# Overview: Collaboration on Student Learning and Well-Being Look-Fors



 **CONTRIBUTOR**

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 **WHAT is this resource?**

This document is a list of descriptors that indicate what collaboration on student learning and well-being might look like in a classroom. The list is divided into specific areas, such as communication strategies, inclusive event planning, technology integration, etc.

 

 **WHEN could this resource be used?**

This resource could be used at multiple time 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 collaboration on student learning and well-being. 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 a Teacher Candidate’s collaboration on student learning and well-being. The list of Look-Fors does not only function as a checklist; it allows the observer to rate the teacher candidate's demonstration of collaboration on student learning and well-being 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.*

## Collaboration on Student Learning and Well-Being Look-Fors

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

### Cultural Responsiveness

| **Look-Fors**  | **Rating** |
| --- | --- |
| **Demonstrating Understanding of Families’ Backgrounds:** Leverages knowledge of families’ cultural and linguistic contexts to foster meaningful collaboration. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Culturally Responsive Materials:** Uses communication tools and resources that reflect and respect families’ cultural diversity. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Engagement of Underrepresented Families:** Proactively reaches out to families with potential barriers (e.g., language, schedules) to ensure equitable participation. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |

### Communication Strategies

| **Look-Fors**  | **Rating** |
| --- | --- |
| **Accessible Communication Methods:** Utilizes varied methods (newsletters, emails, phone calls, in-person meetings) to connect with families about student progress and well-being. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Language Accessibility:** Ensures communication is provided in families’ preferred languages, utilizing interpreters or translation tools as needed. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Two-Way Communication:** Creates opportunities for reciprocal dialogue, actively seeking and valuing families’ input. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Active Listening:** Practices active listening by paraphrasing and validating family concerns or suggestions. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |

### Monitoring and Feedback

| **Look-Fors**  | **Rating** |
| --- | --- |
| **Regular Updates on Progress:** Shares data-driven updates on student progress, strengths, and areas for growth. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Feedback on Strategies:** Seeks and incorporates family feedback on implemented strategies to support student learning and well-being. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Family Surveys:** Uses surveys or other tools to gather input on communication effectiveness and classroom practices. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |

### Social-Emotional Supports

| **Look-Fors**  | **Rating** |
| --- | --- |
| **Collaborating on Social-Emotional Needs:** Works with families to address students’ social-emotional needs, referring them to appropriate resources as necessary. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Home-School Connection:** Shares strategies for extending learning at home and provides guidance or training as needed. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |

### Professional Practices

| **Look-Fors**  | **Rating** |
| --- | --- |
| **Timely Responses:** Responds promptly and respectfully to family concerns or questions. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Conflict Resolution:** Mediates disagreements with a focus on the best interests of the student. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Confidentiality:** Maintains student and family confidentiality in all communications and collaborations. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |

### Student-Centered Planning

| **Look-Fors**  | **Rating** |
| --- | --- |
| **Individualized Support Planning:** Engages families in planning individualized supports or interventions, considering student strengths and cultural contexts. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Family Input Integration:** Co-develops goals and strategies with families to support student success. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |

### Collaboration with Colleagues

| **Look-Fors**  | **Rating** |
| --- | --- |
| **Team-Based Family Support:** Partners with colleagues to ensure family needs are addressed comprehensively. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Resource Sharing:** Provides culturally relevant resources (e.g., community programs, academic tools) to enhance student learning and well-being. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |

### Inclusive Event Planning

| **Look-Fors**  | **Rating** |
| --- | --- |
| **Culturally Inclusive Events:** Organizes events that reflect the diversity of the school community and build strong home-school partnerships. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Family Empowerment:** Encourages families to advocate for their children and provides support for navigating school systems. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |

### Technology Integration

| **Look-Fors**  | **Rating** |
| --- | --- |
| **Use of Digital Tools:** Leverages technology platforms (e.g., parent portals, learning management systems) to keep families informed and engaged. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |

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