Evidence-based Approach to Feedback IECE

Standard 1:Designs and Plans Instruction	
1.1 Designs for all children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes	• Standards are appropriate to lesson • Objectives are aligned with curriculum standards • Learning outcomes are observable/measurable • Curriculum is developmentally appropriate
1.2, 1.3 Individualizes curriculum and instruction plans for ALL children	• Contextual data utilized to implement relevant instruction • Plans a variety of instructional strategies to meet diverse needs of learners • Appropriate adaptations and accommodations • Includes options for student choice
1.4 Plans for the effective involvement of team members, including assistants, staff, and volunteers, across learning environments	• Utilizes appropriate resources and expertise • Appropriate involvement of various staff members and/or volunteers • Effectively delegates responsibilities • Leads additional team members
1.5 Includes knowledge and strategies of multiple disciplines	• Lesson design is differentiated/ scaffold • Various senses used to accommodate different learning styles • Hierarchy of thinking skills that is appropriate to developmental level of students • Students are provided various opportunities to demonstrate what they know
1.6 Plans experiences and instruction based on family resources, priorities, and concerns	• Lesson content developed around contextual data • Lesson addressed character education • Content related to student experiences
Standard 2: Creates and Maintains Learning Environment	
2.1, 2.3Creates and maintains an emotionally and physically healthy and safe environment; aligns with standards	• Behavior management system enforced • Clear rules and consequences • Encourages all students to participate • Good rapport with students
2.2, 2.4, 2.5 Creates and maintains individually appropriate, activity-based learning environments for indoor and/or outdoor environments	• Stations and/or centers provide scaffold learning opportunities • Activity provides opportunity for extension • Accommodations provided for diverse learners • Activity builds on prior knowledge • Lesson embraces diversity • Content culturally responsive • Multiple examples provided from various cultures and/or families • Differences embraced and/or celebrated
2.6 Adapts environments to support children with special needs and disabilities	• Various materials are available • Pacing of lesson is modified • Prompts and cues are provided • Directions are clear and simple
2.7Creates, evaluates, and selects technology, materials, and media to enhance the learning environment	• Appropriate selection of media and/or technology • Media and/or technology utilized effectively to enhance learning • Technology organized and managed in a manner not to distract from lesson
2.8 Facilitates mutual respect among children and adults through cooperative and independent learning activities	• Cooperative group activities • Students assigned roles and responsibilities during group work • Clear understanding of rules and expectations
2.9 Uses appropriate, positive guidance techniques to foster children's self-regulation	• Students reminded to check their behavior and/or performance • Students aware of progress • Students participate in self-reflection activity • Constant reminder of clear expectations • Continuous positive reinforcement • Specific feedback
Standard 9: Technology	
Uses technology to implement instruction and facilitate student learning	▪ Uses technology to support instruction ▪ Students use technology to increase learning ▪ Appropriate use of technology to maximize learning experience

Standard 3: Implements Instruction	
3.1, 3.2, 3.6 Implements developmentally appropriate, comprehensive curriculum and instruction	• Lesson content developmentally appropriate • Instruction delivered in developmentally appropriate manner • Effective strategies implemented to enhance learning • Variety of learning experiences and various cultural examples provided • Various literature and environmental print of various cultures and families displayed • Activity includes materials representative of different cultures
3.3 Engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities	• Students actively engaged in lesson • All students participate in learning activity • Balance of student-centered and teacher-led activities • The lesson is primarily activity based
3.4 Implements instructional strategies that meet the individual needs of each child	• Adapts instruction to unanticipated circumstances • Appropriate accommodations made to meet the needs of all students • Variety of effective instructional strategies implemented • Aware of students' strengths and areas of need
Standard 4: Assess/Communicates Learning Results	
4.1 Uses developmentally appropriate and authentic assessments	• Assessment aligned with objective • Clear performance expectations • Assessment is developmentally appropriate • Assessment is authentic and related to real life example
4.2 Uses multiple modes and methods of assessment	• Includes a pre-assessment to plan instruction • Ongoing formative assessment evident for planning purposes • Includes post-assessment to check progress
4.3 Involves family and or team members in assessment process	• Additional team members are utilized in the assessment process • Family members are aware and asked to help student prepare • Additional staff is consulted to review student performance • Students are aware of self progress • Families are notified of student progress • Results are shared with various staff members for planning purposes
Standard 5: Reflects/Evaluates Professional Practices	
5 Reflects on and evaluates professional practices (i.e., student learning and instructional practices) that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities	• Stated to what extent the students understood the procedures, concepts and/or skills prior to the start of the lesson. • Ensured that each student was actively engaged throughout the lesson. • Used evidence to determine whether each student learned the objectives. • Identified what was challenging for the students to understand. • Described how the lesson tasks, activities and/or discussion supported the lesson objectives. • Detailed what content knowledge the teacher had to understand in order to teach the lesson well. • Identified effective and ineffective instructional strategies. • Identified effective and ineffective classroom management strategies. • Described the most successful aspects of the lesson. • Identified specific strategies that supported the students' development of concepts, procedures and/or skills. • Described the focus of a follow-up lesson based on students' performance in this lesson. • Detailed the specifics of what would be done differently if the lesson would be taught again.