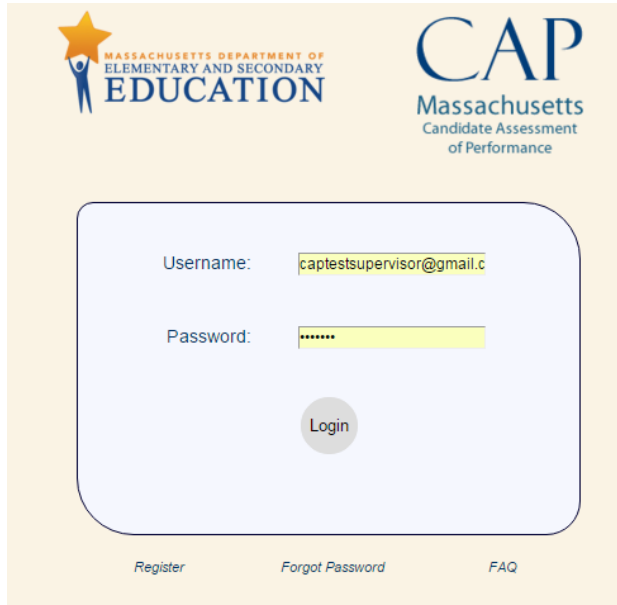


User Guide C: Supervising Practitioner

Getting Started

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



The screenshot 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 star and a figure. To the right is the CAP logo, which includes the text 'CAP Massachusetts Candidate Assessment of Performance'. The main area contains a light blue rounded rectangle with a login form. The form has two input fields: 'Username:' with the text 'captestsupervisor@gmail.c' and 'Password:' with a masked password '*****'. Below the password field is a circular 'Login' button. At the bottom of the form area 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 in all fields, as shown below.

¹ 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/edev](http://doe.mass.edu/ed/edev) for information on Massachusetts Educator Evaluator programs. Also please direct any inquiries to edev@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 Supervising Practitioner 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:

The screenshot shows a web interface titled "Teacher Candidate/Supervisor Communication Window". On the left, there is a communication window with a message from Jessica Jones: "From Jessica Jones - Apr 29, 2016 - 02:07 PM (hello!)". On the right, there is a sidebar with the following sections:

- Supervisor-only Communication**
- Completed Cycle Steps:**
 - View Announced Observation #1
 - View Unannounced Observation #1
 - View Announced Observation #2
 - View Formative Assessment
 - View Unannounced Observation #2
- Future Cycle Steps:**
 - Finalized Goal/Implementation Plan
 - Unannounced Observation #3
 - Summative Assessment
- Other Options:**
 - Upload Evidence Files

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. 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 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: 12/12/2015 Start Time: 10:00 am
End Time: 11:00 am

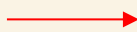
Content Topic/Lesson Objective:

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

COMPLETE

Save Your Work

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 

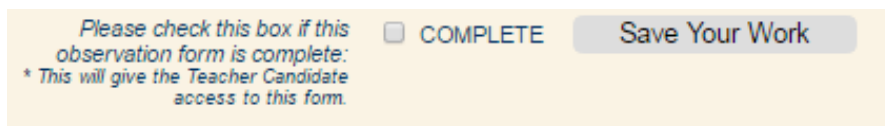
To complete this form, you will need to:

- **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

- | | | |
|---|--|--|
| <input type="checkbox"/> 1.A.4: Well-Structured Lessons | <input type="checkbox"/> 1.B.2: Adjustment to Practice | <input checked="" 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 |

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 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
<div style="border: 1px solid gray; height: 100px; width: 100%;"></div>	High	<div style="border: 1px solid gray; height: 30px; width: 100%;"></div>
	Moderate	<div style="border: 1px solid gray; height: 30px; width: 100%;"></div>
	low	<div style="border: 1px solid gray; height: 30px; width: 100%;"></div>

- 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
<input type="text"/>	<input type="text"/>	<input type="text"/>	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
<input type="text"/>	<input type="text"/>	<input type="text"/>	Add Action Step

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:

No ▼

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 ✓


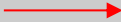



Formative Assessment Rubric Element IVA.1

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) 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	[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? <input type="checkbox"/> Yes <input type="checkbox"/> No				
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: This will give the Teacher Candidate access to the form. <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		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	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: Calibrated evidence for our teacher candidate			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).