CANDIDATE ASSESSMENT OF PERFORMANCE
CAP FAQ's"

CAP stands for "Candidate Assessment of Performance." CAP is designed to assess the overall readiness to teach of student teachers during their practicum semester. By demonstrating readiness through CAP, Massachusetts will be able to ensure that teacher candidates enter classrooms prepared to be impactful with students on day one. CAP is the culminating assessment required for program completion in the Commonwealth and in this way creates an intentional bridge from training to practice by aligning expectations with the Massachusetts Educator Evaluation Framework. CAP will replace the PPA (Preservice Performance Assessment) in the 2016-17 academic year.

The goals of CAP are:

- To ensure teacher candidates are ready to make impact with students day one;
- To support supervising teachers in improving their practice based on targeted feedback and performance evaluations (they get to be the "evaluator" using an instrument similar to the one they are evaluated under).
- To measure teacher candidates' practice on key indicators as outlined in the Guidelines for the Professional Standards for Teachers (PSTs) revised in January 2014.

CAP focuses on the three standards and 6 elements most relevant to student teaching.
  Curriculum and Assessment
  - Well-structured lessons
  - Adjustment to practice
  Teaching All Students
  - Meeting diverse needs
  - Safe learning environment
  - High expectations
  Professional Culture
  - Reflective practice

CAP provides a more formal role for the supervising practitioner and program supervisor than the PPA that it replaces. Teacher candidates are evaluated through a series of announced and unannounced observations (using specific observation forms with focused elements, an evaluation rubric and a model observation protocol all accessible electronically through the CAP On-Line Platform: (www.desecap.com).

This new student teacher evaluation process mirrors the process that in-service teachers engaged in for their own performance evaluations under the MA Framework for Educator Evaluation. The teacher candidate, with the support of a BSU Program Supervisor and in-service Supervising Practitioner, will end the practicum semester with the development of a preliminary professional practice goal based on the results of the summative assessment, which can be used to support the transition into his/her first year of employment!

CAP ONLINE PLATFORM FAQ's

Q: Can I use Internet Explore to register and complete CAP online platform?
A: **No.** The CAP online platform is not compatible with Internet Explorer. Please open using another internet browser. Google Chrome and Safari are both compatible with the CAP online platform.

Q: Do I need to have an internet connection to use desecap.com?
A: Yes. If you log in with a wireless laptop/tablet and move to an area with no Wi-Fi signal, you will not be able to save your work. To avoid losing any data, make sure you log into the website from the area you will be working. This will ensure you have a good internet connection from your location.

Q: I am using this site as a Teacher Candidate and I was asked to register. How do I do this?
A: Simply visit **desecap.com/register** to register your account in the system. When registered, the system will send you a verification e-mail to the address you provided. You must click on the verification link to complete the process. Once you verify your account the Program Supervisor can begin the CAP cycle.

Q: I am using this site as a Supervising Practitioner and I was asked to register. How do I do this?
A: Simply visit **desecap.com/register** to register your account in the system. When registered, the system will send you a verification e-mail to the address you provided. You must click on the verification link to complete the process. Once you verify your account the Program Supervisor can begin the CAP cycle.

Q: I am using this site as a Program Supervisor, how do I begin using the site?
A: Simply visit **desecap.com/register** to register your account in the system. When registered, the system will send you a verification e-mail to the address you provided. You must click on the verification link to complete the process. Once you verify your account and log in, you can begin setting up the CAP cycle by clicking "Register a new teacher candidate CAP cycle" and following the form. The Teacher Candidate and Supervising Practitioner must each register and verify their accounts. The cycle cannot begin until they verify their accounts, and a valid e-mail address is required for every account.

Q: How do I change my password?
A: When you are logged in, at the top of your main screen you will see a link to change your password. You need to know your existing password to do this.

Q: What if I forgot my password?
A: Simply visit **desecap.com/forgot_pass** or click on Forgot Password on the **desecap.com** log in page and follow the instructions. You will receive an e-mail with a temporary password to log in. Once successfully logged in you will be asked to change your password.

Q: I cannot log in. What do I do?
A: Check to make sure you completed the entire registration process including opening the verification email sent to you when you began the registration process and clicking on the verification link. If you completed the registration and verification process check to make sure your username is correct. If the system does not recognize your username and password combination, click "Forgot Password" on the home page, and a temporary password will be emailed to you. If you are still having difficulties, verify with your BSU CAP Manager (CM) to make sure the correct email address (username) is in the system for you.

Q: I am a Supervising Practitioner, and I need to edit my information. Am I able to do this?
A: Yes. After logging in, choose "edit profile" from the navigation bar at the top left. You will have the option to edit your registration information.

Q: I am a teacher candidate, and I need to edit my information. Am I able to do this?
A: Yes. After logging in, choose "edit profile" from the navigation bar at the top left. You will have the option to edit your registration information.

Q: I am a Program Supervisor, and I need to edit my information. Am I able to do this?
A: Yes. After logging in, choose "edit profile" from the navigation bar at the top left. You will have the option to edit your registration information.

Q: My teacher candidate is completing a dual split practicum, and I need to transfer the cycle to a second Supervising Practitioner. How do I do this?
A: In a teacher candidate cycle, choose "Edit Teacher Candidate/Cycle Info" from the right column. Type in the new Supervising Practitioner's email into the first text box.

Q: Do we have to use the Communication Window in the CAP online platform?
A: No. During the pilot most found this option to be cumbersome and preferred email, phone, or face to face communication. All Three-Way Meetings need to be conducted in person, other forms of communication, such as calibration conversations, may be conducted over the phone, email, video conference, etc.

Q: Will my session timeout while I am working on a long narrative?
A: No, BUT there are many factors that can cause this to happen. Any network disruption, loss of Wi-Fi or 4G signal, network outage, etc. can cause a login session to fail. A good rule of thumb is to click the "Save Work" button often. This will save what you have been working on permanently to the database. If you move your device to a new location, verify you have a reliable Internet connection before you proceed. Also, you can type a long narrative into a word processing application like MS Word, and then copy and paste the work into the website when you're back in Wi-Fi/4G range. These practices will help make sure you never lose your work.

Q: Can I print my work?
A: Yes, you can print any of the work that is being completed in the online platform. You will need to type CTRL+P, or choose File – Print from your browser.

Q: I am completing an observation form, but I cannot see what the other supervisor is writing. Why not?

A: The observation forms are not live-working documents in which the SP and the PS would be able to view each other's comments before they are shared with the teacher candidate; the only forms that have that feature are the Formative and Summative Assessments. For the observation forms, you and the SP will need to decide the most appropriate way to complete the forms; you will then need to have a conversation (via email, over the phone, or in person) to calibrate the feedback that will be shared with the teacher candidate (only the calibrated boxes will be shared with the teacher candidate). Once calibration is complete, both the PS and the SP will need to click "yes" and "save your work" at the bottom of the observation form.

Q: I have just completed an observation form, but it is not showing up for my teacher candidate. What do I need to do?

A: Once all required information is entered by either the PS and/or the SP, BOTH the PS and the SP must check "Yes" and click "Save your work" at the bottom of the screen in order for the observation form to be shared with the teacher candidate.

Q: Can I upload other documents into the online platform?

A: Yes. Program Supervisors, Supervising Practitioners, and Teacher Candidates can upload documents for evidence and tag them according to which element(s) the document supports. Tagging is optional, however when you tag an element the document will appear under that element as evidence. To upload a document, click on "Upload Evidence Files" at the bottom of the candidate cycle page and follow the prompts.

Q: I am a Program Supervisor. Can I end a cycle?

A: Yes. In a teacher candidate cycle, choose "Edit Teacher Candidate/Cycle Info" from the right column. Then, at the bottom select "Click To End This Cycle". Once a cycle is closed it will show on your Main Screen as closed. You will have the option to re-open the cycle and continue working. To re-open a cycle, click on the candidate's name. Then, at the bottom of the screen, you will choose "Yes" from the drop-down menu to unlock the cycle.

More FAQ's

Q: What are the expectations for assessing specialist teacher licenses (Reading Specialists, Academically Advanced, and Speech, Language, and Hearing Disorders) teacher candidates with this new assessment system?
A: According to regulations (**603 CMR 7.07**), specialist teacher candidates, which include Reading Specialists, Academically Advanced, and Speech, Language, and Hearing Disorders are not currently required to complete CAP; instead, programs are responsible for designing and implementing their own performance assessment that measures a teacher candidate's ability to demonstrate Subject Matter Knowledge (SMKs) and/or Professional Standards for Teachers (PSTs) as applicable to the license. For example, the Reading Specialist requirements are subject matter requirements and therefore the assessment should measure readiness against those expectations. Many Reading Specialist programs are structured to screen for performance on the PSTs at admission (by requiring an initial license and/or demonstrated proficiency on the **MA Educator Evaluation Model Rubrics**). When creating their performance assessment for specialist teacher candidates, Sponsoring Organizations may choose to mirror CAP in structure and protocol, while modifying to assess the specialist teacher candidates on the criteria required of that license (**603 CMR 7.07**). Teacher Candidates must be observed a minimum of three observations throughout the practicum. A modified version of Appendix A: CAP Form and Rubric from the **Guidelines** to document the practicum observations and meetings is being created for program use, and will be made available on the **CAP website**.

Q: Who owns the responsibility to complete the Finalized Goal and Implementation Plan?
A: This is a shared responsibility: The teacher candidate completes the Professional Practice Goal, the SP and PS completes the Implementation Plan, and the SP completes the Measure of Student Learning.

Q: What is the purpose of Student Feedback Surveys?
 A: 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. Data collected from student feedback is a required piece of evidence under the CAP process.

Q: How do teacher candidates collect feedback from students with special needs?
A: From the **Student Survey for Classroom Teachers ESE Model Survey Administration Protocol**:
Collecting feedback from students with special needs is a valuable part of the evaluation process. Districts should make every effort to include all students, or a representative sample of all students, in their feedback collection. When students with disabilities participate in the Model Surveys, their accommodations must be consistent with IEPs and 504 Plans. Since the purpose of the Model Survey is to solicit students' opinions, accommodations can be more intensive than on instruments designed to assess student knowledge and skills.

This may mean very intensive adaptations of the survey content, depending on student need. In addition, Educator Evaluation is in the process of publishing the **Educator Effectiveness Guidebook for Inclusive Practice**, which will include Adapted Items for the Massachusetts Model Student Feedback Survey.

Q: Do all 6 of the Six Essential Elements need to be rated for both the formative and summative assessments?
A: Yes. Half-way through the practicum, the Program Supervisor and the Supervising Practitioner will have a conversation to calibrate Formative Assessment Quality, Scope, and Consistency ratings and evidence using Observation Forms, student feedback surveys, and other evidence gathered to provide one set of feedback to the teacher candidate for each of the elements thus far; they will evaluate what elements have met the minimum thresholds, what have not, and what have yet to be seen. In the Formative Assessment there is an opportunity for the program supervisor, supervising practitioner, and the teacher candidate to review and discuss the ratings, and make adjustments to the teacher candidate goals and plans as needed, including potentially modifying the goal, increasing support, scheduling more observations, etc. At end of the practicum and as part of the Summative Assessment, the Program Supervisor and the Supervising Practitioner will calibrate on the summative assessment ratings and meet to discuss with the teacher candidate as part of the final Three-Way meeting.

Q: What compensation does BSU offer to supervising practitioners?
A: BSU supervising practitioners receive one full tuition credit voucher for each student placed for a full semester of student teaching. Half vouchers are issued for quarter placements (8 weeks). A voucher registration fee (currently $100) is required for use of each voucher. Typically the vouchers are issued at the end of each semester and sent to the office of the superintendent. BSU supervising practitioners will also receive up to 30 PDP's for supervising a student teacher. Under the new CAP evaluation process, supervising practitioners can earn 20 PDP's for supervising a student teacher and up to 10 PDP's for engaging in CAP training and professional development.