# Overview: Observation Notes Focused on Adjustments to Practice



 **CONTRIBUTOR**

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 **WHAT is this resource?**

This resource is an extract from an observation form, done by a Program Supervisor, during an announced observation in which the focus was the Teacher Candidate’s ability to adjust practice. It also includes suggestions from the Community of Practice to strengthen observation notes and feedback.

 

 **WHEN could this resource be used?**

This resource could be used during the practicum semester to show a Teacher Candidate an example of what a Program Supervisor’s notes during an observation might look like.

It could also be used during professional development sessions for Program Supervisors so that they can calibrate their observation notes to provide consistency of expectations for the Adjustments to Practice Essential Element.



 **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?**

This resource is not only helpful for Teacher Candidates to understand the expectations around Adjustments to Practice as noted in an observation, but this resource can also be used in the training of Program Supervisors and Supervising Practitioners so that they all have the same understanding of what is expected when observing and providing feedback to Teacher Candidates about Adjustments to Practice.

***Note:*** *This resource 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.*

## Observation Notes Focused on Adjustments to Practice

**Synthesized Evidence from a CAP observation**

Use of informal lesson assessment data to plan differentiated small groups: Teacher Candidate (TC) frames decisions for this lesson during lesson pre-conference. Based on last week’s “quick check” assessment focused on fluently reading and spelling one syllable words ending with /ng/, five students needed additional practice. She planned this small group lesson to provide additional explicit instruction and targeted practice.

Use of informal formative assessment data during the lesson to monitor student skill and make in the moment adjustments to support their learning: During the lesson, the TC asked students to spell words ending in -ing, -ong, -ung, and -ang on their whiteboards. She provided corrective feedback in the moment and also took notes on a checklist.

In the moment adjustment to practice: During the lesson, the TC noticed a student confusing /th/ and /f/. She stopped, modeled each sound, highlighting how one is voiced and the other is unvoiced and highlighting the placement of tongue and teeth when producing each sound. She then had the whole group practice several times with several different words.

Analyzes and draws conclusions about informal assessment data: At the conclusion of the lesson, she noted that students are most proficient with spelling words ending in -ing and made the most errors with words ending in -ung and -ong.

**Notes from the Community of Practice:** Strengthen this observation evidence by identifying the impact of adjustments on equitable student learning. Did the in the moment adjustments make a difference? Did this lesson result in greater skill?