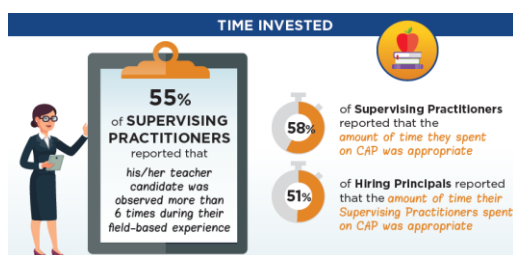# CAP Update: 2017 Stakeholder Survey Findings

In 2017, ESE asked hiring principals, supervising practitioners, and teacher candidates to share feedback on the first full year of CAP implementation. The following summary reviews survey findings related to candidate supports, time invested by supervisors, levels of understanding, and the quality of training CAP training provided by providers.

Candidate Supports

Providing candidates with consistent, actionable feedback that helps them strengthen practice is a cornerstone of the CAP process. Over 80% of teacher candidates reported receiving feedback from supervising practitioners and program supervisors that helped to improve their practice through CAP!

CANDIDATE SUPPORTS

TEACHER CANDIDATES agreed that

85% feedback from their Supervising Practitioners helped to improve their teaching practice

80% feedback from their Program Supervisors helped to improve their teaching practice

68% their Supervising Practitioners and Program Supervisors helped them find the supports and resources they needed

65% of SUPERVISING PRACTITIONERS & 59% of HIRING PRINCIPALS agreed that CAP helped provide candidates with experience and preparation for their first year of teaching

Time Invested

Feedback from interviews and focus groups conducted in three SOs during the 2016-17 school year indicated that while the time commitment associated with supervising a teacher candidate is higher for CAP than the prior assessment, supervising practitioners do not feel overburdened, and that any additional work associated with CAP was outweighed by the benefit of having another supervisor in the classroom with whom to collaborate (Didriksen, et al., 2017). In fact, while survey data indicates that only 58% of SPs and 51% of hiring principals believe that the amount of time SPs spend on CAP is appropriate, a similar percentage of supervising practitioners reported that their candidates were observed more than *six times* throughout CAP (two more than the required number of observations). As CAP continues to privilege collaborative conversations and supports by supervisors to candidates, it will be important for SOs to communicate to district partners the importance of privileging the necessary time for this meaningful supervision.


TIME INVESTED

55% of SUPERVISING PRACTITIONERS reported that his/her teacher candidate was observed more than 6 times during their field-based experience

58% of Supervising Practitioners reported that the amount of time they spent on CAP was appropriate

51% of Hiring Principals reported that the amount of time their Supervising Practitioners spent on CAP was appropriate

Understanding…

After just one year of implementation, the majority of supervising practitioners felt that they clearly understand the purpose and goals of CAP, as well as their changing role and responsibilities. This is a testament to the customized training and supports that SOs are providing to both supervising practitioners and program supervisors. That said, only half of teacher candidates report similar levels of understanding with regard to the purpose and goals of CAP. Case study interviews and focus groups indicate that SOs can narrow this understanding gap by strategically embedding components of CAP prior to the practicum, scaffolding skill development, and building familiarity with CAP expectations (and therefore expectations for readiness once employed) earlier in preparation.

UNDERSTANDING

SUPERVISING PRACTITIONERS clearly understood

the purpose and goals of CAP 75%

their roles and responsibilities related to CAP 77%

53% of TEACHER CANDIDATES agreed that the purpose and goals of CAP were clear and transparent

TRAINING

SUPERVISING PRACTITIONERS agreed that CAP training

was sufficient 41%

contributed to a consistent and rigorous candidate assessment 38%

was high quality 36%

Commonly requested additional TRAINING TOPICS by Supervising Practitioners

• Implementing the 5-step cycle
• Collecting and documenting evidence of performance for the six Essential Elements
• Identifying student learning measures and setting parameters for expected growth
• Providing focused, actionable feedback to candidates about their performance

…& Training

While supervising practitioners are clear on the purpose and goals of CAP, they are less confident in the quality of training. Fewer than half of surveyed SPs felt that they received sufficient training that contributed to a consistent and rigorous candidate assessment. The most requested topics for additional training included evidence collection and analysis, identification and analysis of student learning measures, and high quality feedback. In 2018, ESE is releasing an online module series to introduce supervisors to the CAP process, thereby allowing SOs to devote more professional development to important supervisory skills such as providing actionable feedback to candidates and calibrating around expectations of practice.
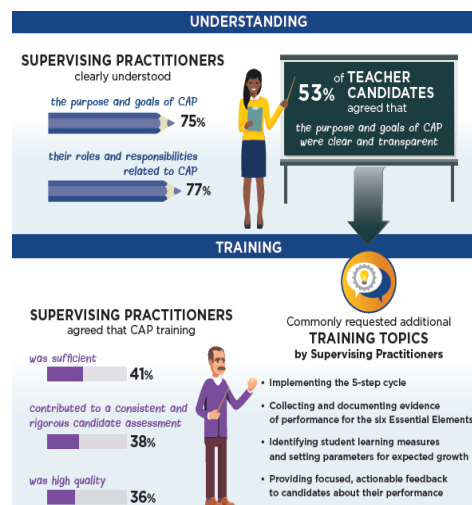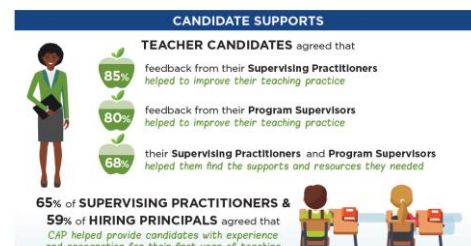
IMPLEMENTATION SNAPSHOT:
CANDIDATE ASSESSMENT OF PERFORMANCE (CAP)
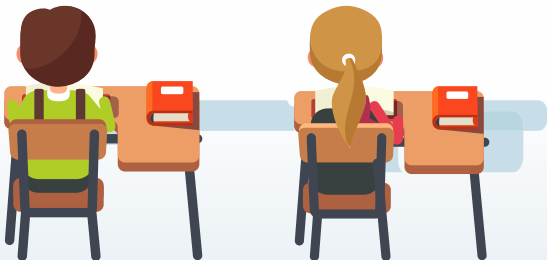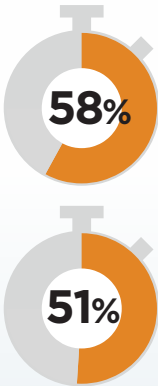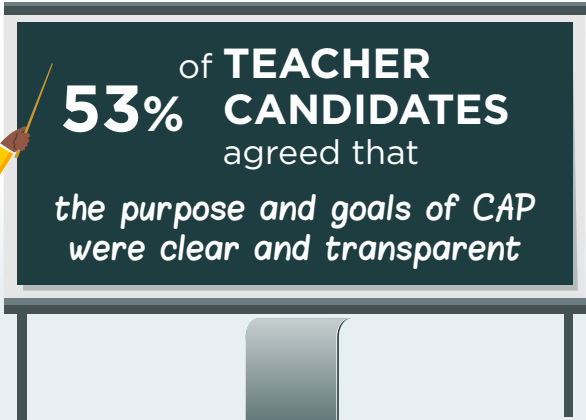*Educator Preparation Stakeholder Survey 2017 Findings*

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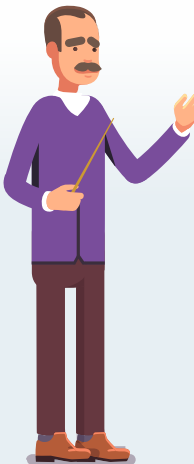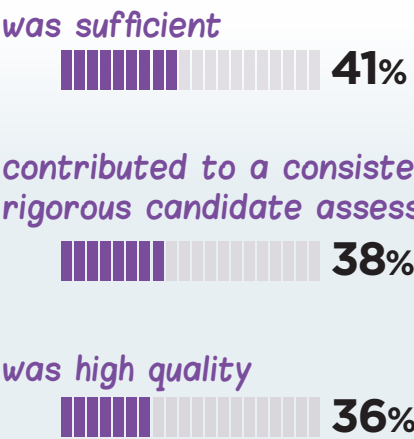
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MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

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