REVISED CAPS Instructions 9.16.19

**Introduction**

Candidate Assessment on Performance Standards (CAPS)(also referred to as InternTKES) is a formative assessment that the EPP uses to evaluate candidate performance in the areas of professional knowledge, pedagogical content knowledge and professional responsibility.

The Performance Standards contained in CAPS are closely aligned to the Teacher Keys assessment instrument used to evaluate teachers in the course of their professional practice in the state of Georgia. The Candidate Assessment on Performance Standards measure candidates on Professional Knowledge, Instructional Planning, Instructional Strategies, Differentiated Instruction, Assessment Strategies, Assessment Uses, Positive Learning Environment, Academically Challenging Learning Environment, Professionalism, and Communication.

The data from CAPS informs the EPP on how well its teacher preparation programs have prepared candidates as they transition from candidacy to program completion, and the results of the CAPS evaluations are used by the programs and the EPP for continuous improvement purposes.

**University Supervisors/Mentor Leaders (and Partner Teachers’) Guidelines for Assessing Teacher Candidate:**

* CAPS is a performance instrument that aligns with the P-12 TAPS instrument used to evaluate professional teachers in the field.
* CAPS, like the TAPS, is an instrument designed to rate teacher performance over time while considering a totality of the evidence (i.e. the observer may use data outside the classroom observation like communication logs, lesson plans, etc. to rate a teacher candidate’s performance).
* A teacher candidate is expected to obtain, maintain or make progress towards a “meets expectations” (Level III) rating on each performance standard.
* All observers should begin with the “Level III” expectation in mind.
* While Level III is the expectation, teacher candidates must attain at least a Level II on each standard by program completion.
* If a teacher candidate goes above and beyond, then the teacher candidate would receive a Level IV rating (***Level IV ratings can be rare***).
* Each CAPS standard is assessed, and comments are posted. **DO NOT select N/A** on LiveText for any standard.
* Faculty or partner teachers who have a student concern that cannot wait until either the midterm or final CAPS assessment should contact the teacher candidate’s University Supervisor/Mentor Leader for assistance with a Professional Development Plan.
* **Any incident considered a significant violation of ethical or professional behavior will warrant immediate removal from the program.**

**Assessment Implementation**

Teacher candidates’ performances are evaluated on the CAPS during three specific points during their program of study:

* At the **Beginning** of the program of study, Teacher Candidates, Partner Teachers and University Supervisors/Mentor Leaders will collaborate (in person, by phone or online), and the University Supervisor/Mentor Leader will record CAP ratings in LiveText.
  + For MAT candidates who are in the field, University Supervisors/Mentor Leaders should review and consider the school-based TAPS evaluation ratings for each candidate.
* University Supervisor/Mentor Leaders, Teacher Candidates and Partner Teachers will collaboratively discuss the CAPS, and the University Supervisor/Mentor Leader will record CAPS data in LiveText at the designated **midpoint and final stages** of the program of study.
  + For MAT candidates who are in the field, University Supervisors/Mentor Leaders should review and consider the TAPS evaluation for each candidate.

**Scoring**

Although the LiveText rubric has a default, N/A scoring column, DO NOT USE the N/A column for assessment purposes.

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