Candidate Assessment of Performance
CAP
The Evidence Binder
Goals for today

➢ Purpose of the CAP Evidence Binder
  • Your supervisors will review your CAP binder for additional evidence to support your CAP Assessment ratings prior to the Formative and Summative meetings.
  • You must be ready to articulate how the evidence you have included demonstrates your competency on the essential element(s) you reference.
  • If you are not sure how the artifact demonstrates competency, don’t include it.

➢ Format of the evidence binder - creating a roadmap and articulating the impact of your work on student learning

➢ Generate ideas on artifacts to include to support competency on the elements
Building the Evidence Binder

Things to remember

The first 8 tabs are required components for your licensure packet as well as required tasks of the CAP experience. *Practicum Handbook page 27*

Tab 1 Documentation of Practicum Hours
Tab 2 CAP (Candidate Assessment of Performance)
Tab 3 Candidate Dispositions Assessments - from both practicum supervisors
Tab 4 All Lesson Plan Rubrics - minimum of 2
Tab 5 Observation Forms and Candidate Observation Self-Reflection Forms
Tab 6 Goal Setting and Plan Development Forms (Self-Assessment, Preliminary, Finalized Professional Practice Goal(s) and Professional Practice Goal(s) for Entry into the Profession)
Tab 7 Measures of Student Learning Tabulation and Reflection
Tab 8 Student Feedback Tabulation and Reflection
Building the Evidence Binder

Things to know...

**Required tabs**, not collected with the licensure packet:

Tab 9 Family and Community Engagement Artifacts (PST Standard 3)
Tab 10 Professional Activities Evidence

Tabs 11 and on are candidate chosen and can be organized in one of two ways.

**Option 1** - organize remaining artifacts by **Essential Element**
(e.g. Tab 11 - Well Structured Lessons; Tab 12 - Adjustment to Practice; Tab 13 - Meeting Diverse Needs; Tab 14 - Safe Learning Environment, etc.)

**Option 2** - organize remaining artifacts by **Artifact Type**
(e.g. Tab 11 - Unit Plans; Tab 12 - Instructional Materials; Tab 13 - TWS; Tab 14 - Student Work, etc.)

Artifacts can include but are not limited to:
- Additional Lesson Plans
- Examples of Student Work
- TWS
- Unit Plans
- Instructional Materials
- Reflection Logs
Building the Evidence Binder

Things to know...

The remaining 11+ tabs are self-chosen artifacts that further support your competency on the essential elements.

- Artifacts included in Tabs 11+ should not duplicate items in Tabs 1-10
  
  *Your supervisors have access to that evidence. These tabs are additional supporting documents. (CAP sources of evidence)*

- You will be asked to submit your Evidence Binder for review prior to your formative and summative meeting; take it with you to the 3-way meetings.

- There is no maximum number of artifacts required.
  - Check with your supervisor to see if s/he has a preference.
  - Your selected artifacts will describe your practicum experience, no two binders will look the same.
  - You should have at least two artifacts for the formative meeting and three for the summative meeting.
Building the Evidence Binder

Creating the Roadmap

Create a **Table of Contents** that directs your supervisors to the tab where the evidence for the particular element can be found.

(With option #2, evidence for an element may be contained in more than one tab. See sample Table of Contents Sample - Option 2)

Consider color coding **within the artifact** where the Essential Element competency is demonstrated so your supervisors can find it quickly.

(e.g. High expectations indicators can be noted with a blue post-it or highlighter)
# Building the Evidence Binder - Table of Contents for Option 1

**CAP Table of Contents - sample for option 1**

<table>
<thead>
<tr>
<th>Tab</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Documentation of Practicum Hours Form</td>
</tr>
<tr>
<td>2</td>
<td>CAP (completed Candidate Assessment of Performance)</td>
</tr>
<tr>
<td>3</td>
<td>Candidate Dispositions Assessments</td>
</tr>
<tr>
<td>4</td>
<td>Lesson Plan Rubrics - all</td>
</tr>
<tr>
<td>5</td>
<td>Observation Forms, each one followed by the Candidate Reflection Form</td>
</tr>
<tr>
<td>6</td>
<td>Goal Setting and Plan Development Forms</td>
</tr>
<tr>
<td>7</td>
<td>Student Feedback Survey Results</td>
</tr>
<tr>
<td>8</td>
<td>Measures of Student Learning</td>
</tr>
<tr>
<td>9</td>
<td>Family and Community Engagement</td>
</tr>
<tr>
<td>10</td>
<td>Professional Activities</td>
</tr>
<tr>
<td>11</td>
<td>Well-Structured Lessons</td>
</tr>
<tr>
<td>12</td>
<td>Adjustment to Practice</td>
</tr>
<tr>
<td>13</td>
<td>Meeting Diverse Needs</td>
</tr>
<tr>
<td>14</td>
<td>Safe Learning Environment</td>
</tr>
<tr>
<td>15</td>
<td>High Expectations</td>
</tr>
<tr>
<td>16</td>
<td>Reflective Practice</td>
</tr>
</tbody>
</table>

**Note:**
1. additional tabs allowed
2. note on each artifact where specifically the Essential Element is demonstrated
### Building the Evidence Binder - Table of Contents for Option 2

**CAP Table of Contents - sample for option 2**

<table>
<thead>
<tr>
<th>Tab</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tab 1</td>
<td>Documentation of Practicum Hours Form</td>
</tr>
<tr>
<td>Tab 2</td>
<td>CAP (completed Candidate Assessment of Performance)</td>
</tr>
<tr>
<td>Tab 3</td>
<td>Candidate Dispositions Assessments</td>
</tr>
<tr>
<td>Tab 4</td>
<td>Lesson Plan Rubrics - all</td>
</tr>
<tr>
<td>Tab 5</td>
<td>Observation Forms, each one followed by the Candidate Reflection Form</td>
</tr>
<tr>
<td>Tab 6</td>
<td>Goal Setting and Plan Development Forms</td>
</tr>
<tr>
<td>Tab 7</td>
<td>Student Feedback Survey Results</td>
</tr>
<tr>
<td>Tab 8</td>
<td>Measures of Student Learning</td>
</tr>
<tr>
<td>Tab 9</td>
<td>Family and Community Engagement</td>
</tr>
<tr>
<td>Tab 10</td>
<td>Professional Activities</td>
</tr>
<tr>
<td>Tab 11</td>
<td>Lesson/Unit Plan</td>
</tr>
<tr>
<td>Tab 12</td>
<td>Instructional Materials</td>
</tr>
<tr>
<td>Tab 13</td>
<td>Student Work</td>
</tr>
<tr>
<td>Tab 14</td>
<td>Reflection Logs</td>
</tr>
<tr>
<td>Tab 15</td>
<td>Teacher Work Sample</td>
</tr>
</tbody>
</table>

Tabs 11-15 hold artifacts that support competency for the 6 Essential Elements as follows:
(Note: one example is provided; your evidence binder tabs should hold multiple artifacts)

**Well-Structured Lessons** — indicators noted with blue post it

- Tab 11 Lesson Plan/Unit Tab
  - Lesson Plan #6
  - Unit Plan – Solar System

**Adjustment to Practice** – yellow

- Tab 12 Instructional Materials Tab
  - Analysis of Pre-assessment result – Math lesson/fractions
- Tab 14 Reflection Tab
  - Reflection on Lesson Plan dated March 10

**High Expectations** - green

- Tab 11 Lesson Plan/Unit Tab
  - Lesson Plan #5 Goals and Objectives
- Tab 13 Examples of Student Work Tab
  - Group Project on Massachusetts History
- Tab 12 Instructional Materials Tab
  - Homework Assignments

**Safe Learning Environment** – pink

- Tab 11 Lesson/Unit Plan Tab
  - Classroom Rules
  - Opening Activity for Lesson on _________

**Meeting Diverse Needs** – orange

- Tab 12 Instructional Materials
  - Back to School Night participation

**Reflective Practice** – purple (Should have 5-10 entries here!)

- Tab 14 Reflection Tab
Selecting Artifacts - 2 sources for ideas

*Start with the Lesson Plan Rubric*

Use the Lesson Plan Rubric as a guide to writing your Lesson Plans.

Use the Proficient and Exemplary descriptors on the Lesson Plan Rubric to guide your selection of artifacts created as a result of your lesson planning to support your competency on the 6 Essential Elements.

Results of lesson planning are instructional materials, student work, student reflections, supervisor communication, etc., as well as artifacts suggested on the sample Table of Contents.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>1—Unsatisfactory</th>
<th>2—Needs Improvement</th>
<th>3—Proficient</th>
<th>4—Exemplary</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Question(s) and/or Goal(s) in TASc 4: PST 1a</td>
<td>Essential question(s) and/or goal is not clear or a relationship to the lesson focus is not clear or needs more specificity to the lesson focus</td>
<td>Some objective/learning targets include characteristics of lesson focus or lesson objectives, but not all of the essential question(s) and/or goal is clear or a relationship to the lesson focus is not clear or needs more specificity to the lesson focus</td>
<td>All objective/learning targets include characteristics of lesson focus or lesson objectives, and allow students to demonstrate high expectations for all lesson learning</td>
<td>All objective/learning targets include characteristics of lesson focus or lesson objectives, and allow students to demonstrate high expectations for all lesson learning</td>
<td>Well structured Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>Retrospect for Essential Question(s) and/or Goal(s) in TASc 4: PST 1a</td>
<td>Explanation of why students need to learn this content</td>
<td>Somewhat explains why students need to learn this content</td>
<td>Clearly explains why students need to learn this content</td>
<td>Clearly and thoroughly explains why students need to learn this content and connects learning outcomes to student learning goals</td>
<td>Well structured Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>Objective/Learning Target in TASc 4: PST 1a, 2d</td>
<td>Objectives/learning targets need to include conditions of assessment, learning, objective, observable behavior, and measurable outcomes</td>
<td>Some objective/learning targets include characteristics of lesson focus or lesson objectives, but not all of the essential question(s) and/or goal is clear or a relationship to the lesson focus is not clear or needs more specificity to the lesson focus</td>
<td>All objective/learning targets include characteristics of lesson focus or lesson objectives, and allow students to demonstrate high expectations for all lesson learning</td>
<td>All objective/learning targets include characteristics of lesson focus or lesson objectives, and allow students to demonstrate high expectations for all lesson learning</td>
<td>Well structured Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>Assessment, Formative in TASc 4, PST 1b</td>
<td>Means of assessing (normative) student attainment of objectives throughout the lesson needs to be included</td>
<td>Means of assessing (normative) student attainment of objectives, if applicable, at the end of the lesson needs to be included</td>
<td>Includes an effective means of formally or informally assessing (normative) student attainment of objectives, including measurable outcomes of student learning and growth</td>
<td>Includes an effective means of formally or informally assessing (normative) student attainment of objectives, including measurable outcomes of student learning and growth</td>
<td>High Expectations</td>
<td></td>
</tr>
<tr>
<td>Assessment, Summative in TASc 4, PST 1b</td>
<td>Means of assessing (formative) student attainment of objectives, if applicable, at the end of the lesson needs to be included</td>
<td>Means of assessing (formative) student attainment of objectives, if applicable, at the end of the lesson needs to be included</td>
<td>Includes an effective means of formally or informally assessing (formative) student attainment of objectives, including measurable outcomes of student learning and growth</td>
<td>Includes an effective means of formally or informally assessing (formative) student attainment of objectives, including measurable outcomes of student learning and growth</td>
<td>High Expectations</td>
<td></td>
</tr>
<tr>
<td>State Framework Standards in TASc 4, 2, PST 1a</td>
<td>Needs to identify appropriate framework standards for this lesson</td>
<td>Appropriate framework standard(s) and/or goal(s) for this lesson are identified</td>
<td>Appropriate framework standard(s) and/or goal(s) for this lesson are identified</td>
<td>Appropriate framework standard(s) and/or goal(s) for this lesson are identified</td>
<td>Well structured Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>Materials in TASc 1, 2, PST 2a, S1 (6)</td>
<td>Materials need to be described, and when applicable, include full citations (APA/MLA) or attachments</td>
<td>Some materials are described, and when applicable, include full citations (APA/MLA) or attachments</td>
<td>All materials are described, and when applicable, include full citations (APA/MLA)</td>
<td>All materials are described, and when applicable, include full citations (APA/MLA)</td>
<td>Well structured Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>Organization of the Classroom, Transitions, and Estimated Timing of Each Lesson Part in TASc 1, 2, PST 1a, 2b, S1 (6)</td>
<td>Organization of classroom (e.g., physical design) needs to be appropriate for lesson, however, there is no differentiation for learners</td>
<td>Organization of classroom (e.g., physical design) is described but needs to be more appropriate for the lesson</td>
<td>Appropriate number of transitions across the lesson</td>
<td>Appropriate number of transitions across the lesson</td>
<td>Meeting Diverse Needs</td>
<td></td>
</tr>
</tbody>
</table>
THE CAP EVIDENCE BINDER - What Supervisors consider when viewing Candidate Evidence

Well-Structured Lessons
Look for evidence of:
- Well-structured lessons with challenging, measurable objectives
- Appropriate student engagement strategies
- Good pacing and sequencing of activities
- Appropriate use of materials, resources and technology
- Thoughtful grouping strategies

Adjustments to Practice
Look for evidence of:
- Ability to organize and analyze assessment results to determine progress toward desired outcomes
- Use of assessment results to inform adjustments to practice
- Ability to identify appropriate differentiated interventions
- Ability to implement those interventions

Meeting Diverse Needs
Look for evidence of:
- Tiered instruction and scaffolds based on student needs
- Appropriate strategies for teaching students with disabilities and English language learners

Safe Learning Environment
Look for evidence of:
- Rituals and routines that create and maintain a safe physical and intellectual environment
- Use of appropriate preventive strategies and responses to address student behavior
- Students taking academic risks

High Expectations
Look for evidence of:
- Modeling how to apply effort to master challenging material
- Reinforcing the application of effort to master material

Reflective Practice
Look for evidence of:
- Willingness and ability to reflect on the impact of lessons and interactions with students
- Ability to improve practice and impact on student learning based on reflections
Building the Evidence Binder

Things to know...continued

• One artifact can demonstrate multiple element indicators - create a “roadmap” with color indicators to show where, on your artifact, you are demonstrating the element.

• Remember to select artifacts with the 3 dimensions in mind: quality, scope, and consistency
Articulating your Competency based on the evidence you have provided

An example

_________________________ demonstrate my competency in

(These instructional materials)

_________________________. I ________________________________

(e.g. Meeting Diverse Needs) (e.g. provided these sensory/graphic/interactive supports)

which resulted in _____________________________.

(specific learning outcome, skill, behavior)