Initial License Teacher Preparation Programs
Teacher Candidate Handbook

Education Programs
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ANNA MARIA
COLLEGE

INTRODUCTION

Letter from the Chair of Education Programs

Dear Supervising Practitioner:

The *Practicum Handbook* provides guidelines for implementing and evaluating a Practicum experience for students in the Educator Preparation Program at Anna Maria College. These guidelines are based on the philosophy and goals of our program and are consistent with the new standards for teacher licensure in the state of Massachusetts.

Teacher Candidates have participated in formal coursework that has provided a foundation in educational philosophy, psychology, and theory; specific methods in pedagogy and curriculum; and, opportunities to practice and reflect on teaching. The Practicum is an opportunity for future teachers to learn from experienced professionals immersed in school settings.

As a partner in the development of Teacher Candidates, the Supervising Practitioner serves as a model and is crucial in the development of the Teacher Candidate. Specifically, with your guidance, the Candidate will learn a great deal about excellence in teaching and develop the habits of mind essential to teaching and learning.

Because the Supervising Practitioner is responsible for the larger portion of the Practicum, this handbook is designed as a guide and resource to inform you of your role in the partnership. Please call our Education Office, 508.849.3435, if you have any questions or concerns.

Thank you for your commitment to this program,

Shelie Wells M.Ed

Shelie Wells, M.Ed.
Chair of the Department of Education

Program Philosophy

Professional Dispositions are the cornerstone of the Educator Preparation Program at Anna Maria College as we believe that Professional Dispositions often determine the success, or lack of success, of our Teacher Candidates. The Professional Disposition indicators are threaded throughout the program in order for students to make connections from course content to their role as a professional educator. Our goal is to cultivate educators who are supportive colleagues, maintain a high level of competence and integrity in their teaching practices, use feedback to improve upon their performance, embrace the diversity of their students, and ultimately serve as positive adult role models in their school community.

The Educator Preparation Program at Anna Maria College aligns course criteria, Pre-Practicum, and Practicum experiences with the Massachusetts Department of Elementary and Secondary Education (DESE) Professional Standards. The four Professional Standards that guide the program are:

1) *Curriculum, Planning, and Assessment*

2) *Teaching All Students*

3) *Family and Community Engagement*

4) *Professional Culture*

The philosophy of our program is to model effective teaching practices, provide current research, promote theoretical appreciation, and make connections to practice for all students.

The Educator Preparation Program integrates effective teaching strategies for curriculum planning to **meet the needs of a diverse student body**. Using the Massachusetts Department of Elementary and Secondary Education Curriculum Framework Standards, students are taught to target essential knowledge when planning learning objectives, to create measurable evaluations of student learning, and provide evidence of differentiated instruction. Anna Maria College students are challenged to incorporate the principles of Universal Design for Learning into all their Standards based lessons to promote student engagement and success.

The Education Program Faculty at Anna Maria College work closely with Supervising Practitioners **to communicate the Standards and expectations of the Pre-Practicum and Practicum experience. We value feedback from the field and serve as a support system for students and practitioners during this learning process. Ultimately, these Teacher Candidates will be future colleagues; therefore, we challenge** Supervising Practitioners **to model and discuss qualities of effective teaching to prepare Anna Maria students for their role as a professional educator in the community.**

The Educator Preparation Program at Anna Maria College (AMC) aims to develop the AMC student as a deeply committed, knowledgeable, and reflective practitioner. The program is built on the idea that classroom students are unique individuals who are joined together as different members of a learning community. As members of a learning community there is a responsibility to respect, support, and learn from each other. Both the individual and social dimensions of learning are stressed. Students are asked to consider how to help classroom students grow in both their individual capabilities as learners and their capabilities as responsible and cooperative co-learners.

The Program places a high priority on 'active' approaches to learning. AMC Teacher Candidates are encouraged, for example, to help classroom students to develop mathematical and scientific understanding through inquiry, questioning, problem-solving, and investigation, and to connect this process between and among curriculum areas in their planning, based on a belief that learning naturally involves such connection-making. AMC Teacher Candidates are encouraged to try different strategies in assessing classroom students' learning and needs (e.g., journals, conferences, portfolios).

Program Goals

1. ***To Develop Capability as a Planner of Students' Learning*** :

   To gain confidence and competence in planning for classroom learning in and across various curriculum areas, taking into account the diverse developmental needs, interests, backgrounds, and learning styles of students.

2. ***To Develop Capability and Versatility as a Teacher*** :

   To gain confidence and competence in various modes of teaching including, but not limited to, 'direct' teaching (teacher-led demonstration and direction), and 'indirect' teaching (e.g., facilitate, model, guide, coach, support, and co-learn).

3. ***To Learn to Integrate Teaching, Learning, and Assessment*** :

   To gain confidence and competence in assessing and evaluating classroom students' learning and to adapt instruction accordingly.

4. ***To Become a Reflective Practitioner*** :

   To learn to reflect on the process of teaching and learning and on the assumptions, values, and beliefs that underlie it.

Education Council

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General Practicum Guidelines

The Assuming of Responsibility

Normally, Teacher Candidates begin the Practicum observing and assisting the Supervising Practitioner in her/his teaching and the children in their learning. The observing and assisting process may continue for one week. The Education Program requires that the Teacher Candidates assume responsibility for some small or large group teaching activity on a regular basis as soon as possible, and have substantial experience prior to the midpoint of the Practicum. The specific program guidelines on the following pages should provide perspective on the generally expected assumption of responsibility throughout the Practicum, and indicate the key defining points of the experience (for example, the midpoint evaluation).

Teacher Candidate Guidelines

Be Prepared

- Plan on being available for planning with your Supervising Practitioner for up to 1 hour per day. Mutually determine a planning time at the beginning of your experience (usually at the Supervising Practitioner's convenience).

- Come to planning prepared with ideas and questions.

- Plan on providing at least three full AMC format lesson plans (to include reference to MA Curriculum Frameworks in your objectives). Additional evidence of planning is needed and can include abridged lesson plan formats. Please remember that AMC and your Supervising Practitioner reserve the right to have full lesson plans for every lesson.

Be Professional

- A meeting among the Teacher Candidate, AMC Program Supervisor, and Supervising Practitioner will be scheduled **prior to the start** of the Practicum semester.

- Find out the first reporting day for teachers if you are teaching at the beginning of the school year and the reporting time for the first day (**you are expected** to attend Faculty meetings prior to the start of school and during the semester).

- Discuss with the Supervising Practitioner how you might best prepare for student teaching. (For example: Are there curriculum materials that you might review? Is there a school web page? Are there materials such as a welcoming bulletin board that you might help prepare? Is there a time to help set up the classroom during the summer?)

- Dress professionally – you are representing AMC in your placement, you are also a model to the students therefore, please avoid the following:

     ○ jeans, t-shirts, sweatshirts/sweatpants, flip flops, excessive perfume, odors related to smoking/vaping or other legal substances (*please note odors may be absorbed via personal items as well*).

    → *"AS YOU ARE DRESSED, SO WILL YOU BE PERCEIVED, AS YOU ARE PERCEIVED, SO WILL YOU BE TREATED."* Harry Wong

- Find out a good way to get to your school site and gauge how long it will take you to get there. Allow ample time for traffic.

- Introduce yourself at the school office to secretarial staff, vice principal, principal, custodian, nurse, lunch staff, etc.

- Find out the school hours for teachers (expected daily reporting time/leaving time) and the school calendar for your semester of student teaching.

- Identify sports and extracurricular activities at the initial visit so that AMC and your Supervising Practitioner will know what to expect. <u>Your Practicum is your **priority** for this semester.</u>

- Become familiar with the school's general layout, especially key places (library, teacher's room, etc.)

- Ask if you should be wearing an identification badge on school grounds.

- Ask if there is any school literature (faculty manual, teacher's manual, and curriculum guides) that you might have. Become familiar with this information.

- Let your Supervising Practitioner know that a Handbook and other information will be forwarded to the school before you begin your placement.

- Plan to participate in any Professional Development days.

- Seminar will be held hybrid on Mondays from 4:30 p.m. – 6:30 p.m. Let your Supervising Practitioner know that you will need to leave your placement in time to get to AMC on these days.

- If you will be late to your placement for any reason, be sure to inform your Supervising Practitioner (you should <u>request a home telephone number</u>). You are also expected to email your Program Supervisor, Seminar Professor, and Field Placement Coordinator to inform of any absence from Practicum. Find out the absent/tardy protocol for the school and follow that protocol if needed. **Attendance and punctuality are expected**.

- **This is a full 15-week placement.** Even if your 300 hours are completed before the 15 weeks. *Please note*: *Early Childhood placements will require 100 hours completed in a PreK or K classroom and 200 hours completed in a grade 1 or 2 classroom.*

- Undergraduates: If you need to gain entrance to the dorm prior to its official opening in order to begin your student teaching, leave a message with the Field Placement Coordinator (508-849-3419) so that we can notify the Dean of Student Affairs.

- Call the Education Program (508-849-3435) if you have any questions.

The responsibilities of a teacher are considerable. There is, accordingly, a high expectation that you will approach them seriously, thoughtfully prepare yourself for them, and strive to fulfill them well as you assume them. If you are ever unsure or perplexed, seek help from your Supervising Practitioner, AMC Program Supervisor or College Seminar Professor, or call the Education Office at 508-849-3435. Remember that you are making a life decision to become a teacher – this involves preparation, professionalism and a true commitment to the field. Enjoy and make the most of your experience.

ROLES AND RESPONSIBILITIES

Expectations of the Teacher Candidate

CORI

School districts require that a Criminal Offender Record Inquiry (CORI) be completed before beginning the Practicum experience. It is the expectation of the college that students will be accurate and truthful when they complete the CORI.

Fingerprinting

The law requires all public and private K-12 school employees in Massachusetts, as well as early educators, to submit to state and national fingerprint-based criminal background checks.

Practicum "Hours"

Those hours in which the Teacher Candidate is fulfilling the professional role of teacher during the school day. Normally 5-6 Practicum hours are accumulated each day at the site.

Calendar

Teacher Candidates will follow the public school calendar, taking vacations when the school, rather than when the College is on vacation.

Initial Licensure Programs

Students normally enroll in a full semester of the Practicum experience (normally 15 weeks). See programs for specific hour requirements.

Full Responsibility Hours

"Full Responsibility Hours" include any time in which the Teacher Candidate has full responsibility for teaching children (the student is neither assisting nor observing). All Teacher Candidates must complete at least 100 full responsibility hours during the course of a 300 hour Practicum experience, including at least two weeks when they have responsibility for the full teaching load. Teacher Candidates can expect to accumulate well over 300 hours during their Practicum experience. *Please note*: *Early Childhood Placements will require 100 hours completed in a PreK or K classroom and 200 hours completed in a grade 1 or 2 classroom.*

Full responsibility is defined as any time a Teacher Candidate is 'teaching' an activity (one-on-one with an individual student, small group instruction, and large group instruction). The majority of teaching time should be spent with small groups or large groups. A typical 15-week Practicum should include at least 100 hours of full responsibility time. Assisting Time is defined as any time during the school day when a Teacher Candidate is assisting the Supervising Practitioner (planning, grading papers, creating bulletin boards, participating in lunch, recess or bus duty, etc.)

Prior to Practicum Placement

Once the Field Placement Coordinator receives confirmation for placement of the Teacher Candidate, the Teacher Candidate and the Program Supervisor will be notified. The Teacher Candidate will arrange a three-way meeting with the Supervising Practitioner and Program Supervisor to discuss the expectations of the placement and address any questions that may arise. This visit will occur prior to the start of the Practicum placement.

Universal Design for Learning Plans

Students must use the "UDLP" designed by the Education Council in planning a minimum of three of their announced observations by their Program Supervisor. These plans must be in sufficient detail to guide the Teacher Candidate and to show that he/she/they has thought about the teaching-learning process involved, as suggested by the "UDLP." Students are expected to review their plans with their Supervising Practitioners before the implementation of the lesson. These plans will be reviewed by the seminar instructor, as requested. Additional evidence of planning is required through abridged lesson plan formats.

Candidate Assessment of Performance

The students are required to meet the rubric indicators in the *CAP* as evidence of meeting licensure requirements as outlined by the Department of Elementary and Secondary Education. The *CAP* rubric consists of Seven Essential Elements. The *CAP* requires students to have a Professional Practice Goal and specific measures of student learning. Students are required to have announced and unannounced observations as evidence of their proficiency of teaching throughout their Practicum.

Seven Essential Elements

Element	Proficiency Descriptor
I-A-1 Subject Matter Knowledge	The candidate's performance fully meets the requirements: Demonstrates sound knowledge of the subject matter by: ● Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts. ● Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world. ● Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.
I-C-2 Adjustments to Practice	The candidate's performance fully meets the requirements: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.
II-A-1 High Expectations and Support	The candidate's performance fully meets the requirements: Supports all students to meet or exceed high expectations for grade-appropriate, standards aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by: ● Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning. ● Providing flexible and responsive supports, scaffolds, and tools to meet students' needs. ● Communicating clear criteria for success (e.g., models, rubrics, exemplars). ● Reinforcing perseverance and effort with challenging content and tasks.
II-A-3 Inclusive Instruction	The candidate's performance fully meets the requirements: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have

	been historically marginalized, by: ● Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students. ● Providing students with multiple ways to learn content and demonstrate understanding.
II-B-2 Safe Learning Environment	The candidate's performance fully meets the requirements: Creates and maintains a safe, supportive, and inclusive environment by: ● Establishing, with student input, classroom routines and systems to support student learning. ● Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness). ● Supporting student accountability for the impact of their actions. ● Enabling students to take academic risks and share ideas freely. ● Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.
III-C-1 Collaboration on Student Learning and Well-Being	The candidate's performance fully meets the requirements: Partners with families to support students' learning and well-being by: ● Leveraging families' cultural and linguistic knowledge and expertise as assets. ● Engaging with families about what students are learning in the classroom and expectations for student success. ● Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.
IV-A-1 Reflective Practice	The candidate's performance fully meets the requirements: Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.

(2024 Handbook for the Candidate Assessment of Performance)

Experiences
The Teacher Candidate should have experiences (as described below) involving as many aspects of the total school program as possible. The activities must not be restricted to observation/assisting in the classroom.

During the first few days that the Teacher Candidate is in the classroom, he/she/they should observe and assist the Supervising Practitioner in the teaching-learning situation. The period of observation/assisting is a time when the student readies herself/himself/themself for the teaching experience. The following are some suggestions:

- Observe classroom procedures for such activities as:

  a.   Distribution and collection of papers or materials
  b.   Storage of books, materials, supplies, etc.
  c.   Dismissal of the students
  d.   Collection of milk or lunch money
  e.   Attendance
  f.   Transitions; moving children from place to place
  g.   Learn the names of students in classroom
  h.   Introduce oneself to principal, secretary, school nurse, custodian, and other school personnel
  i.   Become familiar with the school building

- Begin learning immediately about the general school routines:

  a.   Regulations for playground supervision
  b.   Sign-in procedures and ID badges
  c.   Rules and regulations about use of restrooms
  d.   Schedule for buses
  e.   Regulations and routines for lunch room, fire drills, etc.
  f.   Schedule for specials (art, music, physical education, or other regularly scheduled activities)

- Become familiar with the curricular materials and resources.
- Plan for teaching and assume some actual responsibility for teaching.
- Use observation form as a guideline for classroom practice.
- Keep an accurate log of teaching/assisting hours.
- Meet with your SP & PS to formulate your Professional Practice Goal and measures of student learning. You will send your Goal to the seminar instructor for feedback.

Teaching Experience

In consultation with the Supervising Practitioner, and consistent with the Practicum Guidelines in this handbook, the student will:

- Follow the "Universal Design for Learning" Guidelines in planning for and assessing student learning.
- Demonstrate competence in areas involving teaching the Massachusetts State Curriculum Frameworks and Standard for Teaching.

Expectations of the Supervising Practitioner

The relationship between the Supervising Practitioner and the Teacher Candidate is one of the most important factors in the Educator Preparation Program. The Teacher Candidate will gain from the experience, maturity, and insights of the Supervising Practitioner.

In working with the student, the Supervising Practitioner should:

- Assist the Teacher Candidate in understanding the routine procedures and policies of the school.
- Make available to the Teacher Candidate course outlines, curricula guides, etc.
- Meet with the Teacher Candidate regularly (<u>at least one hour of uninterrupted time per week</u>) to provide feedback for the Teacher Candidate's daily learning activity plans.
- **Assist the Teacher Candidate to formulate their Professional Practice Goal and measures of student learning.**
- Arrange for regular conferences with the Teacher Candidate to discuss the Teacher Candidate's strengths and goals for growth, curriculum planning, classroom management, children's needs and learning and review the *Candidate Assessment of Performance (CAP) documentation.*
- Provide the Teacher Candidate with support to advance from the observation and assistance phases to the actual teaching phase of his/her/their Practicum.
- Observe the Teacher Candidate and make suggestions for improvement.
- Participate in the evaluation process using the *CAP Observation* forms. Meet with the Teacher Candidate to discuss his/her/their self-evaluation, and evidence for meeting standards.
- Meet with the Teacher Candidate and Program Supervisor together to determine and discuss evaluation in a three-way conference. Use the *CAP* Form as a guideline.
- Collaborate with the Program Supervisor to rate the Teacher Candidate using the Standards found on the *CAP* Rubric.
- Alert Field Placement Coordinator or Program Chair of any concerns that include attendance, punctuality, or any professional issues.

Expectations of the Program Supervisor

The Program Supervisor is a member of the Professional Education faculty in the Education Program at Anna Maria College. The role of the Program Supervisor includes:

- Serving as a liaison between the Education Program and the Partner School.
- Facilitating communication between the Education Program, Partner School, Supervising Practitioner and Teacher Candidate regarding the philosophy, expectations, requirements, and effectiveness of the teacher preparation program, and, specifically, the Practicum experience.
- Monitoring the Teacher Candidate's progress in the Practicum and overseeing the *CAP* evaluation process.
- Alerting the Field Placement Coordinator or Program Chair of any concerns that include attendance, punctuality, or any professional issues.
- Working knowledge of the DESE *CAP* assessment.

Specific Responsibilities of the Program Supervisor

- Once the Field Placement Coordinator receives confirmation for placement of the Teacher Candidate the Program Supervisor will be notified. The Teacher Candidate will arrange a three way meeting with the Supervising Practitioner and Program Supervisor to discuss the expectations of the placement and address any questions that may arise. This visit will occur prior to the start of the Practicum placement.
- Using the *CAP Observation Form,* the Program Supervisor will observe, discuss, and evaluate learning activities conducted by the Teacher Candidate with both the Teacher Candidate and Supervising Practitioner in a "three-way" conference.
- The Program Supervisor conducts at least two formal observations and evaluations during a fifteen (15) week Practicum – at least three observations are required in the Early Childhood and Music placements. These are usually done towards the beginning, middle, and end of the Practicum experience. The Program Supervisor completes the *CAP Observation Form* and writes a summary of his/her/their observations and evaluation following each observation. The final copy of the *CAP Observation Form* is given to the Teacher Candidate for the student's records and the student's file in the Education Program. During the formal observation visits, the Program Supervisor checks attendance records and evidence of planning of the Teacher Candidate.
- The Supervisor reviews and contributes to the formal evaluation of the Teacher Candidate's competence during the Practicum experience in a process that includes the Teacher Candidate's self-evaluation and the Supervising Practitioner's evaluation (see *Candidate Assessment of Performance Evaluation System*).

- Knowledge of ongoing observation form and feedback provided by the Supervising Practitioner in the *CAP* Rubric.
- Maintains a mentoring log and shares the completed mentoring log with the AMC Education Department at the end of the Practicum.

Expectations of the Field Placement Coordinator

The Field Placement Coordinator is a member of the Professional Education faculty in the Education Program at Anna Maria College. The role of the Field Placement Coordinator includes:

- *Conducting Preference Survey*

Prior to each semester, the Field Placement Coordinator will conduct a preference survey with all incoming Practicum candidates.

- *First Contact*

The Field Placement Coordinator will make the initial contact with the building principal to discuss his/her/their interest in hosting an Anna Maria College Teacher Candidate.

- *Program Supervisor Confirmation*

Once the Field Placement Coordinator receives confirmation for placement of the Teacher Candidate, the Program Supervisor will be notified so that he/she/they may arrange a visit with the Supervising Practitioner to discuss the expectations of the placement and answer any questions that may arise. This Program Supervisor visit will occur prior to the start of the Practicum placement.

- *Student Confirmations*

After placement is confirmed with the building principal, the Field Placement Coordinator will send each student a confirmation with all pertinent information including CORI and fingerprinting instructions. In addition, the student will be requested to contact the Field Placement Coordinator after visiting the Supervising Practitioner.

- *Supervising Practitioner Information*

Prior to the beginning of the semester, the Field Placement Coordinator will collect an Information Sheet on each Supervising Practitioner, which includes contact information,

the Supervising Practitioner's MEPID number, the level of licensure, and to verify at least a "proficient" rating on the Teacher Evaluation.

● *Documentation Collection*

At the end of the Practicum experience all documentation will be submitted to the Field Placement Coordinator. Students are responsible for submitting all observations, evaluations, surveys, transcripts requests, transcripts as required, and attendance reports. In order to receive Professional Development Points and a course voucher from Anna Maria College, the Supervising Practitioner will be requested to fill out a Voucher Request Form. If the Supervising Practitioner choses to select a stipend rather than a course voucher, AMC requires a W9 form be completed and returned to the Field Placement Coordinator.

Timeline of Responsibilities

The following *CAP* outline is meant to serve as a guide for Teacher Candidates, Supervising Practitioners, and Program Supervisors. It is understood that individual circumstances may require deviation from the guidelines. We recognize the growth of a teacher as a developmental process that will vary somewhat according to the person (competency, experiences, and confidence), academic discipline, and setting.

15 Week Placement Calendar

Elementary and Moderate Disabilities (PreK-2, PreK-8 or 5-12)

min. 300 hours in total, 100 hours full responsibility

Program Supervisors should communicate with **Supervising Practitioners biweekly.**

Week 1	Observe, get to know students, assisting in lessons is highly encouraged. Contact your **PS** and **SP** to decide a date for 1st announced observation (week 3) and first 3-way meeting (during or before week 4) **Teacher Candidate** – before 1st 3-way – **review self-assessment, begin thinking about and discussing ideas for your SMARTIE goal based on self-assessment.**
Week 2	Plan and assist in teaching in 1-2 subject areas/periods. **Teacher Candidate**-Draft Preliminary SMARTIE goal based upon self-assessment.
Week 3	Continue planning and teaching/assisting in 2-3 subject areas/periods. **Teacher Candidate**- Refine draft of preliminary SMARTIE goal. **Program Supervisor -1st Announced Observation** **Supervising Practitioner** also observes to document and discuss evidence for initial rating on the CAP rubric. **Post Conference on 1st Announced Observation – PS (within 2-3 days)**
Week 4 **Begin co-teaching as appropriate.**	Continue planning and teaching/assisting in 2-3 subject areas/periods. Share draft of preliminary SMARTIE goal with **SP** and **PS** prior to first 3-way meeting. **Week 3 or 4** **1st 3-Way Meeting** **Baseline ratings of CAP rubric are shared.** **Work to finalize SMARTIE goal and outline a plan for implementing this goal.**
Week 5	Continue planning and teaching/assisting in 2-3 subject areas/periods. **Supervising Practitioner - 1st Unannounced Observation** **(should be at least a week after 1st 3-way)** **Post Conference on 1st Unannounced Observation- SP (within 2-3 days)**

Week 6	Continue planning and teaching/assisting in 3-4 subject areas/periods. **Teacher Candidate** assumes the role of a <mark>half-day "substitute" teacher</mark> (flexible to situation) with **SP** present as appropriate.
Week 7	Continue planning and teaching/assisting in 3-4 subject areas/periods. Administer and collect **Student Feedback Surveys** – analyze with your **SP**. Provide surveys and data analysis to the Field Placement Coordinator for licensure file. **Program Supervisor - 2nd Announced Observation** **Post Conference on 2nd Announced Observation - PS (within 2-3 days)**
Week 8	Continue planning and teaching/assisting in 3-4 subject areas/periods. **Week 7 or 8** **2nd 3-Way Meeting** **Formative ratings of the CAP rubric are shared.** **Revisit SMART goal and plan; adjust accordingly if needed.**
Week 9	Continue planning and teaching/assisting in 3-4 subject areas/periods. **Supervising Practitioner - 2nd Unannounced Observation** **Post Conference on 2nd Unannounced Observation - SP (within 2-3 days)**
Week 10	Continue planning and teaching/assisting in 4-5 subject areas/periods. **Teacher Candidate** assumes the role of a <mark>full day "substitute" teacher</mark> (flexible to situation) with **SP** present as appropriate.
Week 11	Continue planning and teaching/assisting in 4-5 subject areas/periods. Meet with **SP** to review preliminary plans for full responsibility weeks.
Week 12	**FULL CLASSROOM RESPONSIBILITY– *must be two full weeks in total*** **Program Supervisor –** Final Announced or Unannounced Observation during full responsibility week 12, 13, or early in week 14. **Verbal Post-Conference unless documentation is needed**

Weeks 13 & 14	**FULL CLASSROOM RESPONSIBILITY** – *must be two full weeks in total* **Teacher Candidate**-review all CAP documents for completeness, including CAP Form and schedule an appointment with the Field Placement Coordinator to review all paperwork. **Final 3-way CAP Meeting-2-3 days after final observation** **<u>Summative ratings</u> of the CAP rubric are shared.** **Sign and complete all information required for the CAP (or week 14).** **Teacher Candidate**-review all CAP documents for completeness, including CAP Form and schedule an appointment with the Field Placement Coordinator to review all paperwork.
Week 15	**Final week** **Co-teach as appropriate** **Transition out of placement** **Teacher Candidate**-provide all CAP documents, including CAP Form to Field Placement Coordinator for licensure file. Meet to review all paperwork.

Practicum Placement Calendar

Early Childhood Split Placement

100 hours completed in a grade preK or K classroom AND 200 hours completed in a grade 1 or 2 classroom

(min. 300 hours in total with 100 hours of full responsibility)

Program Supervisors should initiate communication with **Supervising Practitioners** biweekly.

200 Hour (minimum) Placement Timeline	
Week 1	Observe, get to know students. Assisting in lessons is highly encouraged. Contact your PS and SP to decide a date for 1st 3-way meeting (on or before week 4) **Teacher Candidate** – before 1st 3-way – **review self-assessment. Begin thinking and discussing ideas for your SMARTIE goal based on self-assessment.**
Week 2	Plan and assist in teaching 1-2 subject areas/periods. **Teacher Candidate** – Draft preliminary SMARTIE goal based upon self-assessment.
Week 3	Continue planning and teaching/assisting in 2-3 subject areas/periods **Teacher Candidate** – Refine draft of preliminary SMARTIE goal. **Program Supervisor** -1st Announced Observation **Supervising Practitioner** also observes to document and discuss evidence for initial rating on the CAP rubric. **Post Conference on 1st Announced Observation – PS (within 2-3 days)**
Week 4 **Begin co-teaching as appropriate.**	Continue planning and teaching/assisting in 2-3 subject areas/periods Share draft of preliminary SMART goal with **SP** and **PS** prior to first 3-way meeting. **Week 3 or 4** **1st 3-Way Meeting** **Baseline ratings of CAP rubric are shared** **Work to finalize SMARTIE goal and outline a plan for implementing this goal**
Week 5	Continue planning and teaching/assisting in 2-3 subject areas/periods **Supervising Practitioner - 1st Unannounced Observation (should be at least a week after 1st 3-way)** **Post Conference on 1st Unannounced Observation- SP (within 2-3 days)**
Week 6	Continue planning and teaching/assisting in 3-4 subject areas/periods **Teacher Candidate** assumes the role of a half-day "substitute" teacher (flexible to situation) with **SP** present as appropriate
Week 7	Continue planning and teaching in 3-4 subject areas/periods

	Administer and collect **Student Feedback Surveys** – analyze with your SP. Provide surveys and data analysis to the Field Placement Coordinator for licensure file. **Program Supervisor - 2nd Announced Observation** **Post Conference on 2nd Announced Observation - PS (within 2-3 days)**
Week 8	Continue planning and teaching/assisting in 3-4 subject areas/periods **Week 7 or 8** **2nd 3-Way Meeting** **Formative ratings of the CAP rubric are shared** **Revisit SMART goal and plan; adjust accordingly if needed**
Week 9	Continue planning and teaching/assisting in 4-5 subject areas/periods **Supervising Practitioner - 2nd Unannounced Observation** **Post Conference on 2nd Unannounced Observation - SP (within 2-3 days)** **Teacher Candidate** assumes the role of a full day "substitute" teacher (flexible to situation) with **SP** present as appropriate Meet with **SP** to review preliminary plans for full responsibility weeks
Week 10	FULL CLASSROOM RESPONSIBILITY **Program Supervisor – Unannounced or Announced Observation during** **full responsibility week 10 or early in week 11** **Verbal Post-Conference unless documentation is needed**
Week 11	FULL CLASSROOM RESPONSIBILITY **Final 3-way CAP Meeting – 2 -3 days after final observation** **Summative ratings of the CAP rubric are shared** **The CAP will not be signed until TC demonstrates continued growth in the second placement.**
100 Hour (minimum) Placement Timeline	
Week 12	Observe, get to know students. Assisting in lessons is highly encouraged.
Week 13	**Plan and teach in 1-2 subject areas** **Supervising Practitioner - 1st Unannounced Observation** **Post Conference on 1st Unannounced Observation** **(no formal write up is required unless needed for documentation)**

Week 14	Plan and teach in 1-2 subject areas Program Supervisor - 1st Announced Observation Post Conference on 1st Announced Observation and coordinate with SP from 200 hour placement to determine if TC is "Ready to Teach" and sign CAP document.
Week 15	Final week Plan and teach in 1-2 subject areas Transition out of placement Teacher Candidate – provide all CAP documents, including CAP Form to Field Placement Coordinator for licensure file. Meet to review all paperwork.

POLICIES AND PROCEDURES FOR PROFESSIONAL PRACTICE

Attendance and Punctuality

All Teacher Candidates are expected to be present on site at the same time as their Supervising Practitioners. In the event of an absence or tardiness, Teacher Candidates must complete the following procedures BEFORE the start of the school day:

- Call Supervising Practitioner
- Follow school policy/protocol for absence or tardiness
- Notify Program Supervisor and Field Placement Coordinator

Total number of absences may not exceed three per fifteen- (15) week Practicum unless documentation is provided. Absences require additional days in placement to be determined by the Field Placement Coordinator, Supervising Practitioner, Program Supervisor, and Education Council.

As a future professional educator, it is expected that the Teacher Candidate would provide advance notice should an absence be necessary. If a Teacher Candidate has unexcused absences, he/she/they may be prevented from continuing in the Practicum experience. The Education Council reserves the right to review attendance and punctuality records.

Policy on Extended Absence during Practicum Experience

When a Teacher Candidate is absent from the Practicum experience for three consecutive days; a letter explaining the absence must be submitted to (a) the Supervising Practitioner, (b) the principal of the host school, and (c) the Chair of Education. Anna Maria College has the right to require further documentation of an extended absence.

Dress

Teacher Candidates are expected to dress professionally. As a representative of AMC and as a model to the classroom students it is expected that the following will be *avoided:*

- o jeans, t-shirts, sweatshirts/sweatpants, flip flops, excessive perfume, odors related to smoking/vaping or other legal substances (*please note odors may be absorbed via personal items as well*).

Substitute Coverage

As a general rule, Teacher Candidates are not allowed to fill the role of substitute teacher during their Practicum experience. During the experience, Supervising Practitioners retain authority and legal responsibility for their classroom. In the event that a building principal requests a Teacher Candidate to substitute, he/she/they should contact the Program Coordinator/Chair as soon as possible. Under no circumstances should a Teacher Candidate substitute outside the grade level/subject area of his/her/their placement. The Teacher Candidate must complete the official process of the District to fulfill the role of a substitute teacher.

Initiative

Teacher Candidates are expected to take initiative during their Pre-Practicum and Practicum experiences. Universal Design for Learning Plans should be prepared prior to announced observations. The Teacher Candidate is also responsible for the coordination of curriculum planning times, classroom observations, and assessments.

Materials and Paperwork

Teacher Candidates are responsible for all materials and paperwork required for the Practicum experience. Original copies will be submitted to the Education Office at the end of the semester. Teacher Candidates are advised to make copies of all paperwork for their personal records as the college is not responsible for any misplaced documentation.

Universal Design for Learning Plans

Teacher Candidates should plan on providing full AMC format lesson plans (to include reference to MA Curriculum Frameworks in your objectives) for all announced visits by the Program Supervisor. Additional planning should be documented using the best "evidence of planning" for the situation. AMC and the Supervising Practitioner reserve the right to have full lesson plans for every lesson.

Field Experience Selection Process

To qualify for the Practicum experience, Anna Maria College students need a minimum of 80 hours of Pre-Practicum monitored field-based experience that corresponds to the level and the field of the teaching license that they are seeking. A substantial amount of this experience should be acquired in a setting that has a student body diverse in terms of social, cultural, and racial characteristics and learning needs.

Anna Maria College students normally acquire their 80 hours of Pre-Practicum field experience in two 40-hour segments, and normally in conjunction with their methods courses. The Practicum experience follows the Pre-Practicum field experience. The Field Placement Coordinator in the Education Program must approve all school-based field experiences. Placements are made based on written input, interviews, and conversations with individual students, faculty, supervisors, school principals and prospective Supervising Practitioners.

The Field Placement Coordinator seeks to make a match that works to the mutual benefit of the student, Supervising Practitioner and classroom students. Supervising Practitioners in the field, the partner school principals, college course instructors, and the Field Placement Coordinator monitor these field experiences.

Policy on Determination of Host School

Generally, prospective Practicum students are requested to submit a preference survey indicating choice of school, grade level, and Supervising Practitioner (if applicable) typically in early March and early October. The Field Placement Coordinator will attempt to secure the student's desired placements.

However, to avoid a conflict of interest among the college, host school, and Teacher Candidate, placements will not be made if a Teacher Candidate has a child enrolled in the host school. The only exception to this policy is when the Teacher Candidate is a teacher of record at the school his/her/their child or children attend.

Test for Educator Licensure (MTEL)

The Massachusetts Department of Education requires all candidates for initial licensure in the Commonwealth of Massachusetts to pass the state-approved test, the Massachusetts Test for Educator Licensure. This test consists of two parts: the first tests candidates' communication and literacy skills consisting of a reading and writing test; the second tests candidates' competency in the subject matter specific to the license area sought. In order to enter into student teaching, undergraduate candidates must pass (or provide documented attempts) the Communications and Literacy MTEL (or DESE approved alternative) both the reading and writing subtests. Graduate students must provide documentation of a passing

score on the Communication and Literacy MTEL (or DESE approved alternative) both the reading and writing subtests before applying for student teaching. For further information about the MTEL, please visit the Department of Elementary and Secondary Education (DESE) website at http://www.doe.mass.edu/mtel/or the MTEL website at www.mtel.nesinc.com .

Massachusetts Tests for Educator Licensure (MTEL) Deadlines

To be eligible for a Practicum experience, students must provide documentation of passing scores/attempts on the MTEL Communication and Literacy Skills Test (or DESE approved alternative). The student will provide this documentation to the Field Placement Coordinator by:

<div align="center">

March 1 to be eligible for fall placement
October 1 to be eligible for spring placement

</div>

Policy on Practicum Termination

When two of the three parties in the Practicum experience (the Supervising Practitioner, the Program Supervisor or the Teacher Candidate) agree that the children's best interest is no longer served, the Practicum experience may be terminated.

Procedure

1. The Field Placement Coordinator will contact the Supervising Practitioner during the first two weeks of placement. This creates an open line of communication between the host school and Anna Maria College.

2. If two of the three parties (the Supervising Practitioner, the AMC Program Supervisor or the Teacher Candidate) express concern regarding the experience, a meeting will be arranged with the Chair of Education, the Field Placement Coordinator, and any of the three parties.

3. At this meeting, the participants will develop a plan for remediation. The Chair of Education or the Field Placement Coordinator will document dates, timelines, and a corrective action plan.

4. During remediation, the Field Placement Coordinator and/or education faculty will provide additional support at the host school.

5. At the conclusion of remediation, the Education Council will determine the continuation or termination of the placement based upon input from the Chair of Education.

6. If the host school feels student safety is an issue, the Practicum will be terminated immediately, and the Teacher Candidate will not return to the placement classroom.

The decision of the Education Council to terminate a Practicum will not relieve the student of tuition charges (see refund policies in the Anna Maria College Catalog).

Minimum Grade Requirement

The final grade for the Practicum is a collaborative discussion between the Supervising Practitioner and the Program Supervisor. The Program Supervisor has the final decision as they are responsible to submit the grade. A student must achieve a B or better in his/her/their Practicum in order to be endorsed for licensure. If a student earns less than a B his/her/their name will not be submitted to the Massachusetts Department of Elementary and Secondary Education (DESE) as a Program Completer and his/her/their transcript will not be footnoted. The expectation is that a student will also earn a B or better in the Practicum Seminar.

Practicum Waiver Policy

On rare occasions some portion of a Practicum may be waived. This is on a case by case basis. If a Teacher Candidate wishes to request a Practicum waiver the following information must be submitted (prior to the Practicum placement) to the Education Council for review:

1. Documented evidence of at least 2 formal mentor observations.
2. Documented evidence of planning and ongoing contact with a designated mentor.
3. Letter from school principal documenting dates of experience and grade level.

Mentors must hold an appropriate DESE License for the experience to be considered. Documentation will be reviewed by Education Council members and the Teacher Candidate will be notified of their decision in writing.

Teacher of Record Policy

On occasion, on a case by case basis, an Anna Maria College Teacher Candidate may be employed as a Teacher of Record during the Practicum/Internship experience. A Teacher of Record is employed in a school and is fully responsible for a classroom. If a Teacher Candidate is interested in participating in the Practicum/Internship experience as Teacher of Record, the following procedure must be followed:

1. Submit completed Practicum Application
2. Submit a letter to the Education Council requesting Teacher of Record status during the Practicum/Internship. The letter must document the following:
    a. Grade level being taught.
    b. Amount of time in current position (at least one semester in current position is required).
    c. Name of school principal.
    d. Name of on-site mentor (must have appropriate DESE license and professional status) who is willing to serve as Supervising Practitioner/Mentor.
    e. The onsite mentor must submit a copy of his/her/their current license.

The Education Council members will review the application and supporting letter to determine eligibility for the Teacher of Record Practicum/Internship experience.

Appendix

- Professional Dispositions
- Candidate Assessment of Performance Form (*CAP* Form)
- DESE Model Observation Protocol
- Candidate Assessment of Performance Observation Form
- Early Literacy Observation Form
- Candidate Self-Assessment
- Baseline Assessment Form
- Candidate Assessment of Performance Rubric
- Formative Assessment Form
- Summative Assessment Form
- Student Feedback Surveys
- Reflective *CAP* Portfolio Information
- Universal Design for Learning Guidelines
- Universal Design for Learning Template
- Program Surveys
- Teacher Candidate Seminar Terminology

Professional Dispositions

Disposition: Works well with others
Performance Indicators
- Encourages others to share ideas
- Values working in groups/teams
- Respects others' ideas
- Contributes to the task
- Offers help
- Understands and accepts consensus
- Monitors one's own strengths/weaknesses as a team participant
- Makes resources available to aid group's task

Disposition: Takes responsibility for one's own action
Performance Indicators
- Follows through on responsibilities/tasks
- Accepts and acts upon constructive suggestions
- Does work in a timely fashion
- Reads direction
- Avoids blaming others

Disposition: Fosters positive relationships with clients, families, colleagues…to support clients
Performance Indicators
- Models effective interpersonal behaviors/communication
- Provides positive reinforcement to others
- Seeks to solve problems
- Establishes positive interactions with clients, families, and colleagues
- Involvement in extracurricular
- Realizes career begins prior to first professional job

Disposition: Behaves in a professional manner
Performance Indicators
- Is punctual
- Has integrity
- Dresses appropriately
- Respects students and staff
- Respects confidentiality
- Exhibits behavior of professional, not friend to clients
- Is a positive adult role model
- Respects personal boundaries (e.g. intimacy)
- Understands that teaching by example must be constant
- Models effective and appropriate spoken and written English in keeping with expected community standards
- Communicates honestly with others
- Models appropriate use of technology (e.g. cell phone, texting, computer)

Disposition: Maintains a high level of competence and integrity in one's practice
Performance Indicators
- Seeks ways to update content knowledge
- Prepares for professional career through approved long and short-term planning
- Engages in ongoing self-reflection to improve one's practice
- Seeks out constructive criticism
- Identifies strengths, needs, and updates skills through professional development activities
- Espouses beliefs and views consistently
- Looks for the greater good not personal gain
- Is honest
- Is open to and seeks out innovative professional strategies
- Organizes information/materials to facilitate success

Disposition: Willing to take risks, be flexible, show comfort with uncertainty
Performance Indicators
- Adapts to changes in schedules
- Takes advantage of "teachable moments"
- Monitors and adjusts activities
- Tries unfamiliar techniques
- Responds positively to change (e.g. placement change), open to possibilities
- Encourages clients/peers to take risks

Disposition: Recognizes and respects one's own diversity and that of others
Performance Indicators
- Uses practices that respect/reflect diversity among participants
- Seeks divergent points of view
- Responds positively to diverse opinions and lifestyles
- Provides individuals with opportunities to share their cultures
- Becomes knowledgeable about diversity issues
- Responds to hurtful comments/jokes related to diverse groups
- Creates a climate of inclusion in practice

Candidate Assessment of Performance (CAP) Form (Required)

Section 1: General Information (to be completed by the candidate and program supervisor)

Candidate Information

First Name:		Last Name:	
Street Address:		City/Town:	
State:		Zip Code:	
MEPID #:		MA License Number (if applicable):	

Program Information

Sponsoring Organization:	
Program Area & Grade Level:	
Have any components of the approved program been waived?	*If so, attach waiver documentation and rationale.*

Practicum Information

Select one:	☐ Practicum ☐ Practicum Equivalent		
Practicum/Equivalent Course Number:		Credit Hours:	
Practicum/Equivalent Seminar Title:			
Practicum/Equivalent Site:		Students' Grade Level:	
Program Supervisor Name:			

Supervising Practitioner Information (to be completed by the program supervisor)

Name:			
School/District:		Position:	
License Field(s):		MEPID/License Number:	
Years of Experience Under License:		Select one:	☐ Initial ☐ Professional

To be completed by the program supervisor or another sponsoring organization representative who has deemed whether the supervising practitioner meets the program's expectations for an effective supervisor. This page must be kept in a candidate's file but may be excluded from documents shared with the supervising practitioner:

Name and Role of SO Representative completing this checklist:		
The Supervising Practitioner:	**Yes**	**No**
● Has received a summative evaluation rating of proficient or higher in their most recent evaluation.		

● Models evidence-based instructional practices, including anti-racist and culturally and linguistically sustaining practices.		
● Effectively and equitably supports candidates from all races, ethnicities, identity groups, and backgrounds.		
● Commits to meeting the program's expectations of the role.		
If no to any of the above:		
● The program attests that it has made attempts to find a supervising practitioner who fulfills all requirements of the role and is unable to do so.		
● The program commits to directly supporting the candidate with additional resources or guidance to address the gap(s).		

Describe additional resources or guidance provided to support candidate to address gap(s) in supervising practitioner's alignment with the above requirements:

DESE Model Observation Protocol

The Model Observation Protocol guides assessors through several steps:

1) Before the Observation:
   - Preparing for the pre-conference
   - Conducting the pre-conference

2) During the Observation:
   - Actively collecting evidence

3) After the Observation:
   - Analyzing the evidence
   - Preparing for the post-conference
   - Identifying reinforcement/refinement objectives
   - Conducting the post-conference

Before the Observation (option-via email or phone)

Preparing for the Pre-Conference

Begin by gathering/reviewing evidence, including:
   - Lesson Plan
   - Lesson materials (e.g., assessment, handouts, etc.)
   - Prior observations and feedback provided to Candidate

It is important to note that this observation is part of an assessment. To this end, assessors should be cautious prior to the lesson to not dramatically influence or alter the Candidate's plan. Assessors should refrain from providing substantial feedback on the lesson plan prior to the observation.

The pre-conference is short; to keep the conversation focused, assessors should prepare 2-3 questions. The following are examples of questions the assessor may plan to ask in a pre-conference:

General Questions
   - Tell me about the lesson I will observe.
   - What do you expect students to know and be able to do at the end of the lesson?
   - What kind of background do the students need to have for this lesson?
   - Tell me about any challenges or specific areas of the rubric that you are currently working to strengthen.

- Is there anything else you would like me to know before the lesson?

Standards/Objectives
- How will you check for student mastery in the lesson?
- How will the learning objective be communicated to students?
- How do you plan to connect the lesson to previous learning?
- What type(s) of thinking will be evident in the lesson? How will students apply this thinking during the lesson?

Lesson Structure and Pacing
- Talk about the lesson structure (beginning, middle, end).
- Talk about classroom procedures.
- How is the lesson structured for students that may progress at different learning rates?
- Talk about any anticipated learning difficulties that may occur during the lesson.

Activities and Materials
- How do the activities relate to the objective?
- How will you make the lesson relevant to students?
- Talk about the grouping that will be used in the lesson to maximize student learning.
- Talk about the strategies that will be used during the lesson to maximize student understanding.

During the Observation

The primary goal of the assessor during the observation is to actively collect evidence. Active evidence collection should be capturing both **teacher and student behavior/actions**. Evidence should reflect exactly what happens in the classroom.
Be objective as you collect evidence.

Evidence collected during the observation is solely to aid the assessor in identifying trends and selecting illustrative examples of aspects of performance. It is not designed to be shared directly with the Candidate.

After the Observation

Immediately after the observation meet with the Candidate and discuss general feedback related to the lesson and the Candidate's self-assessment. Do not feel the need to have specific evaluative feedback at this time.

Before the post conference, assessors review evidence collected and begin to analyze it as a measure of candidate performance and then strategically plan for a post-conference in which Candidates are provided with targeted feedback.

Analyzing & Categorizing the Evidence

Following the observation, the assessors should review the evidence collected during the lesson and begin to fill in the evidence chart located in the appropriate Observation Form. When categorizing evidence, assessors should consider the following:
- Not every piece of evidence collected during the observation needs to be sorted into the evidence chart.
- Evidence may demonstrate that 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.
- It is recommended that you consult the CAP Rubric when categorizing evidence.
- Evidence statements should explain what happened in the observation that shows/does not show that a skill has been demonstrated.
- Assessors might consider "tagging" evidence that gets included in the Observation Forms by dimension (quality, scope, consistency) so that it can easily be referred to when making summative judgments.

Identifying Reinforcement and Refinement Areas

Assessors are asked to identify for the Candidate areas of strength and areas for improvement. This does not preclude the Candidate from self-identifying areas as well. Areas of reinforcement and refinement should be tied directly to the **Seven Essential Elements**.

- **Reinforcement**: The area of reinforcement should identify the Candidate's instructional strength in a way that encourages the continuation of effective practices in the future. The area of reinforcement should be deep rooted in student-based evidence that demonstrates successful **positive impact on student learning**.
- **Refinement**: The area of refinement should identify the areas in need of instructional improvement.

In reflecting on the analysis of the evidence, assessors should **select 1-2** (but no more than 3) reinforcement and refinement areas.

There are several guiding questions and considerations:

- Which areas on the CAP Rubric received the highest ratings (reinforcements) and the lowest ratings (refinements)?

- Which of these areas would have the greatest impact on student achievement?
- In which area does the Candidate have the most potential for growth?
- Choose a refinement area for which you have sufficient and specific evidence from the lesson to support why the Candidate needs to work in this area.
- Select refinement topics around which you are prepared to provide specific support. There is nothing worse than telling a Candidate they need to alter their practice and then not being able to provide specific examples for how this can be done.

Post Conference (option-via email or phone)

Ideally, **post-conferences occur one to two days following the observation**. This is when the evidence has been analyzed using the observation form and refinement/reinforcement feedback is determined (via email or phone).

Sponsoring Organizations may also consider having the Candidate submit a written reflection to the assessor(s) **prior to the post-conference.** See the Candidate Self-Reflection Form (http://www.doe.mass.edu/edprep/cap/handbook/Candidate-Self-ReflectionForm.docx). If adding this step, assessors should plan to complete their analysis prior to reviewing the Candidate Self-Reflection.

CAP Observation Form (Required)

Candidate Name:	

Observation Number:		Observation Type:	• Announced • Unannounced
Observed by:		Role:	

Required Focus Elements	Observed (Yes/No)	Optional Elements	Observed (Yes/No)
I-A-1 Subject Matter Knowledge		I-C-2 Adjustments to Practice	
II-A-1 High Expectations and Support		II-A-3 Inclusive Instruction	
II-B-2 Safe Learning Environment		III-C-1 Collaboration on Student Learning and Well-Being	
		IV-A-1 Reflective Practice	

Date of Lesson/Activity Observed:	
Modality of Observation:	• In-person • Virtual, synchronous (Announced Observations only) • Virtual, asynchronous (Announced Observations only)
Start Time:	
End Time:	
Format:	• Whole Group • Small Group • One-on-One • Other (please describe below)
Content Topic or Lesson Objective:	

Active Evidence Collection *(may be entered below or on a separate form)*

Synthesized Evidence

Element	Synthesized Evidence
I-A-1 Subject Matter Knowledge The candidate's performance fully meets the requirements: Demonstrates sound knowledge of the subject matter by: ● Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts. ● Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world. Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.	
II-A-1 High Expectations and Support The candidate's performance fully meets the requirements: Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by: Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning. Providing flexible and responsive supports, scaffolds, and tools to meet students' needs.	

Communicating clear criteria for success (e.g., models, rubrics, exemplars). Reinforcing perseverance and effort with challenging content and tasks.	
II-B-2 Safe Learning Environment The candidate's performance fully meets the requirements: Creates and maintains a safe, supportive, and inclusive environment by: ● Establishing, with student input, classroom routines and systems to support student learning. ● Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness). ● Supporting student accountability for the impact of their actions. ● Enabling students to take academic risks and share ideas freely. Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.	
Optional Elements, include if observed:	
I-C-2 Adjustments to Practice The candidate's performance fully meets the requirements: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.	
II-A-3 Inclusive Instruction The candidate's performance fully meets the requirements: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of	

readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: ● Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students. ● Providing students with multiple ways to learn content and demonstrate understanding.	
III-C-1 Collaboration on Student Learning and Well-Being The candidate's performance fully meets the requirements: Partners with families to support students' learning and well-being by: ● Leveraging families' cultural and linguistic knowledge and expertise as assets. ● Engaging with families about what students are learning in the classroom and expectations for student success. ● Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.	
IV-A-1 Reflective Practice The candidate's performance fully meets the requirements: Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity,	

| language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards. | 41 |

Actionable Feedback

Area(s) of Strength:	
Specific strategies or recommendations to continue to reinforce these strengths:	
Area(s) for Growth:	
Specific strategies or recommendations to improve in these areas:	

Early Literacy Observation and Feedback Tool

This tool supports classroom observers to **identify and provide feedback on evidence-based and culturally and linguistically sustaining early literacy instructional practices** aligned to Mass Literacy and the Massachusetts English Language Arts and Literacy Curriculum Framework. This is a required component of the Candidate Assessment of Performance (CAP) for Teacher Candidates in Early Childhood PK-2, Elementary 1-6, and Moderate Disabilities PK-2/PK-8 programs.

The pre-practicum and practicum should build to candidate readiness for effective early literacy instruction in the licensure role, including all elements of a core literacy block. As such, this tool is designed to be used in an observation of a Teacher Candidate during a full core literacy block, which should include three main components: foundational skills (as appropriate based on grade-level and student need), engaging with complex text, and writing, with oral language developed throughout. Depending on the licensure role, these skills may be demonstrated during whole-group instruction, small-group instruction, and/or co-teaching and may occur across one or more observations. All components should be delivered in the context of a culturally and linguistically sustaining environment. For more information about each of the components, click on the links in the chart below.

Foundational Skills	Engaging with Complex Text	Writing
Systematic instruction with active practice in phonological awareness, phonics and decoding, and fluency	Reading or listening to authentic and meaningful texts	Systematic writing instruction with active practice
Pre-K | K | 1st | 2nd | 3rd Advanced Phonics	Choosing and Using Complex Text | Reading for Understanding | Responding to Text	Sentence Structure & Conventions | Craft of Writing | Writing Process

Oral Language
Develops through speaking and listening interactions, engaging with text, and explicit language instruction

Culturally and Linguistically Sustaining Practice

Culturally and linguistically sustaining practices affirm and value students' cultures, prior experiences, and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness, and value multilingualism as an asset. These practices are essential for all students in the classroom, regardless of their background, culture, or identity. All students benefit from an approach that is intended to meet the needs of diverse learners; from expanded cultural competence and sociopolitical consciousness; and from explicit instruction in the functions of language.

Evidence-based instruction, in culturally and linguistically sustaining learning environments, is essential to harnessing, supporting, and cultivating the talents and knowledge of all our students. This tool highlights culturally and linguistically sustaining practices an observer may expect to see relative to each component of the core literacy block. These Look Fors are intended to spark discussion, reflection, and feedback and are not exhaustive of all aspects of culturally and linguistically sustaining practice.

For more information and resources, see Supporting Culturally and Linguistically Sustaining Practice.

Using This Tool

✔ **Read the *Look Fors*** (PreK-3, 4-6, or Moderate Disabilities 6-8) as a guide to the practices you should expect to observe, as they represent key observable components of early literacy instruction. When possible, confer with the teacher candidate in advance to learn more about the lesson and how these practices may be evidenced.

DURING the observation:
✔ As you observe, **focus on what the teacher and students are saying and doing** relative to the Look Fors, in small groups and whole group where applicable.
✔ **Record your observations** in the Notes column of the Look Fors document or on a separate page. These are your notes and will not need to be shared in their entirety with the candidate.
✔ **Synthesize and categorize** your evidence into the table on the CAP Early Literacy Observation Form.

AFTER the observation:
✔ **Review the Look Fors**. Reflect on the extent to which the Look For were observed with quality during the lesson.
✔ **Draft feedback** to the teacher, identifying strengths and areas for growth in relation to the Look Fors. Debrief the observation with the teacher candidate to discuss reflections and next steps.
✔ **Consider evidence** from this observation to inform the teacher candidate's formative and/or summative assessments, specifically in relation to the focus elements of I-A-1 Subject Matter Knowledge, II-A-1 High Expectations and Support, and II-B-2 Safe Learning Environment.

Note: As an observer, it is important to continuously reflect on the ways bias, assumptions, or preferences about instruction may be present in how you interpret and judge practice. Consider ways to mitigate those biases in this observation and on an ongoing basis.

Early Literacy Look Fors (Grades PreK-3)

Component of the Literacy Block	*Was the teacher…*	*Were the students…*	*Notes*
Foundational Skills	- Delivering instruction in phonological awareness, phonics and decoding, and/or fluency that is explicit, accurate, and grade-level appropriate, using culturally relevant curricular materials? (I-A-1) - Gradually releasing responsibility when introducing new content in foundational skills? (II-A-1) - Building on students' strengths, needs, and background knowledge about speech and language? (II-B-2) - Using text and activities purposefully for whole- and small-group instruction, based on student needs, interests, and identities, to promote transfer of phonics and decoding skills? (I-A-1, II-A-1) - Providing reinforcement and/or corrective feedback in a way that holds students to high expectations while affirming their sources of knowledge about language? (II-A-1, II-B-2)	- Practicing phonological awareness, phonics and decoding, and/or fluency through differentiated tasks in centers, small groups and/or independently? (I-A-1 , II-A-1) - Actively engaging in repetitive, playful, and efficient practice of foundational skills, with support as needed? (I-A-1 , II-A-1) - Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) - Making visible learning progress towards mastery of grade-level foundational skills? (I-A-1)	

Component of the Literacy Block	Was the teacher…	Were the students…	Notes
Engaging with Complex Text	- Using high-quality, culturally relevant, complex texts and text sets that are rich in academic language, provide diverse and nuanced perspectives, and promote critical thinking? (I-A-1) - Giving all students equitable access to grade-level texts, tasks, and experiences as well as the supports they need to meet high expectations? (II-A-1) - Modeling the process of making meaning from reading through read and think alouds? (I-A-1) - Facilitating student discussion in whole-group and small groups using text-based questions that move from literal to deeper and more inferential thinking based on grade-level standards? (I-A-1, II-A-1) - Providing explicit vocabulary instruction and opportunities for students to hear and use new words? (I-A-1)	- Examining diverse perspectives and thinking critically about texts and topics with real-world impact? (I-A-1) - Listening to, reading, writing about, and discussing multiple texts (e.g., article, essay, video, image) on the same topic to build knowledge and deepen understanding? (I-A-1) - Asking and responding to text-based questions orally and in writing with evidence from the text and in various group configurations (partners, small group, large group)? (I-A-1, II-B-2) - Practicing increasingly complex oral language through extended discussion with partners or small groups and in playful learning opportunities? (II-A-1, II-B-2) - Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) - Making visible learning progress towards mastery of grade-level ELA/Literacy standards? (I-A-1)	

Component of the Literacy Block	Was the teacher…	Were the students…	Notes
Writing	● Providing explicit, standards-aligned instruction in sentence structure, conventions, craft, and/or writing process using culturally relevant curricular materials? (I-A-1) ● Facilitating guided practice and application of writing skills using questions and tasks that support students to actively draw upon their backgrounds, make connections, examine their own and others' perspectives, or help advance student thinking and actions about real-world issues? (II-A-1) ● Providing models (e.g., exemplar texts, student samples, sharing their own writing)? (II-A-1) ● Providing feedback on students' writing that is timely, asset-based, and actionable? (II-A-1)	● Practicing and applying skills in the context of culturally relevant and meaningful writing tasks? (I-A-1) ● Demonstrating agency and choice in selecting and developing ideas, topics, or styles of writing? (II-B-2) ● Writing for specific and grade-appropriate purposes and audiences (opinion, informative/explanatory, or narrative)? (I-A-1) ● Engaging in discourse with the teacher and peers to extend their thinking and develop ideas for writing? (I-A-1) ● Incorporating feedback from the teacher and peers into their writing? (II-A-1, II-B-2) ● Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) ● Making visible learning progress towards mastery of grade-level ELA/literacy standards? (I-A-1)	

Early Literacy Look Fors (Grades 4-6)

Component of the Literacy Block	*Was the **teacher**…*	*Were the **students**…*	*Notes*
Foundational Skills	- Delivering instruction in advanced phonics, morphology, fluency, and advanced phoneme awareness that is explicit, accurate, and grade-level appropriate using culturally relevant curricular materials? (I-A-1) - Providing time and support for repetitive, engaging, active, and efficient student practice in advanced phonics skills? (II-A-1) - Building on students' strengths, needs, and background knowledge about speech and language? (II-B-2) - Providing small-group instruction based on student needs, using evidence-based activities to promote transfer of word analysis skills? (I-A-1, II-A-1) - Providing reinforcement and/or corrective feedback in a way that holds students to high expectations while affirming their sources of knowledge about language? (II-A-1, II-B-2)	- Practicing advanced phonics through differentiated tasks in centers, small groups and/or independently? (I-A-1 , II-A-1) - Practicing fluency and deepening comprehension by reading grade-level text with accuracy, appropriate rate, and expression? (I-A-1) - Decoding multisyllabic words using knowledge of syllabication, roots, and affixes? (I-A-1) - Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) - Making visible learning progress towards mastery of grade-level advanced phonics skills? (I-A-1)	

Component of the Literacy Block	Was the **teacher**…	Were the **students**…	Notes
Engaging with Complex Text	- Using high-quality, culturally relevant, complex texts and text sets that are rich in academic language, provide diverse and nuanced perspectives, and promote critical thinking? (I-A-1) - Giving all students equitable access to grade-level texts, tasks, and experiences as well as the supports they need to meet high expectations? (II-A-1) - Facilitating student discussion in whole-group and small groups using text-based questions that move from literal to deeper and more inferential based on grade-level standards? (I-A-1, II-A-1) - Providing explicit vocabulary instruction and opportunities for students to hear and use new words? (I-A-1)	- Examining diverse perspectives and thinking critically about texts and topics with real-world impact? (I-A-1) - Listening to, reading, writing about, and discussing multiple texts (e.g. article, essay, video, image) on the same topic to build knowledge? (I-A-1) - Asking and responding to text-based questions orally and in writing with evidence from the text and in various group configurations (partners, small group, large group)? (I-A-1, II-B-2) - Practicing increasingly complex oral language through extended discussion with partners or small groups? (II-A-1, II-B-2) - Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) - Making visible learning progress towards mastery of grade-level ELA/Literacy standards? (I-A-1)	

Component of the Literacy Block	Was the **teacher**…	Were the **students**…	Notes
Writing	● Providing explicit, standards-aligned instruction in sentence structure, conventions, craft, and/or writing process using culturally relevant curricular materials? (I-A-1) ● Facilitating guided practice and application of writing skills using questions and tasks that support students to actively draw upon their backgrounds, make connections, examine their own and others' perspectives, or help advance student thinking and actions about real-world issues? (II-A-1) ● Providing models (e.g., sharing their own writing)? (II-A-1) ● Providing feedback on students' writing that is timely, asset-based, and actionable? (II-A-1)	● Practicing and applying skills in the context of culturally relevant and meaningful writing tasks? (I-A-1) ● Demonstrating agency and choice in selecting and developing ideas, topics, or styles of writing? (II-B-2) ● Writing for specific and grade-appropriate purposes and audiences (opinion, informative/explanatory, or narrative)? (I-A-1) ● Engaging in discourse with the teacher and peers to extend their thinking and develop ideas for writing? (I-A-1) ● Incorporating feedback from the teacher and peers into their writing? (II-A-1, II-B-2) ● Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) ● Making visible learning progress towards mastery of grade-level ELA/literacy standards? (I-A-1, II-A-1)	

Early Literacy Look Fors (Moderate Disabilities, Grades 6-8)

Component of the Literacy Block	*Was the teacher…*	*Were the students…*	*Notes*
Foundational Skills (as needed based on student data)	• Delivering instruction in advanced phonics, morphology, fluency, and advanced phoneme awareness that is explicit, accurate, and grade-level appropriate using culturally relevant curricular materials? (I-A-1) • Providing time and support for repetitive, engaging, active, and efficient student practice in advanced phonics skills? (II-A-1) • Building on students' strengths, needs, and background knowledge about speech and language? (II-B-2) • Providing small-group instruction based on student needs, using evidence-based activities to promote transfer of word analysis skills? (I-A-1, II-A-1) • Providing reinforcement and/or corrective feedback in a way that holds students to high expectations while affirming their sources of knowledge about language? (II-A-1, II-B-2)	• Practicing advanced phonics through differentiated tasks in small groups and/or independently? (I-A-1, II-A-1) • Practicing fluency and deepening comprehension by reading grade-level text with accuracy, appropriate rate, and expression? (I-A-1) • Decoding multisyllabic words using knowledge of syllabication, roots, and affixes? (I-A-1) • Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) • Making visible learning progress towards mastery of advanced phonics skills? (I-A-1)	

Component of the Literacy Block	Was the **teacher**…	Were the **students**…	Notes
Engaging with Complex Text	- Using high-quality, culturally relevant, complex texts and text sets that are rich in academic language, provide diverse and nuanced perspectives, and promote critical thinking? (I-A-1) - Giving all students equitable access to grade-level texts, tasks, and experiences as well as the supports they need to meet high expectations? (II-A-1) - Facilitating student discussion in whole-group and small groups using text-based questions that move from literal to deeper and more inferential based on grade-level standards? (I-A-1, II-A-1) - Providing explicit vocabulary instruction and opportunities for students to hear and use new words? (I-A-1)	- Examining diverse perspectives and thinking critically about texts and topics with real-world impact? (I-A-1) - Listening to, reading, writing about, and discussing multiple texts (e.g. article, essay, video, image) on the same topic to build knowledge? (I-A-1) - Asking and responding to text-based questions orally and in writing with evidence from the text and in various group configurations (partners, small group, large group)? (I-A-1, II-B-2) - Practicing increasingly complex oral language through extended discussion with partners or small groups? (I-A-1, II-B-2) - Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) - Making visible learning progress towards mastery of grade-level ELA/Literacy standards? (I-A-1, II-B-2)	

Component of the Literacy Block	Was the **teacher**…	Were the **students**…	Notes
Writing	● Providing explicit, standards-aligned instruction in sentence structure, conventions, craft, and/or writing process using culturally relevant curricular materials? (I-A-1) ● Facilitating guided practice and application of writing skills using questions and tasks that support students to actively draw upon their backgrounds, make connections, examine their own and others' perspectives, or help advance student thinking and actions about real-world issues? (II-A-1) ● Providing models (e.g., sharing their own writing)? (II-A-1) ● Providing feedback on students' writing that is timely, asset-based, and actionable? (II-A-1)	● Practicing and applying skills in the context of culturally relevant and meaningful writing tasks? (I-A-1) ● Demonstrating agency and choice in selecting and developing ideas, topics, or styles of writing? (II-B-2) ● Writing for specific and grade-appropriate purposes and audiences (opinion, informative/explanatory, or narrative)? (I-A-1) ● Engaging in discourse with the teacher and peers to extend their thinking and develop ideas for writing? (I-A-1) ● Incorporating feedback from the teacher and peers into their writing? (II-A-1, II-B-2) ● Interacting with the teacher and peers in ways characterized by mutual trust and positive, supportive relationships? (II-B-2) ● Making visible learning progress towards mastery of grade-level ELA/literacy standards? (I-A-1, II-A-1)	

Early Literacy Observation Form

Candidate Name:	

Observation Number:		Observation Type:	• Announced • Unannounced
Observed by:		Role:	

Required Focus Elements	Observed (Yes/No)	Optional Elements	Observed (Yes/No)
I-A-1 Subject Matter Knowledge		I-C-2 Adjustments to Practice	
II-A-1 High Expectations and Support		II-A-3 Inclusive Instruction	
II-B-2 Safe Learning Environment		III-C-1 Collaboration on Student Learning and Well-Being	
		IV-A-1 Reflective Practice	

Date of Lesson/Activity Observed:	
Modality of Observation:	• In-person • Virtual, synchronous (Announced Observations only) • Virtual, asynchronous (Announced Observations only)
Start Time:	
End Time:	
Format:	• Whole Group • Small Group • One-on-One • Other (please describe below)
Content Topic or Lesson Objective:	

Active Evidence Collection *(may be entered below or using the Look Fors form above)*

Synthesized Evidence

Element	Synthesized Evidence
I-A-1 Subject Matter Knowledge This candidate's performance fully meets the requirements: Demonstrates sound knowledge of the subject matter by: ● Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts. ● Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world. ● Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.	
II-A-1 High Expectations and Support This candidate's performance fully meets the requirements: Supports all students to meet or exceed high expectations for grade-appropriate, standards aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by: ● Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning. ● Providing flexible and responsive supports, scaffolds, and tools to meet students' needs. ● Communicating clear criteria for success (e.g., models, rubrics, exemplars). ● Reinforcing perseverance and effort with challenging content and tasks.	

Element	Synthesized Evidence
II-B-2 Safe Learning Environment This candidate's performance fully meets the requirements: Creates and maintains a safe, supportive, and inclusive environment by: ● Establishing, with student input, classroom routines and systems to support student learning. ● Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness). ● Supporting student accountability for the impact of their actions. ● Enabling students to take academic risks and share ideas freely. Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.	
Optional Elements, include if observed:	
I-C-2 Adjustments to Practice This candidate's performance fully meets the requirements: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.	
II-A-3 Inclusive Instruction This candidate's performance fully meets the requirements: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: ● Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic	

Element	Synthesized Evidence
resources to make grade-level content accessible and affirming for all students. ● Providing students with multiple ways to learn content and demonstrate understanding.	
III-C-1 Collaboration on Student Learning and Well-Being This candidate's performance fully meets the requirements: Partners with families to support students' learning and well-being by: ● Leveraging families' cultural and linguistic knowledge and expertise as assets. ● Engaging with families about what students are learning in the classroom and expectations for student success. ● Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.	
IV-A-1 Reflective Practice This candidate's performance fully meets the requirements: Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.	

Actionable Feedback

Area(s) of Strength:	

Specific strategies or recommendations to continue to reinforce these strengths:	
Area(s) for Growth:	
Specific strategies or recommendations to improve in these areas:	

Educator Reflection (optional)

Candidate Self-Assessment Form

Directions: Independently, reflect on your performance in each dimension of an element. Use the performance descriptors from the CAP Rubric to help ground your assessment. You may decide that you have strengths in one dimension of an element and room for growth in another dimension. Your Professional Practice Goal will be drafted with consideration of your self-assessment with actions steps that will be designed to help you grow in an area you do not yet consider a strength.

Consider the following in rating your current level of performance (as applicable):

- Skills acquired in coursework
- Experiences in Pre-Practicum
- Targeted feedback you have received about your practice

- Evidence of impact with students
- Reflection on performance in Announced Observation # 1 – You can add this information during week 3 or 4 of Practicum.

I-A-1 Subject Matter Knowledge

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1 Subject Matter Knowledge	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Demonstrates sound knowledge of the subject matter by: • Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts. • Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world. • Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**

Area(s) of Reinforcement	Evidence/Rationale
Area(s) of Refinement	**Evidence/Rationale**

II-A-1 High Expectations and Support

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1 High Expectations and Support	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by: Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning. Providing flexible and responsive supports, scaffolds, and tools to meet students' needs. Communicating clear criteria for success (e.g., models, rubrics, exemplars). Reinforcing perseverance and effort with challenging content and tasks.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**

Area(s) of Reinforcement	Evidence/Rationale
Area(s) of Refinement	**Evidence/Rationale**

II-A-3 Inclusive Instruction

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
II-A-3 Inclusive Instruction	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: ● Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students. ● Providing students with multiple ways to learn content and demonstrate understanding.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**

Area(s) of Reinforcement	**Evidence/Rationale**

Area(s) of Refinement	**Evidence/Rationale**

II-B-2 Safe Learning Environment

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-2 Safe Learning Environment	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Creates and maintains a safe, supportive, and inclusive environment by: ● Establishing, with student input, classroom routines and systems to support student learning. ● Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness). ● Supporting student accountability for the impact of their actions. ● Enabling students to take academic risks and share ideas freely. ● Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**

Area(s) of Reinforcement	Evidence/Rationale
Area(s) of Refinement	**Evidence/Rationale**

III-C-1 Collaboration on Student Learning and Well-Being

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1 Collaboration on Student Learning and Well-Being	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Partners with families to support students' learning and well-being by: ● Leveraging families' cultural and linguistic knowledge and expertise as assets. ● Engaging with families about what students are learning in the classroom and expectations for student success. ● Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**

Area(s) of Reinforcement	Evidence/Rationale
Area(s) of Refinement	**Evidence/Rationale**

IV-A-1 Reflective Practice

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1 Reflective Practice	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**

Area(s) of Reinforcement	Evidence/Rationale
Area(s) of Refinement	**Evidence/Rationale**

Candidate Self-Assessment Summary Sheet

Directions: In the table below, please record your self-assessment rating for each element. Use the following key: *Exemplary (E), Proficient (P), Needs Improvement (NI), Unsatisfactory (U)* *You are not expected to be proficient in any of the Essential Elements at this point and will likely not score as proficient on the Baseline Assessment.*

Name:		Date:	

Self-Assessment Summary			
Element	**Quality**	**Scope**	**Consistency**
I-A-1 Subject Matter Knowledge			
I-C-2 Adjustments to Practice			
II-A-1 High Expectations and Support			
II-A-3 Inclusive Instruction			
II-B-2 Safe Learning Environment			
III-C-1 Collaboration on Student Learning and Well-Being			
IV-A-1 Reflective Practice			

Based on your Self-Assessment, identify the element you view as your biggest area of growth. Your Professional Practice Goal will focus on improving in this area.

Dimensions of Readiness: 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

Area(s) for Growth Element

Area(s) for Growth Element

Please share your Self-Assessment as well as the Goal Setting & Plan Development Forms with your Program Supervisor and Supervising Practitioner at least three days in advance of the initial Three-Way Meeting, or earlier upon request.

CAP Supervisor Baseline Assessment Form
Optional - Updated October 2024

Overview

Program supervisors and supervising practitioners may use this form to reflect on the teacher candidate's performance thus far and establish a baseline assessment of readiness for the licensure role. The Supervisor Baseline Assessment Form can be compared to the Candidate Self-Assessment Form during the first Three-Way Meeting to establish areas of strength and areas for growth.

Directions

Review the performance descriptors for each Essential Element, then reflect on the candidate's current performance and rate them on the three dimensions of readiness:

> *Quality*: ability to perform the skill, action or behavior

> *Scope*: scale of impact (e.g., one student, subset of students, all students) to which the skill, action, or behavior is demonstrated with quality

> *Consistency*: the frequency (e.g., once, sometimes, all the time) that the skill, action, or behavior is demonstrated with quality

Please note, the CAP Rubric recognizes that while quality is an indicator of skill, proficiency in scope and consistency will come with time. While candidates are expected to demonstrate proficiency in quality for each of the Essential Elements by the conclusion of CAP, they may be considered "Ready to Teach" with ratings of Needs Improvement in scope and consistency.

CAP Baseline Assessment Form
Optional - Updated October 2024

Candidate Name:
Date Completed:

Baseline Assessment Rubric

I-A-1 Subject Matter Knowledge

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1 Subject Matter Knowledge	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Demonstrates sound knowledge of the subject matter by: ● Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts. ● Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world. ● Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

CAP Baseline Assessment Form
Optional - Updated October 2024

MASSACHUSETTS
Department of Elementary
and Secondary Education

I-C-2 Adjustments to Practice

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-2 Adjustments to Practice	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded support for improved and more equitable student learning outcomes.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

CAP Baseline Assessment Form
Optional - Updated October 2024

II-A-1 High Expectations and Support

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1 High Expectations and Support	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by: ● Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning. ● Providing flexible and responsive supports, scaffolds, and tools to meet students' needs. ● Communicating clear criteria for success (e.g., models, rubrics, exemplars). ● Reinforcing perseverance and effort with challenging content and tasks.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

CAP Baseline Assessment Form
Optional - Updated October 2024

II-A-3 Inclusive Instruction

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3 Inclusive Instruction	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: ● Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students. ● Providing students with multiple ways to learn content and demonstrate understanding.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

CAP Baseline Assessment Form
Optional - Updated October 2024

II-B-2 Safe Learning Environment

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-2 Safe Learning Environment	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Creates and maintains a safe, supportive, and inclusive environment by: ● Establishing, with student input, classroom routines and systems to support student learning. ● Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness). ● Supporting student accountability for the impact of their actions. ● Enabling students to take academic risks and share ideas freely. ● Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

CAP Baseline Assessment Form
Optional - Updated October 2024

III-C-1 Collaboration on Student Learning and Well-Being

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1 Collaboration on Student Learning and Well-Being	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Partners with families to support students' learning and well-being by: ● Leveraging families' cultural and linguistic knowledge and expertise as assets. ● Engaging with families about what students are learning in the classroom and expectations for student success. ● Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

CAP Baseline Assessment Form
Optional - Updated October 2024

IV-A-1 Reflective Practice

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1 Reflective Practice	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

CAP Baseline Assessment Form
Optional - Updated October 2024

MASSACHUSETTS
Department of Elementary
and Secondary Education

Baseline Assessment Summary

In the table below, please record your assessment ratings for each Essential Element using the following key: Exemplary (E), Proficient (P), Needs Improvement (NI), and Unsatisfactory (U). Please note, the CAP Rubric recognizes that while quality is an indicator of skill, proficiency in scope and consistency will come with time. While candidates are expected to demonstrate proficiency in quality for each of the Essential Elements by the conclusion of CAP, they may be considered "Ready to Teach" with ratings of Needs Improvement in scope and consistency.

Baseline Assessment Summary			
Element	**Quality**	**Scope**	**Consistency**
I-A-1 Subject Matter Knowledge			
I-C-2 Inclusive Instruction			
II-A-1 High Expectations and Support			
II-A-3 Adjustments to Practice			
II-B-2 Safe Learning Environment			
III-C-1 Collaboration on Student Learning and Well-Being			
IV-A-1 Reflective Practice			

** *"Needs Improvement"* is the most likely area a Teacher Candidate will fall on the Baseline Assessment. Please know that it **does not** reflect poorly on the abilities of the Teacher Candidate. Teacher Candidates are new and inexperienced and this rating is to be expected. What is expected is to see growth from the Baseline Assessment to the Formative Assessment.

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

CAP Baseline Assessment Form
Optional - Updated October 2024

Based on the assessment ratings, briefly summarize the candidate's areas of strength and high-priority areas for growth.

Areas of Strength	Aligned Essential Element	Evidence/Rationale

Areas for Growth	Aligned Essential Element	Evidence/Rationale

(CAP) Rubric Overview – Reference for Observations

- **Quality**: ability to perform the skill, action or behavior as described in the proficient performance descriptor. **Should be performing at a minimum of Proficient in all Elements.**
- **Consistency**: the frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality. **Should be performing at a minimum of Needs Improvement in all Elements.**
- **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. **Should be performing at a minimum of Needs Improvement in all Elements.**

CAP Rubric Reflecting the Seven Essential Elements Derived from the PSTs

I-A-1 Subject Matter Knowledge

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1 Subject Matter Knowledge	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Demonstrates sound knowledge of the subject matter by: ● Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts. ● Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world. ● Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**

I-C-2 Adjustments to Practice

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-2 Adjustments to Practice	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded support for improved and more equitable student learning outcomes.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**

II-A-1 High Expectations and Support

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1 High Expectations and Support	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by: - Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning. - Providing flexible and responsive supports, scaffolds, and tools to meet students' needs. - Communicating clear criteria for success (e.g., models, rubrics, exemplars). - Reinforcing perseverance and effort with challenging content and tasks.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**

II-A-3 Inclusive Instruction

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3 Inclusive Instruction	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: • Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students. • Providing students with multiple ways to learn content and demonstrate understanding.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**

II-B-2 Safe Learning Environment

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-2 Safe Learning Environment	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Creates and maintains a safe, supportive, and inclusive environment by: • Establishing, with student input, classroom routines and systems to support student learning. • Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness). • Supporting student accountability for the impact of their actions. • Enabling students to take academic risks and share ideas freely. • Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**

III-C-1 Collaboration on Student Learning and Well-Being

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1 Collaboration on Student Learning and Well-Being	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Partners with families to support students' learning and well-being by: ● Leveraging families' cultural and linguistic knowledge and expertise as assets. ● Engaging with families about what students are learning in the classroom and expectations for student success. ● Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**

IV-A-1 Reflective Practice

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1 Reflective Practice	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**

Formative Assessment Form

Name:		Date:	

For a novice teacher to well-serve all students, it is not necessary that they demonstrate full proficiency in each of the Essential Elements. The CAP Rubric therefore associates a readiness threshold to the three dimensions of quality, scope and consistency for each Essential Element. The CAP Rubric is used to evaluate the candidate across these dimensions in both the Formative and Summative Assessments. **Candidates are expected to demonstrate proficiency in quality for each of the seven elements by the conclusion of CAP, however they may be considered "Ready to Teach" with ratings of Needs Improvement in scope and consistency.**

For both the Formative and Summative Assessments, field supervisors must complete the below table indicating which sources of evidence were used to inform each rating. Multiple sources of evidence must be used to determine and support the rating for each element. Each category of evidence must be used for at least one element; observations must be included as one source of evidence for I-A-1, I-C-2, and II-B-2.

	Observations	Measure of Student Learning	Student Feedback	Professional Practice Goal	Candidate Artifacts
I-A-1 Subject Matter Knowledge	Required				
I-C-2 Adjustments to Practice					
II-A-1 High Expectations and Support	Required				
II-A-3 Inclusive Instruction					
II-B-2 Safe Learning Environment	Required				
III-C-1 Collaboration on Student Learning and Well-Being					
IV-A-1 Reflective Practice					

Formative Assessment Form

I-A-1 Subject Matter Knowledge

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1 Subject Matter Knowledge	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Demonstrates sound knowledge of the subject matter by: ● Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts. ● Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world. ● Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Evidence [insert evidence to support the ratings here]:

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

Formative Assessment Form

I-C-2 Adjustments to Practice

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-2 Adjustments to Practice	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Evidence [insert evidence to support the ratings here]:

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

Formative Assessment Form

II-A-1 High Expectations and Support

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1 High Expectations and Support	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by: Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning. Providing flexible and responsive supports, scaffolds, and tools to meet students' needs. Communicating clear criteria for success (e.g., models, rubrics, exemplars). Reinforcing perseverance and effort with challenging content and tasks.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Evidence [insert evidence to support the ratings here]:

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

Formative Assessment Form

II-A-3 Inclusive Instruction

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3 Inclusive Instruction	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: ● Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students. ● Providing students with multiple ways to learn content and demonstrate understanding.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Evidence [insert evidence to support the ratings here]:

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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*

Formative Assessment Form

II-B-2 Safe Learning Environment

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-2 Safe Learning Environment	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Creates and maintains a safe, supportive, and inclusive environment by: ● Establishing, with student input, classroom routines and systems to support student learning. ● Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness). ● Supporting student accountability for the impact of their actions. ● Enabling students to take academic risks and share ideas freely. ● Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Evidence [insert evidence to support the ratings here]:

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

Formative Assessment Form

III-C-1 Collaboration on Student Learning and Well-Being

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1 Collaboration on Student Learning and Well-Being	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Partners with families to support students' learning and well-being by: ● Leveraging families' cultural and linguistic knowledge and expertise as assets. ● Engaging with families about what students are learning in the classroom and expectations for student success. ● Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Evidence [insert evidence to support the ratings here]:

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

Formative Assessment Form

IV-A-1 Reflective Practice

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1 Reflective Practice	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Evidence [insert evidence to support the ratings here]:

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

Formative Assessment - Calibration

Summary of Ratings

Element	Quality	Scope	Consistency
I-A-1 Subject Matter Knowledge			
I-C-2 Adjustments to Practice			
II-A-1 High Expectations and Support			
II-A-3 Inclusive Instruction			
II-B-2 Safe Learning Environment			
III-C-1 Collaboration on Student Learning and Well-Being			
IV-A-1 Reflective Practice			

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

	Required Focus Elements	Optional Focus Elements	
Area for Growth #1	I-A-1 Subject Matter Knowledge	☐	I.C.2 Adjustments to Practice
	II-A-1 High Expectations and Support	☐	II-A-3 Inclusive Instruction
	II-B-2 Safe Learning Environment	☐	III-C-1 Collaboration on Student Learning and Well-Being
		☐	IV-A-1 Reflective Practice

	Required Focus Elements	Optional Focus Elements	
Area for Growth #1	I-A-1 Subject Matter Knowledge	☐	I.C.2 Adjustments to Practice
	II-A-1 High Expectations and Support	☐	II-A-3 Inclusive Instruction
	II-B-2 Safe Learning Environment	☐	III-C-1 Collaboration on Student Learning and Well-Being
		☐	IV-A-1 Reflective Practice

Evidence from Observation		
Recommended Action		
Potential Resources/Guided Practice/Training to support		

	Required Focus Elements	Optional Focus Elements
Area for Growth #2	I-A-1 Subject Matter Knowledge	☐ I.C.2 Adjustments to Practice
	II-A-1 High Expectations and Support	☐ II-A-3 Inclusive Instruction
	II-B-2 Safe Learning Environment	☐ III-C-1 Collaboration on Student Learning and Well-Being
		☐ IV-A-1 Reflective Practice

Evidence from Observation	
Recommended Action	
Potential Resources/Guided Practice/Training to support	

	Required Focus Elements	Optional Focus Elements
Area of Strength #1	I-A-1 Subject Matter Knowledge	☐ I.C.2 Adjustments to Practice
	II-A-1 High Expectations and Support	☐ II-A-3 Inclusive Instruction
	II-B-2 Safe Learning Environment	☐ III-C-1 Collaboration on Student Learning and Well-Being
		☐ IV-A-1 Reflective Practice

Evidence from Observation			
Recommended Action			
Potential Resources/Guided Practice/Training to support			

	I-A-1 Subject Matter Knowledge	☐	I.C.2 Adjustments to Practice
	II-A-1 High Expectations and Support	☐	II-A-3 Inclusive Instruction
	II-B-2 Safe Learning Environment	☐	III-C-1 Collaboration on Student Learning and Well-Being
		☐	IV-A-1 Reflective Practice
Evidence from Observation			
Recommended Action			
Potential Resources/Guided Practice/Training to support			

Summative Assessment Form

Name:		Date:	

For a novice teacher to well-serve all students, it is not necessary that they demonstrate full proficiency in each of the Essential Elements. The CAP Rubric therefore associates a readiness threshold to the three dimensions of quality, scope and consistency for each Essential Element. The CAP Rubric is used to evaluate the candidate across these dimensions in both the Formative and Summative Assessments. **Candidates are expected to demonstrate proficiency in quality for each of the seven elements by the conclusion of CAP, however they may be considered "Ready to Teach" with ratings of Needs Improvement in scope and consistency.**

For both the Formative and Summative Assessments, field supervisors must complete the below table indicating which sources of evidence were used to inform each rating. **Multiple sources of evidence must be used to determine and support the rating for each element.** Each category of evidence must be used for at least one element; observations must be included as one source of evidence for I-A-1, I-C-2, and II-B-2.

	Observations	Measure of Student Learning	Student Feedback	Professional Practice Goal	Candidate Artifacts
I-A-1 Subject Matter Knowledge	Required				
I-C-2 Adjustments to Practice					
II-A-1 High Expectations and Support	Required				
II-A-3 Inclusive Instruction					
II-B-2 Safe Learning Environment	Required				
III-C-1 Collaboration on Student Learning and Well-Being					
IV-A-1 Reflective Practice					

Summative Assessment Form

I-A-1 Subject Matter Knowledge

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1 Subject Matter Knowledge	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Demonstrates sound knowledge of the subject matter by: ● Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts. ● Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world. ● Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Evidence [insert evidence to support the ratings here]:

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

Summative Assessment Form

I-C-2 Adjustments to Practice

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-2 Adjustments to Practice	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Evidence [insert evidence to support the ratings here]:

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill,*

action or behavior is demonstrated with quality

Summative Assessment Form

II-A-1 High Expectations and Support

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1 High Expectations and Support	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Supports all students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by: Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning. Providing flexible and responsive supports, scaffolds, and tools to meet students' needs. Communicating clear criteria for success (e.g., models, rubrics, exemplars). Reinforcing perseverance and effort with challenging content and tasks.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality			▒	
Scope		▒		
Consistency		▒		

Evidence [insert evidence to support the ratings here]:

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

Summative Assessment Form

II-A-3 Inclusive Instruction

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3 Inclusive Instruction	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: ● Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students. ● Providing students with multiple ways to learn content and demonstrate understanding.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Evidence [insert evidence to support the ratings here]:

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill,*

action or behavior is demonstrated with quality

Summative Assessment Form

II-B-2 Safe Learning Environment

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-2 Safe Learning Environment	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Creates and maintains a safe, supportive, and inclusive environment by: ● Establishing, with student input, classroom routines and systems to support student learning. ● Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness). ● Supporting student accountability for the impact of their actions. ● Enabling students to take academic risks and share ideas freely. ● Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality			(shaded)	
Scope		(shaded)		
Consistency		(shaded)		

Evidence [insert evidence to support the ratings here]:

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

Summative Assessment Form

III-C-1 Collaboration on Student Learning and Well-Being

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1 Collaboration on Student Learning and Well-Being	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Partners with families to support students' learning and well-being by: ● Leveraging families' cultural and linguistic knowledge and expertise as assets. ● Engaging with families about what students are learning in the classroom and expectations for student success. ● Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Evidence [insert evidence to support the ratings here]:

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill,*

action or behavior is demonstrated with quality

Summative Assessment Form

IV-A-1 Reflective Practice

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1 Reflective Practice	The candidate's performance is consistently below the requirements and has not shown necessary steps to incorporate feedback and improve practice.	The candidate's performance is below the requirements but not considered to be Unsatisfactory at this time. Candidate is taking necessary steps to incorporate feedback and improve practice.	The candidate's performance fully meets the requirements: Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.	The candidate's performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond. Candidate's practice would serve as a model for peers and in-service educators. **Rating not intended for Teacher Candidates**
Quality				
Scope				
Consistency				

Evidence [insert evidence to support the ratings here]:

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

Summative Assessment - Calibration

Summary of Ratings

Element	Quality	Scope	Consistency	Readiness Thresholds Met? (Y/N)
I-A-1 Subject Matter Knowledge				
I-C-2 Adjustments to Practice				
II-A-1 High Expectations and Support				
II-A-3 Inclusive Instruction				
II-B-2 Safe Learning Environment				
III-C-1 Collaboration on Student Learning and Well-Being				
IV-A-1 Reflective Practice				

Dimensions of Readiness: **Quality**: *ability to perform the skill, action or behavior;* **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**: t*he frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality*

Evidence-Based Feedback to Candidate	

Recommended Focus for Future Professional Practice Goal	

Student Feedback Survey K-2

Name of Teacher: _____ Date: _____

Name of Proctor (if applicable) _____

Teachers/Proctors should be sure to inform students of the purpose of the survey. Communicate that they are having this discussion to help their teacher learn how they feel about being a student in their (the teacher's) class. The reason is to help their teacher make their class even better. There are no right or wrong answers, but honest answers are very important.

K-2 Discussion Prompts:

1. Students help each other to learn.

2. When asked, I can talk about what I am learning.

3. When I am stuck, my teacher wants me to try again before she or he helps me.

4. I have to explain my thinking when I write, answer questions and talk about my work.

5. When my teacher is talking, he or she asks us if we understand.

6. After I talk to my teacher, I know how to make my work better.

CAP Student Feedback Survey

Grades 3-5: Short Form

Name of **teacher**: _____ Date: _____

Directions: Read each statement and then choose **one** answer choice that you think fits best. There are no right or wrong answers. Your teacher will use your class's answers to better understand what it's like to be a student in this class. Your teacher will not see your individual answers.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	In this class, students help each other to learn.	O	O	O	O
2.	When we can't figure something out, my teacher gives us other activities to help us understand.	O	O	O	O
3.	My teacher uses our mistakes as a chance for us all to learn.	O	O	O	O
4.	When asked, I can explain what I am learning and why.	O	O	O	O
5.	I use evidence to explain my thinking when I write, answer questions, and talk about my work.	O	O	O	O
6.	My teacher makes me think first, before he or she answers my questions.	O	O	O	O
7.	I can show my learning in many ways (e.g., writing, graphs, pictures).	O	O	O	O
8.	I can do more challenging work when I am waiting for other students to finish.	O	O	O	O
9.	My teacher shows us how to respect different opinions in class.	O	O	O	O
10.	When we read in class, I can think of several possible answers to my teacher's questions.	O	O	O	O

CAP Student Feedback Survey

Grades 3-5: Short Form

OPTIONAL: If you have any additional feedback for your teacher, please share it here.

CAP Student Feedback Survey

Grades 6-12: Short Form

Name of **teacher**: _____ Date: _____

Directions: Read each statement and then choose **one** answer choice that you think fits best. There are no right or wrong answers. Your teacher will use your class's responses to better understand what it's like to be a student in this class. Your teacher will not see your individual answers.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	My teacher demonstrates that mistakes are a part of learning.	○	○	○	○
2.	My teacher asks us to summarize what we have learned in a lesson.	○	○	○	○
3.	Students push each other to do better work in this class.	○	○	○	○
4.	I am able to connect what we learn in this class to what we learn in other subjects.	○	○	○	○
5.	My teacher uses open-ended questions that enable me to think of multiple possible answers.	○	○	○	○
6.	In discussing my work, my teacher uses a positive tone even if my work needs improvement.	○	○	○	○
7.	In this class, students review each other's work and provide each other with helpful advice on how to improve.	○	○	○	○
8.	When asked, I can explain what I am learning and why.	○	○	○	○
9.	In this class, other students take the time to listen to my ideas.	○	○	○	○
10.	The level of my work in this class goes beyond what I thought I was able to do.	○	○	○	○
11.	The material in this class is clearly taught.	○	○	○	○
12.	If I finish my work early in class, my teacher has me do more challenging work.	○	○	○	○

CAP Student Feedback Survey

Grades 6-12: Short Form

		Strongly Agree	Agree	Disagree	Strongly Disagree
13.	My teacher asks me to rate my understanding of what we have learned in class.	○	○	○	○
14.	To help me understand, my teacher uses my interests to explain difficult ideas to me.	○	○	○	○
15.	In this class, students work together to help each other learn difficult content.	○	○	○	○
16.	In this class, students are asked to teach (or model) to other classmates a part or whole lesson.	○	○	○	○
17.	Our class stays on task and does not waste time.	○	○	○	○
18.	During a lesson, my teacher is quick to change how he or she teaches if the class does not understand (e.g., switch from using written explanations to using diagrams).	○	○	○	○
19.	My teacher encourages us to accept different points of view when they are expressed in class.	○	○	○	○
20.	I can show my learning in many ways (e.g., writing, graphs, pictures) in this class.	○	○	○	○

OPTIONAL: If you have any additional feedback for your teacher, please share it here.

Reflective CAP Portfolio

Purpose of the Portfolio
- To demonstrate achievement of subject knowledge and teaching standards specified by the Commonwealth of Massachusetts.
- To reflect on the achievement of your own Professional Practice Goal as a prospective teacher.
- To assess your progress toward becoming a professional teacher.

Categories of Evidence
The assessment of candidate readiness through *CAP* is made using multiple measures. There are four major categories of evidence required in *CAP*: observations, impact on student learning, student feedback, and candidate artifacts.

Observations
Teacher Candidates are observed in at least two announced and two unannounced observations during their Practicums. Program Supervisors and Supervising Practitioners actively collect evidence during the observation and then synthesize the key evidence to provide focused feedback to Candidates. To this end, assessors should be cautious to not dramatically influence or interfere with the Candidate's performance.

Measure of Student Learning
Working together with the Program Supervisor and Supervising Practitioner, Candidates will be expected to develop a Professional Practice Goal. Assessment(s) for measuring a Teacher Candidate's impact on student learning will be finalized during the 1st Three-Way Meeting.

The Supervising Practitioner should identify at least one measure of student learning, growth, or achievement that assesses a meaningful sample of the content the Teacher Candidate is primarily responsible for teaching. The Supervising Practitioner will set clear expectations for how and when the measure will be administered and scored. In addition, the Supervising Practitioner will rely on his/her/their professional experience with the identified measure(s) and understanding of the specific learning context, to set parameters for a range of expected learning, growth, or achievement

Student Feedback
Feedback from students plays a key role in teaching and learning in the Commonwealth and can be a critical source of evidence in understanding Candidate performance. Student feedback must be collected using model ESE Student Feedback Surveys.

Candidate Artifacts
Additional artifacts may be submitted as evidence to support the assessment of Candidates. These artifacts may include, but are not limited to:
- unit and/or lesson plans
- examples of students' work

- behavior plans/ behavior data
- audio/video recordings
- reflection logs

Portfolio Submission and Presentation
- The reflective portfolio will be assembled and organized as a part of the Teacher Candidate seminar.
- Portfolios are due prior to the completion of the teaching Practicum.
- You will be asked to present your portfolio to a teacher licensure panel.

Universal Design for Learning Plans

- Anna Maria College education students use Universal Design for Learning as the foundation of their lesson planning.

- Teacher Candidates should plan on developing 2-3 full UDLPs (to include reference to MA Curriculum Frameworks in their objectives) during the course of the Practicum experience.

- Formal lesson plans should be submitted and reviewed by the Supervising Practitioner prior to the teaching of the lesson.

- Evidence of additional planning is needed for 12-13 lessons. This planning should be comprehensive and incorporate UDL principles. These plans must include a written plan for student assessment.

- The Supervising Practitioner and the Program Supervisor will work with the Teacher Candidate to determine the best 'evidence of planning' for other lessons.

- It is expected that the less formal 'evidence of planning' will include the components of the UDLP format (objectives, prior knowledge, activator, materials, accommodations, timing of the lesson, closure, assessment, and self-evaluation).

- The AMC Program Supervisor and the Supervising Practitioner reserve the right to have full AMC formatted UDLPs for every lesson.

Universal Design for Learning Guidelines: A Tool for Effective Planning and Teaching

Adapted using: CAST (2011) Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Author.

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	II. Provide Multiple Means of Engagement
1: Provide options for perception	**4: Provide options for physical action**	**7: Provide options for recruiting interest**
1.1 Offer ways of customizing the display of information 1.2 Offer alternatives for auditory information 1.3 Offer alternatives for visual information	4.1 Vary the methods for response and <u>navigation</u> through the lesson	7.1 Optimize individual choice and autonomy 7.2 Optimize relevance, value, and authenticity
2. Provide options for language, mathematical expressions, and symbols	**5. Provide options for expression and communications**	**8. Provide options for sustaining effort and persistence**
2.1 Clarify vocabulary and symbols	5.1 Use multiple media/strategies for communication	8.1 Highlight critical features of learning outcomes 8.2 Vary demand and resources to optimize challenge
3. Provide options for comprehension	**6. Provide options for executive functions**	**9. Provide options for self-regulation**
3.1 Activate or supply background knowledge 3.2 Highlight patterns, critical features, big ideas, and relationships	6.1 Guide appropriate goal-setting *One measurable learning goal, based on a standard, that focuses on one essential idea or question*	9.1 Promote expectations and beliefs that optimize motivation *Build on developmental assets, trust, confidence, scaffolding*
Goal **Resourceful, knowledgeable learners**	**Goal** **Strategic, goal-directed learners**	**Goal** **Purposeful, motivated learners**

Review the guidelines **below before planning your lesson**. These strategies should be implemented into your lesson planning and delivery to reflect your subject matter knowledge, demonstrate your ability to develop well-structured lessons, adjust your practice, meet the diverse needs of students, create a safe learning environment, communicate high expectations, and demonstrate your professional standards for teaching. These are the Essential Elements for licensure.

✔ *Use a variety of formal and informal methods of assessment to measure student learning, growth, and understanding, including documenting measurable assessment criteria.*

✔ *Offer ways of customizing the display of information (auditory , visual, kinesthetic)*

✔ *Activate background knowledge (How will you help students make connections to prior knowledge. Ex. Questions, discussion, peer to peer collaboration, student work)*

✔ *Connect to and reinforce the learning outcome throughout the lesson.*

✔ *Uses instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, diverse academic needs, academically advanced students, and English learners.*

✔ *Highlight connections from the activator to the body of the lesson and the closure.*

✔ *Clarify vocabulary and symbols to remove language barriers. (provide specific review of vocabulary and provide visuals to align)*

✔ *Vary the methods for response and navigation through the lesson (active learning, grouping, recording, collaborating)*

✔ *Use multiple media/strategies for communication (explicit instruction, role play, performance, discussions, charts, questions, SMART board, white board, collaboration)*

✔ *Develop questions to check for understanding (What questions will you use to check for understanding? Ex. What did you learn about.., Who can tell me ....?)*

✔ *Optimize individual choice and autonomy (What choices do students have in the lesson related to how they respond, materials they use, how they collaborate?)*

✔ *Vary demand and resources to optimize challenge (What are you building into the lesson to challenge student thinking beyond the norm expectations?)*

✔ *Promote expectations and beliefs that optimize motivation (What about the lesson is motivational? Ex. Group work, active learning, materials, student choices, relevance)*

✔ *Optimize relevance, value and authenticity (How will you connect the learning to the real world outside the classroom? What professions or life experiences need this knowledge?)*

Universal Design for Learning Plan

Name: Date:

Subject:

Grade Level:

Standard: (Cut and paste from MA Framework Standard.)

Learning Outcome
This should directly align to your Standard.

Evaluating Student Learning / Assessment

Evidence of Assessment *(Question, observe, conference, observe, document, discuss, analyze, evaluate, read, provide feedback, etc.)*	Evidence of Learning *(Record, analyze, applying, collaborate, evaluate, make inferences, perform, draw, build, edit, answer questions, create, discuss, self-assess, peer-assess, etc.)*
● The teacher will … ● ●	● The students will … ● ●

Assessment Criteria (Please list your criteria here and attach a completed rubric to your final UDLP along with any handouts students will receive or examples of student work if the lesson is implemented.)

Student assessment should connect back to the **learning outcome**.

 (Numerical Assessment Example)

4 – Exceeds the standard

3 – Meets the standard independently

2 – Meets the standard with assistance/accommodations

1 – Does not meet the standard

Student Name	Students will …	Students will …	Students will …	Students will …	Anecdotal Notes

Students' Prior Knowledge

*Background knowledge of the learners (What knowledge do the students **bring into the lesson**? How do you know they have this knowledge?)*
  ●
  ●
  ●

Clarify needed vocabulary and symbols for student success (What prior knowledge do they have about the vocabulary being taught? Also list key vocabulary terms.)
  ●
  ●
  ●

Highlight 3-4 norms *used that relate to the cognitive, physical, social, and emotional skills needed for the intended age in this learning activity (refer to Yardsticks by Chip Wood or adolescent norm source)*   ●

●	
●	

Activator of the Lesson

Evidence of Teaching	Evidence of Learning
(Explicitly instruct, question, model, analyze, demonstrate, conference, observe, role-play, record, perform, create, discuss, etc.) *Sequence Instruction*	*(Record, analyze, apply, collaborate, evaluate, make inferences, perform, draw, build, edit, answer/ask questions, create, discuss, etc.)* *Sequence Learning*
● The teacher will … ● ●	● The students will … ● ●

Body of the Lesson

Evidence of Teaching	Evidence of Learning
(Explicitly instruct, question, model, analyze, demonstrate, conference, observe, role-play, record, perform, create, discuss, etc.) *Sequence Instruction*	*((Record, analyze, apply, collaborate, evaluate, make inferences, perform, draw, build, edit, answer/ask questions, create, discuss, etc.)* *Sequence Learning*
● The teacher will … ● ●	● The students will … ● ●

Closure of the Lesson

Evidence of Teaching	Evidence of Learning
(Explicitly instruct, question, model, observe, create, discuss, connect, review, show relevance, etc.) *Sequence Instruction*	*(Record, analyze, apply, collaborate, evaluate, make inferences, create connections, answer questions, discuss, etc.)* *Sequence Learning*
● The teacher will … ● ●	● The students will … ● ●

Materials

List Materials
●

Extending the Lesson

How would you extend the learning into another lesson? (Provide a follow up lesson idea with **specific details**.)   ●

Evaluating Your Learning / Self-Assessment (please answer thoroughly)
● **What did you learn from planning and/or delivering this lesson?** ● **What did you learn from your formative assessments?** ● **What was most successful?** ● **What new goals do you have for your next lesson?**

Universal Design for Learning Plan
Comments:

Anna Maria College
Educator Preparation Program Survey
To be completed at the end of the Practicum experience

Date: **_____**

Program: _____ undergraduate or graduate

Name: _____

based on the evidence of teaching from the Teacher Candidate, how well did The Teacher Candidate demonstrate preparation in each of the following areas?

Teacher Candidate Demonstrates:	Demonstrates proficiency above expectations	Proficient	Developing Proficiency
Ability to deliver effective instruction – communicates high standards and expectations when beginning, carrying out, and extending each lesson			
Ability to integrate teaching, learning, and assessment			
Appropriate subject matter knowledge – conveys knowledge of and enthusiasm for academic discipline			
Ethical behavior in professional activities			
Leadership skills - takes initiative, aware of strengths of others			
Skill in managing and maintaining an appropriate level of behavior, safety, and routines without loss of instructional time			
Skill in planning curriculum and instruction			
Skill in promoting equity in a classroom environment – ability to promote achievement and encourage all students to believe that effort is the key to achievement			
Skill in differentiating instruction and accommodating student needs			
Skill in reflective techniques (self-evaluation) Accepts and uses feedback to improve instruction			
Written, verbal, and nonverbal interpersonal communication skills			
Skill in following through on responsibilities/tasks			
Skill in working effectively with others			

Anna Maria College
Educator Preparation Program Survey
To be completed at the end of the Practicum experience

Teacher Candidate Demonstrates: √ Check all that apply	Whole Group Range of Needs & Levels	Small Group Leveled	Small Group Mixed Ability	One on one
The Practicum Teacher Candidate has had an impact on student learning.				
Please provide specific example(s) related to impact on student learning.				
Additional Comments/Program Recommendations:				

How effectively has the AMC Educator Preparation Program prepared the Teacher Candidate to begin or advance a career in the field of education?

Would you be willing to host another AMC Teacher Candidate in the future (why/why not)?

Thank you for your time in providing this feedback

Anna Maria College
Educator Preparation Program Survey
To be completed at the end of the Practicum experience

Date: _____   Program: _____   undergraduate or graduate

Name: _____

<mark>Program Supervisor</mark>, based on evidence of teaching from the Teacher Candidate, how well did the Teacher Candidate demonstrate preparation in each of the following areas?

Teacher Candidate Demonstrates:	Demonstrates proficiency above expectations	Proficient	Developing Proficiency
Ability to deliver effective instruction – communicates high standards and expectations when beginning, carrying out, and extending each lesson			
Ability to integrate teaching, learning, and assessment			
Appropriate subject matter knowledge – conveys knowledge of and enthusiasm for academic discipline			
Ethical behavior in professional activities			
Leadership skills - takes initiative, aware of strengths of others			
Skill in managing and maintaining an appropriate level of behavior, safety, and routines without loss of instructional time			
Skill in planning curriculum and instruction			
Skill in promoting equity in a classroom environment – ability to promote achievement and encourage all students to believe that effort is the key to achievement			
Skill in differentiating instruction and accommodating student needs			
Skill in reflective techniques (self-evaluation) Accepts and uses feedback to improve instruction			
Written, verbal, and nonverbal interpersonal communication skills			
Skill in following through on responsibilities/tasks			
Skill in working effectively with others			

How effectively has the AMC Educator Preparation Program prepared the Teacher Candidate to begin or advance a career in the field of education?

Comments/Recommendations:

AMC Program Supervisors:
Would you recommend future placements with this Supervising Practitioner (why/why not)?

AMC Program Supervisors:
Would you recommend the host school for future placements (why/why not)?

Thank you for your time in providing this feedback

Anna Maria College
Educator Preparation Program Survey
To be completed at the end of the Practicum experience

Date: _____   Program:_____

Name: _____ undergraduate or graduate (*circle one*)

Teacher Candidate, **subject matter knowledge and professional standards for teachers** are needed for all endorsed teacher candidates, how well prepared are you in the following areas?

Education Program Components	Proficiently Prepared	Prepared	Moderately Prepared
Ability to deliver effective instruction – communicates high standards and expectations when beginning, carrying out, and extending each lesson			
Ability to integrate teaching, learning, and assessment			
Appropriate subject matter knowledge – ability to convey knowledge of and enthusiasm for academic discipline			
Ethical behavior in professional activities			
Leadership skills - takes initiative, aware of strengths of others			
Skill in managing and maintaining an appropriate level of behavior, safety, and routines without loss of instructional time			
Skill in planning curriculum and instruction			
Skill in promoting equity in a classroom environment – ability to promote achievement and encourage all students to believe that effort is the key to achievement			
Skill in differentiating instruction and accommodating student needs			
Skill in reflective techniques (self-evaluation) Accepts and uses feedback to improve instruction			
Written, verbal, and nonverbal interpersonal communication skills			
Skill in following through on responsibilities/tasks			
Skill in working effectively with others			
Additional Comments			

Please reflect on the course pedagogy and field support you experienced in the Teacher Preparation Program?

Teacher Preparation	Very Beneficial to my growth as a teacher	Beneficial to my growth as a teacher	Somewhat Beneficial to my growth as a teacher
Interactive classrooms (discussion, small group activities)			
Instruction (Delivery was effective, content reflects best practice and related to your experiences in the field.)			
Teaching and learning strategies incorporating Universal Design for Learning			
The academic advising provided clear course and field work expectations.			
Faculty knowledge of content, preparedness, appropriateness of assignments, and evaluation techniques			
Field placement guidance and support for pre-practicum and practicum			
Sequence of the curriculum/progression of courses			

What advice has your advisor provided regarding your Master of Education opportunities at Anna Maria College and/or other options?

What did you find most beneficial about the Educator Preparation Program at AMC? Please explain.

In what areas will you continue to seek growth in your teaching, professionalism and/or content knowledge?

How satisfied were you with the AMC Program Supervisor?

Name of Program Supervisor: _____

Please know that your comments will be kept in confidence. Please complete a separate evaluation for each AMC Program Supervisor as appropriate. Additional comments may be attached if desired.

Satisfaction with AMC Program Supervisor's ability to:	Very satisfied	Satisfied	Somewhat satisfied
Professionalism – punctuality, timeliness of evaluation of your work			
Facilitation – communication among student, school, and college – knowledgeable about philosophy and requirements of the practicum experience			
Evaluation and feedback – ability to provide constructive suggestions and serve as a resource during the practicum experience			

Teacher Candidate: How satisfied were you with your Supervising Practitioner?
Please know that your comments will be kept in confidence. Please complete a separate evaluation for each placement.

Satisfaction with Supervising Practitioner's ability to:	Very satisfied	Satisfied	Somewhat satisfied
Create an environment that is conducive to learning			
Manage and maintain an appropriate level of behavior, safety, and routines without loss of instructional time			
Convey knowledge of and enthusiasm for his/her academic discipline(s)			
Communicate high standards and expectations when beginning; carrying out, and extending each lesson			
Promote achievement – encourages all students to believe that effort is the key to achievement			
Serve as a mentor and model while allowing you to assume realistic classroom responsibilities			

- Would you recommend future placements with this Supervising Practitioner (why/why not)?

- Would you recommend the host school for future placements (why/why not)?

- Any other comments you would like to share. (please add on the back)

Thank you for taking the time to complete this survey.

Teacher Candidate Seminar Terminology

Teacher Candidate Practicum:

>**Attendance Forms** – Forms used by the Teacher Candidate to document assisting and teaching hours daily during their Practicum experience. This form **must** be signed by your Supervising Practitioner weekly.
>
>**Program Supervisor (PS)** – A supervisor assigned to you by Anna Maria College that will be responsible for meeting with the Teacher Candidate and Supervising Practitioner during the Practicum. The Program Supervisor's role is to observe lessons during the course of your Practicum experience, be a liaison between the college and the school setting, and provide support and feedback.
>
>**Supervising Practitioner (SP)** – The Supervising Practitioner is the classroom teacher who is your mentor and supervisor during your Practicum experience. The Supervising Practitioner is responsible for formal and informal observations and day to day mentoring during your Practicum experience.
>
>**Observation Summary** – An observation summary is a form that will be filled out by your Program Supervisor and Supervising Practitioner after each formal observation. The Seven Essential Elements included in this form reflect the Seven Essential Elements included in your *CAP* Assessment (See below).

Candidate Assessment Performance (*CAP*):

>A legal document mandated by the MA Department of Education. This document covers guidelines for the assessment of Teacher Candidates.
>
>Teacher Candidates need to show evidence of successfully completing criteria within each of these Seven Essential Elements in order to be approved for licensure from the state of Massachusetts. Evidence related to the Seven Essential Elements will be archived in your *CAP* portfolio.

CAP's Seven Essential Elements

Element	Proficiency Descriptor
I-A-1 Subject Matter Knowledge	The candidate's performance fully meets the requirements: Demonstrates sound knowledge of the subject matter by: ● Using evidence-based pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts. ● Supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world. ● Understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy.
I-C-2 Adjustments to Practice	The candidate's performance fully meets the requirements: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.
II-A-1 High Expectations and Support	The candidate's performance fully meets the requirements: Supports all students to meet or exceed high expectations for grade-appropriate, standards aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by: ● Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning. ● Providing flexible and responsive supports, scaffolds, and tools to meet students' needs. ● Communicating clear criteria for success (e.g., models, rubrics, exemplars). ● Reinforcing perseverance and effort with challenging content and tasks.
II-A-3 Inclusive Instruction	The candidate's performance fully meets the requirements: Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: ● Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging students' native language and linguistic resources to make grade-level content accessible and affirming for all students. ● Providing students with multiple ways to learn content and demonstrate understanding.

II-B-2 Safe Learning Environment	The candidate's performance fully meets the requirements: Creates and maintains a safe, supportive, and inclusive environment by: ● Establishing, with student input, classroom routines and systems to support student learning. ● Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness). ● Supporting student accountability for the impact of their actions. ● Enabling students to take academic risks and share ideas freely. ● Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.
III-C-1 Collaboration on Student Learning and Well-Being	The candidate's performance fully meets the requirements: Partners with families to support students' learning and well-being by: ● Leveraging families' cultural and linguistic knowledge and expertise as assets. ● Engaging with families about what students are learning in the classroom and expectations for student success. ● Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.
IV-A-1 Reflective Practice	The candidate's performance fully meets the requirements: Reflects on the effectiveness of instruction and how one's identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.

Candidate Assessment Performance Cover Sheet – The cover sheet (*CAP* Form) is the first page of the *CAP* to be completed by the licensure applicant (Teacher Candidate), the Program Supervisor, and the Supervising Practitioner. The cover sheet is signed at each 3-way meeting as documentation of your Practicum experience for the Massachusetts Department of Education.

CAP Rubric – Evaluation tool used to assess Teacher Candidates related to their performance. The *CAP* Rubric is designed to help Candidates and assessors:

1) develop a consistent, shared understanding of what performance looks like in practice,
2) develop a common terminology and structure to organize evidence, and
3) make informed professional judgments about performance ratings.

Assessors and Candidates consider the following as they rate performance.

● **Quality**: ability to perform the skill, action or behavior as described in the proficient performance descriptor
● **Consistency**: the frequency (e.g., all the time, sometimes, once) that the skill, action or behavior is demonstrated with quality
● **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

(Massachusetts Department of Elementary and Secondary Education, Handbook for the Candidate Assessment Performance, October 2024)

Portfolio – A binder containing the tangible evidence/artifacts to support your Seven Essential Elements.

Self-Assessment - An authentic assessment of where their strengths lie and where there are areas in need of improvement. In the Self-Assessment, Candidates are asked to consider aspects of their knowledge and skill across three dimensions: Quality, Consistency, and Scope (see above).

Reinforcement – An area or action that is considered a strength in your focused feedback.

Refinement – An area or action that is in need of improvement in your focused feedback.

(Massachusetts Department of Elementary and Secondary Education, Handbook for the Candidate Assessment Performance, October 2024)

Universal Design for Learning Plan (UDLP):

UDLP – The formal Anna Maria College lesson plan template used for the lessons taught during your Practicum experience. These will be submitted to your Supervising Practitioner and Program Supervisor for feedback during your Practicum.

State Curriculum Frameworks – Frameworks or "guidelines" issued by the Massachusetts Department of Education governing what must be taught at each grade level PreK-12 in each subject area: English Language Arts, Mathematics, Science and Technology/Engineering, History and Social Science, and the Arts.

Common Core Framework Standards – The MA State Frameworks for Math and ELA. These are frameworks adopted by 43 states for PreK-12 students that focus on college readiness skills.

Standards – The number and description of a particular Massachusetts Framework objective in a subject area as found in the MA State Curriculum Frameworks.

(For example, English Language Arts Framework, grades PreK-4: *9.2: Identify different interpretations of plot, setting, and character in the same work by different illustrators*).

Learning Outcome – What you want students to learn from a lesson; the main idea or purpose of a lesson. Objectives should align with Massachusetts Framework Standards.

Measurable Outcomes – Outcomes based on Standards and objectives being taught. These outcomes can be documented and provide assessment information to evaluate students and guide instruction.

Materials / Instructional Media – Any "items" used in a lesson. Some examples of Materials/Instructional Media are: books, paper, easel, magazine, "props", overhead projector, SMART Board, chart paper, art materials, computer, or a PowerPoint presentation.

Prior Knowledge – Previous learning that will help students build connections to the objective or Standard being addressed; what someone already knows through their experience or previous classroom learning.

Activator – That "hook" that you provide at the beginning of a lesson to get students motivated to find out more. This is done using interesting props or materials, reflecting the objective of the lesson, and engaging students in the learning process.

Accommodations/Differentiation - The way in which teachers adapt their approach to curriculum instruction through the materials that are used, methodologies for instruction and assessment practices. These are embedded in Universal Design for Learning.

Multilingual Learner (MLL) – A student whose first language is a language other than English and who is working toward proficiency of the English language or is at a beginning level of language proficiency.

Sheltered English Strategies – Strategies that are implemented to make content information more understandable for Multilingual Learners.

Assessment - The process used to systematically evaluate a learner's skill or knowledge level. An example of an assessment item would be a question, measurable activity, or assessment tool used to determine whether the learner has mastered a learning objective.

Guiding Questions – Questions that guide student thinking and relate to the objective of the lesson. These questions should be open-ended and allow students to use higher level thinking skills by applying, synthesizing, analyzing, and evaluating their knowledge. When guiding questions are used at the closure of the lesson, they should help students connect their learning to the value of the lesson.

Closure – The summary of the lesson where the teacher reviews and summarizes the intended learning. The teacher provides the steps needed to guide the children to understand the value of the lesson.

Extension – Taking what the students have learned in a particular lesson and applying that to future lessons/activities in the classroom as well as through home-school connections.

SMARTIE Goals –The S.M.A.R.T.I.E. goal framework is useful in helping to create effective goals and action plans. Key characteristics of S.M.A.R.T.I.E. goals are:

S = Specific and Strategic – Goals should be specific so that at the end of the evaluation cycle educators and evaluators can determine whether they have been achieved. Goals should also be strategic, (i.e., serve an important purpose for students, the school, and/or the district).

M = Measurable – Goals should be measurable so that progress toward a goal can be evaluated and managed.

A = Action Oriented – Goals have active, not passive verbs. The action steps attached to the goals indicate who is doing what.

R = Rigorous, Realistic, and Results Focused (the 3 Rs) – Goals should make clear what will be different as a result of achieving the goal. A goal needs to describe a realistic yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement, but it should not be out of reach.

T = Timed and Tracked – A goal needs to have a final deadline, as well as interim deadlines by when key actions will be completed and benchmarks will be achieved. Tracking the progress on both action steps and outcome benchmarks is important, as they help educators know whether

they are on track to achieve the goal, and give educators information they need to make midcourse corrections.

I = Inclusive - Goals should bring people who have been traditionally marginalized into activities and decision-making, especially those who are most impacted.

E= Equitable - Goals should remediate disparities in student experiences or outcomes.

(Massachusetts Department of Elementary and Secondary Education, Handbook for the Candidate Assessment Performance, October 2024)

Additional Terms:

Developmental Norms – Criteria, by chronological age, listing performance indicators in the areas of academic, social, and physical development.

Developmentally Appropriate Practice (DAP) – Instructional practices that are organized and designed on the basis of the age and development of the student.

Individualized Education Plan (IEP) - A written plan created for a student who qualifies for special education services. The plan is a legal document that must be followed by the student's teachers including the classroom teacher, special education teachers, and support staff. The plan is tailored to the student's specific needs and abilities, and outlines goals for the student to reach. The IEP is reviewed at least once a year.

Philosophy of Education – Your personal beliefs, concepts, and attitudes related to education. A typed philosophy of education is included in a portfolio.

Unit – A "connected" group of lesson plans across various subject areas tying together a common objective.