



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

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

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

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

*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.



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LESSON PLAN RUBRIC—Page 1

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 needs to exhibit all actions/behaviors to earn the rating selected by the evaluator.

Indicator	1—Unsatisfactory	2—Needs Improvement	3—Proficient	4—Exemplary	Rating	Comments
Essential Question(s) and/or Goals INTASC 4; PST 1a	Essential question(s) and/or goal needs clarification or a relationship to the lesson focus	Essential question(s) and/or goal is clear but needs to relate more specifically to the lesson focus	Essential question(s) and/or goal of lesson is clear and related to lesson focus	Essential question(s) and/or goal is clear, related to the lesson focus, and well developed; reflects a thorough understanding of content	▼	Well-structured Lesson Plans
Rationale for Essential Question(s) and/or Goal INTASC 4; PST 1a	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 promote learning of content standards	▼	Well-structured Lesson Plans
Objectives/Learning Target INTASC 4; PST 1a, 2c	Objectives/learning targets need to include conditions of assessment, learner(s), observable behavior, and measurable outcome(s)	Some objectives/learning targets include these parts: condition of assessment, learner(s), observable behavior and measurable outcome(s)	All objectives/learning targets include a condition of assessment, learner(s), observable behavior, and measurable outcome(s)	All objectives/learning targets include a condition of assessment, learner(s), observable behavior, measurable outcome(s), and demonstrate high expectations for all student learning	▼	High Expectations
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	▼	Adjustment to Practice: High Expectations
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	▼	Adjustment to Practice: High Expectations
State Framework Standards INTASC 4, 7; 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), strand(s) and learning standard(s) for this lesson are identified	Appropriate framework standard(s), strand(s), and learning standard(s) for this lesson are identified and connections to other framework standards made	▼	Well-structured Lesson Plans
Materials INTASC 1, 7; PST 2a, SEI (d)	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	▼	Well-structured Lesson Plans
	Materials need to be appropriate for lesson and/or include differentiation for learners	Materials are appropriate for lesson, however, need differentiation for learners	Materials appropriate for lesson and include differentiation for learners (ELLs, students with disabilities, students needing enrichment, etc.)	All materials appropriate for lesson, include differentiation for all learners (ELLs, students with disabilities, students needing enrichment, etc.) and are highly effective for student learning and growth	▼	Meeting Diverse Needs
Organization of the Classroom, Transitions, and Estimated Timing of Each Lesson Part INTASC 1, 5; PST 1a, 2f, SEI (a) (4)	Organization of classroom (i.e. physical design) needs to be described and appropriate for lesson	Organization of classroom (i.e. physical design) is described but needs to be more appropriate for the lesson	Organization of classroom (i.e. physical design) is described and appropriate for lesson	Organization of classroom (i.e. physical design) is described and highly effective for maintaining student engagement at appropriate level throughout the lesson and supports all students	▼	Well-structured Lesson Plans Meeting Diverse Needs
	Number of transitions across the lesson needs to be defined and more appropriate	Needs fewer or more appropriate transitions across the lesson	Appropriate number of transitions across the lesson	Appropriate number of transitions across the lesson that fosters shifts in student thinking/learning	▼	Well-structured Lesson Plans Meeting Diverse Needs
	Timing needs to be defined and more appropriate for the lesson	Timing defined and appropriate for some sections of the lesson	Timing defined and appropriate for all sections of the lesson	Timing defined and appropriate for all sections of the lesson and includes a plan for modification, if necessary	▼	Well-structured Lesson Plans



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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*)

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

which resulted in _____.
(specific learning outcome, skill, behavior)