-12 – Announced Observation #3 <input type="checkbox"/> Lesson Plan Rubric completed (PS) <input type="checkbox"/> Pre-Conference Planning Form (PS) <input type="checkbox"/> Pre-Conference (PS, SP1, SP2 & TC) <input type="checkbox"/> Announced Observation #3 (PS, SP1 & 2) <input type="checkbox"/> Post-Conference Planning Form (PS, SP1 & 2) <input type="checkbox"/> Candidate Self-Reflection Form (TC) <input type="checkbox"/> Post-Conference (PS, SP1, SP2 & TC)	STEP 5
STEP 3	Weeks 5-6 – Unannounced Observation #1 <input type="checkbox"/> Unannounced Observation #1 (SP1) <input type="checkbox"/> Post-Conference Planning Form (SP1) <input type="checkbox"/> Candidate Self-Reflection Form (TC) <input type="checkbox"/> Post-Conference (SP1 & TC) <input type="checkbox"/> Student Feedback Survey Data Collection (TC)	Weeks 11-14 – Measure(s) of Candidate Impact on Student Learning Data and Reflection must be available before the Final Three-Way Meeting/ <i>Summative Assessment</i> Weeks 14-16 – Final Three-way Meeting <input type="checkbox"/> PS and SPs calibrate rubric beforehand <input type="checkbox"/> CAP Rubric <i>Summative Assessment</i> (PS, SP1 & 2) <input type="checkbox"/> Candidate Dispositions (PS, SP1 & 2) <input type="checkbox"/> Professional Practice Goal(s) and Implementation Plan for Entry into the Profession Form (TC)	

TC=Teacher Candidate

SP=Supervising Practitioner

PS = Program Supervisor

See *ESE Observation Model Protocol for task guidance and detail, Appendix G.*

Appendix C

Three-Way Meeting Checklists

The purpose of the following resource is to support Program Supervisors and Supervising Practitioners in executing three-way meetings. Please refer to the appropriate appendices for more details on each topic.

Announced Observation #1 (Program Supervisor and Supervising Practitioner)

First Three-Way Meeting

WEEK 3

		During 45- 60 min	
		Before	After
TC	<ul style="list-style-type: none"> <input type="checkbox"/> Complete Self-Assessment & Preliminary Goal-Setting Forms à Share with PS/SP 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct a Post-Conference fr Announced Observation #1 <input type="checkbox"/> Share baseline ratings <input type="checkbox"/> Finalize Candidate Professional Practice Goal(s) Form <input type="checkbox"/> Agree on Implementation Plan <input type="checkbox"/> Sign-off on CAP Section 4: Signatures at conclusion of meeting 	<ul style="list-style-type: none"> <input type="checkbox"/> Share Goals and Implementation Plan with practicum seminar instructor (<i>suggested</i>)
SP and PS	<ul style="list-style-type: none"> <input type="checkbox"/> Calibrate feedback from Announced Observation #1 <input type="checkbox"/> Review Candidate Self-Assessment & Preliminary Goal-Setting Form <input type="checkbox"/> Prepare to share baseline rating form on CAP Rubric 		<ul style="list-style-type: none"> <input type="checkbox"/> Act on commitments made in Implementation Plan
Forms	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Observation Form: Announced Observation #1</i> <input type="checkbox"/> <i>Candidate Self-Assessment & Goal-Setting Form</i> <input type="checkbox"/> <i>Model Observation Protocol: Post-Conference Planning Form*</i> <input type="checkbox"/> <i>CAP Baseline Assessment Form*</i> 		<ul style="list-style-type: none"> <input type="checkbox"/> <i>Observation Form: Announced Observation #1</i> <input type="checkbox"/> <i>CAP Rubric & Form (Sections 1 & 4)</i> <input type="checkbox"/> <i>Finalized Goal(s) & Implementation Plan Form</i>

*Form not included in the CAP Online Platform

Unannounced Observation #1 (SP) and Announced Observation #2 (PS)

Second Three-Way Meeting (occurs half-way through)

WEEK 6 (7-8 week experience) **WEEK 7-8** (14-16 week experience)

		During 30-45 min	
		Before	After
TC	<ul style="list-style-type: none"> <input type="checkbox"/> Administer Student Feedback Surveys à Share results with PS/SP 	<ul style="list-style-type: none"> <input type="checkbox"/> Share CAP Formative Ratings and discuss <input type="checkbox"/> Revisit Candidate Finalized Professional Goals and Implementation Plan; adjust accordingly (including potentially modifying the goal, increasing supports, adding additional observations, etc.) <input type="checkbox"/> Sign-off on CAP Section 4: Signatures at conclusion of meeting 	<ul style="list-style-type: none"> <input type="checkbox"/> Share CAP Formative Assessment and updated Candidate Finalized Professional Goals and Implementation Plan with practicum seminar instructor (<i>suggested</i>)
SP and PS	<ul style="list-style-type: none"> <input type="checkbox"/> Review all available evidence (<i>including observations, student feedback, measures of student learning, self-reflections forms etc.</i>) <input type="checkbox"/> Individually assess candidate performance using the CAP Rubric <input type="checkbox"/> Calibrate CAP Formative Assessment Ratings 		<ul style="list-style-type: none"> <input type="checkbox"/> Schedule/conduct additional observations using CAP Observation Form <input type="checkbox"/> Act on commitments made in Implementation Plan
Forms	<ul style="list-style-type: none"> <input type="checkbox"/> <i>CAP Rubric & Form (Section 2: Formative Assessment)</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>CAP Rubric & Form</i> 	

Unannounced Observation #2 (SP)

Final Three-Way Meeting (*in final two weeks*)

WEEK 7-8 (7-8 week experience) **WEEK 14-16** (14-16 week experience)

		During 30-45 min	
		Before	After
TC	<ul style="list-style-type: none"> <input type="checkbox"/> Share evidence of performance including, but not limited to: observations, candidate artifacts, measures of student learning, student feedback, progress toward Candidate Finalized Professional Practice Goal 	<ul style="list-style-type: none"> <input type="checkbox"/> Share CAP Summative Ratings and discuss <input type="checkbox"/> Sign-off on CAP Section 4: Total Hours and Signatures at conclusion of meeting 	<ul style="list-style-type: none"> <input type="checkbox"/> Draft a Candidate Professional Practice Goal for Entry into the Profession to use during first (or next) year of employment
SP and PS	<ul style="list-style-type: none"> <input type="checkbox"/> Review all available evidence <input type="checkbox"/> Individually assess candidate performance using the CAP Rubric by completing the Summative Assessment <input type="checkbox"/> Calibrate CAP Summative Assessment Ratings 		<ul style="list-style-type: none"> <input type="checkbox"/> Ensure that all original CAP practicum documents are returned to the teacher candidate for inclusion in the candidate's Application for Licensure Packet <input type="checkbox"/> Submit summative assessment data
Forms	<ul style="list-style-type: none"> <input type="checkbox"/> <i>CAP Rubric & Form (Section 3: Summative Assessment &, Section 4)</i> 		<ul style="list-style-type: none"> <input type="checkbox"/> <i>CAP Rubric & Form (section 4)</i> <input type="checkbox"/> <i>Candidate Professional Practice Goal for Entry into the Profession*</i>

*Form not included in the CAP Online Platform

Appendix D

Candidate Assessment of Performance (CAP) Guidelines, Form and Rubric

The following appendix includes:

1. Guidelines for the CAP - Candidate Assessment Performance
2. CAP Baseline Assessment Paper Form (completed by the program supervisor and shared at the 1st formal three-way meeting)
3. CAP with four sections to be completed:
 - Section 1: General information should be completed by the teacher candidate and the Program Supervisor
 - Section 2: Formative Rubric should be completed by the Supervising Practitioner and the Program Supervisor during the second 3-way meeting.
 - Section 3: Summative Rubric should be completed by the Supervising Practitioner and the Program Supervisor during the final 3-way meeting.
 - Section 4: Total Hours and Signatures will need to be completed by the Supervising Practitioner, the Program Supervisor, and the teacher candidate.

Guidelines for the CAP Assessment of Teacher Candidates

CAP's Seven Essential Elements

CAP assesses teacher candidate performance on seven elements that are related to the PSTs as described below.

Standard	Element	Proficient Descriptor*
1: Curriculum, Planning and Assessment	1.A.1: Subject Matter Knowledge	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.
	1.A.3: Well-Structured Units Lessons	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes ; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.
	1.B.2: Adjustment to Practice	Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.
2: Teaching All Students	2.A.3: Meeting Diverse Needs	Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.
	2.B.1: Safe Learning Environment	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
	2.E.1: High Expectations	Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.
4: Professional Culture	4.A.1: Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.

Quality, Scope & Consistency

The performance descriptors are constructed in relation to these three dimensions: quality, scope, and consistency. The extent to which a teacher's performance varies within an element (from Unsatisfactory to Exemplary) is directly related to the quality, scope, and consistency that is demonstrated relative to that skill or behavior. Assessors and candidates should consider the following explanations in rating performance in each dimension:

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

Readiness Thresholds

ESE expects teacher candidates to be ready to make a positive impact on day one, which does not necessarily equate to full proficiency. ESE has established minimum thresholds in each dimension of readiness. These are highlighted and noted with an asterisk* in the rubric. Throughout the rubric, ESE has established consistent thresholds for all elements:

- Quality à Proficient*
- Scope à Needs Improvement
- Consistency à Needs Improvement

*Teacher candidates are expected to demonstrate proficiency for all elements in the dimension of **Quality**. If **Quality** is not at the proficient level, **Scope and Consistency** do not receive a rating.*

CATEGORIES OF EVIDENCE

There are 5 major categories of evidence required in CAP: observations, measures of student learning, student feedback, progress toward the candidate's professional practice goal, and candidate artifacts. Each element has a minimum set of evidence required. See the *Formative Assessment Rubric* for a checklist.

Observations

Teacher candidates have at least two announced observations and two unannounced observations during their practicum. Program Supervisors and Supervising Practitioners actively collect evidence during the observation and then synthesize the key evidence to provide focused feedback to candidates. Each observation is documented using the Observation Form. It is important to note that observations are part of an assessment. Assessors should be cautious to not dramatically influence or interfere with the candidate's performance.

Measure(s) of Student Learning

Working together with the practicum supervisors, candidates are expected to develop a student learning goal that will demonstrate the extent to which the candidate's practice is having an impact on student learning, and the candidate's ability to reflect on and adjust practice accordingly. Assessment(s) for measuring a teacher candidate's impact on student learning will be finalized during the 1st Three-Way Meeting. See Appendix H for more information. For the evidence binder, the candidates will tabulate and analyze this data, including a one to two page reflection with implications for future practice.

Student Feedback

Feedback from students plays a key role in teaching and learning in the Commonwealth and can be a critical source of evidence in understanding candidate performance. Student feedback must be collected using model ESE Student Feedback Surveys. See Appendix I for more information. For the evidence binder, the candidates are expected to tabulate and analyze this data, including a one to two page reflection with implications for future practice.

Progress toward Finalized Professional Practice Goal

The Candidate's Finalized Professional Practice Goal should reflect the needs of the individual educator that surface through the **Candidate Self-Assessment** and other evidence of performance available thus far in the practicum experience. Evidence for ratings related to the goal should communicate relevant activities and progress toward its attainment. See Appendix O for samples.

Candidate Artifacts

Teacher candidates will build an Evidence Binder to support the CAP. This is a 3-ring binder OR electronic portfolio in the online platform that contain the specific evidence. Each element must have a minimum of 2 artifacts by the formative assessment and a total of 3 artifacts by the summative assessment. These artifacts may include, but are not limited to:

- Lesson Plans
- Instructional Materials
- Student Work
- Seating Charts
- Assessment Data
- Meeting Notes

Reflection Logs

Pictures

Any other materials that demonstrate evidence towards meeting proficiency in an element

Baseline Assessment Form

Program Supervisors and Supervising Practitioners may use this form to reflect on the Teacher Candidate's performance thus far and establish a baseline assessment of a candidate's readiness. This assessment can be compared to the candidate's Self-Assessment during the first Three-Way Meeting to establish areas of strength, and areas of opportunity.

This form is [optional](#); Sponsoring Organizations and assessors may adopt or adapt.

Name:		Date:	
-------	--	-------	--

I.A.1: Subject Matter Knowledge				
I-A-1. Subject Matter Knowledge	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.	Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others.
Quality				
Scope				
Consistency				

I.A.3: Well-Structured Units and Lessons				
I-A-3. Well-Structured Units and Lessons	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	<p>Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/local curricula and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills.</p>	<p>Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging.</p>	<p>Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.</p>	<p>Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others.</p>
Quality				
Scope				
Consistency				

I.B.2: Adjustments to Practice				
I-B-2. Adjustments to Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	<p>Makes few adjustments to practice based on formal and informal assessments.</p>	<p>May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.</p>	<p>Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.</p>	<p>Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others.</p>
Quality				
Scope				
Consistency				

II.A.3: Meeting Diverse Needs				
II-A-3. Meeting Diverse Needs	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.	Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students' learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.
Quality				
Scope				
Consistency				
II.B.1: Safe Learning Environment				
II-B-1. Safe Learning Environment	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice for others.
Quality				
Scope				
Consistency				

II.E.1: High Expectations				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. High Expectations	Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some cannot master challenging material.	Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability.	Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.	Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others.
Quality				
Scope				
Consistency				

IV.A.1: Reflective Practice				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/units and interactions with students by oneself, but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues' insights gained to improve practice and student learning.
Quality				
Scope				
Consistency				

The CAP Baseline Assessment Form

It is recommended that Program Supervisors and Supervising Practitioners use the CAP Baseline Assessment Form to reflect on the teacher candidate's performance thus far and establish a baseline assessment of a candidate's readiness. This assessment can be compared to the candidate's CAP Self-Assessment during the first 3-way meeting to establish areas of strength, and areas of opportunity.

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? Professional judgment of the Supervising Practitioner and the Program Supervisor, 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 educator
- 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

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. All of 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.

The Summative Assessment

Program Supervisors and Supervising Practitioners jointly determine the overall ratings based on their collective professional judgment and a thorough examination of evidence that demonstrate teacher candidates have met all readiness thresholds and are prepared to have positive impact on students.

Citing Evidence

Evidence for ratings should provide descriptive examples of what happened in the observation; what the candidate artifact shows; how the measure of student learning demonstrates candidate effectiveness; etc., in a way that shows/does not show how the teacher candidate has demonstrated the skill on the particular element being rated. Evidence statements should not simply restate the rubric performance descriptors or the name of the evidence used in rating the element. See Appendix N for samples.

For example:

Element: Well-structured Lesson

Evidence for Rating: Announced Obs. #1 - Objectives referenced throughout the Lesson

Other evidence comments on well-structured lesson plans:

Teacher modeled objective

Students practiced, shared, and review the skill

Measure of Student Learning - post tests indicate that 90% of the students learned the math concept.

Element: High Expectations

Announced Obs. #1 - TC moved from group to group reiterating lesson objectives in various ways.

Other evidence comments on high expectations:

TC modeled higher order thinking skills (pulled evidence from text to support objectives)

Candidate Assessment of Performance (CAP) Form and Rubrics					
Section 1: General Information <i>(to be completed by the Candidate and Program Supervisor)</i>					
Candidate Information					
First Name:		Last Name:			
Street Address:					
City/Town:		State:		Zip:	
MEPID #:		Massachusetts license number (if applicable):			
Program Information					
Sponsoring Organization:	Fitchburg State University				
Program Area & Grade Level:					
Have any components of the approved program been waived? 603 CMR 7.03(1)(b)				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Practicum Information	<input checked="" type="checkbox"/>	Practicum	<input type="checkbox"/>	Practicum Equivalent	
Practicum Course Number (not CRN):				Credit hours:	
Practicum Seminar Course Title:					
Practicum Site:			Grade Level(s) of Students:		
Supervising Practitioner Information <i>(to be completed by the Program Supervisor)</i>					
Name:					
School District:			Position:		
License Field(s):			MEPID		
# of years experience under license:				<input type="checkbox"/> Initial	<input type="checkbox"/> Professional
<i>To the best of my knowledge (per the Supervising Practitioner's Principal/Evaluator), the Supervising Practitioner has received a summative evaluation rating of proficient or higher in his/her most recent evaluation.</i>				<input type="checkbox"/> Yes	<input type="checkbox"/> No

The **Signatures** page has been completed for the 1st 3-way meeting (check box).

The CAP is signed and dated at 3 points in the candidate's experience:

1. after the 1st 3-way meeting,
2. at the 2nd 3-way meeting (Formative Assessment), and
3. at the final 3-way meeting (Summative Assessment).

Section 2: CAP Rubric – Formative Assessment <i>(to be completed by the Program Supervisor and Supervising Practitioner)</i>	Date:
--	--------------

I.A.1: Subject Matter Knowledge		Formative Assessment		
I-A-1. Subject Matter Knowledge	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.	Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others.
Formative Assessment – completed at 2nd 3-way meeting <i>(check box to indicate level of performance)</i>				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: *(to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.*

Source of Evidence	Evidence to Support the Ratings for 1.A.1: Subject Matter Knowledge
Announced Observation #1	
Unannounced Observation #1	
Measures of Student Learning <i>(If available)</i>	
Other:	
Other:	

1.A.3: Well-Structured Units and Lessons			Formative Assessment	
1.A.3. Well-Structured Units and Lessons	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
	Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/local curricula and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills.	Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging.	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others.
Formative Assessment – completed at 2nd 3-way meeting (check box to indicate level of performance)				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: (to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.

Source of Evidence	Evidence to Support the Ratings for 1.A.3: Well Structured Units/Lessons
Announced Observation #1	
Unannounced Observation #1	
Measures of Student Learning (If available)	
Other:	
Other:	

1.B.2: Adjustment to Practice		Formative Assessment		
1.B.2. Adjustment to Practice	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
	Makes few adjustments to practice based on formal and informal assessments.	May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.	Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others.
Formative Assessment – completed at 2nd 3-way meeting (check box to indicate level of performance)				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: (to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.

Source of Evidence	Evidence to Support the Ratings for 1.B.2: Adjustment to Practice
Announced Observation #2	
Unannounced Observation #2 (If available)	
Measures of Student Learning (If available)	
Other:	
Other:	

2.A.3: Meeting Diverse Needs		Formative Assessment		
2.A.3. Meeting Diverse Needs	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.	Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students' learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.
Formative Assessment – completed at 2nd 3-way meeting (check box to indicate level of performance)				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: (to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.	
Source of Evidence	Evidence to Support the Ratings for 2.A.3: Meeting Diverse Needs
Announced Observation #2	
Measures of Student Learning (If available)	
Other:	
Other:	
Other:	

2.B.1: Safe Learning Environment			Formative Assessment	
2.B.1. Safe Learning Environment	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice for others.
Formative Assessment – completed at 2nd 3-way meeting (check box to indicate level of performance)				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: (to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.

Source of Evidence	Evidence to Support the Ratings for 2.B.1: Safe Learning Environment
Unannounced Observation #1	
Student Feedback Survey	
Other:	
Other:	
Other:	

2.E.1: High Expectations		Formative Assessment		
2.E.1. High Expectations	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
	Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some cannot master challenging material.	Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability.	Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.	Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others.
Formative Assessment – completed at 2nd 3-way meeting (check box to indicate level of performance)				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: (to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.

Source of Evidence	Evidence to Support the Ratings for 2.E.1: High Expectations
Announced Observation #1	
Student Feedback Survey	
Other:	
Other:	
Other:	

4.A.1: Reflective Practice Formative Assessment				
4.A.1. Reflective Practice	1 - Unsatisfactory	2- Needs Improvement	3 - Proficient	4 - Exemplary
		Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students by oneself, but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.
Formative Assessment – completed at 2 nd 3-way meeting (check box to indicate level of performance)				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: (to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.

Source of Evidence	Evidence to Support the Ratings for 4.A.1: Reflective Practice
Measure of Student Learning (if available)	
Student Feedback Survey (If available)	
Candidate Artifacts	
Professional Practice Goal	
Other:	

The Formative Assessment Calibration page has been completed.

The *Signature* page has been signed and dated for this 2nd 3-way meeting.

CAP Rubric Formative Assessment – Calibration

Summary of Ratings

Element	Quality	Scope	Consistency
1.A.1: Subject Matter Knowledge			
1.A.3: Well-Structured Units and Lessons			
1.B.2: Adjustments to Practice			
2.A.3: Meeting Diverse Needs			
2.B.1: Safe Learning Environment			
2.E.1: High Expectations			
4.A.1: Reflective Practice			

Reinforcement Area(s)	<input type="checkbox"/>	1.A.1: Subject Matter Knowledge	<input type="checkbox"/>	2.B.1: Safe Learning Environment
	<input type="checkbox"/>	1.A.3: Well-Structured Units and Lessons	<input type="checkbox"/>	2.E.1: High Expectations
	<input type="checkbox"/>	1.B.2: Adjustments to Practice	<input type="checkbox"/>	4.A.1: Reflective Practice
	<input type="checkbox"/>	2.A.3: Meeting Diverse Needs		
Evidence-Based Feedback to Candidate				

Refinement Area(s)	<input type="checkbox"/>	1.A.1: Subject Matter Knowledge	<input type="checkbox"/>	2.B.1: Safe Learning Environment
	<input type="checkbox"/>	1.A.3: Well-Structured Units and Lessons	<input type="checkbox"/>	2.E.1: High Expectations
	<input type="checkbox"/>	1.B.2: Adjustments to Practice	<input type="checkbox"/>	4.A.1: Reflective Practice
	<input type="checkbox"/>	2.A.3: Meeting Diverse Needs		
Evidence-Based Feedback to Candidate				

Section 3: CAP Rubric – Summative Assessment <i>(to be completed by the Program Supervisor and Supervising Practitioner)</i>	Date:
--	--------------

1.A.1. Subject Matter Knowledge		Summative Assessment		
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I.A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.	Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others.
Summative Assessment – completed at final 3-way meeting <i>(check box to indicate level of performance)</i>				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: *(to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources. Cite evidence of growth from Formative Assessment, if applicable.*

Source of Evidence	Evidence to Support the Ratings for 1.A.1: Subject Matter Knowledge
Announced Observation #1	
Unannounced Observation #1	
Measures of Student Learning	
Other:	
Other:	

1.A.3: Well-Structured Units and Lessons			Summative Assessment	
1.A.3. Well-Structured Units and Lessons	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
	Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/local curricula and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills.	Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging.	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others.
Summative Assessment – completed at final 3-way meeting (check box to indicate level of performance)				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: (to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources. Cite evidence of growth from Formative Assessment, if applicable.

Source of Evidence	Evidence to Support the Ratings for 1.A.3: Well-Structured Units/Lessons
Announced Observation #1	
Unannounced Observation #1	
Measures of Student Learning	
Other:	
Other:	

1.B.2: Adjustment to Practice		Summative Assessment		
1.B.2. Adjustment to Practice	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
	Makes few adjustments to practice based on formal and informal assessments.	May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.	Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others.
Summative Assessment – completed at final 3-way meeting (check box to indicate level of performance)				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: (to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources. Cite evidence of growth from Formative Assessment, if applicable.

Source of Evidence	Evidence to Support the Ratings for 1.B.2: Adjustment to Practice
Announced Observation #2	
Unannounced Observation #2	
Measures of Student Learning	
Other:	
Other:	

2.A.3: Meeting Diverse Needs			Summative Assessment	
2.A.3. Meeting Diverse Needs	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.	Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students' learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.
Summative Assessment – completed at final 3-way meeting (check box to indicate level of performance)				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: (to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources. Cite evidence of growth from Formative Assessment, if applicable.

Source of Evidence	Evidence to Support the Ratings for 2.A.3: Meeting Diverse Needs
Announced Observation #2	
Measures of Student Learning	
Other:	
Other:	
Other:	

2.B.1: Safe Learning Environment		Summative Assessment		
2.B.1. Safe Learning Environment	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Models this practice for others.
Summative Assessment – completed at final 3-way meeting (check box to indicate level of performance)				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: (to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources. Cite evidence of growth from Formative Assessment, if applicable.

Source of Evidence	Evidence to Support the Ratings for 2.B.1: Safe Learning Environment
Unannounced Observation #1	
Student Feedback Survey	
Other:	
Other:	
Other:	

2.E.1: High Expectations		Summative Assessment		
2.E.1. High Expectations	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
	Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some cannot master challenging material.	Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability.	Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.	Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others.
Summative Assessment – completed at final 3-way meeting (check box to indicate level of performance)				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: (to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources. Cite evidence of growth from Formative Assessment, if applicable.

Source of Evidence	Evidence to Support the Ratings for 2.E.1: High Expectations
Announced Observation #1	
Student Feedback Survey	
Other:	
Other:	
Other:	

4.A.1: Reflective Practice			Summative Assessment	
4.A.1. Reflective Practice	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/units and interactions with students by oneself, but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues' insights gained to improve practice and student learning.
Summative Assessment – completed at final 3-way meeting (check box to indicate level of performance)				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: (to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources. Cite evidence of growth from Formative Assessment, if applicable.

Source of Evidence	Evidence to Support the Ratings for 4.A.1: Reflective Practice
Measure of Student Learning	
Student Feedback Survey	
Candidate Artifacts	
Professional Practice Goal	
Other:	

- The Summative Assessment Calibration page has been completed.
- The *Signature* page has been signed and dated for this final 3-way meeting.

CAP Rubric Summative Assessment – Calibration

Summary of Ratings			Summative Assessment	
Element	Quality	Scope	Consistency	Readiness Thresholds Met? (Y/N)
1.A.1: Subject Matter Knowledge				
1.A.4: Well-Structured Units/Lessons				
1.B.2: Adjustments to Practice				
2.A.3: Meeting Diverse Needs				
2.B.1: Safe Learning Environment				
2.D.2: High Expectations				
4.A.1: Reflective Practice				

Evidence-Based Feedback to Candidate	
Recommended Focus for Future Professional Practice Goal	

Candidate Assessment of Performance (CAP) Form and Rubric

Section 4: Total Hours and Signatures

Three-Way Meetings		Signatures
1st Three-Way Meeting Date: <hr/>	Candidate	
	Supervising Practitioner	
	Program Supervisor	
2 nd Three-Way Meeting Date: <hr/>	Candidate	
	Supervising Practitioner	
	Program Supervisor	
Final Three-Way Meeting Date: <hr/>	Candidate	
	Supervising Practitioner	
	Program Supervisor	

Total Number of Practicum Hours:		Number of hours assumed full responsibility in the role:	
---	--	---	--

Based on the candidate's performance as measured on the CAP Rubric, we have determined this candidate to be:	<input type="checkbox"/> Ready to Teach	<input type="checkbox"/> Not Yet Ready
--	---	--

Final Signatures

Supervising Practitioner		Date:
Program Supervisor		Date:
Mediator (if necessary, see 603 CMR 7.04(4))		Date:

Return original completed CAP to Teacher Candidate for inclusion in the candidate's Licensure Application Packet.

Appendix E

Candidate Self-Assessment & Goal-Setting

This section provides an overview of expectations for the candidate in conducting a self-assessment and developing preliminary goals and a plan for improvement. Included are:

- Overview of the Self-Assessment and Goal-Setting processes
- Candidate Self-Assessment Form and Summary Sheet
- Candidate Preliminary Goal-Setting and Plan Development Form
- Candidate Finalized Professional Goal(s) and Implementation Plan
- Candidate Professional Goal(s) and Implementation Plan for Entry into the Profession



Candidate Self-Assessment & Goal-Setting: An Overview

One of the most important characteristics of the MA Educator Evaluation Framework is that it is designed to provide each educator with significant agency over his/her evaluation experience. That starts with the Self-Assessment, during which educators reflect on their practice, review data, and identify areas of focus for his/her goals. Likewise, the Candidate Assessment of Performance (CAP) positions 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 help guide action steps, resources/support and feedback throughout the 5-Step Cycle.

The forms that follow were developed to guide candidates through the self-assessment and goal-setting processes. The Self-Assessment and draft goal are shared with the Program Supervisor and Supervising Practitioner in advance of the first Three-Way Meeting and will be used as a source of evidence for the 4.A.1 Reflective Practice essential element.

Self-Assessment

In conducting the Self-Assessment, candidates are asked to consider their prior experiences and generate an authentic assessment of where their strengths lie and where there are areas in need of improvement. Analysis of prior and existing practice is grounded in the CAP Rubric. Candidates should reflect on the following in completing the Self-Assessment:

- Skills acquired in coursework
- Experiences in pre-practicum
- Targeted feedback they have received about their practice
- Evidence of impact with students
- Reflection on performance in Announced Observation #1

In the Self-Assessment, as in the CAP Rubric, candidates are asked to consider aspects of their knowledge and skill across three dimensions:

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

By considering performance across these dimensions candidates are able to identify discrete and specific areas of strength and areas for growth. The self-assessment form does not, however, include the thresholds present in the CAP Rubric to ensure that the inclusion of the established expectations for performance do not unintentionally hinder candidates' ability to provide an authentic assessment of their performance.

Candidates should complete the Self-Assessment within the first three weeks of the practicum placement. Candidates will be asked to share the completed Self-Assessment with the Program Supervisor and Supervising Practitioner.

If candidates are using the online platform, they should complete the "Rubric Summary" first, click submit, then complete the Self-Assessment.

Goal-Setting & Plan Development

Candidates are required to draft a professional practice goal as part of the Candidate Assessment of Performance (CAP). Professional practice goals are driven by the needs of the individual educator in relation to the four Professional Standards for Teachers (PSTs). Professional practice goals should be closely aligned to the CAP Rubric and support the learning and development of the candidate, with the intent of helping him/her improve his/her practice. Unlike in the Educator Evaluation Framework, candidates are not required to draft a student learning goal while engaging in CAP as this is measure is set for them by the Supervising Practitioner.

Through the goal-setting form, candidates are guided to craft a S.M.A.R.T goal, consistent with practices expected of educators under the Educator Evaluation Framework. The S.M.A.R.T goal framework is useful in helping individual create effective goals and action plans. Key characteristics of S.M.A.R.T goals are:

S = Specific and Strategic - Goals should be specific so that at the end of the evaluation cycle educators and evaluators can determine whether they have been achieved. Goals should also be strategic, i.e., serve an important purpose for students, the school, and/or the district.

M = Measurable - Goals should be measurable so that progress toward a goal can be evaluated and managed.

A = Action Oriented - Goals have active, not passive verbs. The action steps attached to the goals indicate who is doing what.

R = Rigorous, Realistic, and Results Focused (the 3 Rs) - Goals should make clear what will be different as a result of achieving the goal. A goal needs to describe a realistic yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement, but it should not be out of reach.

T = Timed and Tracked - A goal needs to have a final deadline, as well as interim deadlines by when key actions will be completed and benchmarks will be achieved. Tracking the progress on both action steps and outcome benchmarks is important, as they help educators know whether they are on track to achieve the goal, and give educators information they need to make midcourse corrections.

Candidates' professional practices goals should be derived from the Self-Assessment, and target specific areas they identified as opportunities for growth. **Goals will be finalized during the first Three-Way Meeting.** See Appendix O for samples.

If Candidates are using the Online Platform, their preliminary goal draft will be automatically populated into their Finalized Goal Form, but it can be revised/edited within the Finalized Goal Form as needed.

Candidate Self-Assessment Form

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

- Skills acquired in coursework
- Experiences in pre-practicum
- Targeted feedback you have received about your practice
- Evidence of impact with students
- Reflection on performance in Announced Observation # 1

If using the Online Platform, candidates should complete the Rubric Summary form first, click submit, then complete the Self-Assessment.

Name:	Date:
-------	-------

I.A.1: Subject Matter Knowledge				
I-A-1. Subject Matter Knowledge	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.	Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others.
Quality				
Scope				
Consistency				

Dimensions of Readiness: Quality: 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., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality.

I.A.3: Well-Structured Units and Lessons				
I-A-3. Well-Structured Units and Lessons	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/local curricula and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills.	Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging.	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes ; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others.
Quality				
Scope				
Consistency				

I.B.2: Adjustments to Practice				
I-B-2. Adjustments to Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Makes few adjustments to practice based on formal and informal assessments.	May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement differentiated interventions and enhancements for students.	Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others.
Quality				
Scope				
Consistency				

II.A.3: Meeting Diverse Needs				
II-A-3. Meeting Diverse Needs	Unsatisfactory	Needs Improvement	Proficient	Exemplary
	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.	Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students' learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.
Quality				
Scope				
Consistency				

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

II.E.1: High Expectations				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. High Expectations	Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some cannot master challenging material.	Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability.	Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.	Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others.
Quality				
Scope				
Consistency				

IV.A.1: Reflective Practice				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/units and interactions with students by oneself, but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues insights gained to improve practice and student learning.
Quality				
Scope				
Consistency				

Form

Self-Assessment Summary Sheet

Directions: In the table below, please record your self-assessment rating for each element. Use the following key: Exemplary (E), Proficient (P), Needs Improvement (NI), Unsatisfactory (U)

Name:		Date:	
-------	--	-------	--

Self-Assessment Summary			
Element	Quality	Scope	Consistency
1.A.1: Subject Matter Knowledge			
1.A.3: Well-Structured Units and Lessons			
1.B.2: Adjustments to Practice			
2.A.3: Meeting Diverse Needs			
2.B.1: Safe Learning Environment			
2.E.1: High Expectations			
4.A.1: Reflective Practice			

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

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

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

Please share your Self-Assessment as well as the Goal Setting & Plan Development Forms with your Program Supervisor and Supervising Practitioner at least three days in advance of the initial Three-Way Meeting, or earlier upon request.

Dimensions of Readiness: **Quality:** 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., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality.

Candidate: Preliminary Goal-Setting & Plan Development Form

This form is completed by the Teacher Candidate and shared at the 1st 3-way meeting with the Program Supervisor and Supervising Practitioner.

Name:		Date:	
-------	--	-------	--

Prompt: Identify/Clarify a Focus or Goal Topic (<i>Essential Element, See Self-Assessment Form</i>)
Strategic Prompt: Why is this topic/focus area important?

Crafting a S.M.A.R.T. Goal

Candidates are required to develop a professional practice goal that is specific, actionable, and measurable. In addition, this goal must be accompanied by an action plan with benchmarks to assess progress. The S.M.A.R.T. goals framework is a useful tool that candidates and supervisors can use to craft an effective goal and action plan. The key characteristics of S.M.A.R.T. goals are as follows:

S = Specific and Strategic – Goals should be specific so that at the end of the practicum, candidates and supervisors can determine whether the goal has been achieved. Goals should also be strategic, i.e., serve an important purpose for students, the school, and/or the district.

M = Measurable – Goals should be measurable so that progress toward a goal can be evaluated and managed.

A = Action Oriented – Goals have active, not passive verbs. The action steps attached to the goals indicate who is doing what.

R = Rigorous, Realistic, and Results Focused (the 3 Rs) – Goals should make clear what will be different as a result of achieving the goal. A goal needs to describe a realistic yet ambitious result. It needs to stretch the candidate toward improvement, but it should not be out of reach.

T = Timed and Tracked – A goal needs to have a final deadline, as well as interim deadlines by when key actions will be completed and benchmarks will be achieved. Tracking the progress on both action steps and outcome benchmarks is important, as they help candidates know whether they are on track to achieve the goal, and give candidates information they need to make midcourse corrections.

Draft Professional Practice Goal:		
What actions will you take to achieve the goal?	What actions/supports/resources will you need from your faculty, Program Supervisor and Supervising Practitioner?	
<input type="checkbox"/>	<input type="checkbox"/>	

S.M.A.R.T. Analysis

Use the following table to evaluate whether your goal is S.M.A.R.T. (and make any necessary adjustments to your draft goal statement).

S	<p>Is the goal specific and strategic? <i>What specific skills, knowledge, or practice will I acquire or develop through achieving this goal? Does it serve an important purpose for my students?</i></p>	
M	<p>Is it measurable? <i>How will I track progress and evaluate success?</i></p>	
A	<p>Is it action-oriented? <i>How will I demonstrate progress toward this goal? (Include potential sources of evidence demonstrating goal progress)</i></p>	
R	<p>Does it have the 3 R's? <i>Is this goal both realistic and ambitious?</i></p>	
T	<p>Is it timed? <i>When will I achieve this goal?</i></p>	

Candidate Finalized Professional Practice Goal(s) & Implementation Plan

This form is completed by the Program Supervisor and Supervising Practitioner at the 1st 3-way meeting.

Name:		Date:	
-------	--	-------	--

Goal(s): Based on the candidate’s self-assessment and the baseline ratings determined by the Program Supervisor and Supervising Practitioner, the candidate has set the following S.M.A.R.T goal(s):

CAP Professional Practice Goal(s)		Essential Element

Implementation Plan: In support of attaining the goal(s), the candidate, Program Supervisor and Supervising Practitioner agree on the following actions (*add more rows as needed*):

Action	Supports/Resources from	Timeline/Frequency

Measure of Student Learning: In addition to attaining the professional practice goal, the candidate will also be assessed based in part on their impact on student learning. The Supervising Practitioner, in coordination with the Program Supervisor, has set the following measures of student learning.

Measure of Student Learning	Impact Rating	Parameters
	High	
	Moderate	
	Low	

Original and complete Candidate Finalized Professional Practice Goal(s) & Implementation must be included in the candidate’s Licensure Application Packet

Candidate Professional Practice Goal(s) & Implementation Plan for Entry into the Profession

This form is finalized by the Teacher Candidate, Program Supervisor and Supervising Practitioner at the end of the practicum experience and reflects professional development goals as the candidate enters the teaching profession.

Name:		Date:	
-------	--	-------	--

Goal(s): Based on the final summative evaluation and overall practicum experience, the candidate has set the following S.M.A.R.T goal(s) for entry into the profession:

CAP Professional Practice Goal(s)	Essential Element

Original and complete Candidate Professional Practice Goal(s) & Implementation Plan for Entry into the Profession must be included in the candidate's Licensure Application Packet

Appendix F

Observation Forms

Observation Overview

Required Observation Forms:

- A **CAP Observation Form** needs to be completed for each observation. Specific focus elements are given for each observation. This form is to be completed for:
 - Announced Observation #1
 - Unannounced Observation #1
 - Announced Observation #2
 - Unannounced Observation #2
 - Additional Observations
- A **Candidate Observation Self-Reflection Form** needs to be completed by the teacher candidate after each observation (both announced and unannounced).
 - Teacher candidates using the online platform need to upload Self-Reflection form as evidence to the online platform after each observation. If a 5th observation is conducted, the PS/SP need to upload the observation form to the online platform and tag the appropriate elements.



Observation Overview

Observations are one of the most critical sources of evidence collected by assessors in the Candidate Assessment of Performance (CAP). The protocol and forms that follow are designed to support candidates and assessors in engaging in observations that:

- 1) Collect and document evidence of performance for the seven Essential Elements
- 2) Provide focused, actionable feedback to candidates about their performance

Under CAP, assessors are required to conduct a minimum of four observations, two announced and two unannounced. Program Supervisors and Supervising Practitioners are encouraged to conduct additional observations; Sponsoring Organizations may set additional requirements for the context of their programs that exceed the minimum number of observations required.

It is the expectation that each (announced and unannounced) observation include all of the following:

- Active evidence collection during the observation (see below for more information)
- Analysis and synthesis of the evidence by the Program Supervisor/Supervising Practitioner following the observations; linking evidence to the seven essential elements and identifying strengths and areas for improvement
- Self-reflection by the candidate
- Targeted feedback to the candidate that will improve his/her practice

Announced observations must include all of the above *and* the following:

- Review of candidate's lesson materials (e.g., plan, assessment goals, relevant student artifacts) by Program Supervisor/ Supervising Practitioner in advance
- Conversation prior to the observation about goals for the lesson and areas of focus for evidence collection and feedback (driven by candidate's goals and Essential Elements)

The forms that follow are designed to document implementation of the observations according to the expectations outlined above. These forms must be retained in candidate files. As is the case throughout CAP, Sponsoring Organizations may add additional components or expectations for documentation.

Note on Active Evidence Collection: ESE expects that the assessor conducting the observation actively collect evidence during the observation; including teacher moves/behaviors and student actions/behaviors. It is important to note that assessors should avoid making judgments about performance DURING the observation. Active evidence collection should serve solely to document what happens during the observation. After the observation, assessors should refer to the evidence to support claims about candidate performance. There are several methods that may be deployed in order to accomplish this including; time-stamped scripting, videotaping, audio recording, etc. It is recommended that Sponsoring Organizations require and train Program Supervisors/Supervising Practitioners in a particular method of evidence collection as this will help to calibrate the consistency of feedback provided to candidates. ESE is not collecting documentation of active evidence collection, the forms that follow, however, will serve as indication that it has in fact occurred.

In addition to the observation forms, ESE has also provided a model protocol. The Model Observation Protocol is designed to be supportive of Program Supervisors and Supervising Practitioners as they facilitate all aspects of the observation process including: preparing for the pre-conference; conducting the pre-conference; selecting refinement and reinforcement objectives; and conducting a post-conference. **The model is provided as a resource only;** Sponsoring Organizations and assessors may adopt or adapt the model protocol to meet their needs, or use something else entirely.

CAP Observation Form: Completed by Supervisor after each observation
(for Online Platform users, this form must be completed within the platform)

Name:	Date:
--------------	--------------

Observation#: ____	Type (Announced/Unannounced):
--------------------	-------------------------------

Observed By:	
--------------	--

Focus Elements:	<input type="checkbox"/>	1.A.1: Subject Matter Knowledge	<input type="checkbox"/>	2.B.1: Safe Learning Environment
	<input type="checkbox"/>	1.A.3: Well-Structured Units and Lessons	<input type="checkbox"/>	2.E.1: High Expectations
	<input type="checkbox"/>	1.B.2: Adjustments to Practice	<input type="checkbox"/>	4.A.1: Reflective Practice
	<input type="checkbox"/>	2.A.3: Meeting Diverse Needs		

Date of Lesson:		Time (start/end):	
-----------------	--	-------------------	--

Content Topic/Lesson Objective:

<input type="checkbox"/>	Whole Group	<input type="checkbox"/>	Small Group	<input type="checkbox"/>	One-on-One	<input type="checkbox"/>	Other
--------------------------	-------------	--------------------------	-------------	--------------------------	------------	--------------------------	-------

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

Element	Evidence
1.A.1	
1.A.3	
1.B.2	
2.A.3	
2.B.1	
2.E.1	
4.A.1	

Focused Feedback

Reinforcement Area/Action: <i>(strengths)</i>	
Refinement Area/Action: <i>(areas for improvement)</i>	

Model Observation Protocol: Candidate Self-Reflection Form

Directions: Following an announced or an unannounced observation, please use the form below to reflect on the lesson. Submit the form to your Supervising Practitioner/Program Supervisor within 24 hours of the observation (if using the Online Platform, simply upload it tagging the appropriate elements).

Observation Details							
Date:		Time (start/end):					
Content Topic/ Lesson Objective:							
Type of Observation:				Observed by:			
<input type="checkbox"/>	Announced	<input type="checkbox"/>	Unannounced	<input type="checkbox"/>	Supervising Practitioner	<input type="checkbox"/>	Program Supervisor

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

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

Essential Element	Evidence: Where possible, provide one piece of evidence that you believe demonstrates your performance relative to the Quality, Consistency or Scope of each element.
1.A.1: Subject Matter Knowledge	
1.A.3: Well- Structured Units/Lessons	
1.B.2: Adjustments to Practice	
2.A.3: Meeting Diverse Needs	
2.B.1: Safe Learning Environment	
2.E.1: High Expectations	

Appendix G

ESE Model Observation Protocol

This section provides a model protocol that includes a detailed, step-by-step outline of the [Model Observation Protocol](#) of what should occur before, during, and after each observation.

Before the Observation

- Preparing for the Pre-Conference
- Conducting the Pre-Conference
- Pre-Conference Introduction
- Discussion of the Lesson
- Pre-Conference Closure

During the Observation

- Actively Collecting Evidence

After the Observation

- Analyzing and Categorizing the Evidence
- Identifying Reinforcement and Refinement Areas
- Preparing for the Post-Conference

Conducting the Post-Conference

- Post-Conference Introduction
- Discussion of Reinforcement/Refinement Areas
- Post-Conference Closure

Observation Protocol Forms:

- Pre-Conference Planning Form
- Post-Conference Planning Form
- Candidate Observation Self-Reflection Form

** Observations must collect and document evidence for at least the focus elements. Focus elements are highlighted.*

*** Evidence included is indicative of performance relative to each element. It may include evidence that demonstrates one or more of the dimensions (quality, consistency, scope) of an element are being met or that performance is not yet at the expected threshold.*

ESE Model Observation Protocol

The Model Observation Protocol is provided as a resource and suggested framework for the pre-observation, observation, and post-observation process. Sponsoring Organizations may choose to adopt or adapt the model protocol to meet their needs, or use their own protocol that best suits their organization.

The Model Observation Protocol guides Supervising Practitioners and Program Supervisors through each step of the observation and feedback cycle, including:

Before the Observation	During the Observation	After the Observation
<ul style="list-style-type: none"> • Preparing for the pre-conference • Conducting the pre-conference 	<ul style="list-style-type: none"> • Actively collecting evidence 	<ul style="list-style-type: none"> • Analyzing the evidence • Identifying areas for reinforcement/refinement • Preparing for the post-conference • Conducting the post-conference

Implementation of each step will vary depending on the type of observation (announced vs. unannounced) and whether one or both supervisors are participating. The supervisor will use this or a given protocol, the CAP Rubric, and the CAP Observation Form to successfully complete each observation.

Before the Observation

Before each announced observation, the candidate and supervisor(s) meet for a pre-conference. The pre-conference is an important opportunity to build rapport with the teacher candidate, establish a coaching relationship, and begin to collect evidence for the upcoming observation.

Preparing for the Pre-Conference

Begin by gathering and reviewing evidence, including:

- Lesson plan
- Lesson materials (e.g., assessment, handouts, etc.)
- Prior observations and feedback provided to candidate

Review the lesson plan and associated materials for evidence of the focus elements and generate a set of questions to guide the pre-conference. The [Pre-Conference Planning Form](#) can support this planning. If the observation is being conducted jointly between the Program Supervisor and Supervising Practitioner, the preparation should also be coordinated to ensure that the two observers have a unified focus and set of expectations for the observation.

The supervisor should prepare questions that are likely to:

- 1) Generate evidence relative to the focus element(s);
- 2) Clarify aspects of the planned lesson based on a review of the lesson plan and materials;
- 3) Prompt the candidate to reflect on and refine the planned lesson; and
- 4) Confirm focus areas for the observation based on candidate goals and areas for growth

Sample Pre-Conference Questions

I.A.3 Well-Structured Units and Lessons

- What do you expect students to know and be able to do by the end of the lesson?
- Tell me about how you have structured the lesson in order to meet your objective(s).
- How is this lesson connected to students' previous learning?
- What strategies will you use to engage students in the lesson?
- How do you know that your lesson is appropriately challenging for your students?

I.B.2 Adjustments to Practice

- How will you check for student understanding throughout the lesson? What adjustments can you make based on those checks for understanding?
- What student misunderstandings do you anticipate and how can you prepare to mitigate them?
- How will you assess student learning at the end of the lesson? How will you use that assessment data to inform your next steps?

II.A.3 Meeting Diverse Needs

- How will you ensure that all students have the background information, skills, or knowledge they need to be ready to master this objective?
- What inclusive practices have you integrated into your lesson to accommodate diverse learning needs, abilities, interests, and levels of readiness?

II.B.1 Safe Learning Environment

- Tell me about the routines and procedures that you will use during this lesson.
- How will you respond to or prevent any student behaviors that could interfere with learning?
- What should I look for as evidence of a safe learning environment?

II.E.1 High Expectations

- What are some ways that you will be reinforcing a growth mindset for your students?
- What should I look for as evidence of high expectations in your classroom?

IV.A.1 Reflective Practice

- Tell me about any challenges or specific areas of the rubric that you are currently working to strengthen.
- In addition to the focus elements, are there other areas of your practice on which you would like me to provide feedback?

Conducting the Pre-conference

Ideally, the pre-conference occurs one to two days prior to the observation and lasts between 15-20 minutes. A pre-conference should include the following: an introduction, a discussion based on the review of lesson materials, and a summary of nextsteps.

Pre-conference Introduction (2 min)

The introduction helps to set the tone and purpose of the pre-conference. While it may appear overly formal it can be valuable in establishing routines that help to keep the conversation focused and brief. Below is an example of one approach to the introduction of a pre-conference:

- Greeting: *"Thanks for taking the time to meet with me. I'm really looking forward to coming into your class on _____"*
- Time: *"This discussion should take us about 20 minutes"*
- Set Purpose: *"The purpose of our conversation is for you to help me to know what I can expect to see happen during the observation and for you to know what things I am specifically looking for."*

Discussion of the Lesson (15 min)

Following the brief introduction, the supervisor should transition quickly into a discussion of the candidate's goals and plans for the lesson being observed. It is most productive when the supervisor has reviewed the lesson plan prior to this conversation and can ask specific, probing questions about the lesson and expected student learning. The candidate should do the majority of the talking during this portion of the pre-conference. The supervisors should be capturing notes on the conversation. Below is an example of one approach to the discussion:

- Reference review of materials: *"I reviewed the materials you sent me in advance and think I have a clear sense of the lesson but was hoping you could elaborate on a few points to be sure I understand your plan."*
- Ask questions: See pre-conference preparation section for examples.

Pre-conference Closure (3 min)

Supervisors should leave time at the end of the conference to summarize any takeaways from the conversation as well as align expectations for the upcoming observation. Below is an example of one approach to pre-conference closure:

- Revisit prior feedback: *"After our second observation, we agreed that you would work to [fill in] so I will be looking for evidence of that in the upcoming observation."*
- Review the focus elements: *"Also, because this is the third observation, I will also be collecting evidence specifically for element 1.B.2, which means that I will be looking for ways that you are assessing student learning throughout and at the end of the lesson and making adjustments to your practice based on that information."*
- Summarize takeaways from the conversation: *"Based on what you shared with me during our conversation, it sounds like you are also looking for feedback on your transitions so I will be sure to make note of those as well."*

During the Observation

Actively Collecting Evidence

The primary goal of the supervisor during the observation is to actively collect evidence. Active evidence collection should capture both teacher and student behavior/actions. The supervisor does not include make judgments or inferences during the observation; this occurs after when the supervisor is analyzing and synthesizing the evidence. Instead, the evidence should reflect exactly what happens in the classroom, including both summary statements and direct quotes.

There are various tools supervisors may use to collect evidence during the lesson. This could include scripting, videotaping, audio-recording, or using other commercially available applications that aid in observing specific classroom interactions.

The CAP Observation Form is not designed to be the tool used to collect evidence during the observation. Instead, it is designed to share with the candidate the most relevant and salient examples of evidence related to the focus element(s) (see Analyzing and Categorizing Evidence). The full body of evidence collected during the observation is used to aid the supervisor in identifying trends and selecting illustrative examples of aspects of performance. It is not designed to be shared directly with the candidate nor is it collected by ESE. Individual providers may, however, decide to collect this information from supervisors for training or documentation purposes.

After the Observation

After an observation, supervisors review evidence collected, begin to analyze it as a measure of candidate performance and then strategically plan for a post-conference in which candidates are provided with targeted feedback.

Sponsoring Organizations may also consider having the candidate submit a written reflection to the supervisor(s) prior to the post-conference. See the [Candidate Self-Reflection Form](#). If adding this step, supervisors should plan to complete their analysis prior to reviewing the candidate self-reflection.

Analyzing & Categorizing the Evidence

Following the observation, the supervisors should review the evidence collected during the lesson and begin to organize it by element to fill in the evidence chart on the [CAP Observation Form](#). When categorizing evidence, supervisors should consider the following:

Considerations for Categorizing Evidence

- Not every piece of evidence from the observation needs to be sorted into the evidence table in the CAP Observation Form.
- It is recommended that you consult the CAP Rubric when categorizing evidence, but evidentiary statements should not simply reiterate or restate the performance descriptors; the evidentiary statement should explain what happened in the observation that shows/does not show that a skill has been demonstrated.
- Evidence may demonstrate that one or more of the dimensions (Quality, Consistency, Scope) of an element are being met OR that performance is not yet at the expected threshold. Supervisors might consider “tagging” evidence that gets included in the Observation Forms by dimension (Quality, Scope, Consistency) so that it can easily be referred to when making summative judgments.

For observations that are conducted jointly, the Program Supervisor and Supervising Practitioner should calibrate on the categorization of evidence on the CAP Observation Form as well as the identification of areas for reinforcement and refinement. This must be done prior to meeting with the candidate to ensure that the candidate receives consistent, calibrated feedback about their performance.

Identifying Reinforcement and Refinement Areas

Supervisors are asked to identify areas of strength and areas for improvement for the candidate. This does not preclude the candidate from self-identifying areas as well. Areas of reinforcement and refinement should be tied directly to the elements of the CAP rubric.

- **Reinforcement (Strengths):** The area(s) of reinforcement should identify the candidate's instructional strength in a way that encourages the continuation of effective practices in the future. The area(s) of reinforcement should be deep rooted in evidence that demonstrates successful positive impact on student learning.
- **Refinement (Areas for Improvement):** The area(s) of refinement should identify the areas in need of instructional improvement, as well as specific supports you are prepared to provide.

In reflecting on the analysis of the evidence, supervisors should select one to two (but no more than three) reinforcement and refinement areas. Supervisors are encouraged to select the reinforcement and refinement areas that are most likely to improve candidate practice and have a positive impact on student learning.

The refinement and reinforcement areas can focus on the Quality, Consistency or Scope dimension of an element. However, supervisors should not set refinement or reinforcement goals around Consistency or Scope until the candidate has successfully met the Quality threshold.

Once you have identified the areas of refinement/reinforcement fill them in at the bottom of the CAP Observation Form.

Considerations for Identifying Reinforcement and Refinement Areas

- Choose reinforcement and refinement areas for which you have sufficient and specific evidence from the lesson.
- Prioritize based on which areas have the greatest potential impact on student achievement and on other areas of the CAP rubric.
- Make sure that the reinforcement is not directly related to the refinement. It is important that candidates see their area of strength as separate from their area needing improvement.
- Select refinement topics around which you are prepared to provide specific support. There is nothing worse than telling a teacher they need to alter their practice and then not being able to provide specific examples for how this can be done.
- Understand the candidate's capacity when identifying an area of refinement. Where does the candidate have the most potential for growth?
- Reinforcements should be only to strengthen the candidate's performance. Do not hedge this part of the post-conference with qualifying statements such as "it could have been even better if," or "next time you could also do..." Teachers need to hear what they are effective at, and have it be left at that.
- When developing the post-conference plan, consider identifying the area of refinement first. This will ensure that the reinforcement and refinement do not overlap.

Preparing for the Post-Conference

The primary purpose of the post-conference is to provide candidates with feedback about their performance during the observation.

To prepare for the post-conference, supervisors will gather and review available evidence, including:

- Lesson Plan & Pre-Conference Planning Form
- Notes from Pre-Conference
- Observation Form that contains categorized evidence
- Candidate Self-Reflection Form (if required)
- Evidence of student learning (e.g. assessment data, exit tickets, student work)

Supervisors can use the [Post-Conference Planning Form](#) to organize their feedback on reinforcement and refinement areas, prepare guiding questions, and plan for targeted supports for the candidate.

Conducting the Post-Conference

Ideally, the post-conference occurs one to two days after the observation and lasts between 20-30 minutes. Post-conferences should not occur immediately after the lesson as this does not allow for sufficient time for the supervisors to synthesize and calibrate on evidence and feedback or for the candidate to adequately reflect.

A post-conference should include the following: an introduction, a discussion of reinforcement and refinement areas, and a summary of next steps.

Post-conference Introduction (5 min)

The introduction helps to set the tone and purpose of the post-conference. While it may appear overly formal it can be valuable in establishing routines that help to keep the conversation focused and brief. Below is an example of one approach to the introduction of a post-conference:

- Greeting: *“Thanks for taking the time to meet with me. I’m really looking forward to our discussion on the lesson I was able to see in action.”*
- Time: *“This discussion should take us about 30 minutes”*
- Set Purpose: *“The purpose of our conversation is for us to identify both strengths and areas of improvement in your practice”*
- Probe for self-reflection: *“What are your thoughts about how the students responded to the lesson?”* OR if the candidate already completed the self-reflection form, *“I saw from your reflection that...”*

Discussion of Reinforcement/Refinement Areas (20 min)

The discussion about strengths and areas for improvement should begin with outlining the areas of reinforcement and then transition to the areas of refinement. The supervisor should provide specific examples from the observation as evidence of the area of refinement or reinforcement. Below is an example of one approach to the discussion:

- Share areas of Reinforcement:
 - Provide evidence from observation: *“There were several instances throughout the lesson where you asked a variety of questions to check for student understanding. For example, after showing the pictograph you...”*

- State impact on students: *“In doing so, students were required to justify their thinking and it allowed you to quickly identify misconceptions in students understanding.”*
- Provide recommended action: *“Continue to...”*
- Share areas of Refinement:
 - Ask self-reflection question: Ask a specific question to prompt the teacher candidate to talk about what you want them to improve. Utilize a question that includes specific language from the rubric, which can lead the teacher candidate to reflect on the indicator you have identified as their area of refinement as it relates to the lesson. Example: *“When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?”*
 - Share evidence from observation: *“You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson. According to the observation log, the first 6 minutes was spent organizing materials and transiting students; the next 23 minutes was spent with you modeling the objective at the board with some questions and answer time built in.”*
 - Provide concrete suggestions for how to improve: *“As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to your providing the answer, then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph. Students who may not have required this review could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons.”*
 - Provide recommended action: *“Moving forward...”*
 - Share resource/support: *“As you work to further refine this skill, I think it might be helpful if you go and observe Mrs. Blank in 3rd grade who is highly-skilled in this area. I’ve already spoken with her and she has agreed to an observation and debrief next week.”*

Post-conference Closure (5 min)

Supervisors should leave time at the end of the conference to summarize any takeaways from the conversation. Below is an example of one approach to post-conference closure:

- Share Observation Form: *“I’ve categorized the evidence from observation as well as recorded the reinforcement and refinement areas and actions here...”*
- Leave time for questions: *“Do you have any other questions?”*
- Confirm next steps in process: *“The next formal observation will be unannounced and conducted by your Supervising Practitioner. Because it is the second observation she will be focusing evidence collection on the refinement areas we discussed today as well as essential elements 1.A.3 and 2.B.1.”*

Model Observation Protocol: Pre-Conference Planning Form

Observation Details							
Date:		Time (start/end):					
Content Topic/Lesson Objective:							
<input type="checkbox"/>	Whole Group	<input type="checkbox"/>	Small Group	<input type="checkbox"/>	One-on-One	<input type="checkbox"/>	Other

Element(s) to be Observed (circle)	Comments
1.A.1: Subject Matter Knowledge	
1.A.3: Well- Structured Units/Lessons	
1.B.2: Adjustments to Practice	
2.A.3: Meeting Diverse Needs	
2.B.1: Safe Learning Environment	
2.E.1: High Expectations	
4.A.1: Reflective Practice	

Refinement areas previously identified

Questions to ask in pre-conference

Model Observation Protocol: Candidate Self-Reflection Form

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

If using the Online Platform, simply upload it and tag the appropriate elements.

Observation Details					
Date:		Time (start/end):			
Content Topic/ Lesson Objective:					
Type of Observation:			Observed by:		
<input type="checkbox"/>	Announced	<input type="checkbox"/>	Unannounced	<input type="checkbox"/>	Supervising Practitioner
				<input type="checkbox"/>	Program Supervisor

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

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

Essential Element	Evidence: Where possible, provide one piece of evidence that you believe demonstrates your performance relative to the Quality, Consistency or Scope of each element.
1.A.1: Subject Matter Knowledge	
1.A.3: Well- Structured Lessons	
1.B.2: Adjustments to Practice	
2.A.3: Meeting Diverse Needs	
2.B.1: Safe Learning Environment	
2.E.1: High Expectations	

Model Observation Protocol: Post-Conference Planning Form

Observation Details			
Date:		Time (start/end):	
Content Topic/Lesson Objective:			

Refinement Area #1	<input type="checkbox"/>	1.A.1: Subject Matter Knowledge	<input type="checkbox"/>	2.B.1: Safe Learning Environment
	<input type="checkbox"/>	1.A.3: Well-Structured Units and Lessons	<input type="checkbox"/>	2.E.1: High Expectations
	<input type="checkbox"/>	1.B.2: Adjustments to Practice	<input type="checkbox"/>	4.A.1: Reflective Practice
	<input type="checkbox"/>	2.A.3: Meeting Diverse Needs		
Self-Reflection Question(s) to prompt candidate				
Evidence from Observation				
Recommended Action				
Potential Resources/Guided Practice/Training to support				

Refinement Area #2	<input type="checkbox"/>	1.A.1: Subject Matter Knowledge	<input type="checkbox"/>	2.B.1: Safe Learning Environment
	<input type="checkbox"/>	1.A.3: Well-Structured Units and Lessons	<input type="checkbox"/>	2.E.1: High Expectations
	<input type="checkbox"/>	1.B.2: Adjustments to Practice	<input type="checkbox"/>	4.A.1: Reflective Practice
	<input type="checkbox"/>	2.A.3: Meeting Diverse Needs		
Self-Reflection Question(s) to prompt candidate				
Evidence from Observation				
Recommended Action				
Potential Resources/Guided Practice/Training to support				

CAP: Step 1 (Self-Assessment)

Reinforcement Area #1	<input type="checkbox"/>	1.A.1: Subject Matter Knowledge	<input type="checkbox"/>	2.B.1: Safe Learning Environment
	<input type="checkbox"/>	1.A.3: Well-Structured Units and Lessons	<input type="checkbox"/>	2.E.1: High Expectations
	<input type="checkbox"/>	1.B.2: Adjustments to Practice	<input type="checkbox"/>	4.A.1: Reflective Practice
	<input type="checkbox"/>	2.A.3: Meeting Diverse Needs		
Evidence from Observation				
Recommended Action				

Reinforcement Area #2	<input type="checkbox"/>	1.A.1: Subject Matter Knowledge	<input type="checkbox"/>	2.B.1: Safe Learning Environment
	<input type="checkbox"/>	1.A.3: Well-Structured Units and Lessons	<input type="checkbox"/>	2.E.1: High Expectations
	<input type="checkbox"/>	1.B.2: Adjustments to Practice	<input type="checkbox"/>	4.A.1: Reflective Practice
	<input type="checkbox"/>	2.A.3: Meeting Diverse Needs		
Evidence from Observation				
Recommended Action				

Upcoming Steps in the CAP Process	
<ul style="list-style-type: none"> • Type of Next Observation: • Focus of Next Observation: • Date/topic of next Three-Way Meeting: • Other: 	

Appendix H

Measuring Candidate Impact on Student Learning

The guidance that follows outlines how Supervising Practitioners should identify student learning measures and set parameters for impact.

Teacher candidates are expected to tabulate and analyze this data including a reflection with implications for future teaching. This document should be included in the Evidence Binder.

If using the Online Platform, this document MUST be uploaded to the online platform prior the Summative Assessment. The following elements MUST be tagged: Subject Matter Knowledge, Well Structured Units and Lessons, Adjustment to Practice, Meeting Diverse Needs, and Reflective Practice. See Appendix M for details.



CAP: Guidance for Measuring Candidate Impact on Student Learning

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 that assesses a meaningful sample of the content the teacher candidate is primarily responsible for teaching. Using his/her professional experience with the identified measure(s) and understanding of the specific learning context, the Supervising Practitioner also sets clear expectations for how and when the measure will be administered and scored. Student outcomes below that range will be considered lower than expected and outcomes above that range will be considered higher than expected.

For example, if the teacher candidate is responsible for teaching a math unit, the Supervising Practitioner may choose the end of unit assessment as the measure of student learning to include in the CAP. 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.

The candidate will administer the identified measure(s) of student learning, growth, or achievement. Administration does not need to occur at the end of the practicum, but rather at the instructionally appropriate time during the practicum. After the measure is scored, the candidate should analyze the results and compare them to the parameters set by the Supervising Practitioner. Did all students achieve the expected outcomes? If not, were there patterns in performance that might indicate why some students made higher or lower than expected gains?

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

Wherever possible, measures of student growth should be used. As stated in [Technical Guide B](#), "Student growth scores provide greater insight into student learning than is possible through the sole use of single-point-in-time student achievement measures. This is because students do not enter a classroom with the same level of knowledge, skills, and readiness. Achievement scores provide valuable feedback to educators about student attainment against standards, but taken by themselves may not be a sufficient reflection of student progress." Growth measures allow students of all abilities an opportunity to demonstrate how much they have learned and in many ways provide a fuller picture of the impact of instruction.

Teacher Candidates are expected to tabulate and analyze this data including a one to two page reflection with implications for future teaching. This document should be included in the Evidence Binder.

For further information please use the following link to the ESE's CAP resources page, then click on "Protocol: Using Measures of Student Learning"- <http://www.doe.mass.edu/edprep/cap/resources>.

Using Measures of Student Learning in CAP

This protocol is designed to assist triad members with using the measure of student learning to support candidate growth and development throughout the CAP cycle.

It is an essential skill of every effective teacher to be able to draw conclusions about his or her practice from student outcome data and use these conclusions to inform their teaching. Therefore, the experience of administering, scoring, and analyzing a measure of student learning, growth, or achievement is a crucial part of the CAP process.

During CAP, the Supervising Practitioner (SP) and Program Supervisor (PS) support the Teacher Candidate (TC) to identify an appropriate measure of student learning, set parameters for anticipated student learning gains, analyze assessment data, reflect on practice, and plan for continuous improvement.

By engaging in these activities, from identifying the measure to implementing it and reflecting on the outcomes, the TC will demonstrate evidence of practice related to several of CAP's Seven Essential Elements, including:

- Designing and delivering well-structured lessons (I.A.4 Well-Structured Units and Lessons)
- Using assessment data to measure progress and adjust practice (I.B.2 Adjustments to Practice)
- Accommodating the needs of all learners (II.A.3 Meeting Diverse Needs)
- Reflecting on effectiveness in order to improve practice and student learning (IV.A.1 Reflective Practice)



Protocol: Using a Measure of Student Learning in CAP

Triad members may use this protocol and template to support the activities associated with using a measure of student learning during the CAP 5-Step Cycle.

STEP 1: Identifying a Measure of Student Learning (Pre-Cycle)

During the pre-cycle, the SP and TC, with support from the PS as needed, meet to (1) identify at least one measure of student learning, and (2) set parameters for anticipated student learning gains.

- ✓ **Identify a measure of student learning:** *What assessment(s) will be used to measure student learning, growth, or achievement on content that the TC is primarily responsible for teaching?*
 - *Identify the assessment that will be used to measure impact on student learning.*

EXAMPLE: A Teacher Candidate will be primarily responsible for teaching a 4th grade fractions unit mid-way through her practicum. The SP and TC therefore identify the district's 4th grade fractions common assessment as an appropriate measure of student learning related to her instruction.

- ✓ **Set parameters for anticipated student learning:** *Based the SP's knowledge of students, what is the range of anticipated student learning on the identified assessment? These anticipated learning gains will serve as the parameters against which actual results will be measured.*
 - *Set the range of performance that reflects anticipated learning that a teacher would typically would expect if they taught this unit. Any performance above this range would be considered higher than anticipated, while anything lower than this range is considered lower than anticipated.*
 - *This range may be determined for each student, or for the students as a group.*

EXAMPLES: A SP elementary teacher has pre and post tests for each math unit. Generally she finds that students grow between 20-40 points from pre to post test. She determines this range as anticipated student learning. After students have completed the final exam the SP can talk with the TC about which students demonstrated anticipated student learning.

An SP English teacher knows that most of his class will score at least a 3 on a 5 point rubric at the end of a unit. About two thirds of the class will score a four or higher. The SP decides that 50-80% of students scoring a four or higher on the rubric reflects their anticipated student learning. If more than 80% of students score a four or higher on the rubric, this would reflect higher than expected learning.

STEP 2: Administer the Assessment (Implementation). Ideally, the SP and TC administer the assessment mid-way through the practicum, leaving sufficient time to analyze, reflect, and adjust practice in response to the outcomes (see Step 3).

STEP 3: Analyze & Reflect on Student Outcomes. After administering the assessment, the SP and PS support the TC to analyze and reflect on the data in order to continually improve practice and student learning. Following the prompts below, record reflections on student learning gains and plans for adjustment to practice.

Name of Measure: _____

Anticipated Student Learning:

✓ **Analyze the results:**

- *What was the student learning outcomes relative to the anticipated student learning gains?*
- *Are there patterns that might indicate why some students made higher or lower than expected gains?*

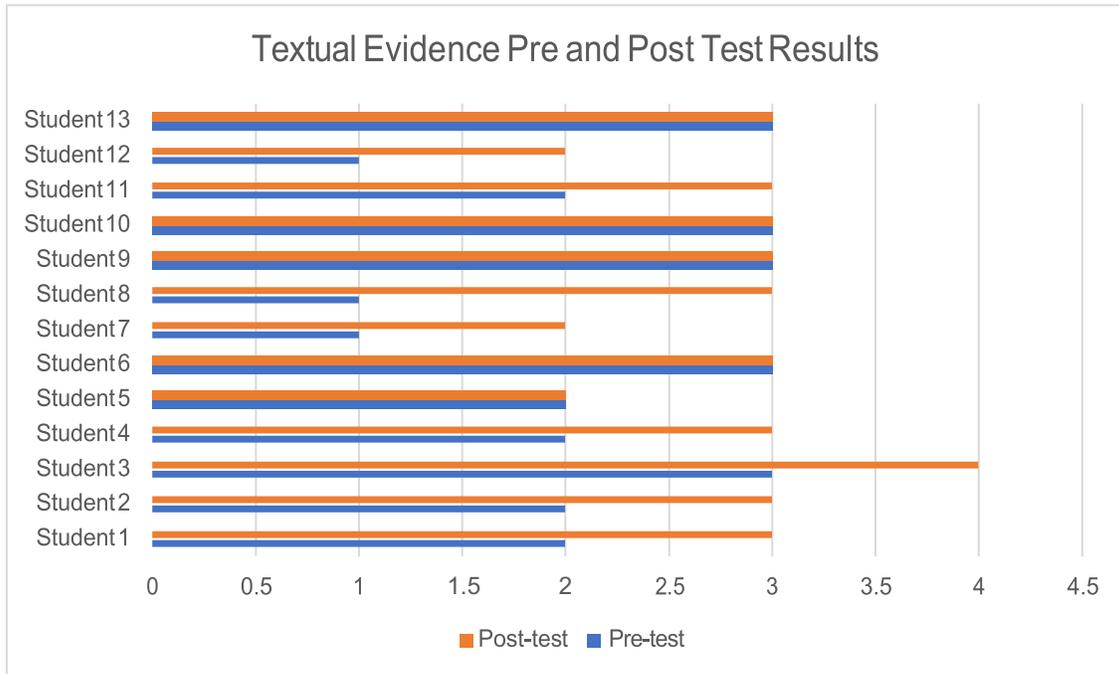
✓ **Reflect on practice:**

- *What instructional practices may have (negatively and positively) impacted students' outcomes?*
- *What adjustments to practice could be made in order to continue to improve student learning?*

✓ **Plan next steps:**

- *What are the next steps for making those adjustments to practice?*
- *What supports are needed to be successful?*

Example: Impact on Student Learning Tabulation and Reflection



The above table displays student scores on two open response writing assignments approximately five weeks apart. The first was from a Romeo and Juliet text sample while the second from Animal Farm text sample. Both assignments required students to answer a question using three pieces of textual evidence in supporting their response. Based on the parameters set by my SP, a score of 75% (score of 3) or better results in high impact on student learning, 50 to 75% indicates moderate impact, and anything below 50% suggest low impact. Scores were based on the MCAS open response scoring rubric of 0-4.

On the pre-assessment, five out of thirteen students hit the learning target of 75%. Students who failed to hit the target supplied little to no textual evidence; students scoring 75 or higher did provide three pieces of textual evidence. The relevance of their evidence coupled with the quality of their response increased students' scores. The students then had about five weeks in which they considered textual evidence in support of their responses on character and question charts and discussions.

On the post-assessment, ten out of thirteen students scored 75% or higher indicating I had a moderate to high impact on student learning. Even though, the data showed growth, I was hoping that all students would score at least 75%. I infer that five weeks of intermittent practice with using textual evidence is not sufficient reinforcement to raise scores for all students or have students reach beyond a score of 75%. Moving forward, I will work on developing progress monitoring strategies to ensure learning growth as well as intervention strategies to support struggling students. To do this, I will work with colleagues from other departments, as well as a mentor/supervisor to brainstorm strategies and activities.

Appendix I

CAP Student Feedback Surveys

- ESE Forms Advisory
- Surveys and Protocol Information
- Surveys located at:
<http://www.doe.mass.edu/eval/feedback/surveys.html>
Or
- <http://www.doe.mass.edu/edprep/cap/Advisory.pdf>

CAP Student Feedback Forms Advisory

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

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

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

Purpose of Student Feedback Surveys

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

When taken together with other information sources, student feedback helps to provide a more accurate and detailed picture of an educator's practice (Bill & Melinda Gates Foundation, January 2013). Multiple studies have demonstrated the strong correlation between student feedback and student achievement gains (Wilkerson, et al., 2000; Kyriakides, 2005; Peterson, K., Wahlquist, C., & Bone, K., 2000) as well as student engagement and self-efficacy (Balch, 2012). In fact, when administered well, student surveys can yield information that's more consistent with teacher effectiveness than observational data (Ripley, 2012).¹

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

Varied Options: Which Instrument to Use?

All candidates are required to use the DESE model feedback instruments as part of CAP². There are several variations of the student feedback surveys that individual providers and candidates may choose to implement. The chart below outlines the various student feedback instruments as well as the most appropriate application of each survey.

¹ Links to cited research can be found at:

<http://www.doe.mass.edu/eeval/feedback/?section=additionresearch#additionresearch>

² The DESE model surveys are valid measures of teacher practice. Full details about the validity and reliability of the surveys can be found in the [ESE Model Student Feedback Survey: Technical Report](#). It is important to note, however, that the validation study did not examine the performance of items in measuring Teacher Candidate performance. DESE will continue to engage in research to better understand the use of these surveys in this modified form.

Grades 3-5 & 6-12: Student Feedback Surveys

Survey Form		Survey Specs	Considerations
Standard Form	Grades 3-5 • Paper	<ul style="list-style-type: none"> • 40-45 questions • Requires approximately 20-30 minutes 	<ul style="list-style-type: none"> • Recommended • Provides the most substantial information • Greatest coverage of Professional Standards for Teachers and essential elements • Maybe most appropriate for extended and in-depth placements
	Grades 6-12 • Paper		
Short Form	Grades 3-5 • Paper	<ul style="list-style-type: none"> • 20 questions • Requires approximately 15-20 minutes 	<ul style="list-style-type: none"> • May be most appropriate for special populations or particularly accelerated placements
	Grades 6-12 • Paper		
Mini Form	Grades 3-5 • Paper	<ul style="list-style-type: none"> • 10 questions • Requires approximately 5-10 minutes 	<ul style="list-style-type: none"> • Designed specifically for use in CAP as items focus exclusively on the Seven Essential Elements • Provides limited information • The mini forms have not been validated for use in the Educator Evaluation Framework • May be appropriate for split practicums or placements that work with an inconsistent student population
	Grades 6-12 • Paper		

Grades K-2: Discussion Protocol

Recognizing the unique nature of working with students in early grades, DESE has developed [Model Discussion Prompts](#) for use in grades K–2. Teacher Candidates should discuss with their Supervising Practitioner the most appropriate method of administering these prompts and collecting feedback from the discussion. Discussions may take place in small group settings where students are comfortable and engaged. Due to the developmental stages of students in lower grades, feedback should be collected by the actual candidate rather than an alternative person or “proctor.”

Administering the Surveys: CAP-Specific Tips

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

- **Embed the Teacher Candidate's name directly into the survey.** All of the forms are provided in editable format. It is recommended that Teacher Candidate replace all references to "my teacher" in the survey to with their name (e.g. "Ms. Smith," or whatever name the students use for the candidate). This way it is clear to students that the survey is asking them about the work with the Teacher Candidate and results are not conflated by the influence of the Supervising Practitioner as the official teacher.
- **Use visual rating scales in early grades or for specialized populations.** In an attempt to collect data from students who may be non- or emergent readers, candidates may consider creating a visual rating scale (e.g. smiley faces or other emoticons) for their students. The survey questions or discussion prompts could be read verbally to students who then select their choice using the visual cues. If pursuing this option, candidates should maintain the same 4-point rating scale used in the surveys to maintain the fidelity of the survey.
- **If possible, have the supervising practitioner administer the survey.** In the [CAP Student Feedback Survey Administration Protocol](#), it is suggested that, to the extent that is feasible, someone other than the Teacher Candidate proctor the survey with students. This helps to ensure that students can ask any necessary questions they may have and will not be influenced by the presence of the individual about whom they are being asked to provide feedback. *This is not best practice for K-2 students, where it is recommended that the candidate engage the students directly in conversation using the K-2 Discussion Prompts. The Supervising Practitioner or another individual may attend and take notes.
- **Administrate the survey in the latter half of the practicum experience.** This will allow students to have maximum experience with the Teacher Candidate before being asked to provide feedback, thus providing more informed perceptions. The survey should be administered prior to the summative assessment and with enough time for the candidate to reflect on his/her data.

Survey Results: What to do with them?

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

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

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



Online Administration Information <http://www.doe.mass.edu/eval/feedback/surveys.html>

Review the CAP Student Feedback Survey Advisory before administering the CAP Student Feedback surveys.

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

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

Notes/Considerations

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

Example: Student Feedback Survey Tabulation and Reflection

Student Feedback Survey Table	Percentages (%), N = 23			
Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My teacher demonstrates that mistakes are a part of learning.	26	68	5	0
2. My teacher asks us to summarize what we have learned in a lesson.	26	53	21	0
3. Students push each other to do work in this class.	11	26	53	11
4. I am able to connect what we learn in this class to what we learn in other subjects.	11	63	21	5
5. My teacher uses open-ended questions that enable me to think of multiple possible answers.	53	47	0	0
6. In discussing my work, my teacher uses a positive tone even if my work needs improvement.	79	21	0	0
7. In this class, students review each other's work and provide each other with helpful advice on how to improve.	5	32	57	5
8. When asked, I can explain what I'm learning and why.	11	84	5	0
9. In this class, others take the time to listen to my ideas.	5	63	32	0
10. The level of my work in this class goes beyond what I thought I could do.	21	32	47	0
11. The material in this class is clearly taught.	21	79	0	0
12. If I finish my work early in class, my teacher has me do more challenging work.	0	32	57	11
13. My teacher asks me to rate my understanding of what we have learned in class.	16	47	32	5

Example: Student Feedback Survey Tabulation and Reflection

14. To help me understand, my teacher uses my interests to explain difficult ideas to me.	21	42	26	11
15. In this class, students work together to help each other learn difficult content.	11	26	57	5
16. In this class, students are asked to teach (or model) to other classmates a part or whole of a lesson.	11	63	21	5
17. Our class stays on task and does not waste time.	0	0	68	32
18. During a lesson, my teacher is quick to change how he teaches if the class does not understand.	16	68	16	0
19. My teacher encourages us to accept different points of view when they are expressed in class.	26	63	11	0
20. I can show my learning in many ways (e.g., writing, graphs, pictures) in this class.	37	47	16	0

Student Feedback Survey Reflection

In analyzing my student feedback results, I will discuss the top values for what I consider the most important or revealing questions. The patterns I noticed in the data did not surprise me and I think will cement some of the areas I need to focus on as a new teacher. I was pleased to see that 68% of students agreed that I demonstrated that mistakes are "part of learning." This idea is integral to the concept of "growth mindset," a belief system that "failures" demonstrate a prerequisite for success. Process and perseverance are stressed over product. I was also pleased to see that 53% of students recognized that I often ask them to summarize what they have learned. I feel that I need to do this more.

Some other positive patterns appeared in questions related to clarity of instruction and metacognitive understanding. 79% of students reported that I used a positive tone while 84% reported that they could explain what they were learning and why. 79% reported that I taught the material clearly, which is important. Two other positive factors concern adjustment to practice and accepting different perspectives: 63% reported that I change the lesson when something isn't working while 63% report that I encourage them to accept different points of view when they are expressed in class.

Another pattern suggests that I could be doing more with classroom management and cooperative learning: 68% of the class acknowledged that they don't always stay on task, and sometimes waste time. It is a chatty class of 23 students who respond reasonably well to teacher redirection but take too long to be ready for class. There is a disheartening pattern related to how cohesive and supportive the students are to each other: 53% reported that their classmates don't push each other to do work while 57% don't agree that students help each other improve. 47% of students disagreed that their work had exceeded their expectations, which indicates that at least some students are not being challenged enough.

The data suggests areas of reinforcement (strengths) are relationship building, adjustment to practice and reflective practice. Areas to focus on for improvement are classroom management and high expectations.

Example: Student Feedback Survey Tabulation and Reflection

Student Feedback Survey Table

Percentages(%) / top values highlighted

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My teacher demonstrates that mistakes are a part of learning.	26	68	5	0
2. My teacher asks us to summarize what we have learned in a lesson.	26	53	21	0
3. Students push each other to do work in this class.	11	26	53	11
4. I am able to connect what we learn in this class to what we learn in other subjects.	11	63	21	5
5. My teacher uses open-ended questions that enable me to think of multiple possible answers.	53	47	0	0
6. In discussing my work, my teacher uses a positive tone even if my work needs improvement.	79	21	0	0
7. In this class, students review each other's work and provide each other with helpful advice on how to improve.	5	32	57	5
8. When asked, I can explain what I'm learning and why.	11	84	5	0
9. In this class, others take the time to listen to my ideas.	5	63	32	0
10. The level of my work in this class goes beyond what I thought I could do.	21	32	47	0
11. The material in this class is clearly taught.	21	79	0	0
12. If I finish my work early in class, my teacher has me do more challenging work.	0	32	57	11
13. My teacher asks me to rate my understanding of what we have learned in class.	16	47	32	5

Example: Student Feedback Survey Tabulation and Reflection

14. To help me understand, my teacher uses my interests to explain difficult ideas to me.	21	42	26	11
15. In this class, students work together to help each other learn difficult content.	11	26	57	5
16. In this class, students are asked to teach (or model) to other classmates a part or whole of a lesson.	11	63	21	5
17. Our class stays on task and does not waste time.	0	0	68	32
18. During a lesson, my teacher is quick to change how he teaches if the class does not understand.	16	68	16	0
19. My teacher encourages us to accept different points of view when they are expressed in class.	26	63	11	0
20. I can show my learning in many ways (e.g., writing, graphs, pictures) in this class.	37	47	16	0

Student Feedback Survey Reflection

In analyzing my student feedback results, I will discuss the top values for what I consider the most important or revealing questions. The patterns I noticed in the data did not surprise me and I think will cement some of the areas I need to focus on as a new teacher. I was pleased to see that 68% of students agreed that I demonstrated that mistakes are "part of learning." This idea is integral to the concept of "growth mindset," a belief system that "failures" demonstrate a prerequisite for success. Process and perseverance are stressed over product. I was also pleased to see that 53% of students recognized that I often ask them to summarize what they have learned. I feel that I need to do this more.

Some other positive patterns appeared in questions related to clarity of instruction and metacognitive understanding. 79% of students reported that I used a positive tone while 84% reported that they could explain what they were learning and why. 79% reported that I taught the material clearly, which is important. Two other positive factors concern adjustment to practice and accepting different perspectives: 63% reported that I change the lesson when something isn't working while 63% report that I encourage them to accept different points of view when they are expressed in class.

Another pattern suggests that I could be doing more with classroom management and cooperative learning: 68% of the class acknowledged that they don't always stay on task, and sometimes waste time. It is a chatty class of 23 students who respond reasonably well to teacher redirection but take too long to be ready for class. There is a disheartening pattern related to how cohesive and supportive the students are to each other: 53% reported that their classmates don't push each other to do work while 57% don't agree that students help each other improve. 47% of students disagreed that their work had exceeded their expectations, which indicates that at least some students are not being challenged enough.

The data suggests areas of reinforcement (strengths) are relationship building, adjustment to practice and reflective practice. Areas to focus on for improvement are classroom management and high expectations.

Appendix J

Lesson Plan Rubric

The Lesson Plan Rubric is used by Program Supervisors to evaluate the candidate's competency in the development of lesson plans. Supervising Practitioners are also encouraged to use this form when reviewing the candidate's lesson plans.

See <http://www.fitchburgstate.edu/academics/academic-departments/education-unit/undergraduate-students/forms-library-undergraduate/> for additional Lesson Plan resources and support.

Candidate: _____

ID # (required): @ _____

Date: _____

Lesson Focus: _____

Grade: _____

 Pre-Practicum

 Practicum

Performance Ratings: 1—Unsatisfactory 2—Needs Improvement 3—Proficient 4—*Exemplary **N/A—Not Applicable for this Lesson**
*Candidate must exhibit all actions/behaviors for the rating selected. *EXEMPLARY RATING IS RESERVED FOR CANDIDATES EXHIBITING CONSISTENTLY HIGH PERFORMANCE*

Planning Indicator	1—Unsatisfactory	2—Needs Improvement	3—Proficient	4—Exemplary*	Rating
Essential Question(s) InTASC 4; PST 1a	Essential question(s) needs clarification or a relationship to the lesson focus.	Essential question(s) is clear but needs to relate more specifically to the lesson focus.	Essential question(s) of lesson is clear and related to lesson focus.	Essential question(s) is clear, related to the lesson focus, and well developed; reflects a thorough understanding of content.	
Goals—Content and Skills InTASC 4; PST a	Goal needs clarification or a relationship to the lesson focus.	Goal is clear but needs to relate more specifically to the lesson focus.	Goal of lesson is clear and related to lesson focus.	Goal is clear, related to the lesson focus, and well developed; reflects a thorough understanding of content/skill.	
Rationale for Essential Question(s) and Goal(s) InTASC 4; PST a	Explanation of why students need to learn this content requires clarification.	Somewhat explains why students need to learn this content.	Clearly explains why students need to learn this content.	Clearly and thoroughly explains why students need to learn this content and essential questions and/or goal promotes learning of content standards.	
Objectives/Learning Target(s) InTASC 4; PST 1a, 2d	Objectives/learning targets need to include conditions of assessment, learner(s), observable behavior, measurable outcome(s), and need to address student learning and skills.	Some objectives/learning targets include these parts: condition of assessment, learner(s), observable behavior and measurable outcome(s), and needs to address student learning and/or skills.	All objectives/learning targets include a condition of assessment, learner(s), observable behavior, measurable outcome(s), and addresses student learning and skills.	All objectives/learning targets include a condition of assessment, learner(s), observable behavior, and measurable outcome, address student learning and skills, and demonstrate high expectations for all student learning and skills.	
Assessment: Formative InTASC 6; PST 1b	Means of assessing (formative) student attainment of objectives throughout the lesson needs to be included.	Means of assessing (formative) student attainment of objectives throughout the lesson needs to be more effective.	Includes an effective means of formally or informally assessing (formative) student attainment of objectives, including measurable outcomes of student learning and growth.	Includes a differentiated and effective means of formally or informally assessing (formative) student attainment of each objective, including measurable outcomes of student learning and growth and a plan to adjust instruction as needed.	
Assessment: Summative InTASC 6; PST 1b	Means of assessing (summative) student attainment of objectives, if applicable, at the end of the lesson needs to be included.	Means of formally or informally assessing (summative) student attainment of objectives, if applicable, at the end of the lesson needs to be more effective.	Includes an effective means of formally or informally assessing (summative) student attainment of objectives, if applicable, at the end of the lesson including measurable outcomes of learning and growth.	Includes a differentiated and effective means of formally or informally assessing (summative) student attainment of each objective, if applicable, at the end of the lesson, including measurable outcomes of student learning and growth, and a plan to adjust instruction as needed.	
State Framework Standards InTASC 4; PST 1a	Needs to identify appropriate framework standards for this lesson.	Appropriate framework standard(s) and strand(s) for this lesson are identified.	Appropriate framework standard(s) and strand(s) for this lesson are identified and address the goal.	Appropriate framework standard(s) and learning standard(s) for this lesson are identified, address the goal, and connect to other framework standards.	
Alignment of Standards, Essential Question(s), Goal(s), Objectives/Learning Target(s), and Assessments	Standards, Essential Question(s), Goal(s), Objectives/Learning Target(s), and Assessments need to be aligned.	Standards, Essential Question(s), Goal(s), Objectives/Learning Target(s), and Assessments are aligned.	Standards, Essential Question(s), Goal(s), Objectives/Learning Target(s), and Assessments are aligned and are structured to promote student learning.	Standards, Essential Question(s), Goal(s), Objectives/Learning Target(s), and Assessments are effectively aligned and integrated with the appropriate scaffolding to support student learning.	
Materials InTASC 1, 7; PST 2a, SEI (a)	Materials need to be described, and when appropriate, include full citations (APA/MLA) or attachments.	Some materials are described, and when appropriate, include full citations (APA/MLA) or attachments.	All materials are described, and when appropriate, include full citations (APA/MLA).	All materials are described, and when appropriate, include full citations (APA/MLA) and are attached.	

Comments

Candidate: _____ Lesson Focus: _____ Date: _____
 Focus Grade: _____

Performance Ratings: 1—Unsatisfactory 2—Needs Improvement 3—Proficient 4—Exemplary N/A—Not Applicable for this Lesson

Implementation Indicator	1—Unsatisfactory	2—Needs Improvement	3—Proficient	4—Exemplary*	Rating
Introduction, Method of Instruction and Student Response IntASC 8; PST 1a, 2a,b,c,d,e,f SEI (a), (b), (c), (d), (f)	Need a motivating source of activating prior knowledge that reads students and incorporates student ideas and/or experiences throughout the lesson. Directions and explanations need to be included and/or clear. Strategies need to be consistent with research, learning theory, student development, cultural proficiency, and program content, and include vocabulary and guiding questions to encourage critical thinking and inquiry. Lesson needs to include differentiated strategies and/or Universal Design for Learning that engage students in instruction, activities, materials, and technology (when appropriate). Smooth transitions need to be evident and appropriate across the lesson.	Source of activating prior knowledge reads and motivates some students and incorporates some student ideas, interests and/or experience throughout the lesson. Some directions and/or explanations are clear. Some strategies are consistent with research, learning theory, student development, cultural proficiency, and program content, and include vocabulary and guiding questions to encourage critical thinking and inquiry. Lesson includes some differentiated strategies and/or Universal Design for Learning that engage students in instruction, activities, materials, and technology (when appropriate). Some transitions are evident and appropriate across the lesson.	Source of activating prior knowledge reads and motivates most students and incorporates most student ideas, interests and/or experience throughout the lesson. All directions and explanations are clear. Strategies are consistent with research, learning theory, student development, cultural proficiency, and program content and include vocabulary and guiding questions that encourage critical thinking and inquiry. Lesson includes differentiated strategies and/or Universal Design for Learning that engage students in instruction, activities, materials, and technology (when appropriate). Smooth transitions are evident and appropriate across the lesson.	Source of activating prior knowledge reads and motivates all students and incorporates all student ideas, interests, and/or experiences throughout the lesson. All directions and explanations are clear, establish high expectations, and include a plan to check for understanding. All strategies are consistent with research, learning theory, student development, cultural proficiency, and program content, and include vocabulary and guiding questions to encourage critical thinking and inquiry. Strategies are highly effective practices to advance student learning. Lesson seamlessly uses differentiated strategies and/or Universal Design for Learning that engage students in instruction, activities, materials, and appropriate technology. Smooth and appropriate transitions across the lesson foster shifts in student movement and thinking/learning.	
Subject Matter Knowledge IntASC 4, 7; PST 1a, SEI (a), (c)	Plan lacks, or has a vaguely worded statement of expectations and/or learning targets. A description of steps is needed at the conclusion of lesson to facilitate students' summary of learning.	Plan includes a statement of expectations and/or learning targets, but it is weakly tied to the overall lesson. The closure provides a teacher summary or a limited student summary of learning.	Plan includes a statement of expectations and/or learning targets that is tied to the overall lesson. Closure facilitates student summary of learning.	Plan includes a clear statement of expectations and/or learning targets that is clearly the foundation of the lesson's instruction and assessments protocols. Closure facilitates student summary of learning and helps students make connections.	
Standard English Conventions IntASC 4; PST 2a, SEI (a), (c)	Many SEC errors (6 or more).	Demonstrates basic knowledge of subject content and child development. Some SEC errors (1-5).	Demonstrates working knowledge of subject content and child development. No SEC errors.	Demonstrates a depth, breadth, and mastery of subject content and child development. No SEC errors and language used during lesson is highly effective for all students, including ELLs.	

Comments

--	--

Person completing form: _____ Title: _____ School/District: _____
 Teacher Candidate's Signature: _____ Evaluator Signature: _____

Appendix K: Candidate Dispositions Assessment

Guidelines

The purposes of this assessment are to:

1. Assess elements of the Education Unit Conceptual Framework.
2. Assess elements of the Council for the Accreditation of Educator Preparation (CAEP) (previously the National Council for the Accreditation of Teacher Education [NCATE]), and Interstate Teacher Assessment and Support Consortium (InTASC) standards.
3. Assess elements of the MA ESE Professional Standards for Teachers.

The Key Elements of Assessment:

1. A candidate is *knowledgeable*.
2. A candidate is a *skillful*.
3. A candidate is *ethical*.
4. A candidate is *caring*.
5. A candidate is a *reflective leader*.
6. A candidate behaves in a *professional manner*.

Completion of the assessment:

1. The assessment is completed by Supervising Practitioner and Program Supervisor at the close of the practicum, or any other time needed*, and is reviewed with the candidate, then signed by Program Supervisor, Supervising Practitioner, and teacher candidate.
2. The Program Supervisor separates forms and gives copies to teacher candidate and Supervising Practitioner.
3. The Program Supervisor gives the white copy to the teacher candidate for their licensure packet. The remainder of the copies are distributed following the routing instructions at the bottom of the form.

Original copies of the Candidate Dispositions Assessment, with all other required documents, are submitted to the Licensure Office in the complete Licensure Packet at end of the Practicum.

**If the Supervising Practitioner is concerned about the teacher candidate's professional disposition at any point in the practicum experience, they should inform the Program Supervisor immediately, complete the form and give or send the form immediately to the Program Supervisor.*

Candidate: _____ ID # (required): @ _____ Major/License Sought: _____

Reviewer completing form: _____ School/District: _____ Faculty Advisor: _____

 Performance Ratings: 1—Unsatisfactory 2—Needs Improvement 3—Proficient 4—Exemplary N/O—Not Observed
 Please note that candidates need to meet all elements in the Proficient category to receive a Proficient rating for an indicator. Should a candidate exhibit any of the actions and/or behaviors related to the Needs Improvement category or the Unsatisfactory category, the candidate will receive the lower rating. The Exemplary category is reserved for candidates who meet all criteria in the proficient level and who model the indicator elements for others.

 Date: _____ Pre-Practicum Practicum

 Undergraduate Graduate

Indicator	1—Unsatisfactory	2—Needs Improvement	3—Proficient	4—Exemplary	Rating	Comments
Candidate is knowledgeable. (Conceptual Framework Component 1)						
1. Communicates effectively in speech and in writing.	Oral communication often needs to be articulated more accurately, more clearly, or in a more appropriate tone. Written communication, including email, often needs to be better organized and ideas often need to be more clearly presented. Oral and written communication often lack Standard English Conventions (SEC).	On occasion oral communication needs to be articulated more accurately, more clearly, or in a more appropriate tone. On occasion written communication, including email, needs to be organized better with ideas more clearly presented. On occasion oral and written communication lack Standard English Conventions (SEC).	Oral communication is well-articulated and clear, with appropriate tone. Written communication, including email, is well-organized and ideas are presented clearly. Oral and written communication follow Standard English Conventions (SEC).	Communication skills are appropriate to the audience and the level of English proficiency, open and honest, and invite and encourage participation of others. Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language. Demonstrates active listening skills.		
2. Demonstrates preparedness for course work and/or field experience; understands when more information is needed and knows how to find it.	Often needs to better prepare for class/field experiences assignments and activities. Often lacks information needed to be prepared and/or is unaware of how to find information needed.	On occasion needs to better prepare for class/field experience assignments and activities. Needs to obtain information to be prepared.	Well-prepared for all class/field experience assignments and activities; obtains information as needed through research and questioning.	Goes well beyond required preparation for class and/or field work. Evidence of extensive planning with probing questions, written notes, learning materials, etc. Preparation positively impacts learning/teaching effectiveness and peer/student learning.		
Candidate is skillful. (Conceptual Framework Component 2)						
3. Interacts with others (faculty, supervising practitioners, peers, students, and parents) in a thoughtful and considerate manner.	Often needs to interact with others in a more polite and professional manner. Often needs to be more considerate of multiple perspectives. Lacks appropriate response to conflict or misunderstandings.	On occasion needs to interact with others in a more polite and professional manner, which considers multiple perspectives. Needs to respond more appropriately to conflict or misunderstandings.	Interacts in a polite and professional manner with others. Communicates respectfully by considering multiple perspectives and responds appropriately to conflict or misunderstandings.	Always collaborates with others to promote positive group interactions and productivity. Listens and supports others to ensure a collaborative environment. Analyzes interactions to make appropriate adjustments to ensure a supportive and nurturing environment.		
4. Reflects on his/her work, behavior, and/or practice.	Often needs to recognize personal strengths and challenges. Often needs to respond more appropriately to suggestions and feedback from others and often needs to adjust work, behavior, and/or practice.	On occasion needs to recognize personal strengths and challenges. On occasion needs to respond more appropriately to suggestions and feedback from others and needs to adjust work, behavior, and/or practice.	Recognizes personal strengths and challenges. Responds appropriately to suggestions and constructive feedback from others and uses it to adjust work, behavior, and/or practice.	Always receptive of critical examination of personal strengths and challenges and solicits feedback on teaching effectiveness. Makes data driven decisions. Reflection results in changing work, teaching behaviors, and/or interactions with others.		
Candidate is ethical. (Conceptual Framework Component 3)						
5. Follows the ethics of the field.	Lacks judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and/or trustworthiness. Needs to protect the confidentiality of others.	On occasion judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and/or trustworthiness is questionable. Needs to better protect confidentiality of others.	Demonstrates sound judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and trustworthiness. Protects confidentiality of others.	Always demonstrates ethical behavior and serves as a role model/mentor for others. Deals directly with the consequences of actions and events; and works proactively to pursue positive outcomes.		
6. Demonstrates clear understanding of legal and moral obligations of the profession, mandated reporting responsibilities, and organizational rules and procedures.	Unaware of state and national laws and codes of ethics, mandated reporting responsibilities, and/or organizational rules and procedures or aware of this knowledge but unaware of how to apply it.	Needs to be aware of state and national laws and codes of ethics, mandated reporting responsibilities, and/or organizational rules and procedures. Needs to apply this knowledge as appropriate.	Is aware of state and national laws and codes of ethics, mandated reporting responsibilities, and organizational rules and procedures. Applies this knowledge as appropriate.	Serves as a resource for others in the profession. Shares the roles and responsibilities that apply to teachers within district guidelines, including rules for safety and emergency procedures.		

Candidate: _____

ID # @: _____

Date: _____

Indicator	1—Unsatisfactory	2—Needs Improvement	3—Proficient	4—Exemplary	Rating	Comments
Candidate is caring. (Conceptual Framework Component 4)						
7. Demonstrates respect for human diversity, community, and cultural perspectives.	Interactions with others lack equity. Practices to create and maintain an environment in which the diverse backgrounds, identities, and perspective of others are respected are limited.	On occasion equitable interactions with others are questioned. Needs to consistently use practices to create and maintain an environment in which the diverse backgrounds, identities, and perspective of others are respected.	Interacts equitably with others. Consistently uses practices to create and maintain an environment in which the diverse backgrounds, identities, and perspective of others are respected.	Always demonstrates consideration for people and multiple perspectives. Shows warmth, caring, respect, and fairness for all students and builds strong relationships. Looks for and creates opportunities to respond to and enhance cross-cultural understandings. Invites and integrates students' individual differences into the classroom environment.		
8. Demonstrates respect for students' differences and the belief that all students can learn.	Often needs to set high expectations for each student. Often lacks the use of appropriate practices and strategies to accommodate differences in learning and/or social emotional needs.	On occasion needs to set high expectations for each student. Needs to consistently use appropriate practices and strategies to accommodate differences in learning and/or social emotional needs.	Sets high expectations for each student. Uses appropriate practices and strategies to accommodate differences in learning and social emotional needs.	Demonstrates without exception the belief that all students can learn. Sets high expectations for students and conveys an expectation of high levels of student effort. Persists with students to try to help them learn. Takes student interests into account.		
Candidate behaves in a professional manner.						
9. Meets all delegated obligations.	Course work and/or field experience responsibilities are not met on a regular basis and/or are late. Needs to be engaged in course work and/or field experiences.	On occasion course work and/or field experience responsibilities are not met and/or are late. Needs to be more engaged in course work and/or field work.	Fulfills all course and/or field experience responsibilities. Is consistently punctual and present.	Shares responsibility with others to complete assigned tasks, as appropriate. May fulfill obligations early. Notifies appropriate people of unavoidable tardiness and absences.		
10. Demonstrates professional demeanor and a passion for teaching.	Often lacks demonstration of professional demeanor, conduct, and/or appearance. Appropriate and prompt responses to communications are limited. Needs to show enthusiasm for teaching.	On occasion needs to demonstrate more professional demeanor, conduct, and/or appearance. Needs to appropriately and promptly respond to communications on a more consistent basis. Needs to show more enthusiasm for teaching.	Consistently demonstrates professional demeanor, conduct, and appearance. Appropriately and promptly responds to communications. Shows enthusiasm for teaching.	Models professional demeanor, conduct, and appearance for others as well as a passionate commitment to and understanding of teaching as lifelong learning. Enthusiastically and constructively responds to student ideas and the ideas of others.		

Adapted in part from CAEP University Dispositional Rubric, Charlotte Danielson's Framework for Teaching, Kim Marshall's Teacher Evaluation Rubrics, Robert Marzano's Teacher Evaluation Model, and the Massachusetts Model System for Teacher Evaluation

Reviewer Name (type/print): _____ Reviewer Signature: _____ Date: _____

Reviewer is (check one): ___ Supervising Practitioner ___ University Supervisor ___ University Advisor ___ Course Instructor

Candidate Name (type/print): _____ Candidate Signature: _____ Date: _____

☞ If a candidate objects to the Dispositions Assessment by any individual, the candidate should follow the Student Grievance procedure as outlined in the University Catalog.

Teacher Candidate is responsible for submitting a copy to the Licensure Office

Appendix L

At-Risk Teacher Candidate Action Plan Forms

This section includes a sample of the At-Risk Teacher Candidate Action Plan forms.

1. Guidelines
2. At-Risk Teacher Candidate Action Plan Sample
3. At-Risk Teacher Candidate Action Plan Check-in Record Sample
4. At-Risk Teacher Candidate Summary Evaluation and Recommendation

Blank templates for the Action Plan can be found on the Education Unit website under Faculty Resources

www.fitchburgstate.edu/edunit >Faculty Resources >Forms Library

GUIDELINES FOR ASSISTING AT-RISK TEACHER CANDIDATES DURING PRACTICUM

The Fitchburg State University practicum is designed and staffed to provide teacher candidates with a high-quality, mentored experience. Our goal is to support and guide teacher candidates to be ready to positively impact student learning on day one of their professional career. Occasionally, teacher candidates may have challenges that interfere with their ability to meet the Professional Standards for Teachers (PSTs) or other practicum expectations. To assist teacher candidates who are considered at-risk, an Action Plan will be developed by the supervisors that is specifically designed with targeted goals, a timeline for consistent competency demonstration, and scheduled check-in/evaluation points. At several points during the practicum, practicum supervisors will decide if a teacher candidate is making sufficient and consistent progress toward her/his target goals. At any point, the practicum can be terminated if progress is deemed insufficient to warrant continuance. A candidate who is not successful in the practicum will not be endorsed for licensure by Fitchburg State University. The procedures below are designed to help the teacher candidate, Supervising Practitioner, and Program Supervisor understand and participate in the support process.

1. Serious concerns in the practicum experience are to be identified and addressed as early as possible in the semester to initiate a detailed improvement support plan and to minimize the effects on students.
2. The Dean of Education's Office must be notified when serious questions are raised concerning a teacher candidate's performance and potential impact on a successful practicum experience.
2. Concerns and/or challenges are to be identified to the teacher candidate at the formative assessment, documented utilizing the At-Risk Teacher Candidate Plan, and discussed among the teacher candidate, Supervising Practitioner, and Program Supervisor during the 2nd formal three-way meeting. The Action Plan will include the following:
 - a. specific target goals for the teacher candidate's practicum performance
 - b. specific indicators by which to assess each target area. Appropriate University Key Assessment Tools will be used to specify indicators and proficiency level expectations (Candidate Dispositions Assessment, Lesson Plan Rubric, Observation Form, and Candidate Assessment of Performance)
 - c. a time-line with check-in points for evaluation of candidate progress.
4. The Action Plan is to be signed by all parties and immediately put in place.
5. The Dean of Education's Office must receive a copy of the signed Action Plan immediately after all signatures are in place.
6. When appropriate, the teacher candidate and Program Supervisor will meet with the Dean of Education to discuss the Action Plan.

If these procedures do not result in successful performance, the Dean of Education's Office will assist the Program Supervisor and teacher candidate in a discussion regarding options for exiting the practicum experience.

Removal from the Practicum

Failure to follow the policies and/or meet the expectations outlined in the handbook may result in removal from the practicum. Removal from practicum can also result from:

- failure to make substantial and consistent progress toward competency in meeting the Professional Standards for Teachers and/or other practicum experiences
- a request from the placement school that the practicum be terminated.

If a candidate is removed from practicum for any reason, the University is under no obligation to place the candidate in another setting.

At-Risk Teacher Candidate Action Plan

Teacher Candidate: SAMPLE TEACHER CANDIDATE

Concern #1 – Professional Dispositions

- Demonstrates preparedness for course work and/or field experience; understands when more information is needed and knows how to find it.
- Reflects on his/her work, behavior, and/or practice.

Action(s) Required to Improve Performance:

1. Submit Lesson Plans for review by Supervising Practitioner and Program Supervisor 3 days in advance of anticipated implementation.
2. Respond appropriately to suggestions and constructive feedback from Supervising Practitioner and Program Supervisor, making adjustments to practice.

Evaluation Criteria:

1. Improve above indicators (as contained on the Candidate Dispositions Assessment) to a rating of “Proficient” by week 2 of this Action Plan, and maintain this rating through the end of the practicum experience.

Concern #2 – Classroom Management

- Demonstrate awareness of student off-task behavior and implement effective planning and classroom management strategies.

Action(s) Required to Improve Performance:

1. Provide a sufficient variety of materials for all students to be engaged in active learning.
2. Employ a variety of classroom management strategies to monitor, modify, and motivate positive student behavior and to establish and maintain consistent routines and procedures.

Evaluation Criteria:

1. Improve materials planning on each Lesson Plan Rubric to a rating of “Proficient” by the next Lesson Plan review and maintain this rating through the end of the practicum experience.
2. Improve planning for and use of classroom management strategies to elicit positive student behaviors, moving to a rating of “Proficient” by week 2 of the Action Plan.

If all ratings on the Action Plan are not met and maintained at the Proficient or Exemplary level by the end of the placement, the teacher candidate may not be endorsed for licensure by Fitchburg State University. The candidate’s signature below indicates understanding that if the Action Plan is not acceptably met with consistency, endorsement cannot be awarded.

Signed:

Teacher Candidate: _____ Date: _____

Supervising Practitioner: _____ Date: _____

Program Supervisor: _____ Date: _____

cc: Dean of Education
Program Chair

At-Risk Teacher Candidate Action Plan Check-in Record

Rating Scale: 1=Does not meet Standard 2=Needs Improvement 3=Proficient 4=Exemplary

Teacher Candidate: SAMPLE TEACHER CANDIDATE

Concerns	Check-in Points (weekly)	Rating (enter number)	Initials of Supervising Practitioner	Initials of Teacher Candidate	Initials of Program Supervisor
Concern #1-Professional Dispositions Submit Lesson Plans for review by Supervising Practitioner and Program Supervisor 3 days in advance of anticipated implementation.	1 st check-in/date:				
	2 nd check-in/date:				
	3 rd check-in/date:				
	4 th check-in/date:				
	5 th check-in/date:				
Concern #1-Professional Dispositions Respond appropriately to suggestions and constructive feedback from Supervising Practitioner and Program Supervisor, making adjustments to practice.	1 st check-in/date:				
	2 nd check-in/date:				
	3 rd check-in/date:				
	4 th check-in/date:				
	5 th check-in/date:				
Concern #2-Classroom Management Provide a sufficient variety of materials for all students to be engaged in active learning.	1 st check-in/date:				
	2 nd check-in/date:				
	3 rd check-in/date:				
	4 th check-in/date:				
	5 th check-in/date:				
Concern #2-Classroom Management Employ a variety of classroom management strategies to monitor, modify, and motivate positive student behavior and to establish and maintain consistent routines and procedures.	1 st check-in/date:				
	2 nd check-in/date:				
	3 rd check-in/date:				
	4 th check-in/date:				
	5 th check-in/date:				

At-Risk Teacher Candidate Action Plan Summary Evaluation and Recommendation

(completed at the end of the evaluation period)

Teacher Candidate: _____

Describe actions taken by teacher candidate to improve performance *(completed by appropriate supervisor with input from the teacher candidate)*:

Recommendation *(completed by supervisors)*:

- Action plan met; all other practicum expectations satisfactorily completed; candidate eligible for endorsement
- Termination of practicum
- Continue in practicum
- Other (specify): _____

Teacher Candidate Comments:

Supervising Practitioner Comments:

Program Supervisor Comments:

Teacher Candidate Signature: _____ Date: _____

Supervising Practitioner Signature: _____ Date: _____

Program Supervisor Signature: _____ Date: _____

Forward completed pages to Dean of Education and Program Chair

Appendix M

CAP Online Platform

This section has information for anyone using the online platform and includes:

- Logging on to the online platform
- Completing the Rubric Summary and Self-Assessment
- Instructions for uploading evidence to the online platform
- Uploading additional evidence to the online platform
- Helpful tips for using the online platform

Accessing the Online Platform

The way to access the online platform is different for the teacher candidate and the supervisors. Please follow the appropriate directions for your role.

Teacher Candidate (TC)

1. The CAP online Platform for TCs is embedded within ELAR. Log on to ELAR to access the online platform. <https://gateway.edu.state.ma.us/elar>
2. Follow the link on the login page if you have forgotten your username or password.
3. The first time you go to the CAP Online Platform you will need to select “Application List” and then choose “CAP Online Platform.” The next time you log on, the CAP Online Platform will be listed under “Recently Used Applications.”
4. Once you have logged onto the CAP Online Platform, you will see your home page which will include a navigation bar on the left-hand side and the CAP cycle.
5. You will be able to navigate between the cycle steps via the navigation bar, and to view your status in the CAP cycle on the home page.
6. Additional forms from the CAP will only become viewable to the TC once the PS and/or SP have completed and saved them. Once they do so, the form will appear in the left-hand navigation bar and be accessible for viewing.

Supervising Practitioner (SP) and Program Supervisor (PS)

1. The CAP online Platform for SPs and PSs is NOT through your ELAR account. You will log on through the ESE Security Portal here: <https://gateway.edu.state.ma.us/edu>
2. If you do not know your username or password, please contact the Fitchburg State Licensure Office. They will be able to tell you your username and reset your password if needed.
3. The first time you go to the CAP Online Platform you will need to select “Application List” and then choose “CAP Online Platform.” The next time you log on, the CAP Online Platform will be listed under “recently Used Applications.”
4. Once you have logged into the CAP Online Platform, you will see your home page which will include a CAP cycle for each TC you are supervising. On this page you will be able to view the progress of the TC through the components of the CAP.
5. To access the CAP forms for a specific candidate, double click on the TC name and you will be taken to that candidate's CAP Form. You can view additional forms using the navigation bar on the left-hand side of the webpage.

Completing the Rubric Summary and Self-Assessment

Before the first three-way meeting, you will be responsible for completing the Self-Assessment and preliminary Goal-Setting Form. For each of the Seven Essential Elements, select ratings for yourself for Quality, Scope, and Consistency and complete a series of reflective questions.

To complete the Self-Assessment Rubric, **use the Rubric Summary form first:**

1. Select **Rubric Summary** from the left-hand navigation bar on the home page. (This is not the Self-Assessment Form. **You must complete the Rubric Summary FIRST!**)
2. Select a rating of your performance for Quality, Scope, and Consistency for each element.
3. Click “Next” at the bottom of the screen to continue to the next element.
4. Continue to complete ratings for all Seven Essential Elements. Once you complete all of the elements, select “Save.”
5. Select “Complete Rubric” at the bottom of the final screen once you have completed the self-assessment in the rubric. (The “complete” box will not appear until the form is filled out completely and saved.) **You will not be able to work on the Self-Assessment Form to create your preliminary goal setting until you have completed the rubric summary.**

Once you complete the Rubric Summary, you will move on to the Self-Assessment Form.

To complete the Self-Assessment Form:

1. Select **Self-Assessment** from the left-hand navigation bar on the home page. (If you have not completed the Rubric Summary, you will not be able to complete the Self-Assessment.) Your rubric selections will have been automatically extracted and inputted into the table at the top of the page for your reference (these cannot be edited in this form).
2. Complete the rest of the form, responding to each prompt and creating a preliminary professional practice SMART goal.
3. Once you have completed all portions of the form and are ready to share this document, click “Save” at the bottom of the screen, then “Complete.” This makes the form available to the PS and SP. (The “complete” box will not appear until the form is filled out completely and saved.)
4. Your PS and SP will then have the opportunity to review this document and accept it, or return it to you with feedback to continue working. **If the document is returned to you for edits you must first go through and complete the Rubric Summary.** After you select “complete Rubric,” you are then able to edit your Self-Assessment page. Once you are finished applying any edits, you will need to once again click “Complete” to submit the form.

Instructions for Uploading Artifacts to the Online Platform

Either a Word Document or a PDF can be uploaded to the online platform, but we suggest word documents since they usually take up less data space. The maximum amount of data space is 100MB.

If you do not already have the artifact saved to your computer, take a picture of it and include the picture and a description in a word document. Include a title for your document at the top of the page. For example, *Well Structured Lessons Artifact #1*. Save the document with the same name as your title, i.e. *Meeting Diverse Needs Artifact #2*.

Include a short description of every artifact to help your supervisors understand the evidence. Use the following template as a guide:

_____ **demonstrate my competency in** _____.

(These instructional materials)

(e.g. Meeting Diverse Needs)

I _____
(e.g. provided these sensory/graphic/interactive supports)

which resulted in_____. *(specific learning outcome, skill, behavior)*

To upload evidence:

- Navigate to “*Upload Evidence Files*” on the left-hand navigation bar
- Select “Browse” to choose the document you want from your computer
- Tag the elements appropriate to your document (you can tag more than one element)
- Select the type of evidence that is most appropriate
- If you choose the wrong type or wrong element, you can delete the artifact and upload it again
- Click the blue “Upload” button to complete the process

Appendix N

CAP Rubric: Examples of Evidence Citations

Evidence for ratings should provide descriptive examples of what happened in the observation; what the candidate artifact shows; how the measure of student learning demonstrates candidate effectiveness; etc., in a way that shows/does not show how the teacher candidate has demonstrated the skill on the particular element being rated. Evidence statements should not simply restate the rubric performance descriptors or the name of the evidence used in rating the element. High quality evidence is defined as ***aligned*** to the focus element(s), ***outcomes-oriented*** (focused on the intended outcome of the practice), ***specific*** (clearly indicative of the intended outcome/result), and ***inclusive of multiple evidentiary sources*** (i.e. more than one type of evidence).

Since this is the first year implementing the element Subject Matter Knowledge, there are no examples.

CAP Rubric

EXAMPLE CITATIONS OF EVIDENCE

Since this is the first year implementing the element Subject Matter Knowledge, there are no examples available.

1.A.4: Well-Structured Units and Lessons

	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
1.A.4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.
<i>(check box to indicate level of performance)</i>				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: *(to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.*

Source of Evidence	Evidence to Support the Ratings for 1.A.4: Well Structured Lessons
Announced Observation #1	TC's lesson was very interactive that included clear, challenging, and measurable objectives (written on the board and reinforced throughout the lesson). Activated prior knowledge of digraph "sh" and reinforced concept with different materials and familiar examples. Used interactive cards for students to create new words, visual posters containing pictures of previously learned concepts, and computer software used to support diverse learners. Students actively used materials, remained engaged, and demonstrated understanding when prompted with questions.
Unannounced Observation #1	TC enhanced prescribed lesson plan by creating an engaging rhythm walk out in the hallway using poems. The students were engaged throughout which indicates appropriate sequencing and pacing. Objectives were measured using exit tickets.
Measures of Student Learning	Unit 4 Math Formative Assessment- after 5 lessons, students were assessed on understanding of multiplication (finding the total of equal groups, creating arrays to represent equal groups, creating multiplication story problems). Total cohort was six students on IEPs with an average score of 90%. TC achieved a high impact rating based on the parameters set by the SP.
Other: Evidence Binder	Literacy weekly lesson plans showcasing "turn and talk" and "think aloud" strategies which indicate appropriate student engagement strategies.
Other: Announced Observation #2	Differentiated groups were created ahead of time in order to effectively support all learning needs. A variety of materials were provided including use of appropriate technology which supported student engagement and kept them on task. Objectives were displayed and revisited in closing the lesson.

1.B.2: Adjustment to Practice				
1.B.2. Adjustment to Practice	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.
<i>(check box to indicate level of performance)</i>				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: <i>(to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.</i>	
Source of Evidence	Evidence to Support the Ratings for 1.B.2: Adjustment to Practice
Announced Observation #2	TC used a checklist as she circulated the classroom to monitor student progress on the objectives. TC noticed that one table group was struggling to master the objective, so she worked with the group by adjusting her strategy to include the use of manipulatives.
Unannounced Observation #2	When introducing and modeling the topic of the lesson, TC realized that the students were grasping the concept quickly (breaking apart numbers by place value), so TC adjusted the lesson to include manipulating larger numbers and practice addition by place value.
Measures of Student Learning	To ensure that TC had a high impact on student learning, she used a number of progress monitoring strategies to prepare students for the multiplication assessment. These included additional formative assessments (exit tickets), practice games ("guess my story problem"), and homework assignments. This resulted in TC being able to target specific students for intervention (direct instruction in one-on-one settings). TC achieved a high impact rating of 90% average score.
Other: Evidence Binder	Weekly spelling assessment data and reflection indicates that TC used assessments to determine students' readiness to move forward with new word structure concepts.
Other: Evidence Binder	Based on formative assessments, TC created a reference sheet containing sentence starters to support students with story problem creation.

2.A.3: Meeting Diverse Needs				
2.A.3. Meeting Diverse Needs	1 - Unsatisfactory	2- Needs Improvement	3 - Proficient	4 - Exemplary
	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.
<i>(check box to indicate level of performance)</i>				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: <i>(to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.</i>	
Source of Evidence	Evidence to Support the Ratings for 2.A.3: Meeting Diverse Needs
Announced Observation #2	TC provided appropriate accommodations as needed: scribing, movement breaks, visuals, hands-on manipulatives, and a variety of methods to activate prior knowledge. Use of visual displays supported English Language Learners. All learners were on task and able to complete the work successfully.
Measures of Student Learning	TC allowed students on IEPs the opportunity to complete the assessment standing up with frequent breaks and the use of manipulatives. This supported the assessment results yielding accurate information on student understanding (which shows the TC had a high impact on student learning).
Other: Announced Observation #3	TC taught a general education inclusion classroom lesson that included strategic working partners that was based on learning styles. Each pair worked together well and successfully completed the activity.
Other: Evidence Binder	Lesson plan provided included pre-teaching vocabulary to English Language Learners. TC also created a word bank for English Language Learners to use as needed.
Other: Student Feedback Survey	Based on student feedback survey question #17 <i>I can do challenging work when I am waiting for other students to finish</i> (43% agree), TC created additional challenging activities that were available to all students who finish work early.

2.B.1: Safe Learning Environment				
2.B.1. Safe Learning Environment	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
<i>(check box to indicate level of performance)</i>				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: <i>(to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.</i>	
Source of Evidence	Evidence to Support the Ratings for 2.B.1: Safe Learning Environment
Unannounced Observation #1	Students were reassured that it was ok if they didn't know what the numbers were and that it's ok to make mistakes. TC also modeled how 'touching each bee as I count helps me know that I didn't miss any.' She frequently encouraged and praised students as they worked ('I like how you are counting so carefully.') reinforcing the idea that they should continue to take academic risks. Students responded by staying on task, taking academic risks through trial and error.
Student Feedback Survey	9 out of 10 students agreed that friends help each other learn indicating a safer intellectual environment.
Other: Evidence Binder	<i>I Like Me!</i> by Nancy Carlson read to students at the beginning of the year as a "getting to know you" activity so that students could share something about themselves of which they are proud.
Other: Measure of Impact on Student Learning	Student peer "quizzing" routine with Foundations cards or Lively Letter cards implemented. Given that students felt comfortable quizzing each other, this suggests there is a safe intellectual environment established in the classroom.
Other: Evidence Binder	Penny reward system carried over from the general education classroom. This consistently prevented behaviors that interfered with learning.

2.E.1: High Expectations				
2.E.1. High Expectations	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
		Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.
<i>(check box to indicate level of performance)</i>				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: <i>(to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.</i>	
Source of Evidence	Evidence to Support the Ratings for 2.E.1: High Expectations
Announced Observation #1	TC uses a “think aloud” strategy as she models the problem-solving strategy before having students try it on their own. TC also provided with incentives to keep trying through positive reinforcement and an inquiry approach. Class discussion through sharing of ideas indicated that students felt comfortable taking risks pushing themselves to try new things.
Student Feedback Survey	Greater than 90% of students put “agree” on questions 2, 4, 15, and 17 which are all questions that link to PST standard II.D. This suggests that most students feel consistently challenged and encouraged in the classroom.
Other: Evidence Binder	TC has a Daily Readlive-Fluency Retell activity where she provides sentence starters and hints. TC has slowly begun to decrease the amount of supports while increasing academic expectations. TC created a data check list to monitor the amount of hints she provides to ensure they are decreasing over time.
Other: Evidence Binder	Engineering lesson plan on building bridges uses the design process which allows for trial and error in order to continuously improve designs. This encourages students to take risks, try new things, learn from each other, and improve.
Other: Unannounced Observation #2	TC has a routine in the classroom for students to try several strategies before they seek help. It was clear students were using these strategies to solve difficult problems and were excited to figure it out themselves (they shared their excitement with high fives).

4.A.1: Reflective Practice				
4.A.1. Reflective Practice	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.
<i>(check box to indicate level of performance)</i>				
Dimension	1 - Unsatisfactory	2 - Needs Improvement	3 - Proficient	4 - Exemplary
Quality			*	
Scope		*		
Consistency		*		

Evidence for rating: *(to be completed by the Program Supervisor and Supervising Practitioner). Minimum required sources of evidence for assessment of this element are listed below. Candidate evidence provided in Evidence Binder may also be considered. Evidence statements must be aligned to the elements, outcomes oriented, specific, and inclusive of multiple evidentiary sources.*

Source of Evidence	Evidence to Support the Ratings for 4.A.1: Reflective Practice
Measure of Student Learning	TC implemented a variety of progress monitoring strategies (games, homework, practice items) in order to improve her impact on student learning. The strategies had impact, as evidenced by the high achievement scores of the post-assessment.
Student Feedback Survey	TC reflected on the results of the Student Feedback Survey and adjusted her practice. Since less than 50% of students agreed on question 8, TC created a system for providing accessible challenge work for students who finish work early.
Candidate Artifacts	TC reflection logs indicate her desire to seek out feedback on lesson pacing as well as brainstorm ways to improve her lesson pacing. Worked with colleagues to help her with lesson pacing regularly.
Professional Practice Goal	TC joined the grade level data team to support her work in collecting and analyzing formative assessment data. This work allowed the candidate to consistently reflect on her work and increase her ability to meet her goal of using data to create skill groups in order to differentiate instruction.
Other: Announced Observation #3	TC reflected on how her students were tired and fidgety. As a result TC began incorporating systematic movement breaks (Counting jumping jacks, brain gym exercises), which helps students stay on task.

Uploading Additional Evidence to the CAP Online Platform

Items that need to be uploaded to the online platform:

- **Self-Reflection Forms**, minimum of 4 (or 5 for EC). Please type into the word document, then save it as “Self Reflection” and number it. For example, *Self Reflection AO#1, UO#1, AO#2, UO#2, etc.* You should also tag the focus elements time you upload a self reflection form. In addition to the focus elements, you must also tag the element Reflective Practice (unless it is already a focus element). When uploading, choose “Candidate Artifact” as the type of evidence.
- **Measure of Impact on Student Learning, tabulation and Reflection.** When you upload this document, you must tag the following elements – Subject Matter Knowledge, Well Structured Units/Lessons, Adjustment to Practice, Meeting Diverse Needs, Reflective Practice. Save the document as “Measure of Impact on Student Learning”. When uploading, choose “Measure of Student Learning” as the type of evidence.
- **Student Feedback Survey, tabulation and Reflection.** When you upload this document, you must tag the following elements – Safe Learning Environment, High Expectations, Reflective Practice. Save the document as “Student Feedback Survey”. When uploading, choose “Student Feedback” as the type of evidence.
- **Candidate Artifacts for the Seven Elements.** You need to upload 3 artifacts for each element (2 before the Formative Assessment, 1 more by the Summative Assessment). Candidate artifacts should further demonstrate practice related to a specific element. Artifacts should be saved/named by the element and numbered. For example, *Well Structured Units/Lessons Artifact#1* or *Reflective Practice Artifact#3*. Artifacts must always be tagged to the appropriate element(s) when uploaded to the online platform. When uploading, choose “Candidate Artifact” as the type of evidence.
- **Examples of Professional Activities.** You need to upload 3 examples of professional activities evidence (staff meeting agendas, PD day handouts, data from team meetings, etc.). Please save and name this evidence as “Professional Activities Evidence” and number it. For example, *Professional Activities Evidence #1*. When uploading, choose “Candidate Artifact” as the type of evidence.
- **Examples of Family and Community Engagement Activities.** You need to upload 3 examples of family and community engagement evidence (Back to School night agendas, reflection notes from a parent teacher conference, newsletter sent home to parents, handouts from a community event, etc.). Please save and name this evidence as Family and Community Engagement Evidence and number it. For example, *Family and Community Engagement Evidence #1*. When uploading, choose “Candidate Artifact” as the type of evidence.

Paper documents that need to be kept in a folder/binder or uploaded to turn in as part of your licensure packet (all other forms will be checked through the online platform):

- Documentation of Practicum Hours log.
- Lesson Plan Rubrics, minimum of 2 (3 for EC).
- Candidate Disposition Rubrics, one from each supervisor.
- Finalized Professional Practice Goal for Entry into the Profession (complete at end of practicum).

Optional items that can be uploaded to the online platform:

- Lesson Plans for Announced Observations (If you do upload this, title it as *LP for AO#1, etc.*)
- Pre and Post Conference Forms (title it as *Pre-Conference Form for AO#1, etc.*)
- Baseline Assessment Form (title it as *Baseline Assessment Form*)

Helpful Tips

It is best to type all information in a word document first and then copy and paste into the platform. This will be sure your work is saved and allow spell check.

PS and SP access the Online Platform through ESE Security Portal: <https://gateway.edu.state.ma.us/edu>. You will receive a specific username and password for this. It is different than your ELAR account. TCs enter through their ELAR account.

Self-Assessment: The Supervisors will be able to provide feedback at the bottom of the form. You can then either “Save” the form, or return the form to the candidate for edits using “Return for edits.” Once the candidate’s form has returned to them for edits, they will need to check the “Complete” box on the Rubric Summary again prior to making edits in the Self-Assessment Form.

Finalized Goal and Implementation Plan: the draft student version from the *Self-Assessment* is automatically populated into finalized goal plan. The CAP Professional Practice Goal, Implementation Plan, and Measure of Student Learning need to be completed during the first 3-way meeting.

Observation Forms: Only one person can be actively typing on the form at a time. Be sure to save often. Toggling back and forth between who completes the form may result in the deletion of work. The PS and SP must decide ahead of time who will complete the forms and communicate with each other. If the SP attempts to fill out a form that has been completed by a PS, it will override the original observation. In addition, if both the PS and SP are completing an observation, the calibrated evidence will reflect whoever saved last. In order to avoid the deletion of work, please communicate well about who will enter the calibrated evidence. You have to enter data into the required elements boxes and save before you can mark the form complete. Both PS and SP need to mark the form complete if it was a joint observation. The TC only sees calibrated evidence once the form is marked complete.

Additional Observations: There is an option to add an additional observation at the end of the formative assessment, but this does not add more populated forms. For a 5th observation (required for EC) you will need to upload the observation document as evidence.

Be sure to hit “save” often. It will not warn you when the system times out or if it loses internet connection. (Therefore, draft in Word).

Appendix O

Finalized Professional Practice Goals - EXAMPLES

EXAMPLE

Candidate Finalized Professional Practice Goal(s) & Implementation Plan

This form is completed by the Program Supervisor and Supervising Practitioner at the first 3-way meeting.

Name:	EXAMPLE	Date:	
-------	----------------	-------	--

Goal(s): Based on the candidate's self-assessment and the baseline ratings determined by the Program Supervisor and Supervising Practitioner, the candidate has set the following S.M.A.R.T goal(s):

CAP Professional Practice Goal(s)	Over the course of the Geometry Unit, the teacher candidate will analyze weekly formative assessment data to form skill groups to differentiate instructional practices that will improve learning for all students.	Essential Element
		Adjustment to Practice Meeting Diverse Needs

Implementation Plan: In support of attaining the goal(s), the candidate, Program Supervisor and Supervising Practitioner agree on the following actions (*add more rows as needed*):

Action	Supports/Resources from	Timeline/Frequency
Review Curriculum for upcoming unit	Colleagues in the content department.	Week prior to the unit
Identify objectives to be assessed.	Review from the SP, PS, and Department Chair.	Week prior to the unit
Develop and implement formative assessments.	SP and PS will review and provide feedback on the assessments.	Ongoing
Develop and implement tiered lesson plans throughout the unit based on assessments.	Consult with supervisors and colleagues as needed. Invite colleagues to observe and provide feedback if available.	Ongoing

Measure of Student Learning: In addition to attaining the professional practice goal, the candidate will also be assessed based in part on their impact on student learning. The Supervising Practitioner, in coordination with the Program Supervisor, has set the following measures of student learning. *NOTE: The Goal and Measure are not necessarily related.*

Measure of Student Learning	Impact Rating	Parameters
Journal Writing/Rubric	High	Each student moves up one level in the rubric in three of the five categories.
	Moderate	Each student moves up one level in two of the five categories.
	Low	Each student moves less than one level in two of the five categories.

Original and complete Candidate Finalized Professional Practice Goal(s) & Implementation must be included in the candidate's Licensure Application Packet

EXAMPLE

Candidate Finalized Professional Practice Goal(s) & Implementation Plan

This form is completed by the Program Supervisor and Supervising Practitioner at the first 3-way meeting.

Name:	EXAMPLE	Date:	
-------	----------------	-------	--

Goal(s): Based on the candidate's self-assessment and the baseline ratings determined by the Program Supervisor and Supervising Practitioner, the candidate has set the following S.M.A.R.T goal(s):

CAP Professional Practice Goal(s)	While teaching the unit on persuasive writing, the teacher candidate will utilize the Google Classroom Suite. The teacher candidate will use Google Docs to create differentiated group work with assigned roles, provide feedback, and monitor student progress.	Essential Element
		Well Structured Units and Lessons Meeting Diverse Needs

Implementation Plan: In support of attaining the goal(s), the candidate, Program Supervisor and Supervising Practitioner agree on the following actions (*add more rows as needed*):

Action	Supports/Resources from	Timeline/Frequency
Work with the SP and school-based technology specialist to build the assignments.	SP and Technology Specialist	Three weeks prior to the start of the unit
Observe other teachers in the building using Google Classroom Suite.	SP and teachers in the building	Before and leading up to the start of the unit
Hold weekly check in meetings with the SP and technology specialist.	SP and Technology Specialist	Throughout the unit

Measure of Student Learning: In addition to attaining the professional practice goal, the candidate will also be assessed based in part on their impact on student learning. The Supervising Practitioner, in coordination with the Program Supervisor, has set the following measures of student learning.

Measure of Student Learning	Impact Rating	Parameters
Writing Prompt Summative Essay	High	Total Rubric Score of higher than 25
	Moderate	Total Rubric Score of 20-25
	Low	Total Rubric Score of less than 20

Original and complete Candidate Finalized Professional Practice Goal(s) & Implementation must be included in the candidate's Licensure Application Packet

EXAMPLE

Candidate Finalized Professional Practice Goal(s) & Implementation Plan

This form is completed by the Program Supervisor and Supervising Practitioner at the 1st 3-way meeting.

Name:	EXAMPLE	Date:	
-------	----------------	-------	--

Goal(s): Based on the candidate's self-assessment and the baseline ratings determined by the Program Supervisor and Supervising Practitioner, the candidate has set the following S.M.A.R.T goal(s):

CAP Professional Practice Goal(s)	During full takeover of Biology, Block A, the teacher candidate will develop and implement a ritual for behavior management that will challenge students to take academic risks while preventing behaviors that interfere with learning and reduce the number interventions by the supervising practitioner.	Essential Element
		Safe Learning Environment Reflective Practice

Implementation Plan: In support of attaining the goal(s), the candidate, Program Supervisor and Supervising Practitioner agree on the following actions (*add more rows as needed*):

Action	Supports/Resources from	Timeline/Frequency
Keep track of how many interventions by the SP are given.		Weekly tracking of SP interventions.
Research effective behavior management strategies and select at least 5 techniques and implement them in the classroom.	Online Research of strategies that align with the school discipline protocols and expectations. Consult with SP and PS prior to implementation.	Research should occur within the next week and be ongoing throughout the semester.
Use formative assessment techniques to evaluate student engagement and participation.	Gather data collection ideas from supervisors.	Ongoing
Determine the most effective practices to track and use for the next 2 weeks and continue to use if proven effective.	Consult with SP and school personnel.	The best techniques should be used more frequently after 3 weeks have passed. Referrals will be tracked for two more weeks.

Measure of Student Learning: In addition to attaining the professional practice goal, the candidate will also be assessed based in part on their impact on student learning. The Supervising Practitioner, in coordination with the Program Supervisor, has set the following measures of student learning.

Measure of Student Learning	Impact Rating	Parameters
Content Unit Pre and Post Common Assessment	High	Students improve by more than 40 points from pre to post test.
	Moderate	Students improve between 20 and 40 points from pre to post test.
	Low	Students improve by less than 20 points from pre to post test.

Original and complete Candidate Finalized Professional Practice Goal(s) & Implementation must be included in the candidate's Licensure Application Packet

Appendix P

Application for Initial Educator Licensure Instructions



Application for Initial License Instructions – Online Platform

www.fitchburgstate.edu/edunit >PRACTICUM/LICENSURE >RESOURCES >Application for Licensure

Congratulations on completing your licensure program! Fitchburg State University is pleased to support your application process. We will compile all information and submit it directly to the Massachusetts Department of Elementary & Secondary Education to ensure that all documents are correct and complete, thereby expediting your licensure process. **Do not submit materials directly to the Massachusetts Department of Elementary & Secondary Education. When you have been electronically endorsed by Fitchburg State, you will receive an email from the ESE saying that your transcript is missing. It is on its way! Electronic endorsement occurs before all materials are received by the ESE.**

Carefully follow the directions below to ensure that your licensure application will be processed as soon as possible. Missing documents significantly delay your endorsement by the Fitchburg State Licensure Office.

Use a computer connected to a printer as you will need a printed page documenting completion of your

1) Teacher Candidate Exit Survey-Initial License, and 2) ESE application for licensure.

1. **Complete the Teacher Candidate Exit Survey-Initial.** Go to www.fitchburgstate.edu/edunit
 - a. Go to PRACTICUM/LICENSURE >RESOURCES >Exit Surveys.
 - a. When finished, click **DONE**. A “thank you” page will display.
 - b. **PRINT THIS PAGE** and submit with your licensure packet. Failure to include a copy of this page will delay processing of your application for licensure.

2. **Apply for Licensure through the MA DESE.** Go to www.mass.gov/ese/licensure
 - a. Click  on the right side of the page and log-in.
 - b. Click on **Apply for a new license, or advance to the next level license**.
 - c. Proceed with the multi-step Application for Licensure, being sure to enter the initial license and level you seek, as well as the SEI endorsement, if applicable. Provide payment information.
 - d. Once you have submitted your application information and paid for your license, **exit** your ELAR account, re-enter and click on *Check License Status and History* (4th link on your personal menu.) **PRINT THE PAGE TITLED Inquiry-Activity Summary** and include with your licensure materials.

3. **Submit Licensure packet to Jason Miles**.**

CONTENTS OF A COMPLETE APPLICATION FOR LICENSURE PACKET:

- Teacher Candidate Exit Survey-Initial** receipt only (thank-you page) which is found on-line at: www.fitchburgstate.edu/edunit > PRACTICUM/LICENSURE >RESOURCES >Exit Surveys
(receipt appears upon submission of your survey)
- Copy-Inquiry-Activity Summary** page from ELAR, Department of Elementary and Secondary Education www.mass.gov/ese/licensure >Licensure >ELAR (4th link down on personal menu)
- Documentation of Practicum Hours** – original copy, signed by your practicum supervisors

- Two Candidate Disposition Assessments** – one from each practicum supervisor, original copies
- At least Two Lesson Plan Rubrics** – original copies
- Candidate Professional Practice Goal(s) & Implementation Plan for Entry into the Profession** – original
- Rubric Scores from the Online Platform** – Both Formative and Summative Scores, please print from the online platform (just the page with the rubric scores, not the whole assessment).

ALL OTHER CAP DOCUMENTS ARE ACCESSIBLE VIA ONLINE PLATFORM

4. **Request an official transcript.** Transcripts can be ordered on-line with costs payable with a credit card at https://web4.fitchburgstate.edu/PROD/twbkwbis.P_WWWLogin

Do not order transcript until you have received an approval email from jmiles6@fitchburgstate.edu. Disclaimer: If you order your transcript before receiving that email, you are held accountable for ordering it again.

- Log into **Web4**. Click on **Student**. Click on **Student Records**. Click on **Official Academic Transcript Request**. Click on **Access The Transcript Ordering Site**.
- 1. Login or Register
- 2. Select Documents > Click on **Send to Yourself, Another Individual, or Third Party**. Then for product type, click **eTranscript**.
- 3. Order Details> Under Order Options:
 - Transcript Level: select **ALL**. Delivery Mode: **Electronic**. Processing Time: **Now**
 - Recipient Name*: Type **Jason Miles**. Email Address: Type **jmiles6@fitchburgstate.edu**
 - Then click **Continue**. Then click **Checkout**.
- 4. Provide Consent>.
- 5. Payment > Enter your payment information.
- 6. Review Order > Click **Confirm**.
- Email copy of order confirmation receipt to: jmiles6@fitchburgstate.edu

NAME CHANGE DOCUMENTATION

If you already hold a license and have had a name change since your prior license was awarded, please submit documentation of the name change (e.g. copy of marriage license or current driver's license). This form can be found at the state website at www.mass.gov/ese/licensure

Submit the above application for licensure materials to:
Jason Miles, M.Ed. Director of Educator Accountability and Licensure
Fitchburg State University
160 Pearl Street
Fitchburg, MA 01420

jmiles6@fitchburgstate.edu 978-665-3292 **

FITCHBURG STATE UNIVERSITY

Application for Initial License Instructions

www.fitchburgstate.edu/edunit >PRACTICUM/LICENSURE >RESOURCES >Application for Licensure

Congratulations on completing your licensure program! Fitchburg State University is pleased to support your application process. We will compile all information and submit it directly to the Massachusetts Department of Elementary & Secondary Education to ensure that all documents are correct and complete, thereby expediting your licensure process. **Do not submit materials directly to the Massachusetts Department of Elementary & Secondary Education. When you have been electronically endorsed by Fitchburg State University, you will receive an email from the ESE saying that your transcript is missing. It is on its way! Electronic endorsement occurs before all materials are received by the ESE.**

Carefully follow the directions below to ensure that your licensure application will be processed as soon as possible. Missing documents significantly delay your endorsement by the Fitchburg State Licensure Office.

Use a computer connected to a printer as you will need a printed page documenting completion of your 1) Teacher Candidate Exit Survey-Initial License, and 2) ESE application for licensure.

- 1. Complete the Teacher Candidate Exit Survey-Initial.** Go to www.fitchburgstate.edu/edunit
 - Go to PRACTICUM/LICENSURE >RESOURCES >Exit Surveys.
 - When finished, click DONE. A “thank you” page will display.
 - PRINT THIS PAGE and submit with your licensure packet. Failure to include a copy of this page will delay processing of your application for licensure.
- 2. Apply for Licensure through the MA DESE.** Go to www.mass.gov/ese/licensure
 - Click  on the right side of the page and log-in.
 - Click on [Apply for a new license, or advance to the next level license](#).
 - Proceed with the multi-step Application for Licensure, being sure to enter the initial license and level you seek, as well as the SEI endorsement, if applicable. Provide payment information.
 - Once you have submitted your application information and paid for your license, **exit** your ELAR account, re-enter and click on Check License Status and History (4th link on your personal menu.) **PRINT THE PAGE TITLED “Inquiry-Activity Summary”** and include with your licensure materials.
- 3. Submit Licensure packet to Jason Miles, Director of Educator Accountability and Licensure**.**

CONTENTS OF A COMPLETE APPLICATION FOR LICENSURE PACKET:

- Teacher Candidate Exit Survey-Initial** receipt only (thank-you page) which is found on-line at: www.fitchburgstate.edu/edunit > PRACTICUM/LICENSURE >RESOURCES >Exit Surveys
(receipt appears upon submission of your survey)
- Copy-Inquiry-Activity Summary** page from ELAR, Department of Elementary and Secondary Education www.mass.gov/ese/licensure >Licensure >ELAR (4th link down on personal menu)
- Documentation of Practicum Hours** – original copy, signed by your practicum supervisors
- Candidate Assessment of Performance (CAP) Form and Rubrics** – original copy

- Candidate Dispositions Assessments** – one from each practicum supervisor, original copies
 - All Lesson Plan Rubrics** – original copies
 - All Observation Forms, announced and unannounced** (minimum of 4) - original copies
 - Additional Observation Forms**, if completed, original copies
 - All Observation Self-Reflection Forms**, original copies
 - Candidate Self-Assessment with Summary Sheet** – original copy
 - Candidate Preliminary Goal-Setting & Plan Development Form** – original copy
 - Candidate Finalized Professional Practice Goal(s) & Implementation Plan** – original copy
 - Candidate Professional Practice Goal(s) & Implementation Plan for Entry into the Profession** – original copy
 - Measures of Candidate Impact on Student Learning** – tabulation and reflection only
 - Student Feedback Survey** – tabulation and reflection only
4. **Request an official transcript.** Transcripts can be ordered on-line with costs payable with a credit card at https://web4.fitchburgstate.edu/PROD/twbkwbis.P_WWWLogin
***Do not order transcript until you have received an approval email from jmiles6@fitchburgstate.edu.**
Disclaimer: If you order your transcript before receiving that email, you are held accountable for ordering it again.*
- a. Log into **Web4**. Click on **Student**. Click on **Student Records**. Click on **Official Academic Transcript Request**. Click on **Access the Transcript Ordering Site**.
 - b. Login or Register.
 - c. Select Documents > Click on **Send to Yourself, Another Individual, or Third Party**. Then for product type, click **eTranscript**.
 - d. Order Details> Under Order Options:
 - Transcript Level: select **ALL**. Delivery Mode: **Electronic**. Processing Time: **Now**
 - Recipient Name*: Type **Jason Miles**. Email Address: Type **jmiles6@fitchburgstate.edu**
 - Then click **Continue**. Then click **Checkout**.
 - e. Provide Consent>.
 - f. Payment > Enter your payment information.
 - g. Review Order > Click **Confirm**.
 - h. Email copy of order confirmation receipt to: jmiles6@fitchburgstate.edu.

NAME CHANGE DOCUMENTATION

If you already hold a license and have had a name change since your prior license was awarded, please submit documentation of the name change (e.g. copy of marriage license or current driver's license). This form can be found at the state website at www.mass.gov/ese/licensure

****Submit the above application for licensure materials to:**

Jason Miles, M.Ed. Director of Educator Accountability and Licensure

Fitchburg State University

160 Pearl Street

Fitchburg, MA 01420

jmiles6@fitchburgstate.edu 978-665-3292 McKay Building, B Wing, Room B130