# Overview: Observation Notes Focused on High Expectations and Support



 **CONTRIBUTOR**

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 **WHAT is this resource?**

This resource is a synthesis of observation notes, written by a Program Supervisor, during an announced observation in which the focus was the Teacher Candidate’s ability to convey high expectations and provide support.

 

 **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 and Supervising Practitioners so that they can calibrate their observation notes to provide consistency of expectations for the High Expectations and Support 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 helpful for Teacher Candidates to understand the expectations around High Expectations and Support as noted by an observer. 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 High Expectations and Support.

***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 High Expectations and Support

**Synthesized Evidence from an Announced CAP Observation in a classroom with a high percentage of Multilingual learners**

Stated lesson objective: Students will be able to use known multiplication facts to figure out unknown facts. In this lesson students focus on using tens facts to figure out their nines facts. This objective is working toward the third grade standard 3.OA.C.7, Fluently multiply and divide within 100 and 3.OA.B.5, Apply properties of operations to multiply.

Positive teacher talk at the beginning of the lesson highlights importance of effort: “pat yourself on the back for the hard work you’ve done so far this week”; “pat your neighbor on the back for their hard work this week”

High expectations for intellectual engagement with the material: In the opening “Notice and Wonder” routine: Teacher Candidate (TC) repeatedly used wait time and partner talk before calling on any student to respond to questions in the whole group; TC also prompted students to think together about important ideas raised by other students: For example, “Charlotte is noticing that 9x2 is similar to 10x2. Try explaining to your partner what Charlotte means and why it is important.” TC paired students based on L1 and explicitly suggested that ML students had the option to have this discussion in their L1 or using translanguaging.

By the end of the lesson, the TC expected students not only to solve the math problems, but to also be able to explain how they used today’s strategy effectively in a problem-solving context.

Equip students for effective effort: The TC modeled how to create visual models and corresponding number sentences to match the visual models utilizing the distributive property (e.g., (10x8) – (1x8)=72) before releasing students to work in small groups to apply the strategy themselves as they worked on word problems.

Clear expectations for meaningful peer to peer talk: Sentence frames posted on the board as a scaffold for meaningful talk. Students lead a review conversation for how to use these during their small group discussions before being released to go work.

Providing help by prompting students to use their resources and then providing clues rather than immediately giving the students the next step or answer.

Relevance: Word problems used names from students in the class and incorporated their own interests, such as soccer and popular Disney movies.