

An Evidence-based Approach to Feedback for IECE Observation

<i>Standard 1: Designs and Plans Instruction</i>	
1.1 Designs for all children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Lesson content developed around contextual data Lesson addressed character education Content related to student experiences
<i>Standard 2: Creates and Maintains Learning Environment</i>	
2.1, 2.3 Creates and maintains an emotionally and physically healthy and safe environment; aligns with standards	<ul style="list-style-type: none"> Behavior management system enforced Clear rules and consequences Encourages all students to participate Good rapport with students
2.2, 2.4 Creates and maintains individually appropriate, activity-based learning environments for indoor and/or outdoor environments	<ul style="list-style-type: none"> Stations and/or centers provide scaffold learning opportunities Activity provides opportunity for extension Accommodations provided for diverse learners Activity builds on prior knowledge
2.5 Creates and maintains culturally responsive environments to support all children and families	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Various materials are available Pacing of lesson is modified Prompts and cues are provided Directions are clear and simple
2.7 Creates, evaluates, and selects technology, materials, and media to enhance the learning environment	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Students reminded to check their behavior and/or performance Students aware of progress Students participate in self-reflection activity

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 Implements developmentally appropriate, comprehensive curriculum and instruction	<ul style="list-style-type: none"> • Lesson content developmentally appropriate • Instruction delivered in developmentally appropriate manner • Effective strategies implemented to enhance learning
3.3 Engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
3.6 Implements culturally responsive learning experiences to support children and their families	<ul style="list-style-type: none"> • 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
3.7 Provides guidance, cues, and feedback to children to foster self-management and learning	<ul style="list-style-type: none"> • Constant reminder of clear expectations • Continuous positive reinforcement • Specific feedback
Standard 4: Assess/Communicates Learning Results	
4.1 Uses developmentally appropriate and authentic assessments	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
4.6 Communicates assessment results/child progress with families and/or team members	<ul style="list-style-type: none"> • Students are aware of self progress • Families are notified of student progress • Results are shared with various staff members for planning purposes