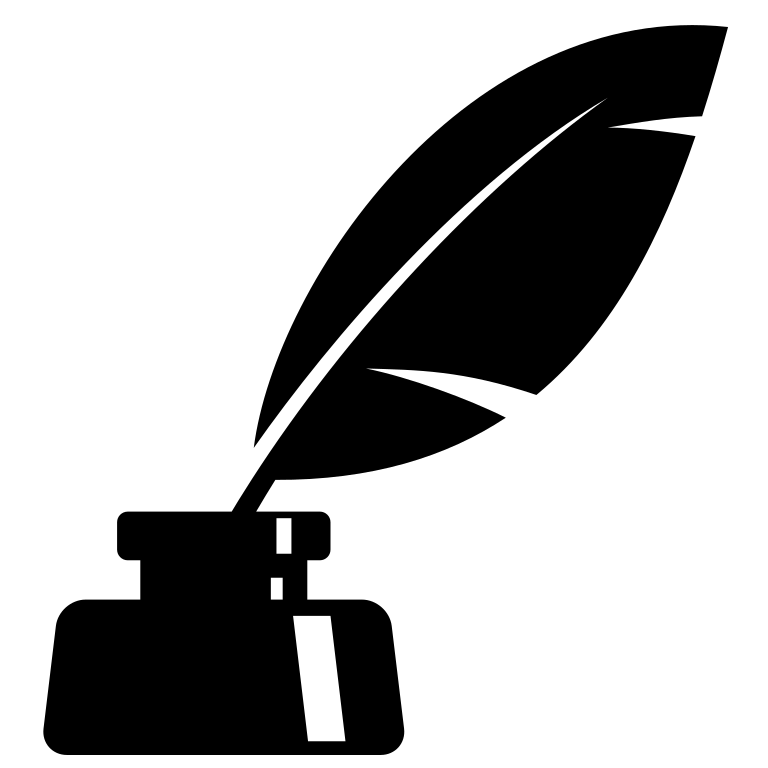
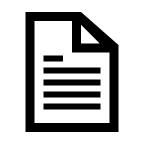
# Overview: High Expectations and Support Look-Fors



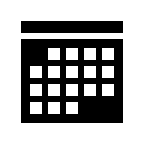
**CONTRIBUTOR**

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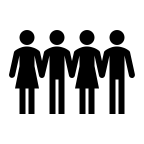
**WHAT is this resource?**

This document is a list of descriptors that indicate what high expectations and support might look like in a classroom and in a teacher’s practice. The list is divided into specific areas, such as setting and communicating high expectations, promoting perseverance and effort and evidence of impact on student learning, etc.



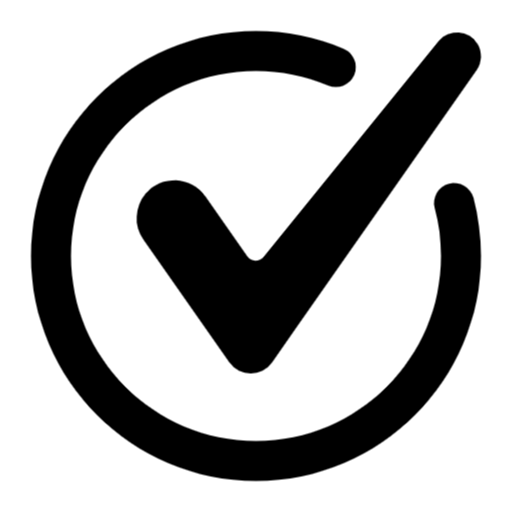
**WHEN could this resource be used?**

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 high expectations and support. 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 demonstration of high expectations and support. The list of Look-Fors not only functions as a checklist; it allows the observer to rate the teacher candidate's demonstration of high expectations and support 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.*

## High Expectations and Support Look-Fors

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

### Setting and Communicating High Expectations

| **Look-Fors** | **Rating** |
| --- | --- |
| Establishes ambitious and attainable grade-level learning goals for all students and communicates them clearly at the start of the lesson. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Learning goals are explicitly aligned with grade-appropriate standards and incorporate culturally and linguistically sustaining practices. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Success criteria are made explicit through the use of models, rubrics, and exemplars that reflect high-quality work. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Provides opportunities for students to contribute to the development of success criteria, fostering ownership and clarity. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| High expectations for both academic work and behavior are consistently communicated verbally and non-verbally. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

### Instructional Practices Supporting High Expectations

| **Look-Fors** | **Rating** |
| --- | --- |
| Designs and delivers cognitively demanding and standards-aligned tasks that challenge all students. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Instruction incorporates evidence-based strategies to promote critical thinking, problem-solving, and independent learning. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Lessons include scaffolds such as graphic organizers, sentence stems, and differentiated resources to support equitable access to learning goals. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Uses flexible grouping strategies to challenge advanced learners while supporting those who need additional help. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Feedback is specific, timely, and actionable, focused on growth and aligned with criteria for success. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

### Promotes Perseverance and Effort

| **Look-Fors** | **Rating** |
| --- | --- |
| Explicitly models perseverance and effort in tackling challenging content or tasks. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Positive reinforcement is used strategically to celebrate student effort and progress toward learning goals. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Uses questioning techniques that extend student thinking, such as asking "why" or "how" questions and encouraging multiple approaches to problem-solving. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Supports are adjusted responsively during the lesson to meet emerging student needs while maintaining rigor. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Logical consequences and reinforcement strategies are used to encourage accountability. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

### Culturally and Linguistically Sustaining Practices

| **Look-Fors** | **Rating** |
| --- | --- |
| Materials and tasks reflect diverse cultures, languages, and perspectives to promote engagement and relevance for all students. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Uses students’ linguistic and cultural assets as resources for learning. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Differentiated supports are provided for English learners, such as visuals, translation tools, or collaborative peer learning opportunities. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Inclusive language and examples are consistently used to convey that all students can meet high expectations. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

### Fostering Independence and Self-Awareness

| **Look-Fors** | **Rating** |
| --- | --- |
| Explicitly teaches and reinforces self-monitoring and self-assessment strategies, such as checklists or reflection journals. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Students are taught how to independently use tools and resources, including digital platforms, to support their learning. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Structured opportunities for student choice and voice are incorporated to build autonomy and investment in learning. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

### Classroom Environment and Behavior Expectations

| **Look-Fors** | **Rating** |
| --- | --- |
| Classroom norms and expectations for behavior are collaboratively established and consistently enforced. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Logical and restorative approaches to discipline support high behavioral expectations and maintain a positive classroom climate. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Uses proactive classroom management strategies, such as clear transitions and structured routines, to maximize time for learning. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Behavior expectations are reinforced through positive recognition and individualized support when necessary. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

### Evidence of Impact on Student Learning

| **Look-Fors** | **Rating** |
| --- | --- |
| Student work reflects growth and proficiency in alignment with high expectations and success criteria. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Students can articulate their learning goals, the success criteria, and their progress toward those goals. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Observed student behavior demonstrates effort, perseverance, and engagement with challenging content or tasks. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |
| Students independently use taught strategies and tools to overcome challenges, reflecting their development as independent learners. | * Exemplary * Proficient * Needs Improvement * Unsatisfactory * Not Observed |

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