# Overview: Reflection on Adjustments to Practice by a Teacher Candidate



 **CONTRIBUTOR**

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 **WHAT is this resource?**

This is an example of a reflection, focused on adjustments to practice that was submitted by a Teacher Candidate as one of the Candidate Artifacts in the CAP. It also includes suggestions from the Community of Practice to strengthen observation notes and feedback.

 

 **WHEN could this resource be used?**

This resource can be used during the practicum semester, after an observation. It could also be used during professional development sessions for Program Supervisors and Supervising Practitioners so that they can calibrate their feedback to Teacher Candidates 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 **Teacher Candidate, Program Supervisor and Supervising Practitioner** could use this resource.

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

This resource could be used to show Teacher Candidates an example of how to connect the experiences in the practicum with feedback from observations. 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.*

## Reflection on Adjustments to Practice by a Teacher Candidate

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**Candidate Artifact: Reflective Journal**

**Learning from Feedback**

First, feedback from colleagues can help improve practice. This week I taught my first science lesson. It went pretty well in that I had materials ready and the experiment I demonstrated was really interesting for the kids. But my SP made a really important observation that I had totally missed during my lesson. I called on the same three students to answer every question! I think that’s because they were near the front of the group and raised their hands so enthusiastically right away. My SP reminded me that a teacher needs to be paying attention to the whole class and finding ways to hold all students accountable for thinking about the big ideas in the lesson. The teacher also needs to be checking for understanding of many students, not just those most eager or quickest to participate. This is something I definitely want to work on! My SP and I talked about strategies like pulling names out of a can to call on students randomly to help me practice calling on a variety of students. I’m not sure I’m comfortable with this idea. I was always really shy. I didn’t like the pressure of suddenly having to speak in front of the class if I wasn’t ready. I don’t think that’s safe for all students. Instead, I think I want to try strategies that will be safe for everyone. I can use wait time. I remember a professor saying you can count to 5 in your head before calling on someone.

This same professor talked about kids holding up a quiet thumb in front of their chest to show they were ready instead of raising their hands so that others can keep thinking. I think I also want to use turn and talk. This can help everyone test out their thinking with a partner before sharing with the whole group. I think it promotes more equitable learning because it challenges all students to think and to try to verbalize their thinking.

**Suggestion from the Community of Practice:** For this to be used as evidence at the proficient level, this reflection could be paired with evidence of actually making changes, such as the lesson plan for the next lesson; informal or formal observation evidence, and/or a follow-up reflection.

​​Second, I want to focus on how feedback from parents can help improve practice. In the beginning of my placement there was this kid I had a hard time talking to. He is an ML with WIDA level 2 who moved to this school this year. He is quiet and watches other kids from the fringes a lot. I wanted to make sure he feels valued and seen each day, but I wasn’t sure how to connect with him. One day my SP was showing me these parent surveys she sends out in the beginning of the year with questions about their child’s strengths and interests, goals they have for their child, and any concerns they want the teacher to know about. She sends the survey out in the first week of school in both English and each child’s home language. She let me read through all of the parents’ responses (at least all who returned the survey). That’s how I learned that this boy in my class is really interested in science topics, particularly volcanoes, whales, and bird of prey. I don’t know that much about birds, but my cousin is obsessed with these nest cams where you can watch Eagles raising their babies in real time. So the next morning I pulled up the nest cam on my laptop when this boy came in the room. His eyes lit up so wide, and we had our first real conversation. It’s not like that changes everything, but that was a break-through moment that has started to build a relationship. I never would have thought of that without the information from that parent survey. From this, I learned that utilizing parent feedback can be really helpful. I was also reminded of how drawing on students’ interests is so valuable. Based on this experience, I went back and looked more closely at the interests parents had reported for all of the children in my class. I will be adjusting my teaching practice by trying to incorporate their interests in my instruction whenever possible.

**Suggestion from the Community of Practice:** This is a nice example of using existing data from parents to inform teaching practice. This reflection could be paired with additional evidence, such as the lesson plan for the next lesson, informal or formal observation evidence, and/or a follow-up reflection to show continued incorporation of students’ interests.