CAP Massachusetts Candidate Assessment of Performance

Welcome Claire Beatrice Railton-Jones

Program Name: Academic: Teacher, Moderate Disabilities, PreK-8, Initial, Post-Baccalaureate

Supervising Practitioner: Katelyn Smith

Teacher Candidate: Claire Railton-Jones

Cycle Start Date: 01/21/2026

Formative Assessment for Claire Railton-Jones

Instructions: The program supervisor and supervising practitioner should independently review all available evidence and recommend ratings. Supervisors should then calibrate to determine joint Formative ratings and rationales for each Essential Element.

- **Quality:** The ability to perform the skill, action, or behavior
- **Scope:** The 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 of the time) that the skill, action, or behavior is demonstrated with quality

As outlined in the Guidelines for the Candidate Assessment of Performance:

- The ratings for each Essential Element must be supported by two types of evidence
- For I-A-1, II-A-1, and II-B-2, observations must be used as one of the two sources of evidence
- Each category of evidence (Observations, Measure of Student Learning, Student Feedback, Professional Practice Goal, and Candidate Artifacts) must be used to support the rating for at least one Essential Element

Supervisors should review the totality of tagged evidence to ensure these expectations are met.

I-A-1 Subject Matter Knowledge

Progress: Complete

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.

Evidence Sources

Tagged Evidence Files	Types of Evidence

Announced Observation 1
Observation Date:
Calibrated Evidence:

This lesson was aligned to the following grade level standards - 2.NBT.A.1, 2.NBT.B.5, 2.NBT.B9, and 2.OA.B2. This lesson was well planned using grade level math content standards and practice standards and the Investigations Math Curriculum.

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Unannounced Observation 1
Observation Date: 04/07/2026
Calibrated Evidence:

Claire followed the Fundations curriculum. It was clear that she had previewed the lesson and was prepared to give corrections and feedback if necessary. Claire gave a number for how many sounds. She also differentiated between trick words and words they could tap out. She modeled how to tap them out.

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Announced Observation 2 - Early Literacy
Observation Date: 04/16/2026
Calibrated Evidence:

Definition of speech (word of the day) asking students for examples. A student answered a question that was not correct. She asked a followup question that allowed the student to correct their mistake.
Claire was observed teaching a lesson using the Fundations curriculum which is considered high quality instructional material. This lesson as aligned to grade level standards and included all elements of the early literacy tool. When introducing the word of the day, Claire encouraged students to make connections to their own lives and experiences.

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Dimension	Rating
Quality	Proficient
Scope	Proficient
Consistency	Proficient

I-A-1 Subject Matter Knowledge Evidence to Support Ratings: Insert evidence to support the selected quality, scope, and consistency ratings below.*

Claire plans and implements lessons aligned to grade level Massachusetts Curriculum Frameworks and learning standards, and demonstrates strong content knowledge across subject areas. Claire uses evidence-based pedagogical practices and high quality instructional material (Fundations, Investigations. etc). During observations, Claire has been observed supporting students to make connections between the content and their real world experiences. There is evidence to support that Claire is proficient across dimensions for standard I-A-1 Subject Matter Knowledge.

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I-C-2 Adjustments to Practice **Progress: Complete**

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.

Evidence Sources

Tagged Evidence Files	Types of Evidence

Announced Observation 1
Observation Date:
Calibrated Evidence:

Claire made adjustments to her practice during this observation, for example when she realized that students needed more time on the task, she added time to the visual timer. Claire also made adjustments by changing students seats so that they would have closer proximity to a teacher for support.

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Unannounced Observation 1
Observation Date: 04/07/2026
Calibrated Evidence:

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Announced Observation 2 - Early Literacy
Observation Date: 04/16/2026
Calibrated Evidence:

Claire made an adjustment to her practice when she realized students needed more time on the task. She also made a physical adjustment to a poster hanging on the board, because she realized it was making it difficult for student so read the text displayed.

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Dimension	Rating
Quality	Proficient
Scope	Needs Improvement
Consistency	Proficient

I-C-2 Adjustments to Practice Evidence to Support Ratings: Insert evidence to support the selected quality, scope, and consistency ratings below.*

Claire has been observed making adjustments to her practice, primarily by providing more time on task than she had originally planned for based on student feedback. Other adjustments include changing student seats so that they have closer proximity to the teacher for support and physical adjustments to displays to provide better access for students. Although there is evidence to support proficient ratings for the dimensions of quality and consistency under standard I-C-2 Adjustment to Practice, Claire is encouraged to think about the scope, or scale of impact, and to be mindful of who/how many students are being impacted by the adjustments.

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II-A-1 High Expectations and Support **Progress: Complete**

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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, standardsaligned 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.

Evidence Sources

Tagged Evidence Files	Types of Evidence

Announced Observation 1
Observation Date:

Unannounced Observation 1
Observation Date: 04/07/2026

Announced Observation 2 - Early Literacy
Observation Date: 04/16/2026

Calibrated Evidence:

Claire was observed communicating clear criteria for success and reinforcing perseverance during this math lesson. Evidence included having a visual chart on the board with combinations of 10 and 100, asking students to repeat the directions in their own words, using checks for understanding such as "fist to 5" or thumbs up, and encouraging students to do their best as she circulated the classroom.

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Calibrated Evidence:

She gave whole class directions and reminders. Claire also went over and did quiet quick corrections for both behaviors and check ins for learning.

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Calibrated Evidence:

Claire gave multiple opportunities for students to demonstrate and practice knowledge and skills. She also gave opportunities to all students and pointed out when she had not heard from someone in a positive manner. "That was great, I don't think I heard from you this afternoon." Claire provided sentences starters and modeling. She gave reminders about how to use fidgets.
Claire was observed communicating clear criteria for success and reinforcing perseverance and effort. When a student was reading aloud and stumbled on a word, Claire supported the student, similarly, when another student lost her place in the text, Claire immediately jumped in to support so that the student could continue reading.

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Dimension	Rating
Quality	Proficient
Scope	Proficient
Consistency	Proficient

II-A-1 High Expectations and Support Evidence to Support Ratings: Insert evidence to support the selected quality, scope, and consistency ratings below.*

Claire has been observed supporting 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. During observations Claire has been observed communicating clear criteria for success, using evidence based practices and providing flexible supports. Claire is proficient across dimensions for standard II-A-1 High Expectations and Support. She is encouraged to further refine her practice by individualizing supports (sentence starters, word banks, etc) and calibrating scaffolding - recognizing that some students may not require full models or teacher demonstrations, while others may benefit from additional targeted supports.

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II-A-3 Inclusive Instruction **Progress: Complete**

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.

Evidence Sources

Tagged Evidence Files	Types of Evidence

Announced Observation 1
Observation Date:
Calibrated Evidence:

Claire demonstrated inclusive instruction by appropriately utilizing adults within the classroom to support students with varying needs, providing visual supports for students to reference during work time, and checking in with students and providing additional time on the task so that all students could feel successful.

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Unannounced Observation 1
Observation Date: 04/07/2026
Calibrated Evidence:

Claire ignored challenging/interfering behaviors of one student and redirected instead.

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Announced Observation 2 - Early Literacy
Observation Date: 04/16/2026
Calibrated Evidence:

Claire gave good wait time. She ignored interfering behaviors. Claire knew one of the students played hockey and called on them when another student asked a question about the penalty box. Reminders to listen if they have the same question as another student. Claire provided a letter strip for each table. During the lesson Claire reinforced the desired behaviors and ignored behaviors that were interfering with the learning. She used a number of whole class attention grabbers and provided gentle reminders to all students so that they could be successful. Claire allowed for students to speak about and make connections to their own interests and experiences throughout the lesson. She provided models for the class when they were doing their Fundations lesson in the beginning, and during the writing lesson. While students were writing, Claire passed our Fundations letter strips to each table for additional support.

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Dimension	Rating
Quality	Proficient
Scope	Proficient
Consistency	Proficient

II-A-3 Inclusive Instruction Evidence to Support Ratings: Insert evidence to support the selected quality, scope, and consistency ratings below.*

Claire is proficient in standard II-A-3 Inclusive Instruction. Claire 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), as captured in her observations.

Count: 3671 chars left

II-B-2 Safe Learning Environment **Progress: Complete**

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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. • Providing students with multiple ways to learn content and demonstrate understanding. • 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.

Evidence Sources

Tagged Evidence Files	Types of Evidence

Announced Observation 1
Observation Date:
Calibrated Evidence:

Claire maintained a safe learning environment throughout this observation. The environment was safe, supportive and inclusive. Claire was observed seeking feedback from students on their learning experience, such as how much more time they may need, and making aligned adjustments to her practice. Additionally, Claire modeled respect for others when a student pointed out her mistake being one row off on her chart on the board, she said "Thank you for telling me I was one row off."

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Unannounced Observation 1
Observation Date: 04/07/2026
Calibrated Evidence:

It was clear that Claire had a rapport with the class and students needs.

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Announced Observation 2 - Early Literacy
Observation Date: 04/16/2026
Calibrated Evidence:

It is evident that Claire has established rapport with the class and management skills. She gave reminders of expected behaviors and following the group plan. She gave support to students who needed extra scaffolding. Claire used relaxing music when the students were writing.
Claire has formed strong relationships with her students and established a learning environment in which students feel comfortable taking academic risks and treat one another with mutual respect. Claire was observed asking for student input, for example, how much more time they needed to complete their writing assignment. She also listened to student input and then shared some of those ideas with the whole class, such as when a student wanted to share why they liked both winter and summer.

Count: 3226 chars left

Dimension	Rating
Quality	Proficient
Scope	Proficient
Consistency	Proficient

II-B-2 Safe Learning Environment Evidence to Support Ratings: Insert evidence to support the selected quality, scope, and consistency ratings below.*

Claire is proficient in standard II-B-2 Safe Learning Environment. Claire has been observed maintaining a safe, supportive and inclusive environment. Evidence includes the way she models and reinforces respect, using student input/feedback to make classroom decisions, and providing flexible seating and fidgets for students as needed. Claire has established strong and caring relationships with students and because of this, they are more willing to take academic risks.

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III-C-1 Collaboration on Student Learning and Well-Being **Progress: Complete**

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.

Evidence Sources

Tagged Evidence Files	Types of Evidence

Announced Observation 1
Observation Date:
Calibrated Evidence:

There was evidence that collaboration with the classroom teacher and special education teacher contributed to making this a successful 2nd grade math lesson.

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Unannounced Observation 1
Observation Date: 04/07/2026
Calibrated Evidence:

Count: 4000 chars left

Announced Observation 2 - Early Literacy
Observation Date: 04/16/2026
Calibrated Evidence:

It was clear that Claire collaborated with her classroom teacher as the classroom teacher switched roles with her and supporting students individual needs in the classroom.
There was evidence that Claire collaborated with the classroom teacher to plan this lesson, as well as other special education teachers to support the variety of needs within the class.

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Dimension	Rating
Quality	Proficient
Scope	Proficient
Consistency	Needs Improvement

III-C-1 Collaboration on Student Learning and Well-Being Evidence to Support Ratings: Insert evidence to support the selected quality, scope, and consistency ratings below.*

There is evidence to support that Claire is proficient in the dimensions of both quality and scope for standard III-C-1 Collaboration on Student Learning. Claire has collaborated with classroom teachers, special education teachers, her SP, and additional student support staff to strengthen her instruction and better meet the needs of her students. Claire is encouraged to collaborate with families, or document prior collaboration with families, in order to continue meeting the needs of all students and receive a proficient rating in the dimension of consistency as well.

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IV-A-1 Reflective Practice **Progress: Complete**

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.

Evidence Sources

Tagged Evidence Files	Types of Evidence

Announced Observation 1
Observation Date:
Calibrated Evidence:

Unannounced Observation 1
Observation Date: 04/07/2026
Calibrated Evidence:

Announced Observation 2 - Early Literacy
Observation Date: 04/16/2026
Calibrated Evidence:

Claire reflected on her practice sharing that overall she felt the lesson went well, but that she did run out of time and would work on pacing in future lessons. Claire was very open to the suggestions shared during the lesson debrief meeting and eagerly took notes with plans to address the feedback when planning future lessons.

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During our lesson debrief Claire was able to reflect on what went well and what she may adjust in future lessons. Overall she felt that the lesson went well, but she believes she can always improve classroom management and she may provide more freedom on writing prompts in the future based on student input.

Count: 3691 chars left

Dimension	Rating
Quality	Proficient
Scope	Proficient
Consistency	Proficient

IV-A-1 Reflective Practice Evidence to Support Ratings: Insert evidence to support the selected quality, scope, and consistency ratings below.*

Claire is proficient in standard IV-A-1 Reflective Practice. After both announced observations, Claire engaged in debrief conversations in which she reflected on what went well and what needs to be improved for future lessons. Claire listened to the suggested feedback shared by both SP and PS and incorporated the feedback into future lessons. Claire is encouraged to upload written reflections as additional evidence of proficiency in this standard.

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Evidence Based Feedback

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

Area(s) of Strength*	✓ 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-Based feedback*	Claire plans and implements lessons aligned to the appropriate MA grade level content standards and has a strong understanding of the second grade curriculum. Claire is skilled at making students feel safe and encouraged to take academic risks. Claire is able to identify and address various student needs so that all students can find academic success. Count: 3646 chars left
Potential strategies to reinforce these strengths*	Claire is encouraged to expand her use of inclusive instructional strategies, such as collaborative grouping, to promote peer-to-peer learning and engagement. Count: 3842 chars left

Area(s) for Growth*	☐ 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-Based feedback*	Claire has been observed making adjustments to her instruction and engaging in reflective practice, as evidenced above. Count: 3881 chars left
Potential resources, guided practice, or training to support growth*	In order to strengthen these standards, Claire is encouraged to identify the adjustments she will make to her practice in future lessons through written reflections. Count: 3834 chars left

Require additional (Fifth) observation? No