## Pre-Clinical Experience Observation Matrix

**Created 9/10/21**

<table>
<thead>
<tr>
<th>Level and Semester</th>
<th>Items to Consider</th>
<th>Activity</th>
<th>Purpose of Activity</th>
<th>Academic Language/ Writing Style</th>
<th>edTPA Tasks Addressed</th>
</tr>
</thead>
</table>
| **Level 1: Semester 1** | Who are kids?  
What are they like?  
How does the teacher move from activity to activity? | Observe basic class operating procedures:  
Entering class, starting class, transitions during class, how is class ended (closure). | Discover opening activities that are engaging.  
Look at ways to move from one activity to another during class (transitions).  
Look for ways to end the class (closure). | You may use bullet points or write free prose. | Learning Environment (Tasks 1 & 2)  
Subject Specific-Pedagogy (Task 2) |
| **Level 1: Semester 2** | Additional items to consider: How do they behave?  
How do they interact with adults?  
How do they interact with other students? | Observe Student Behavior:  
Class level, activities, interaction with other students and the teacher. | Focus on one or two students:  
Write about their behavior and participation patterns during class. | Detailed discussion of student interactions should include:  
Proximity of student to teacher, to other students, eye contact with teacher or other students | Learning Environment (Tasks I & 2)  
Subject Specific-Pedagogy (Task 2)  
Analysis of Student Learning (Task 3)  
Using Knowledge of Students (Task 3) |
<table>
<thead>
<tr>
<th>Level 2: Semester 3</th>
<th>Which activities are effective?</th>
<th>Which activities are not?</th>
<th>Look for patterns in teaching cycles.</th>
<th>Observe basic class operating procedures: Entering class, starting class, transitions during class, how class is ended (closure)</th>
<th>Document types of opening activities</th>
<th>Document transitional activities</th>
<th>Observe management and discipline strategies</th>
<th>Draw comparisons between known situations such as VCM events, previous experiences, and the environment being observed.</th>
<th>Learning Environment (Tasks I &amp; 2)</th>
<th>Subject Specific-Pedagogy (Task 2)</th>
<th>Deepening Student Learning (Task 2)</th>
<th>Analysis of Student Learning (Task 3)</th>
<th>Using Knowledge of Students (Task 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2: Semester 4</td>
<td>Additional items to consider:</td>
<td></td>
<td></td>
<td>Observe Student Behavior: Class level, activities, interaction with other students and teacher</td>
<td>Document management and discipline strategies.</td>
<td>Document management and discipline strategies.</td>
<td>Discuss specific procedures and how they relate to specific students in the population. <strong>Time the length of each activity.</strong></td>
<td>Be precise in your description of student behaviors. List positive and negative interactions between students and between the teacher and student.</td>
<td>Learning Environment (Tasks I &amp; 2)</td>
<td>Subject Specific-Pedagogy (Task 2)</td>
<td>Deepening Student Learning (Task 2)</td>
<td>Analysis of Student Learning (Task 3)</td>
<td>Using Knowledge of Students (Task 1)</td>
</tr>
</tbody>
</table>