

Western Oregon University
Early Childhood Special Education (ECSE-3-5yr)
Clinical Observation Feedback Form

EC-EI/ECSE Licensure

Candidate Name _____

Name of Observer _____

Date of Observation _____

1. Are the learning goals/outcomes, short-term objectives, and OR EC Standards aligned with the focus child's IFSP goal/outcome?

Meets expectations

Emerging

Evidence:

2. Are the learning goals/outcomes and short-term objectives measurable with defined criteria?

Meets expectations

Emerging

Evidence:

3. Did the candidate utilize data to inform instructional planning and practices?

Meets expectations

Emerging

Evidence:

4. Do listed supports and materials demonstrate an understanding of best practices for teaching young children experiencing disabilities?

Meets expectations

Emerging

Evidence:

5. Do instructional decisions and strategies, including assessments, align to the focus child's IFSP goals/outcomes?

Meets expectations

Emerging

Evidence:

6. Do instructional decisions and practices demonstrate an understanding of the child's unique cognitive, pre-academic, communication, and social/emotional needs?

Meets expectations

Emerging

Evidence:

7. Does the progression of the lesson/activity demonstrate an understanding of instructional decisions aimed at building student independence?

Meets expectations

Emerging

Evidence:

8. Opening of activity/lesson includes:

Method to capture child's attention

Building on child's previous knowledge

Establishing connection with child's lived experiences

Evidence:

9. Candidate displays an understanding of best practices for the learning environment by demonstrating:

Management/design of physical space

Management of materials

Time management and lesson/activity pacing

Strategies designed for child engagement

Evidence:

10. Candidate establishes safe, productive and positive communication by demonstrating:

- Rapport with child/children
- Language is aligned with environment expectations
- Language is aligned with developmental level of child/children
- Feedback is developmentally appropriate and positive

Evidence:

11. Candidate establishes a safe, inclusive, productive and positive learning environment by demonstrating:

- Clear and developmentally appropriate communication of directions and procedures
- Differentiated supports based in child need (visuals, modeling, adaptations, manipulative, etc.)
- Effective and developmentally appropriate behavior management techniques
- Effective sequence of instruction/facilitation

Evidence:

12. Strategies and materials used for lesson/activity:

- Promote active engagement
- Promote critical thinking and problem-solving skills
- Promote social skills
- Utilize technology as appropriate
- Demonstrate connection to children's lives
- Demonstrate real world use and relevance

Evidence:

13. Strategies and materials used:

- Engage learners in use of previously learning skills/knowledge
- Engage learners in interdisciplinary connections and generalization of skills
- Uses a variety of social language to expand learner's communication with various

audiences

- Uses a variety of developmentally appropriate pre-academic language to expand learner's communication with various audiences.

Evidence:

14. Feedback given to children:

- Promotes beginning independence
- Includes feedback that is developmentally appropriate and positive
- Includes various levels of prompting

Evidence:

15. Lesson/activity closing includes:

- Developmentally appropriate summary of activity/lesson
- Instructions for the next transition

Evidence:

16. Candidate utilizes formative assessment techniques by:

- Monitor child learning
- Adjusts lesson/activity in real time
- Provide data for progress monitoring

Evidence:

17. Candidate engages in and demonstrates understanding of high leverage, evidence-based practices.

- Meets expectations
- Emerging

Evidence:

18. Lesson/activity design and implementation connects to the child's personal, community, and/or cultural assets.

Meets expectations

Emerging

Evidence:

19. Lesson/activity shows evidence of collaboration with colleagues (OT, PT, SLP, Instructional Assistant, etc.) in regards to planning and implementation.

Meets

Emerging

Evidence:

Please share one to two strengths of the teacher candidate:

Please share one or two specific observable goals for the next scheduled observation:

Any additional feedback for the teacher candidate?