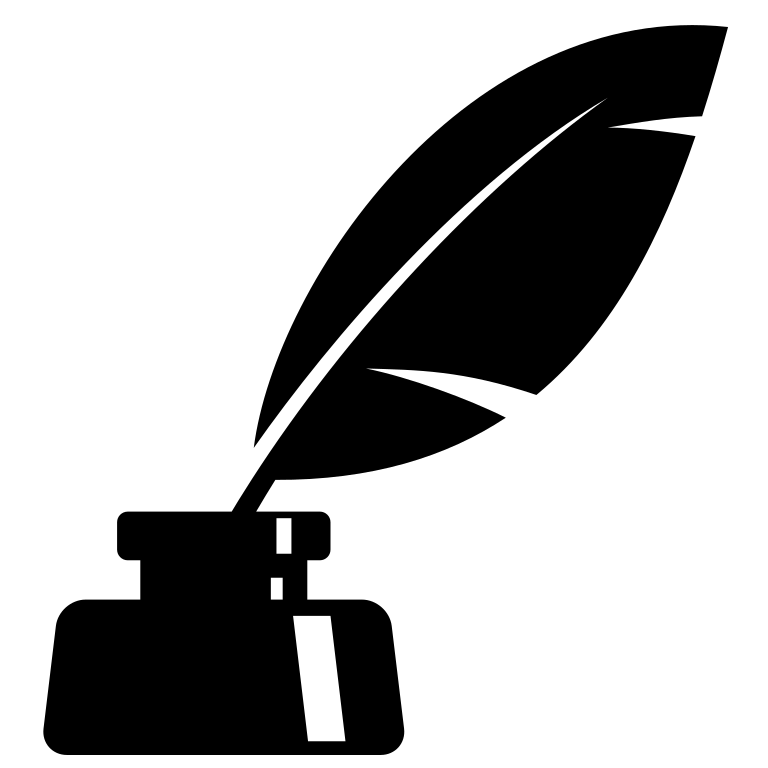
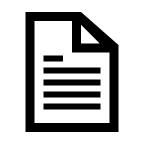
# Overview: Adjustments to Practice Look-Fors



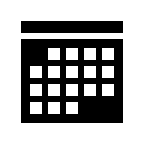
**CONTRIBUTOR**

Doris Van Gorder, Interim Dean, Cambridge College/Bay Path University



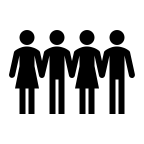
**WHAT is this resource?**

This document is a list of descriptors that indicate what adjustments to practice for a teacher might look like. The list is divided into specific areas, such as using assessment data to adjust instruction, on-the-fly adjustments, questioning techniques, etc.



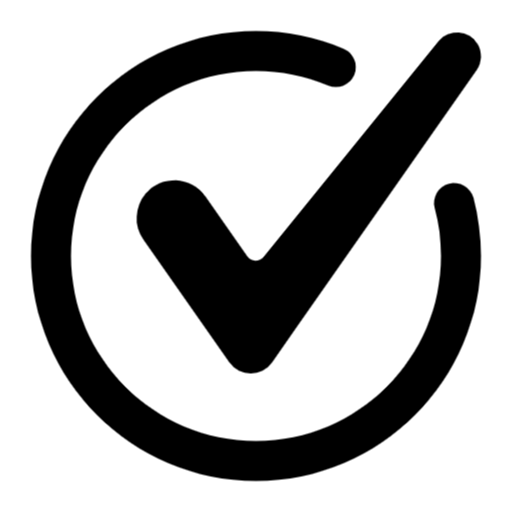
**WHEN could this resource be used?**

This resource could be used at multiple points. Before the practicum and before any observations, Teacher Candidates can discuss with Program Supervisors and Supervising Practitioners what behaviors and teacher moves would demonstrate adjustments to practice. During an observation, the observer can use this list to check off what behaviors are evident. After an observation the list can be used to show a Teacher Candidate what areas were apparent and what areas, if any, were absent.



**WHO could use this resource?**

The faculty member responsible for preparing Teacher Candidates for the practicum, as well as the **Program Supervisor, Supervising Practitioner** and **Teacher Candidate** could all use this resource.

** HOW could this resource best be used?**

These Look-Fors can be used across three different CAP forms:

* The required CAP Observation form
* The optional Candidate Self-Assessment Form
* The optional Candidate Observation Self-Reflection Form

On all the above forms, the Essential Elements are listed but not described in detail. This list of Look-Fors helps the observer and the teacher candidate notice and name the instructional moves related to adjustments to practice. The list of Look-Fors not only functions as a checklist; it allows the observer to rate the Teacher Candidate's demonstration of various strategies and routines that demonstrate adjustment to practice by using the dropdown menus which have the same rating categories as in the CAP evaluation rubric. Another advantage of having a bank of Look-fors is that it helps teacher candidates, program supervisors and school-based supervising practitioners share a common understanding of what each element looks like in practice.

***Note:*** *This form was submitted for inclusion in the Candidate Assessment of Performance (CAP) Resource Hub. It is intended to serve as a reference and source of guidance for others engaged in the CAP process. While it reflects one approach, users should adapt its content to fit the specific context and needs of their own evaluations.*

## Adjustments to Practice Look-Fors

**For each statement, check the box to rate the proficiency of your teacher candidate.**

### Using Assessment Data to Adjust Instruction

| **Look-Fors** | **Rating** |
| --- | --- |
| **Analyzing Formative Assessments:** Regularly uses results from quizzes, exit tickets, student journals, or other formative assessments to identify patterns of understanding and misconceptions. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Analyzing Summative Assessments:** Reflects on summative assessment outcomes to adjust future lessons, units, or instructional strategies to address areas of need. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Using Observation Data:** Observes students’ participation, body language, and engagement during lessons to make immediate adjustments in delivery. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Identifying Trends in Student Work:** Reviews student work samples to identify common errors, trends in thinking, or areas requiring additional support. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Utilizing Benchmark Data:** Incorporates results from district or school-level benchmark assessments to guide instructional priorities. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Progress Monitoring:** Implements tools such as running records, student progress charts, or intervention logs to track and respond to individual growth over time. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

### Using Feedback to Adjust Practice

| **Look-Fors** | **Rating** |
| --- | --- |
| **Student Feedback:** Solicits and integrates feedback from students about what is working or where they are struggling (e.g., through surveys or class discussions). | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Supervisor Feedback:** Actively seeks feedback from mentor teachers, supervisors, or colleagues to refine instructional strategies or classroom management. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Family Feedback:** Collaborates with families to understand students’ needs and incorporates their insights into instructional planning. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Peer Collaboration:** Uses suggestions or strategies shared in professional learning communities or collaborative planning sessions to improve instruction. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

### Differentiation and Scaffolding

| **Look-Fors** | **Rating** |
| --- | --- |
| **Differentiation by Readiness:** Adjusts instruction by providing tiered content or tasks based on students’ current performance levels. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Differentiation by Learning Profile:** Incorporates strategies tailored to students’ strengths and learning preferences (e.g., hands-on activities for kinesthetic learners). | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Differentiation by Interest:** Adapts examples, tasks, or projects to align with students’ personal interests or passions to increase motivation. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Scaffolding for Struggling Learners:** Provides additional supports, such as modeling, graphic organizers, or guided practice, to help students meet lesson objectives. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Extending for Advanced Learners:** Offers enrichment activities, higher-order questions, or complex problem-solving opportunities for advanced learners. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

### On-the-Fly Adjustments

| **Look-Fors** | **Rating** |
| --- | --- |
| **Adjusting Pacing:** Slows down or speeds up lesson pacing based on observed student needs or engagement levels. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Revisiting Objectives:** Pauses a lesson to clarify or reteach a concept when students demonstrate confusion or lack of understanding. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Modifying Group Dynamics:** Adjusts group configurations (e.g., moving to pairs, triads, or individual work) to optimize collaboration and learning outcomes. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Switching Strategies:** Shifts to a different instructional strategy (e.g., discussion, direct instruction, or hands-on activity) when the current approach is ineffective. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

### Questioning Techniques

| **Look-Fors** | **Rating** |
| --- | --- |
| **Using Probing Questions:** Asks follow-up or clarifying questions to uncover student thinking and address misconceptions. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Encouraging Metacognition:** Prompts students to reflect on their learning processes and identify areas where they need support. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Incorporating Wait Time:** Provides students with adequate time to think and respond, adjusting questioning based on student needs. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

### Monitoring and Evaluating Adjustments

| **Look-Fors** | **Rating** |
| --- | --- |
| **Assessing the Impact of Adjustments:** Monitors the effects of instructional changes on student understanding and engagement in real time and revises as needed. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Iterative Refinement:** Uses a cycle of planning, implementing, assessing, and refining lessons to continuously improve student outcomes. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| **Documentation of Adjustments:** Records instructional changes and their rationale to support reflection and future planning. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |