



Candidate Assessment of Performance

Online Platform User Guide

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Overview

This User Guide is designed to support all CAP participants (CAP Manager, Program Supervisor, Supervising Practitioner, and Teacher Candidate) as they access the [Online Platform](#).

The CAP Online Platform is designed to embed the CAP process and content as outlined in the [CAP Guidelines](#) and Implementation Handbook through a virtual, paperless option for participants to complete forms and communicate in real time.

The CAP Online Platform was piloted in the spring of 2016 and is fully implemented beginning August 2016. All SOs are **required** to use the CAP Online Platform to report formative and summative ratings, and are encouraged to use the online platform in its entirety for all aspects of a candidate's CAP cycle. There are options for use of the Platform, but all SO's will be **required to submit ratings for all candidates using the CAP Online Platform**. The options for use are:

1. Full use of the system, with all CAP participants using the system, and/or
2. Reporting formative and summative ratings

SOs may also choose to use both options.

User Guide A: CAP Manager (CM)

The Role of the CM

Every Sponsoring Organization using the CAP Online Platform should appoint one person to be a CAP Manager (CM). The role of a CM is to coordinate and oversee the CAP online platform at an organization level. The CM will have the ability to:

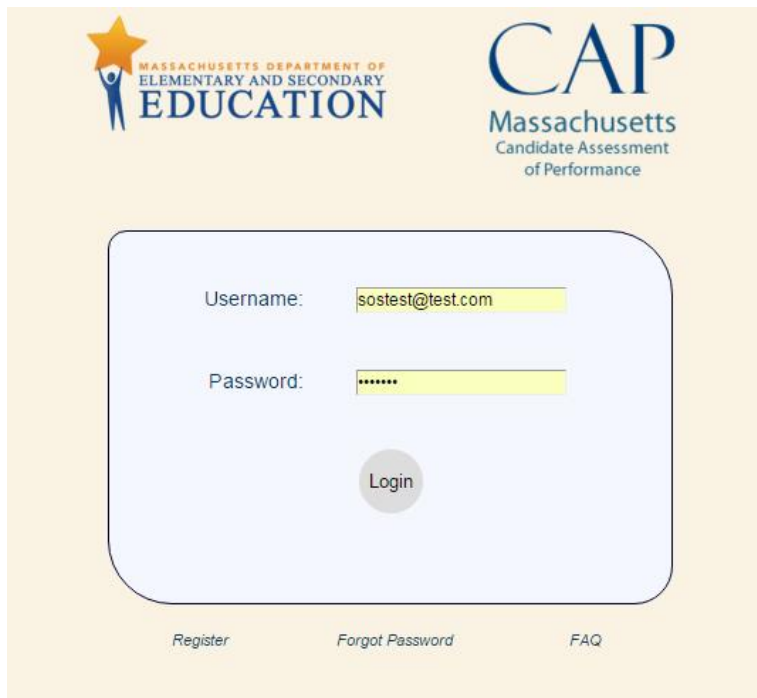
- View the progress of registered candidate cycles
- View all completed forms
- View Supervisor-only communication

The CM has read-only permissions for all forms and communication.

NOTE: A CM may also serve as a Program Supervisor.

Getting Started

To begin using the system, open a compatible¹ web browser and log on to desecap.com.



¹ The CAP Online Platform is not compatible with Internet Explorer.

On the bottom of the landing page there are two resources: a feature in case you forget your password and a [FAQs](#) feature. The FAQs will take you to a set of both website usage questions as well as general CAP-related questions you may find useful as you use the platform. We will update this page periodically.

To begin you will need to create a new account. To register:

- Click “[Register](#)” at the bottom left of the screen,
- Complete the screen prompts by filling in all fields with your information, shown below:



The registration form is titled "CAP Massachusetts Candidate Assessment of Performance". It includes the Massachusetts Department of Elementary and Secondary Education logo. The form prompts the user to "Register your account here" and notes that a verification email will be sent. It contains input fields for "E-Mail Address", "First Name", and "Last Name". Under "Account Type", there are four radio button options: "CAP Manager", "Program Supervisor", "Supervising Practitioner", and "Teaching Candidate". A "Submit" button is at the bottom. Small text at the bottom of the form states: "Accounts created on this web service are for use with the Massachusetts Department of Elementary and Secondary Education's Teacher Candidate Assessment of Performance program. Individuals creating accounts under the Program Supervisor or Teacher Candidate role must represent qualifying organizations/institutions (see drop down list above). Individuals creating accounts under the Supervising Practitioner role must represent qualifying Massachusetts school districts (see drop down list above). Please visit go.mass.edu/cap for information on Massachusetts Educator Evaluator programs. Also please direct any inquiries to gsources@doe.mass.edu."

- Click “[Submit](#),” you will then receive an email with a link to complete your registration as well as a temporary password.
- Check your email to verify your registration.
- Log in with the temporary password, and then create a new password.

In the System

General Navigation

This is your Main Screen after you log in:

Switch to Program Supervisor Mode

Your Organization's open CAP cycles

Teacher Candidate's Name (click name to view summary)	Program Supervisor	Start Date	School Name	Status
Revere, CanTest	Smith, Alex	12/22/2015	Kennedy Elementary School	CLOSED
Anastas, Richard	Smith, Alex	06/07/2016	Some school	...in cycle

Teacher Candidate's Name (click name to view summary)	Program Supervisor	Start Date	School Name	Status
Smith, John	Jones, Jessica	12/18/2015	test3	...in cycle
Smith, John	Jones, Jessica	12/17/2015	Malden High School	...in cycle
Perez, Jose	Jones, Jessica	07/08/2016	Z test organization	...in cycle

User Account Management

Search by First or Last Name:
or part of

Search By Last Name

Here, you will be able to:

- View the overall cycle status of all candidates enrolled at your SO,
- View the progress of a specific candidate,
- Print forms (view only),
- Reset passwords through use of the search bar,
- Run reports for completed cycles,
- Upload formative and summative ratings (for non-platform users), and
- View imported ratings (for non-platform users).

In the table, each row across shows the completed portions of the CAP cycle for that candidate. In the example above, this Program Supervisor has three candidates. To access a candidate's cycle, click on the candidate's name in the first column.

This is your candidate cycle screen:

The screenshot displays the 'Teacher Candidate/Supervisor Communication Window'. On the left is a large light blue chat area with a header showing 'From Jessica Jones - Apr 29, 2016 - 02:07 PM' and the message 'hello!'. On the right, under the heading 'Supervisor-only Communication', there are two sections: 'Completed Cycle Steps:' which lists 'View Announced Observation #1', 'View Unannounced Observation #1', 'View Announced Observation #2', 'View Formative Assessment', and 'View Unannounced Observation #2'; and 'Future Cycle Steps:' which lists 'Finalized Goal/Implementation Plan', 'Unannounced Observation #3', and 'Summative Assessment'. At the bottom right, under 'Other Options:', is a link for 'Upload Evidence Files'.

On the left of the screen, there is a Communication Window. This is a chat feature for the Supervising Practitioner, the candidate, and you to send messages in real time. On the top-right is a “*Supervisor-only Communication*” feature, which allows the Program Supervisor and the Supervising Practitioner to speak privately in real time; the candidate does not have access to these messages. Because your permission is read-only, you will be able to view these messages, but will not be able to use this communication feature to respond.

The right column features a more detailed list of the CAP cycle steps than is displayed on the Main Screen: under the heading the “Completed Cycle Steps” is a compiled list of everything that has been done to this point, while the “Future Cycle Steps” heading lists what still needs to

be done in order for this candidate to complete CAP. You will be able to click on any of the forms listed in the “Completed Cycle Steps” for viewing purposes.

Resetting a Password

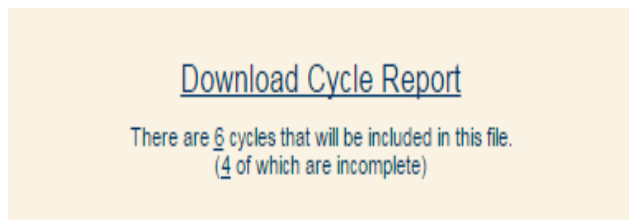
You will have the ability to change the password of platform users from your organization. Using the search bar on your main screen, you will type in the first or last name person in need of a new password; then, when their name appears, you will click on their name, and enter a new temporary password for the user.

Running a Report

For CMs fully using the system, downloading a report for completed cycles is an easy two-step process. Click on the “Reports” button in the top-right corner of your main screen.



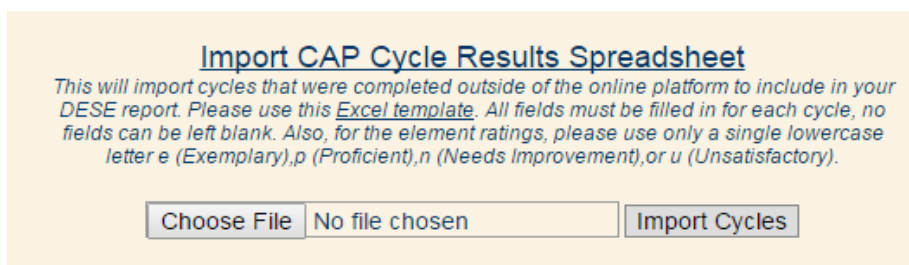
On the next screen, click on “Download Cycle Report” to export all cycles from your organization into an Excel file.



Any candidates that are still “in cycle” are deemed *incomplete* on the report (as shown in this example); any ratings that are not assigned in the system will be given an “i” on the reports. We recommend running reports at the end of practicums to get the most accurate data.

Uploading Data (for non-platform users)

For candidates who have completed CAP on paper, ESE still requires that all SOs submit formative and summative ratings.



Download the Excel template provided on the Reports page. This is a .CSV spreadsheet especially designed for our system.

To complete the data for uploading:

- Make sure you save as a .CSV file (not Excel workbook),
- Complete ALL FIELDS of worksheet, or it will skip that record,
- You need to use a lowercase **e**, **p**, **n** or **u** for the ratings, as the example shows, and
- Choose file and upload.

If you are already record-keeping in a spreadsheet, you can copy-paste into this file, but be sure that all formats match (all fields are completed, and lowercase letters are used).

View Imported Data (for non-platform users)

Once the file is uploaded, you can access formative and summative data on the same Reports page. Click on a candidate's name to view their data, and you will be able to view imported data from the CSV file upload, as shown here:

Teacher Candidate (MEPID): Jane Johnson (12345678)			
Program Site: Uploaded High School			
Program Supervisor: Alex Smith			
Supervising Practitioner: John Rogers			
Date of Import: 07/13/2016			
Formative Rubric Summary			
Element	Quality	Consistency	Scope
1.A.4: Well-Structured Lessons	Proficient	Proficient	Needs Improvement
1.B.2: Adjustment to Practice	Exemplary	Proficient	Proficient
2.A.3: Meeting Diverse Needs	Needs Improvement	Proficient	Proficient
2.B.1: Safe Learning Environment	Exemplary	Exemplary	Proficient
2.D.2: High Expectations	Proficient	Needs Improvement	Unsatisfactory
4.A.1: Reflective Practice	Proficient	Proficient	Exemplary
Summative Rubric Summary			
Element	Quality	Consistency	Scope
1.A.4: Well-Structured Lessons	Proficient	Needs Improvement	Proficient
1.B.2: Adjustment to Practice	Proficient	Proficient	Proficient
2.A.3: Meeting Diverse Needs	Proficient	Needs Improvement	Exemplary
2.B.1: Safe Learning Environment	Proficient	Unsatisfactory	Needs Improvement
2.D.2: High Expectations	Proficient	Exemplary	Proficient
4.A.1: Reflective Practice	Exemplary	Proficient	Proficient


CM as a Program Supervisor

Many CM's also serve as Program Supervisors, and will therefore need access in the online platform for dual roles. You will be able to use the same email address to register as both the

CM and as the Program Supervisor (see the section below regarding [Program Supervisor registration](#)); after both registrations are active in the system, you will have a choice during your login of which account you would like to access. After you enter your credentials, the system will provide you with two hyperlinks to choose from, as seen below.

The image shows a login interface with a light blue rounded rectangle on a yellow background. Inside the rectangle, there are two input fields: 'Username:' with the value 'capprogsup@gmail.com' and 'Password:' with masked characters '.....'. Below these fields are two links: 'Proceed as Program Supervisor' and 'Proceed as CAP Manager'. At the bottom of the yellow background, there are three links: 'Register', 'Forgot Password', and 'FAQ'.

Once you are logged in, you can toggle between the Program Supervisor and CAP Manager accounts by clicking on the link at the top, without entering credentials each time.

 Switch to Program Supervisor Mode				
Your Organization's open CAP cycles				
Teacher Candidate's Name (click name to view summary)	Program Supervisor	Start Date	School Name	S
ere, CanTest	Smith, Alex	12/22/2015	Kennedy Elementary School	CL
stas, Richard	Smith, Alex	06/07/2016	Some school	...in

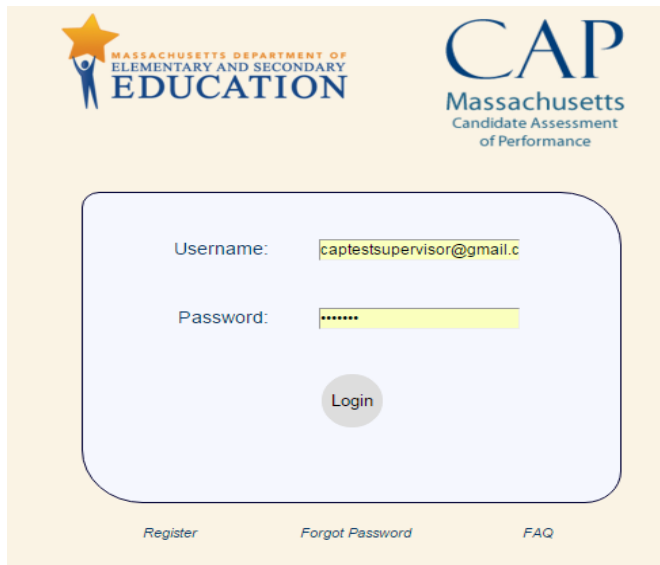
Troubleshooting and Feedback

If you have questions about the CAP Online Platform, please check out the [FAQs](#), which will be updated regularly based on common questions and feedback that ESE receives from users. If you have a question that is not on the list, or need assistance with the platform, please reach out to your Sponsoring Organization (SO) CAP Online Platform representative. Each SO has identified one person to field questions to ESE through our email at CAPplatform@doe.mass.edu.

User Guide B: Program Supervisor

Getting Started

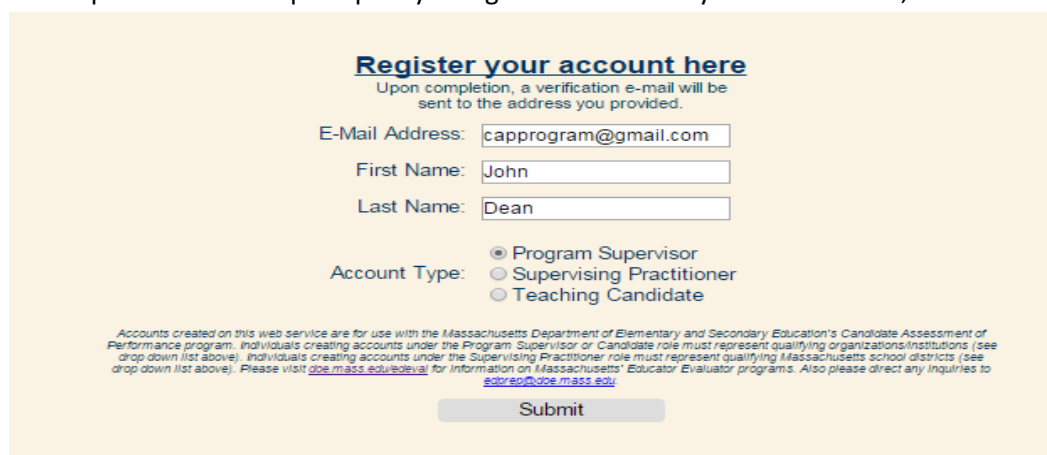
To begin using the system, open a compatible² web browser and log on to desecap.com.



On the bottom of the landing page there are two resources: a feature in case you forget your password and a [FAQs](#) feature. The FAQs will take you to a set of both website usage questions as well as general CAP-related questions you may find useful as you use the platform. We will update this page periodically.

To begin you will need to create a new account. To register:

- Click “Register” at the bottom left of the screen,
- Complete the screen prompts by filling in all fields with your information, shown below:



² The CAP Online Platform is not compatible with Internet Explorer.

- Click “*Submit*,” you will then receive an email with a link to complete your registration as well as a temporary password.
- Check your email to verify your registration.
- Log in with the temporary password, and then create a new password.

NOTE: A Program Supervisor may also serve as the Sponsoring Organization’s CM.

Before using the system, you will need to:

- Assure that both your candidate and your Supervising Practitioner have access and are registered and in the system, and
- Create a CAP cycle, which will link the triad together, and will allow you, the Supervising Practitioner, and the candidate to begin using the system.

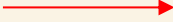
Registering a New Candidate CAP Cycle

To register a new CAP cycle, you will need to obtain the following:

- ✓ Confirmation from the candidate that he/she has registered in the online platform,
- ✓ The candidate’s email address with which he/she registered,
- ✓ Confirmation from the Supervising Practitioner that he/she has registered in the online platform,
- ✓ The Supervising Practitioner’s email address with which he/she registered.

After you successfully log in, you will be taken to a Main Screen, as seen here:

Your open <u>Program Supervisor</u> cycles								
Candidate's Name (click name to view)	Supervising Practitioner	Announced Obs. #1 Complete	Self- Assessment Complete	Unannounced Obs. #1 Complete	Announced Obs. #2 Complete	Formative Assessment Complete	Unannounced Obs. #2 Complete	Summative Assessment Complete
Doe, Jane	testsupervisor, CAP	No	No	No	No	No	No	No
Perez, Jose	supprac, CAP	No	No	No	No	No	No	No
Smith, John	supprac, CAP	No	No	No	No	No	No	No


[Register a new candidate CAP cycle](#)
[Remove a Candidate's account](#)

You will need to register a new CAP cycle. To get started:

- Click on “*Register a new candidate CAP cycle*,” as shown above,
- Then **type in the candidate’s email address** to check if he/she has already registered on the platform, and
- Click “*check if account exists*.”

One of three possible scenarios will occur when registering a new CAP cycle:

A) If the candidate has already registered, then he/she will be in the system, and the search will yield his/her name and Sponsoring Organization, as seen below:

Create a new Candidate Assessment of Performance cycle:

Please check the Candidate's e-mail address:

Step 1: Candidate's E-Mail Address:

The candidate will use this email address to log in. After you complete the cycle creation process, an e-mail will be sent to the candidate with login instructions.

→ Use this account? CAP candidate - Curry College
☐ Yes ☐ No

B) If the candidate has not yet registered, the system will not recognize the email address, and will communicate that the teacher candidate must register for your CAP cycle registration to continue.

Create a new Teacher Candidate Assessment of Performance cycle:

Please check the Teacher Candidate's e-mail address:

Step 1: Teacher Candidate's Registered E-Mail Address:

No Teacher Candidate has registered with this e-mail address. Please contact the Teacher Candidate and request that they visit desecap.com/register to register their Teacher Candidate account. If you think this is in error, please verify that you have the correct e-mail address, otherwise please contact your designated Sponsoring Organization representative.

C) The candidate is registered in the system and already enrolled with another open CAP cycle, you will receive a message like this.

Create a new Teacher Candidate Assessment of Performance cycle:

Please check the Teacher Candidate's e-mail address:

Step 1: Teacher Candidate's Registered E-Mail Address:

PLEASE NOTE: The Teacher Candidate you entered is already enrolled the following open CAP cycle(s):

Site: X Middle School | Program Sup: Jessica Jones | Supervising Prac: CAP supprac

Use this account? Jose Perez - Z Test Organization
☐ Yes ☐ No

This is a check against whether you typed in the correct email address, but is possible to use for split dual practicums. This is the system's way of checking to make sure that you want to enroll the candidate in two simultaneous cycles, or if you meant another candidate.

As soon as you have completed the candidate's registration, you will be prompted to **search for the Supervising Practitioner by his/her email address**:

The screenshot shows a web form titled "Create a new Candidate Assessment of Performance cycle:". Below the title, it says "Step 1: Candidate's E-Mail Address - capcandidate11@gmail.com - DONE". The main heading for Step 2 is "Please supply the Supervising Practitioner's information:". Under this, it says "Step 2: Supervising Practitioner's E-Mail Address:" followed by a text input field. A red arrow points to this field. Below the input field, there is a button labeled "Check if account exists". A small note in italics states: "The Supervising Practitioner will use this email address to log in. After you complete the cycle creation process, an e-mail will be sent to them with login instructions."

If the Supervising Practitioner is located, you will then complete the registration, and he/she may begin the CAP cycle for that candidate.

The screenshot shows the same web form, now at Step 3. It says "Step 1: Candidate's E-Mail Address - captestcandidate2@gmail.com - DONE" and "Step 2: Supervising Practitioner's E-Mail Address - captestsupervisor@gmail.com - DONE". The heading for Step 3 is "Step 3: Please supply the cycle information". There are two input fields: "Cycle Duration:" with a dropdown menu showing "Please Choose", and "Candidate's MEPID:" with a text input field containing "1121". A red arrow points to the "Begin Cycle" button located below these fields.

If the Supervising Practitioner is **not located because he/she has not registered**, you will again receive a message asking to contact the SP to create an account before proceeding with the CAP cycle registration.

Setting up split dual practicum placements

For candidates that are participating in a practicum where hours may be split across placements (e.g., Early Childhood), Program Supervisors will be able to register the candidate for another cycle by following the steps outlined above.

At any point during the practicum, when you are ready to create an additional registration for the candidate's second placement, you will select the "Register a new candidate CAP cycle" link, and complete the same search by email address as outlined above.

Create a new Candidate Assessment of Performance cycle:

Please check the Candidate's e-mail address:

Step 1: Candidate's E-Mail Address:

The candidate will use this email address to log in. After you complete the cycle creation process, an e-mail will be sent to the candidate with login instructions.

PLEASE NOTE: The Candidate you entered is already in an open CAP cycle.

→ Use this account? Jose Perez - Curry College
☐ Yes ☐ No

Through a search by the candidate's email, the system will note that an open cycle is already in progress. By clicking "Yes" you will be prompted to enter the new Supervising Practitioner's name, and complete the information outlined above to register the new cycle.

Your open Program Supervisor cycles

Candidate's Name (click name to view)	Supervising Practitioner	Announced Obs. #1 Complete	Self- Assessment Complete	Unannounced Obs. #1 Complete	Announced Obs. #2 Complete	Formative Assessment Complete	Unannounced Obs. #2 Complete	Summative Assessment Complete
Doe, Jane	testsupervisor, CAP	No	No	No	No	No	No	No
Perez, Jose	supprac, CAP	No	No	No	No	No	No	No
Perez, Jose	testsupervisor, CAP	No	No	No	No	No	No	No
Smith, John	supprac, CAP	No	No	No	No	No	No	No

Register a new candidate CAP cycle

Remove a Candidate's account

Once this registration has been completed, the second CAP cycle will appear on your Main Screen. You will note the difference in the candidate's two cycles by the Supervising Practitioner name in the second column, as shown above. If a candidate is completing one single CAP cycle between two placements, you will need to transfer the cycle from one Supervising Practitioner to another. For instructions, see the section on [transferring a CAP cycle](#).

In the System

General Navigation

This is your Main Screen, after you log in:

Your open Program Supervisor cycles								
Candidate's Name (click name to view)	Supervising Practitioner	Announced Obs. #1 Complete	Self- Assessment Complete	Unannounced Obs. #1 Complete	Announced Obs. #2 Complete	Formative Assessment Complete	Unannounced Obs. #2 Complete	Summative Assessment Complete
Doe, Jane	testsupervisor, CAP	No	No	No	No	No	No	No
Perez, Jose	supprac, CAP	No	No	No	No	No	No	No
Smith, John	supprac, CAP	No	No	No	No	No	No	No

Register a new candidate CAP cycle

Remove a Candidate's account

Here, you will be able to:

- ✓ View the progress of all of your candidates throughout their cycles,
- ✓ View the Supervising Practitioner who is assigned to each candidate/cycle,
- ✓ Change your password at any time by clicking on *"edit profile"* in the navigation bar at the top of the page,
- ✓ Register a new CAP cycle,
- ✓ Re-open a cycle, and
- ✓ Remove a candidate's account at any time by clicking on *"Remove a Candidate's account"* at the bottom of the page. **NOTE:** this is a permanent removal, and cannot be undone. Also, the removal of a candidate's account will remove all cycles that are tied to that candidate (this applies to any split dual practicum candidates). To close a cycle without removing the candidate from the system, see the section below entitled *"Closing a Cycle."*

In the table, each row across shows the completed portions of the CAP cycle for that candidate. In the example above, this Program Supervisor has three candidates. To access a candidate's cycle, click on the candidate's name in the first column.

This is your candidate cycle screen:

Teacher Candidate/Supervisor Communication Window

Supervisor-only Communication

Completed Cycle Steps:

Edit Teacher Candidate/Cycle Info

View Self-Assessment Rubric Summary

View Self-Assessment/Goal Setting Form

Has the first *Three-Way Meeting* taken place, and are the goal(s) finalized?

Date of meeting: 12/15/2015

Yes ▾

View Formative Assessment

Has the Second *Three-Way Meeting* taken place?

Date of meeting: 12/31/2015

Yes ▾

View Unannounced Observation #2

Future Cycle Steps:

Complete Announced Observation #1

Finalized Goal/Implementation Plan

Complete Unannounced Observation #1

Complete Announced Observation #2

Complete Unannounced Observation #3

Complete Summative Assessment

From John Smith - Dec 20, 2015 - 12:23 PM
test

Enter your comment below, then press Submit:

Submit

On the left of the screen, there is a Communication Window. This is a chat feature for the Supervising Practitioner, the candidate, and you to send messages in real time.

On the top-right are two notable features: the first is a “*Supervisor-only Communication*” feature, which allows you and the Supervising Practitioner to speak privately in real time. The candidate does not have access to these messages. The second feature is only for the Program Supervisor, which is an “*Edit Candidate/Cycle Info*” feature. By clicking here, Program Supervisors can correct or add any information to a candidate’s cycle, such as their MEPID or school placement.

The right column features a more detailed list of the CAP cycle steps than is displayed on the Main Screen. Under the heading the “Completed Cycle Steps” is a compiled list of everything that has been done to this point while the “Future Cycle Steps” heading lists what still needs to be done in order for this candidate to complete CAP.

Uploading Evidence Files

A Program Supervisor, Supervising Practitioner, or teacher candidate can upload documents for evidence and tag them according to which element(s) they feel the document is/are supporting. Tagging is optional. However, as we will see in the Formative and Summative Assessments, when you tag an element, the document will appear under that element for evidence.

To upload an evidence file, first click on “Upload Evidence Files” at the bottom of the candidate cycle page. This will take you to the Document Uploading Page, as seen here:

Document Uploading

Files must be under 50MB in size, and only the following formats are allowed: .doc(x), .xls(x), .ppt(x) .pdf, .jpg, .png, .bmp, .gif, .mp3, .wav.

[Choose File](#) No file chosen

Check to tag this file to Essential Element(s) (optional):

☐ Element 1.A.4 ☐ Element 1.B.2 ☐ Element 2.A.3

☐ Element 2.B.1 ☐ Element 2.D.2 ☐ Element 4.A.1

[Upload File](#)

Current Uploaded Documents

Filename (click to view/download)	Tagged Elements	File Owner	Upload Date	Action
Candidate Self-Assessment Form.docx	1.A.4, 2.B.1	John Smith	07/13/2016	

Click on the file name to view/download the file. PDF files will require that an Adobe PDF Reader is installed. Image and audio files will open in a new browser tab. MS Office documents will be downloaded into your "Downloads" folder. If you need to save the file to a particular location, right-click the file name, choose "Save link as...", then select your desired location and click Save.

- Choose a file to upload by clicking on “choose file,”
- Select elements to tag, if you choose to do so, and then
- Click on “Upload File.”

The file will appear under Current Uploaded Documents for the triad to view. Only the file owner will have the ability to remove it, in which case the option will appear under “Action.” For this example, the candidate uploaded her Self-Assessment Form; the Program Supervisor and Supervising Practitioner can each view the form but cannot delete it.

Transferring a Cycle

There are two reasons why a Program Supervisor may need to transfer a cycle to another Supervising Practitioner:

1. The Supervising Practitioner’s email address for the CAP cycle is incorrect, or
2. The teacher candidate is enrolled in a split dual practicum, and is continuing the current cycle with another Supervising Practitioner at a different practicum placement.

For either reason, Program Supervisors can use the transfer feature to correct or replace the Supervising Practitioner in the current CAP cycle. This feature also allows for the CAP cycle to be transferred to another Program Supervisor, if needed.

If a Program Supervisor would like to transfer the cycle:

- Click on the candidate's name of the cycle that you would like to remove on your Main Screen.
- On the top-right of the screen, click on *"Edit Teacher Candidate/Cycle Info."*

Under "Transfer Supervising Practitioner role," the Program Supervisor will need to:

- Step 1: Type in the desired Supervising Practitioner's email address. This can be a correction to an existing email address, or a transfer to a new practicum placement Supervising Practitioner.
- Step 2: Click *"Transfer Supervising Practitioner Role."*

Make changes here for the CAP cycle of John Smith:

Transfer Supervising Practitioner role

E-Mail Address:

Transfer Supervising Practitioner Role

Transfer Program Supervisor role

E-Mail Address:

Transfer Program Supervisor Role

Teacher Candidate/Cycle Info

MEPID:

Massachusetts License Number (if applicable):

Sponsoring Organization:

Program Area and Grade Level:

Have any of the components of the approved program been waived?:

Practicum Information:

Practicum/Equivalent Course Number:

Practicum/Equivalent Seminar Course Title:

Credit Hours:

Practicum/Equivalent Site:

Grade Level(s) of Students:

Total Number of Practicum Hours:

Number of hours assumed full responsibility in the role:

Submit Changes

Editing Teacher Candidate/Cycle Information

A Program Supervisor may also edit a candidate's cycle information that was collected during registration, such as the MEPID, placement location, practicum hours, etc. To edit the teacher candidate's information:

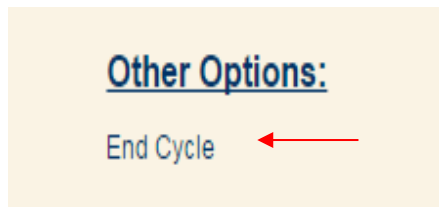
- Click on the candidate's name of the cycle that you would like to remove on your Main Screen.
- On the top-right of the screen, click on *"Edit Teacher Candidate/Cycle Info."*
- Input any changes as necessary, and click on *"Submit Changes."*

Closing a Cycle

This option allows a Program Supervisor to close a cycle without deleting the teacher candidate's registration entirely from the system.

If a Program Supervisor would like to close a CAP cycle:

- Click on the candidate's name of the cycle that you would like to remove on your Main Screen.
- At the bottom of the screen, click on *"Edit Cycle Options."*



This brings you to the same page as *"edit teacher candidate/cycle info."* To close/end the cycle:

- Fill in their total practicum hours and their number of assumed full responsibility hours in the role, if applicable.
- Click on *"Submit Changes."*
- If applicable, a list of incomplete forms will appear for you for reference so that you are aware that this cycle is ending early. You do not need to do anything with this list.
- Click on click *"To End This Cycle."*

Total Number of Practicum Hours:

Number of hours assumed full responsibility in the role:

End Cycle

** Announced Observation #1 is incomplete.*

** Announced Observation #2 is incomplete.*

** The Summative Assessment is incomplete.*

Once a cycle is closed, it will show up on your Main Screen:

Past CAP Cycles (Closed)

John Smith (Duration: 12/18/2015 - 11/30/-1)

You will have the option to re-open the cycle and continue working. To reopen the 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:

Unlock Cycle?

This will re-open the cycle where you, the Supervising Practitioner, and the teacher candidate left off.

Observation Forms

All observation forms require the same information and evidence as the forms found in Appendix D of the [CAP Guidelines](#).

Here is a form for the first announced observation:

To be completed by Program Supervisor and Supervising Practitioner.

Focus Elements: 1.A.4 Well-Structured Lessons; 2.D.2 High Expectations
Note: As this is the first observation, assessors should attempt to collect evidence for all elements in order to provide a baseline for future observations

Observation Details **Progress: Complete** ✓

Date of Observation: 12/12/2015 Start Time: 10:00 am
 End Time: 11:00 am

Content Topic/Lesson Objective:
 Please include a lesson objective here...

Group Size:
 Whole Group ▼

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

Element*	Evidence**
1.A.4* Well-Structured Lessons	Program Supervisor Evidence: Provide evidence synthesized from notes taken during observation...
	Supervising Practitioner Evidence: Provide evidence synthesized from notes taken during observation...
	Calibrated Evidence for Teacher Candidate: Progress: Complete ✓ Calibrate evidence from SP and PS for candidate on this element based on this observation...

Please check this box if this observation form is complete: ☐ COMPLETE **Save Your Work**

* This will give the Teacher Candidate access to this form.

This observation is to be completed by the Program Supervisor and the Supervising Practitioner, and has elements of focus for evidence-collecting: Well-Structured Lessons and High Expectations. Here, you will see these elements at the top of the screen as well as bolded in the form. Just as in all observations, you are not limited to collecting evidence from this observation to support only these two essential elements.

For each required section there will be a progress indicator to aid the user as he/she completes the form.

Progress: Incomplete ?

When you complete a required section, the progress indicator will change from incomplete to complete.

Progress: Complete ✓

To complete this form, you will need to:

- **Complete the top portion** with the date, start and end time of the observation, and the group size, as well as a general statement about the content topic/lesson objective.
- **Complete evidence for at least the focus elements for this observation in the “Program Supervisor Evidence” boxes.** 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.
- **Complete the reinforcement and refinement feedback at the bottom of the form.**
- **Complete the calibrated evidence boxes for all focus elements, the reinforcement feedback, and the refinement feedback, once you and the Supervising Practitioner are finished providing evidence individually.**

NOTE: The calibrated evidence boxes are the ONLY REQUIRED EVIDENCE BOXES on the form because the candidate will only see the calibrated feedback and the form will not be ready to share until all appropriate calibrated feedback boxes outlined above are completed. This calibrated feedback will also be available for reference on the Formative and Summative Assessments.

Once you have calibrated your feedback and are ready to share with the candidate, you will:

- Click “Save” at the bottom of the screen,
- Scroll down to the bottom of the screen again. You should see this:

Please check this box if this observation form is complete:
* This will give the Teacher Candidate access to this form.

☐ COMPLETE

Save Your Work

- Click “Complete” at the bottom of the screen as well as “Save Your Work.” **NOTE:** If any entry on the form is missing information, this will not become available.

This will release the document to the candidate. **NOTE:** Both you and the Supervising Practitioner must check “Complete” and “Save Your Work” in order for the candidate to view this document.

Viewing a Candidate’s Self-Assessment and Goal-Setting Form

After the candidate completed the Self-Assessment, he/she will have shared the resulting rubric summary and the Self-Assessment/Goal-Setting Form. The green rectangles on the Self-Assessment indicate the selections that the candidate made for the self-assessment for each of the 6 Essential Elements for Quality, Scope, and Consistency. These selections are automatically summarized in the table at the top of the Self-Assessment/Goal-Setting Form, as seen here:

Self-Assessment Rubric Summary			
Element	Quality	Consistency	Scope
1.A.4: Well-Structured Lessons	Proficient	Needs Improvement	Proficient
1.B.2: Adjustment to Practice	Proficient	Proficient	Proficient
2.A.3: Meeting Diverse Needs	Proficient	Needs Improvement	Unsatisfactory
2.B.1: Safe Learning Environment	Needs Improvement	Needs Improvement	Proficient
2.D.2: High Expectations	Proficient	Proficient	Proficient
4.A.1: Reflective Practice	Proficient	Needs Improvement	Needs Improvement

Based on your self-assessment, please summarize your areas of strength:

Areas of strength are _____

Strength Element/Dimension:

☒ 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.D.2: High Expectations
☐ 4.A.1: Reflective Practice

Strength Summary Evidence/Rationale:
Reason for areas of strength are _____

Based on your self-assessment, please summarize high-priority areas for growth:

Areas of growth are _____

Growth Element/Dimension:

☐ 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.D.2: High Expectations
☐ 4.A.1: Reflective Practice

Growth Summary Evidence/Rationale:
Reason for areas of growth are _____

Preliminary Goal-Setting & Plan Development

Identify/Clarify a Focus or Goal Topic

☐ 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.D.2: High Expectations ☐ 4.A.1: Reflective Practice

Strategic Prompt: **Why** is this topic/focus area so important?

This is important because _____

Topic/focus objective? _____

My objective is _____

Specific, Rigorous, Results-Focused Prompt: **What** skills, knowledge, or practice will I acquire or develop through achieving this goal?

I hope to acquire _____

Realistic, Timed Prompt: **When** will I achieve this goal?

Action-Oriented, Tracked Prompt: **How** will I demonstrate progress toward this goal?

I will demonstrate by _____

Measured Prompt: **How** will I know the goal has been achieved?

I will know I have reached my goal by _____

Draft Professional Practice Goal:

PPG: _____

What actions will you take to achieve the goal?

The candidate should share these two forms with you and the Supervising Practitioner before the first Three-Way Meeting to finalize the goal and implementation plan, as noted in the [CAP Guidelines](#). If you are satisfied with the candidate’s work, you will click on “*Save Only*.” However, if you would like the candidate to make any revisions and return the document to you, you will have the opportunity to do so: you and/or the Supervising Practitioner can leave feedback for the candidate in the textbox below, and then you will click on “*Return for edits*.”

[Leave feedback for Teacher Candidate/provide explanation for selecting "Return for edits".](#)

keep working on

Click this button to save the feedback, but leave the self-assessment closed: [Save Only](#)

Click this button to return this form back to the Teacher Candidate for edits: [Return for edits](#)

NOTE: You will not be able to view the candidate's Self-Assessment and Goal-Setting Form and Rubric until he/she has completed all portions, and has released the form to be shared with you and the Supervising Practitioner.

Completing the Finalized Goal and Implementation Plan

After you and the Supervising Practitioner approve or return to the candidate the Self-Assessment/Goal-Setting form, you will work as a triad to complete the Finalized Goal and Implementation Plan form. This form is unique, because it is the only form in the system in which all three users share responsibility for completion.

To complete this form:

- The Supervising Practitioner will complete the Measure of Student Learning section.
- The candidate will complete the Professional Practice Goal section, based on the Self-Assessment and Goal-Setting Form.
- You and the Supervising Practitioner will complete the Implementation Plan section, as seen here:

Implementation Plan: In support of attaining the goal(s), the candidate, Program Supervisor and Supervising Practitioner agree on the following actions: (Completed by BOTH Program Supervisor AND Supervising Practitioner):

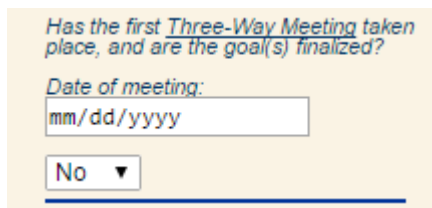
Action Step	Support/Resources from	Timeline/Frequency	Save Changes
			Save Changes

[Add an action step here:](#) Fill in all fields, then you must click Add Action Step to add it to the Implementation Plan

Action Step	Support/Resources from	Timeline/Frequency	Add Step
			Add Action Step

For more information on how to complete an implementation plan, refer to the CAP Guidelines.

Once you have your first Three-Way Meeting and finalize the candidate's goal, select "Yes" and on the drop-down menu and type the date.



Has the first Three-Way Meeting taken place, and are the goal(s) finalized?

Date of meeting:
mm/dd/yyyy

No ▼

This correlates with the Three-Way Meeting sign-offs on the [CAP Form](#) in the [CAP Guidelines](#).

Completing Formative and Summative Assessments

Unlike the observation forms that are completed separately by each assessor and then calibrated before feedback is released to the candidate, the Formative and Summative Assessments each function as a single, live, working document that is **shared** between the Program Supervisor and the Supervising Practitioner. You and the Supervising Practitioner will decide the best way to complete the form. One person can begin the ratings and evidence, save his/her work, and the other will see the progress and be able to add to the work.

To complete this form, you and the Supervising Practitioner will:

- Use the drop-down menus for Quality, Scope, and Consistency to select the rating determination for each element, as indicated by the arrows below,
- Indicate the readiness thresholds for each element by selecting "Yes" or "No" (for more information on the readiness thresholds for Quality, Scope, and Consistency, please refer to the Guidelines), and
- Provide calibrated feedback to support your ratings.
- Select "Complete" and "Save Your Work." (**Note: you will both need to select this to share the document with the candidate.**)

Progress: Complete ✓

Formative Assessment Rubric Element IVA.1

Element	Quality - ability to perform the skill, action or behavior as described in the proficient performance descriptor.	Scope - the scale / impact (e.g., one student, subset of children, all students) in 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 Threshold Met?
4.A.1: Reflective Practice	<input type="text" value="Proficient"/> Rating Description: 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.	<input type="text" value="Needs Improvement"/> Rating Description: May reflect on the effectiveness of lessons/units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	<input type="text" value="Needs Improvement"/> Rating Description: May reflect on the effectiveness of lessons/units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	<input checked="" type="radio"/> Yes <input type="radio"/> No
Calibrated Element 4.A.1 Feedback for Teacher Candidate: Calibrate evidence from SP and PS for candidate			Tagged Evidence Files:	
Announced Obs. #1 Calibrated Evidence: Observation date: 12/12/2015		Unannounced Obs. #1 Calibrated Evidence: Observation date: 11/15/2015		Announced Obs. #2 Calibrated Evidence: Observation date: 12/30/2016
Require additional (fifth) observation? <input type="text" value="Yes"/>				
Choose element(s) to be a Focus Element for the Unannounced Observation #2				
<input type="checkbox"/> 1.A.4: Well-Structured Lessons <input checked="" type="checkbox"/> 1.B.2: Adjustment to Practice <input type="checkbox"/> 2.A.3: Meeting Diverse Needs <input type="checkbox"/> 2.B.1: Safe Learning Environment <input type="checkbox"/> 2.D.2: High Expectations <input type="checkbox"/> 4.A.1: Reflective Practice				
The Supervising Practitioner has marked this Formative Assessment as "Finished". Please check this box if the Formative Assessment is complete: <input type="checkbox"/> COMPLETE <input type="button" value="Save Your Work"/>				

Each element is accompanied by:

- Any calibrated feedback from previous observations linked to that element, and
- Links to tagged evidence files that have been uploaded to the system.

You will use the same method for the Summative Assessment ratings. You will notice that at the bottom of each element, your rating and element feedback from the Formative Assessment have been exported for your reference.

Progress: Complete				Summative Assessment Rubric Element I.A.4	
Element	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 Threshold Met?	
 1.A.4: Well-Structured Lessons	Proficient Rating Description: Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. Formative Assessment Result: Needs Improvement	Proficient Rating Description: Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. Formative Assessment Result: Needs Improvement	Proficient Rating Description: Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. Formative Assessment Result: Needs Improvement	<input checked="" type="radio"/> Yes <input type="radio"/> No Formative Assessment Result: No	
Calibrated Element 1.A.4 Feedback for Teacher Candidate: <div> Calibrated evidence for our teacher candidate </div>			Tagged Evidence Files: <div> ESE_CAP Guidelines Release Memo_June 2015.pdf </div>		
Formative Assessment Feedback: Calibrated feedback is... Announced Obs. #1 Calibrated Evidence: Calibrated feedback is... Unannounced Obs. #1 Calibrated Evidence: Feedback... Announced Obs. #2 Calibrated Evidence: Unannounced Obs. #2 Calibrated Evidence:					

Completing the Cycle

You and the Supervising Practitioner will need to determine if the candidate is ready to teach and to provide your signatures. The online platform does not have a feature available to securely capture signatures electronically; therefore, you, the Program Supervisor, and the candidate must complete the one-page document of the [CAP Form](#). You can upload the signed document to the teacher candidate's cycle.

The last step is to manually close a cycle. See the section "Closing a Cycle" for details; be sure to include the number of practicum hours and total number of hours assumed full responsibility in the role.

IMPORTANT: Your candidates ratings will not be included if the cycle is not closed.

Troubleshooting and Feedback

Based on the most frequently asked questions we have received, here are a few tips:

1. Register with your school-issued email address.
2. In order to share a document, you will need to click "Save" first; then, if all portions of the document are completed, the checkbox to click "Complete" and "Save Your Work" will appear. If this does not appear at the bottom of the screen, then the system recognizes an incomplete portion of the form. Be sure to read through your work and check for missing information using the progress indicators.
3. When creating a CAP cycle, be sure to input the correct email address for the teacher candidate and the Supervising Practitioner. If anyone in the triad cannot view the open

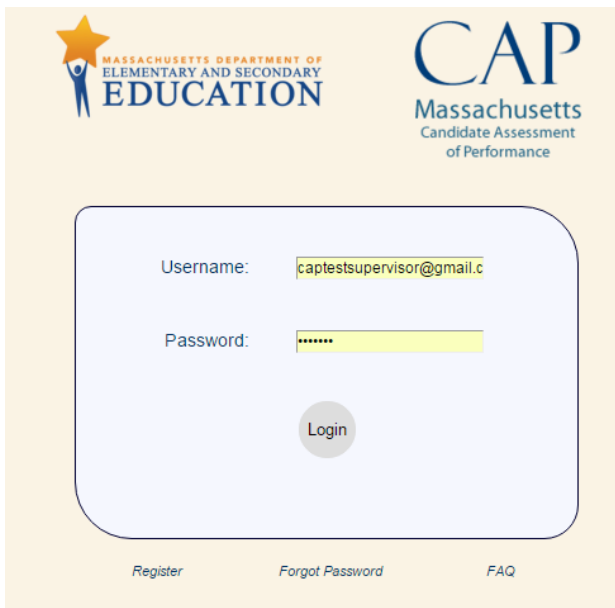
cycle, check for any discrepancies with their email address (e.g. misspellings, .com or .org, etc).

If you have questions about the CAP Online Platform, please check out the [FAQs](#), which we will update regularly based on common questions and feedback from users. If you have a question that is not on the list, or need assistance with the platform, please reach out to your Sponsoring Organization's CAP Manager.

User Guide C: Supervising Practitioner

Getting Started

To begin using the system, open a compatible³ web browser and log on to desecap.com.



On the bottom of the landing page there are two resources: a feature in case you forget your password, and a FAQ feature. The FAQs will take you to a set of both website usage questions as well as general CAP-related questions you may find useful as you use the platform. This page will be updated periodically.

To begin you will need to create a new account. To register:

- Click “*Register*” at the bottom left of the screen,
- Complete the screen prompts by filling in all fields, as shown below.

³ The CAP Online Platform is not compatible with Internet Explorer.

Register your account here
Upon completion, a verification e-mail will be sent to the address you provided.

E-Mail Address:

First Name:

Last Name:

Account Type: ☐ Program Supervisor
☒ Supervising Practitioner
☐ Teaching Candidate

Your School District:

Position/Title:

License Field(s):

License Type:

MEPID or License Number:

of years experience under license:

Accounts created on this web service are for use with the Massachusetts Department of Elementary and Secondary Education's Candidate Assessment of Performance program. Individuals creating accounts under the Program Supervisor or Candidate role must represent qualifying organizations/institutions (see drop down list above). Individuals creating accounts under the Supervising Practitioner role must represent qualifying Massachusetts school districts (see drop down list above). Please visit doe.mass.edu/edp for information on Massachusetts Educator Evaluator programs. Also please direct any inquiries to edp@doe.mass.edu

- Click “*Submit.*” You will then receive an email with a link to complete your registration as well as a temporary password.
- Check your email to verify your registration.
- Log in with the temporary password, and create a new password.
- Tell your Program Supervisor that you are registered and in the system, and provide him/her with your email address and school district.

In the System

General Navigation

This is your Main Screen after you log in:

Your open <u>Supervising Practitioner</u> cycles								
Candidate's Name (click name to view)	Program Supervisor	Announced Obs. #1 Complete	Self- Assessment Complete	Unannounced Obs. #1 Complete	Announced Obs. #2 Complete	Formative Assessment Complete	Unannounced Obs. #2 Complete	Summative Assessment Complete
Doe, Jane	sup. prog	No	No	No	No	No	No	No

Here, you will be able to view the progress of the candidate throughout his/her cycle and the name of the Program Supervisor assigned to the candidate. You will also be able to change your password at any time by clicking on “*Edit Profile*” in the navigation bar at the top of the screen.

To access a candidate’s cycle, click on his or her name in the first column.

This is your candidate cycle screen:



On the left of the screen, there is a Communication Window. This is a chat feature between the Program Supervisor, the candidate, and you, which allows all three to send messages.

On the top-right, you will notice a “*Supervisor-only Communication*” feature, which allows you and the Program Supervisor to speak privately in real time. The candidate does not have access to these messages.

The right column features a more detailed list of the CAP cycle steps than we saw displayed on the Main Screen: the “Completed Cycle Steps” lists everything that has been done to this point, while the “Future Cycle Steps” heading lists what still needs to be done in order for this candidate to complete CAP.

Uploading Evidence Files

A Program Supervisor, Supervising Practitioner, or teacher candidate can upload documents for evidence, and tag them according to which element(s) they feel the document is/are supporting. Tagging is optional; however, as we will see in the formative and summative assessments, when you tag an element, the document will appear under that element for evidence.

To upload an evidence file, first click on “*Upload Evidence Files*” at the bottom of the candidate cycle page. This will take you to the Document Uploading Page, as seen here:

Document Uploading

Files must be under 50MB in size, and only the following formats are allowed: .doc(x), .xls(x), .ppt(x) .pdf, .jpg, .png, .bmp, .gif, .mp3, .wav.

Choose File No file chosen

Check to tag this file to Essential Element(s) (optional):

☐ Element 1.A.4

☐ Element 1.B.2

☐ Element 2.A.3

☐ Element 2.B.1

☐ Element 2.D.2

☐ Element 4.A.1

Upload File

Current Uploaded Documents

Filename (click to view/download)	Tagged Elements	File Owner	Upload Date	Action
Candidate Self-Assessment Form.docx	1.A.4, 2.B.1	John Smith	07/13/2016	

Click on the file name to view/download the file. PDF files will require that an Adobe PDF Reader is installed. Image and audio files will open in a new browser tab. MIS Office documents will be downloaded into your "Downloads" folder. If you need to save the file to a particular location, right-click the file name, choose "Save link as..."; then select your desired location and click Save.

- Choose a file to upload by clicking on “Choose File,”
- Select elements to tag, if you choose to do so, and then
- Click on “Upload File.”

The file will appear under Current Uploaded Documents for the triad to view. Only the file owner will have the ability to remove it, in which case the option will appear under “Action.” For this example, the candidate uploaded her Self-Assessment Form: the PS and SP can view it, but cannot delete it.

Observation Forms

Here is a form for the first announced observation:

To be completed by Program Supervisor and Supervising Practitioner.

Focus Elements: **1.A.4 Well-Structured Lessons; 2.D.2 High Expectations**
Note: As this is the first observation, assessors should attempt to collect evidence for all elements in order to provide a baseline for future observations

Observation Details **Progress: Complete** ✓

Date of Observation: Start Time:
 End Time:

Content Topic/Lesson Objective:

Please include a lesson objective here...

Group Size:

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

Element*	Evidence**
1.A.4* Well-Structured Lessons	Program Supervisor Evidence: <div style="border: 1px solid #ccc; padding: 5px; min-height: 40px;"> Provide evidence synthesized from notes taken during observation... </div>
	Supervising Practitioner Evidence: <div style="border: 1px solid #ccc; padding: 5px; min-height: 40px;"> Provide evidence synthesized from notes taken during observation... </div>
	Calibrated Evidence for Teacher Candidate: Progress: Complete ✓ <div style="border: 1px solid #ccc; padding: 5px; min-height: 40px;"> Calibrate evidence from SP and PS for candidate on this element based on this observation... </div>
	<div style="border: 1px solid #ccc; padding: 5px; min-height: 40px;"> (Empty evidence box) </div>

☐ COMPLETE

Please check this box if this observation form is complete:
 * This will give the Teacher Candidate access to this form.

This observation is to be completed by the Program Supervisor and the Supervising Practitioner, and has elements of focus for evidence-collecting: Well-Structured Lessons and High Expectations. Here, you will see these elements at the top of the screen as well as bolded in the form. Just as in all observations, you are not limited to collecting evidence from this observation to support only these two essential elements.

For each required section there will be a progress indicator, which is to aid the user as he/she completes the form.

Progress: Incomplete ?

As you complete a required section, the progress indicator will change from incomplete to complete.

Progress: Complete 

To complete this form, you will need to:

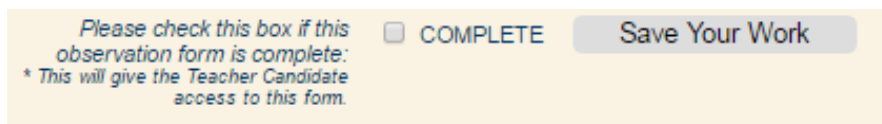
- **Complete the top portion of the form** with the date, start and end time of the observation, the group size, and a general statement about the content topic/lesson objective.
- **Complete evidence for at least the focus elements for this observation in the “Supervising Practitioner Evidence” boxes.** *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.*
- **Complete the reinforcement and refinement feedback at the bottom of the form.**
- **Complete the calibrated evidence boxes for all focus elements, the reinforcement feedback, and the refinement feedback, once you and the Program Supervisor are finished providing evidence individually.**

NOTE: The calibrated evidence boxes are the ONLY REQUIRED EVIDENCE BOXES on the form.

This is because the candidate will only see the calibrated feedback, and the form will not be ready to share until all appropriate calibrated feedback boxes outlined above are completed. This calibrated feedback will also be available for reference on the formative and summative assessments.

Once you have calibrated your feedback and are ready to share with the candidate, you will:

- Click “Save” at the bottom of the screen,
- Scroll down to the bottom of the screen again. You should see this:



- Click “Complete” at the bottom of the screen as well as “Save Your Work.” **NOTE:** If any entry on the form is missing information, this will not become available.

This will release the document to the candidate. **NOTE:** Both you and the Program Supervisor must check “Complete” and “Save Your Work” in order for the candidate to view this document.

NOTE: For unannounced observations in which you are the only person required to complete the observation form, you will still need to complete the calibrated boxes, because those are the

only comments that are shared with the candidate. You may copy-paste your feedback from the *“Supervising Practitioner Evidence”* boxes into the calibrated boxes.

Viewing a Candidate’s Self-Assessment and Goal-Setting Form

After the candidate completed the Self-Assessment, he/she will have shared the resulting rubric summary and the Self-Assessment/Goal-Setting Form, which are the same as Appendix B in the Guidelines. The green rectangles on the Self-Assessment indicate the selections that the candidate made for the Self-Assessment for each of the 6 Essential Elements for Quality, Scope, and Consistency; these selections are automatically summarized in the table at the top of the Self-Assessment/Goal-Setting Form, as seen here:

Self-Assessment Rubric Summary			
Element	Quality	Consistency	Scope
1.A.4: Well-Structured Lessons	Proficient	Needs Improvement	Proficient
1.B.2: Adjustment to Practice	Proficient	Proficient	Proficient
2.A.3: Meeting Diverse Needs	Proficient	Needs Improvement	Unsatisfactory
2.B.1: Safe Learning Environment	Needs Improvement	Needs Improvement	Proficient
2.D.2: High Expectations	Proficient	Proficient	Proficient
4.A.1: Reflective Practice	Proficient	Needs Improvement	Needs Improvement

Based on your self-assessment, please summarize your areas of strength:

Areas of strength are

Strength Element/Dimension:

- ☒ 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.D.2: High Expectations
☐ 4.A.1: Reflective Practice

Strength Summary Evidence/Rationale:

Reason for areas of strength are

Based on your self-assessment, please summarize high-priority areas for growth:

Areas of growth are

Growth Element/Dimension:

- ☐ 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.D.2: High Expectations
☐ 4.A.1: Reflective Practice

Growth Summary Evidence/Rationale:

Reason for areas of growth are

Preliminary Goal-Setting & Plan Development

Identify/Clarify a Focus or Goal Topic

- ☐ 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.D.2: High Expectations
☐ 4.A.1: Reflective Practice

Strategic Prompt: Why is this topic/focus area so important?

This is important because

Topic/focus objective?

My objective is

Specific, Rigorous, Results-Focused Prompt: What skills, knowledge, or practice will I acquire or develop through achieving this goal?

I hope to acquire

Realistic, Timed Prompt: When will I achieve this goal? 06/01/2016

Action-Oriented, Tracked Prompt: How will I demonstrate progress toward this goal?

I will demonstrate by

Measured Prompt: How will I know the goal has been achieved?

I will know I have reached my goal by

Draft Professional Practice Goal:

PPG:

What actions will you take to achieve the goal?

The candidate should share these two forms with you and the Program Supervisor before the first Three-Way Meeting to finalize the goal and implementation plan, as noted in the [CAP Guidelines](#). If you are satisfied with the candidate's work, you will click on "Save Only." However, if you would like the candidate to make any revisions and return the document to you, you will have the opportunity to do so: you and/or the Program Supervisor can leave feedback for the candidate in the textbox below, and then you will click on "Return for edits."

Leave feedback for Teacher Candidate/provide explanation for selecting "Return for edits".

keep working on

Click this button to save the feedback, but leave the self-assessment closed: Save Only

Click this button to return this form back to the Teacher Candidate for edits: Return for edits

NOTE: You will not be able to view the candidate's Self-Assessment and Goal-Setting Form and Rubric until he/she has completed all portions and has released the form to be shared with you and the Program Supervisor.

Completing the Finalized Goal and Implementation Plan

After you and the Program Supervisor approve or return to the candidate the Self-Assessment/Goal-Setting form, you will work as a triad to complete the Finalized Goal and Implementation Plan form. This form is unique, because it is the only form in the system in which all three users share responsibility for completion.

To complete this form:

- **You will complete** the Measure of Student Learning section, as seen here:

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. (Completed by Supervising Practitioner):

Measure of Student Learning	Impact Rating	Parameters
	High	
	Moderate	
	low	

- The candidate will complete the Professional Practice Goal section, based on the Self-Assessment and Goal-Setting Form.
- **You and the Program Supervisor will complete** the Implementation Plan section, as seen here:

Implementation Plan: In support of attaining the goal(s), the candidate, Program Supervisor and Supervising Practitioner agree on the following actions: (Completed by BOTH Program Supervisor AND Supervising Practitioner):

Action Step	Support/Resources from	Timeline/Frequency	Save Changes
<div></div>	<div></div>	<div></div>	<div>Save Changes</div>

Add an action step here: Fill in all fields, then you must click Add Action Step to add it to the Implementation Plan

Action Step	Support/Resources from	Timeline/Frequency	Add Step
<div></div>	<div></div>	<div></div>	<div>Add Action Step</div>

Once you have your first Three-Way Meeting and finalize the candidate's goal, select "Yes" and on the drop-down menu and type the date to indicate that this requirement was met under the Candidate Cycle.

Has the first Three-Way Meeting taken place, and are the goal(s) finalized?

Date of meeting:

▼

This correlates with the Three-Way Meeting sign-offs on the CAP Form.

Completing Formative and Summative Assessments

Unlike the observation forms that are completed separately by each assessor and then calibrated before feedback is released to the candidate, the Formative and Summative Assessments each function as a single, live, working document that is **shared** between the Program Supervisor and the Supervising Practitioner. You and the Program Supervisor will decide the best way to complete the form: one person can begin the ratings and evidence, save his/her work, and the other will see the progress and be able to add to the work.

To complete this form, you and the Program Supervisor will:

- Use the drop-down menus for Quality, Scope, and Consistency to select the rating determination for each element, as indicated by the arrows below,
- Indicate the readiness thresholds for each element by selecting "Yes" or "No" (for more information on the readiness thresholds for Quality, Scope, and Consistency, please refer to the Guidelines), and
- Provide calibrated feedback to support your ratings.

- Select “Complete” and “Save Your Work.” (Note: you will both need to select this to share the document with the candidate.)

Progress: Complete ✓

Formative Assessment Rubric Element IVA.1

Element	Quality - ability to perform the skill, action or behavior as described in the proficient performance descriptor.	Scope - the scale / 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 Threshold Met?
4.A.1: Reflective Practice	Proficient Rating Description: 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.	Needs Improvement Rating Description: May reflect on the effectiveness of lessons/units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Needs Improvement Rating Description: May reflect on the effectiveness of lessons/units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	<input checked="" type="radio"/> Yes <input type="radio"/> No

Calibrated Element 4.A.1 Feedback for Teacher Candidate:
 Calibrate evidence from SP and PS for candidate

Tagged Evidence Files:

Announced Obs. #1 Calibrated Evidence:
 Observation date: 12/12/2015

Unannounced Obs. #1 Calibrated Evidence:
 Observation date: 11/15/2015

Announced Obs. #2 Calibrated Evidence:
 Observation date: 12/30/2016

Require additional (fifth) observation? Yes

Choose element(s) to be a Focus Element for the Unannounced Observation #2

☐ 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.D.2: High Expectations
 ☐ 4.A.1: Reflective Practice

The Supervising Practitioner has marked this Formative Assessment as "Finished".

Please check this box if the Formative Assessment is complete. This will give the Teacher Candidate access to this form.

☐ COMPLETE

Each element is accompanied by:

- Any calibrated feedback from previous observations linked to that element, and
- Links to tagged evidence files that have been uploaded to the system.

You will use the same method for the Summative Assessment ratings. You will notice that at the bottom of each element, your rating and element feedback from the Formative Assessment have been exported for your reference.

Progress: Complete				Summative Assessment Rubric Element I.A.4	
Element	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 Threshold Met?	
<div style="text-align: center;"> </div> 1.A.4: Well-Structured Lessons	<div style="text-align: center;"> Proficient </div> Rating Description: Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. Formative Assessment Result: Needs Improvement	<div style="text-align: center;"> Proficient </div> Rating Description: Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. Formative Assessment Result: Needs Improvement	<div style="text-align: center;"> Proficient </div> Rating Description: Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping. Formative Assessment Result: Needs Improvement	<input checked="" type="radio"/> Yes <input type="radio"/> No Formative Assessment Result: No	
Calibrated Element 1.A.4 Feedback for Teacher Candidate: <div style="border: 1px solid black; padding: 5px; min-height: 50px;"> Calibrated evidence for our teacher candidate </div>			Tagged Evidence Files: ESE_CAP Guidelines Release Memo_June 2015.pdf		
Formative Assessment Feedback: Calibrated feedback is... Announced Obs. #1 Calibrated Evidence: Calibrated feedback is... Unannounced Obs. #1 Calibrated Evidence: Feedback... Announced Obs. #2 Calibrated Evidence: Unannounced Obs. #2 Calibrated Evidence:					

You will use the same method for the Summative Assessment ratings. You will notice that at the bottom of the page, your rating and element feedback from the Formative Assessment have been exported for your reference.

Completing the Cycle

You and the Program Supervisor will need to determine if the candidate is ready to teach, and will need to provide signatures. The online platform does not have a feature available to securely capture signatures electronically; therefore, you, the Program Supervisor, and the candidate must complete the one-page document of The CAP Form.

Troubleshooting and Feedback

Based on the most frequently asked questions we have received, here are a few tips that may assist you in the online platform:

1. Register with your school-issued email address.
2. If you are missing an email alert from the system, check your spam and junk folders.
3. If you have registered in the system, but receive the message "You have no open CAP cycles," check with your Program Supervisor on the process of the CAP cycle registration. If he/she has registered the CAP cycle, the email address used for the registration may be incorrect. Work with the Program Supervisor to check for any discrepancies with your email address (e.g. misspellings, .com or .org, etc).
4. In order to share a document, you will need to click "Save" first; then, if all portions of the document are completed, the checkbox to click "Complete" and "Save Your Work" will appear. If this does not appear at the bottom of the screen, then the system

recognizes an incomplete portion of the form. Be sure to read through your work and check for missing information, using the progress indicators.

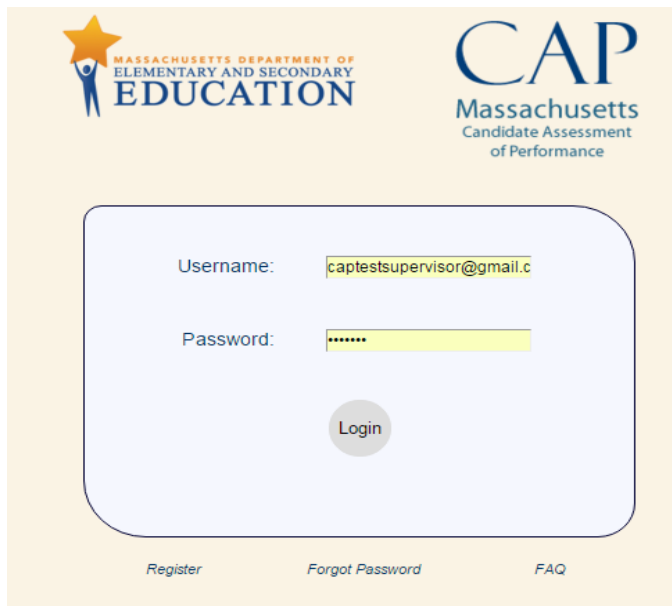
5. When creating a CAP cycle, be sure that the correct email address for the teacher candidate and the Supervising Practitioner are inputted. If anyone in the triad cannot view the open cycle, check for any discrepancies with their email address (e.g. misspellings, .com or .org, etc).

If you have questions about the CAP Online Platform, please check out the [FAQs](#), which will be updated regularly based on common questions and feedback that ESE receives from users. If you have a question that is not on the list, or need assistance with the platform, please reach out to your Sponsoring Organization (SO) CAP Manager (CM).

User Guide D: Teacher Candidate

Getting Started

To begin using the system, open a compatible⁴ web browser and log on to desecap.com.

The image shows the login interface for the CAP (Candidate Assessment of Performance) system. At the top left is the logo for the Massachusetts Department of Elementary and Secondary Education, featuring a stylized figure reaching up to a star. To the right of this is the CAP logo, which includes the text 'CAP' in large blue letters, followed by 'Massachusetts' and 'Candidate Assessment of Performance' in smaller text. The main login area is a light blue rounded rectangle containing two input fields: 'Username:' with the text 'captestsupervisor@gmail.c' and 'Password:' with a masked password '*****'. Below these fields is a circular 'Login' button. At the bottom of the page, there are three links: 'Register', 'Forgot Password', and 'FAQ'.

On the bottom of the landing page there are two resources: a feature in case you forget your password, and a [FAQ](#) feature. The FAQs will take you to a set of both website usage questions as well as general CAP-related questions you may find useful as you use the platform. This page will be updated periodically.

To begin you will need to create a new account. To register:

- Click “*register*” at the bottom left of the screen,
- Complete the screen prompts by filling all information in the fields seen below.

⁴ The CAP Online Platform is not compatible with Internet Explorer.

Register your account here
 Upon completion, a verification e-mail will be sent to the address you provided.

E-Mail Address:

First Name:

Last Name:

Account Type:
☐ Program Supervisor
☐ Supervising Practitioner
☒ Teaching Candidate

Your Organization/Institution:

Home Address:

City:

State:

Zip Code:

MEPID (if known):

Massachusetts License Number (if applicable):

Accounts created on this web service are for use with the Massachusetts Department of Elementary and Secondary Education's Candidate Assessment of Performance program. Individuals creating accounts under the Program Supervisor or Candidate role must represent qualifying organizations/institutions (see drop down list above). Individuals creating accounts under the Supervising Practitioner role must represent qualifying Massachusetts school districts (see drop down list above). Please visit doe.mass.edu/edeval for information on Massachusetts' Educator Evaluator programs. Also please direct any inquiries to edpres@doe.mass.edu

- Click “*Submit*” and you will receive an email with a link to complete your registration as well as a temporary password.
- Check your email to verify your registration.
- Log in with the temporary password, and create a new password.
- Tell your Program Supervisor that you are registered and in the system, and provide him/her with your email address and [MEPID](#) (if you have one/know it).

Once you log in, you will be prompted to enter information about your practicum, as seen here:

Cycle Options
 Before the cycle can begin, you must provide the following information:

Name of School:

Program Area and Grade Level:

Have any of the components of the approved program been waived?

Practicum Information:

Practicum/Equivalent Course Number:

Practicum/Equivalent Seminar Course Title:

Credit Hours:

Practicum/Equivalent Site:

Grade Level(s) of Students:

In the System

General Navigation

This is your Main Screen:

The screenshot displays the 'Main Screen' interface. On the left, a 'Communication Window' is titled 'From John Smith - Dec 20, 2015 - 12:23 PM' with a message 'test'. Below this is a text input field with the prompt 'Enter your comment below, then press Submit:' and a 'Submit' button. On the right, the 'Completed Cycle Steps' section includes links for 'View Self-Assessment Rubric' and 'View Self-Assessment Form', followed by a question about the first 'Three-Way Meeting' with a date field (12/15/2015) and a 'Yes' dropdown. The 'Future Cycle Steps' section lists various observation and assessment steps, followed by a question about the third 'Three-Way Meeting' with a date field (06/03/2016) and a 'No' dropdown. At the bottom right, an 'Other Options' section contains a link to 'Upload Evidence Files'.

Communication Window

From John Smith - Dec 20, 2015 - 12:23 PM
test

Enter your comment below, then press Submit:

Submit

Completed Cycle Steps:

[View Self-Assessment Rubric](#)

[View Self-Assessment Form](#)

Has the first Three-Way Meeting taken place, and are the goal(s) finalized?

Date of meeting:
12/15/2015

Yes ▾

[View Formative Assessment](#)

Has the second Three-Way Meeting taken place?

Date of meeting:
12/31/2015

Yes ▾

Future Cycle Steps:

[Announced Observation #1](#)

[Finalized Goal/Implementation Plan](#)

[Unannounced Observation #1](#)

[Announced Observation #2](#)

[Unannounced Observation #2](#)

[Unannounced Observation #3](#)

[Summative Assessment](#)

Has the Third Three-Way Meeting taken place?

Date of meeting:
06/03/2016

No ▾

Other Options:

[Upload Evidence Files](#)

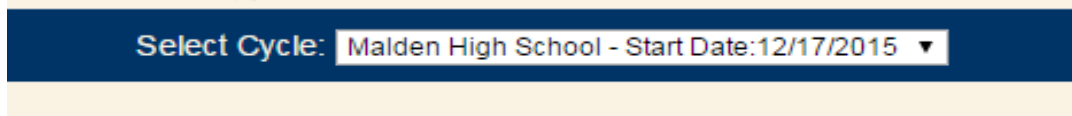
Here, you will also be able to change your password at any time by clicking on “*edit profile*” in the navigation bar.

On the left of the screen, there is a Communication Window. This is a chat feature between the Program Supervisor, the Supervising Practitioner, and you, which allows all three to send messages in real time.

The right column features two lists: “*Completed Cycle Steps*” lists everything that has been done to this point, while the “*Future Cycle Steps*” allows you to see what still needs to be done in order to complete CAP.

Candidate with split dual practicum placements

For candidates that are participating in a practicum where hours may be split across placements (e.g., Early Childhood), Program Supervisors will register you for another cycle that coincides with your placement. You will know when your second placement cycle becomes available when a second choice appears in your drop-down menu at the top of your screen:



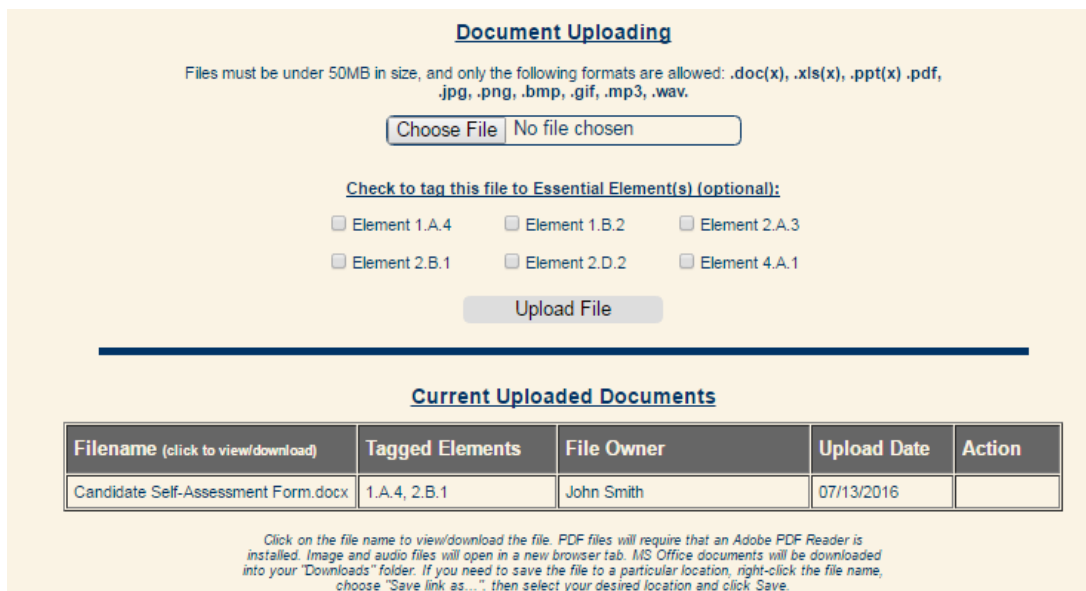
Select Cycle: Malden High School - Start Date: 12/17/2015 ▼

The cycles will be distinguished by different start dates and school placements.

Uploading Evidence Files

A Program Supervisor, Supervising Practitioner, or teacher candidate can upload documents for evidence, and tag them according to which element(s) they feel the document is/are supporting. Tagging is optional; however, as we will see in the formative and summative assessments, when you tag an element, the document will appear under that element for evidence.

To upload an evidence file, first click on “*Upload Evidence Files*” at the bottom of the candidate cycle page. This will take you to the Document Uploading Page, as seen here:



Document Uploading

Files must be under 50MB in size, and only the following formats are allowed: .doc(x), .xls(x), .ppt(x), .pdf, .jpg, .png, .bmp, .gif, .mp3, .wav.

Choose File No file chosen

Check to tag this file to Essential Element(s) (optional):

☐ Element 1.A.4 ☐ Element 1.B.2 ☐ Element 2.A.3
☐ Element 2.B.1 ☐ Element 2.D.2 ☐ Element 4.A.1

Upload File

Current Uploaded Documents

Filename (click to view/download)	Tagged Elements	File Owner	Upload Date	Action
Candidate Self-Assessment Form.docx	1.A.4, 2.B.1	John Smith	07/13/2016	

Click on the file name to view/download the file. PDF files will require that an Adobe PDF Reader is installed. Image and audio files will open in a new browser tab. MIS Office documents will be downloaded into your "Downloads" folder. If you need to save the file to a particular location, right-click the file name, choose "Save link as...", then select your desired location and click Save.

- Choose a file to upload by clicking on “choose file,”
- Select elements to tag, if you choose to do so, and then
- Click on “Upload File.”

The file will appear under Current Uploaded Documents for the triad to view. Only the file owner will have the ability to remove it, in which case the option will appear under “Action.”

Observation Forms

Here is a form for the first announced observation:

To be completed by the Supervising Practitioner.
(optional for Program Supervisor)

Focus Elements: 1.A.4 Well-Structured Lessons; 2.B.1 Safe Learning Environment

Observation Details

Date of Observation: Start Time:
End Time:

Content Topic/Lesson Objective: Group Size:

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

Element*	Evidence**
1.A.4* Well-Structured Lessons	Calibrated Evidence for Teacher Candidate: Feedback....
1.B.2 Adjustment to Practice	Calibrated Evidence for Teacher Candidate: Feedback....
2.A.3 Meeting Diverse Needs	Calibrated Evidence for Teacher Candidate: Feedback....
2.B.1* Safe Learning Environment	Calibrated Evidence for Teacher Candidate: Feedback....
2.D.2 High Expectations	Calibrated Evidence for Teacher Candidate: Feedback....
4.A.1 Reflective Practice	Calibrated Evidence for Teacher Candidate: Feedback....
Additional Evidence (Optional)	Calibrated Evidence for Teacher Candidate: Feedback....
Focused Feedback	
Reinforcement Area/Action: (strengths)	Calibrated Evidence for Teacher Candidate: Feedback....
Refinement Area/Action: (areas for improvement)	Calibrated Evidence for Teacher Candidate: Feedback....

This observation is to be completed by the Program Supervisor and the Supervising Practitioner, and has elements of focus for evidence-collecting: Well-Structured Lessons and High Expectations. Here, you will see that these elements are indicated at the top as well as bolded in the form. When the Program Supervisor and the Supervising Practitioner are finished calibrating the evidence that they would like to share with you, you will see their completed form appear for your viewing. All observation forms will be shared with you this way.

NOTE: You will not be able to view any observation forms until the Supervising Practitioner and Program Supervisor have completed and calibrated their feedback, and have released the form to be shared with you.

Completing a Self-Assessment Rubric and Goal-Setting Form

After the first announced observation, it is time to complete your Self-Assessment, which will assist you in your goal-setting for CAP. For each of the 6 Essential Elements, you will select ratings for yourself for Quality, Scope, and Consistency.

To complete the Self-Assessment Rubric, you will:

- Select your best determined rating of your performance for Quality, Scope, and Consistency for the element presented,
- Click “*Save Changes*” at the bottom of the screen to continue to the next element, and
- Continue to complete ratings for all 6 Essential Elements. You can monitor your progress using the navigation bar on the left. Once you complete an element, a green check mark will show in the “Status” column.
- Select “*Finalize Rubric*” at the bottom of the left navigation bar (under the list of elements), which will appear once all 6 Essential Elements ratings are completed.

Element Links:	Status	I.V.A.1: Reflective Practice				
1.A.4: Well-Structured Lessons		I.V.A.1: Reflective Practice	<u>Unsatisfactory</u>	<u>Needs Improvement</u>	<u>Proficient</u>	<u>Exemplary</u>
1.B.2: Adjustment to 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 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.
2.A.3: Meeting Diverse Needs						
2.B.1: Safe Learning Environment						
2.D.2: High Expectations						
4.A.1: Reflective Practice						
Finalize Rubric?						
		Quality - ability to perform the skill, action or behavior as described in the 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.				

Save Changes

Once you complete this Self-Assessment Rubric, you should move onto the Self-Assessment Form. To complete this form:

- Choose “*Complete Self-Assessment Form*” from the right column on the Main Screen. Your rubric selections, have been automatically extracted and inputted into the table at the top of the page for your reference, as seen here:

Self-Assessment Rubric Summary			
Element	Quality	Consistency	Scope
1.A.4: Well-Structured Lessons	Proficient	Needs Improvement	Proficient
1.B.2: Adjustment to Practice	Proficient	Proficient	Needs Improvement
2.A.3: Meeting Diverse Needs	Proficient	Proficient	Proficient
2.B.1: Safe Learning Environment	Proficient	Exemplary	Proficient
2.D.2: High Expectations	Needs Improvement	Needs Improvement	Needs Improvement
4.A.1: Reflective Practice	Proficient	Proficient	Proficient

- Complete the rest of the form, creating a preliminary professional practice SMART goal.

Once you have completed all portions of the form and are ready to share this document, click “*Complete*” at the bottom of the screen as well as “*Save Your Work.*” (**NOTE:** all entries must be completed in order for the “*Complete*” button to appear.) Your Program Supervisor and Program Supervisor 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, you will see “Complete Self-Assessment Form” once again under Incomplete Cycle Steps.** Once you are finished applying any edits, you will need to once again click “*Complete*” at the bottom of the screen as well as “*Save Your Work.*”

Completing the Finalized Goal and Implementation Plan

After you and the Supervising Practitioner approve or return to the candidate the Self-Assessment/Goal-Setting form, you will work as a triad to complete the Finalized Goal and Implementation Plan form. This form is unique, because it is the only form in the system in which all three users share responsibility for completion.

To complete this form:

- The Supervising Practitioner will complete the Measure of Student Learning section.
- The Program Supervisor and the Supervising Practitioner will complete the Implementation Plan section.
- **You will complete** the Professional Practice Goal section, based on the Self-Assessment and Goal-Setting Form, as seen here:

Professional Practice 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 Professional Practice S.M.A.R.T. goal(s) (Completed by Candidate):

PPG: ...

An automated response is generated into the text box from your goal on the Self-Assessment and Goal-Setting Form. You will have the opportunity to revise this goal based on any input provided by your Program Supervisor and Supervising Practitioner.

Once you have your first Three-Way Meeting and finalize your goal, select "Yes" and on the drop-down menu and type the date to indicate that this requirement was met.

Has the first Three-Way Meeting taken place, and are the goal(s) finalized?

Date of meeting:

mm/dd/yyyy

No ▼

Formative and Summative Assessments

For the Formative Assessment, your Program Supervisor and Supervising Practitioner will determine ratings of Quality, Scope, and Consistency for each of the 6 Essential Elements based on the your performance thus far, and supply evidence for each rating.

Once rating have been determined and calibrated, the Formative Assessment will be shared with you, as seen here:

Formative Assessment Rubric Element I.A.4				Readiness Threshold Met?
Element	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.	
1.A.4: Well-Structured Lessons	Needs Improvement Rating Description: Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Needs Improvement Rating Description: Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Needs Improvement Rating Description: Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	<input type="radio"/> Yes <input checked="" type="radio"/> No
Calibrated Element 1.A.4 Feedback for Teacher Candidate: Calibrated feedback is...				
Announced Obs. #1 Calibrated Evidence: Observation date: 12/20/2015 - Calibrated feedback is...		Unannounced Obs. #1 Calibrated Evidence: Observation date: 12/25/2015 - Feedback...		Announced Obs. #2 Calibrated Evidence: Observation date: feb 2016 -

Formative Assessment Rubric Element I.B.2				Readiness Threshold Met?
Element	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.	
1.B.2: Adjustment to Practice	Proficient Rating Description: 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.	Proficient Rating Description: 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.	Needs Improvement Rating Description: May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	<input checked="" type="radio"/> Yes <input type="radio"/> No
Calibrated Element 1.B.2 Feedback for Teacher Candidate: Calibrated feedback is...				
Announced Obs. #1 Calibrated Evidence: Observation date: 12/20/2015 -		Unannounced Obs. #1 Calibrated Evidence: Observation date: 12/25/2015 - Feedback...		Announced Obs. #2 Calibrated Evidence: Observation date: feb 2016 - test cal 1b2 ao2

At the end of your CAP cycle, you will be given final ratings by your Program Supervisor and your Supervising Practitioner, known as the Summative Assessment. This form will be shared with you in the same way as the Formative Assessment.

NOTE: You will not be able to view Formative and Summative Assessments until the Supervising Practitioner and Program Supervisor have completed and calibrated their feedback, and have released the form to be shared with you.

Completing the Cycle

The Program Supervisor and the Supervising Practitioner will determine if the you are ready to teach. The online platform does not have a feature to securely capture signatures electronically; therefore, you, the Supervising Practitioner, and the Program Supervisor must complete the one-page document of the CAP Form in paper form.

The final step of your CAP journey is to create a new professional practice goal, which can be used to support the transition into your first year of employment. This is not included in the online platform, and should be completed as instructed by your Program Supervisor. Using the techniques from the Self-Assessment and Goal-Setting Form, in which you created a SMART goal, you will establish a preliminary professional practice goal based on the results of the summative assessment.

Troubleshooting and Feedback

Based on the most frequently asked questions we have received, here are a few tips that may assist you in the online platform:

1. Register with your school-issued email address.
2. In order to share a document, you will need to click “*Save*” first; then, if all portions of the document are completed, the checkbox to click “*Complete*” and “*Save Your Work*” will appear. If this does not appear at the bottom of the screen, then the system recognizes an incomplete portion of the form. Be sure to read through your work and check for missing information.
3. If you have registered in the system, but receive the message “You have no open CAP cycles,” check with your Program Supervisor on the process of the CAP cycle registration. If he/she has registered the CAP cycle, the email address used for the registration may be incorrect. Work with the Program Supervisor to check for any discrepancies with your email address (e.g. misspellings, .com or .org, etc).

If you have questions about the CAP Online Platform, please check out the [FAQs](#) which will be updated regularly based on common questions and feedback that ESE receives from users. If you have a question that is not on the list, or need assistance with the platform, please reach out to your Sponsoring Organization (SO) CAP Manager (CM).