# Overview: Reflective Practice Look-Fors



 **CONTRIBUTOR**

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 **WHAT is this resource?**

This document is a list of descriptors that indicate what reflective practice for a Teacher Candidate might look like in a classroom. The list is divided into specific areas, reflection on instructional effectiveness, use of data to drive reflection, action planning for improvement, 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 reflective practice. 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 reflective practice. The list of Look-Fors not only functions as a checklist; it allows the observer to rate the teacher candidate's demonstration of reflective practice 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.*

## Reflective Practice Look-Fors

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

### Reflection on Instructional Effectiveness

| **Look-Fors**  | **Rating** |
| --- | --- |
| **Lesson Effectiveness Analysis:** Reflects on which instructional strategies were most effective in achieving student learning outcomes and provides evidence (e.g., student work or assessment results). | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Student Engagement Reflection:** Analyzes patterns of student engagement and identifies strategies to increase participation for all students. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Use of Standards Alignment:** Reflects on how well lessons align with grade-level standards and student learning goals. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Formative Assessment Use:** Reviews the use of formative assessments to monitor student progress and inform future instruction. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Student-Centered Adjustments:** Identifies how instruction was differentiated or could be improved to meet the needs of diverse learners | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |

### Awareness of Identities, Biases, and Practices

| **Look-Fors**  | **Rating** |
| --- | --- |
| **Bias Reflection:** Identifies and reflects on how personal identities, biases, and assumptions influenced teaching practices and interactions with students. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Cultural Responsiveness:** Reflects on the inclusivity of instructional materials and strategies to ensure they affirm students’ cultural identities. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Equity Lens:** Analyzes classroom data (e.g., participation, achievement, behavior) for evidence of inequities and plans adjustments to address them. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Relationship Building:** Reflects on how interactions with students and families foster trust and respect across diverse identities. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Professional Growth on Equity:** Demonstrates commitment to ongoing learning about anti-bias practices and how systemic inequities affect student outcomes. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |

### High Expectations for Academics and Behavior

| **Look-Fors**  | **Rating** |
| --- | --- |
| **Challenging Learning Tasks:** Reflects on whether tasks were appropriately rigorous and supported high expectations for all students. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Feedback Reflection:** Evaluates the quality and effectiveness of feedback provided to students in promoting academic growth and addressing misconceptions. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Behavioral Expectations:** Reflects on how classroom norms and behavior management strategies promote a culture of respect and responsibility. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Scaffolding and Support:** Reflects on the adequacy of scaffolds provided to help students meet academic and behavioral expectations. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Growth Mindset Promotion:** Reflects on opportunities to foster resilience, persistence, and a growth mindset among students. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |

### Use of Data to Drive Reflection

| **Look-Fors**  | **Rating** |
| --- | --- |
| **Evidence-Based Reflection:** Uses qualitative and quantitative data (e.g., test scores, exit tickets, student work) to evaluate teaching effectiveness. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Trend Analysis:** Identifies patterns in student achievement or behavior across subgroups to inform reflective practices and improve equity. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Student Voice:** Reflects on feedback collected from students (e.g., surveys or discussions) to evaluate the learning experience and teacher-student relationships. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Progress Monitoring:** Reviews individual student growth over time and identifies instructional adjustments to close learning gaps. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |

### Action Planning for Improvement

| **Look-Fors**  | **Rating** |
| --- | --- |
| **Goal Setting:** Develops specific, measurable goals for professional growth based on reflective insights and feedback from supervisors or peers. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Iterative Improvement Cycles:** Demonstrates a cycle of reflection, planning, and implementation to improve instructional practices. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Collaboration for Growth:** Engages in reflective discussions with mentors, supervisors, or peers to refine instructional practices. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Plan to Address Inequities:** Creates and implements strategies to eliminate identified learning inequities, with specific timelines and measures of success. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |

### Professional Growth and Development

| **Look-Fors**  | **Rating** |
| --- | --- |
| **Self-Assessment for Professional Practice:** Regularly uses a formal self-assessment to identify strengths and areas for growth, aligning with professional standards. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Professional Development Integration:** Reflects on learning from professional development or coaching sessions and applies new strategies to the classroom. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |
| **Tracking Progress Toward Goals:** Maintains a record of progress toward achieving professional practice goals and reflects on the impact of changes in practice. | * Exemplary
* Proficient
* Needs Improvement
* Unsatisfactory
* Not Observed
 |

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