



CLASS PRE-K OBSERVATION SUMMARY REPORT

Revised: 5/12/2016

Child Care Program Name:	Classroom name (if applicable):
Assessor(s):	Date of Observation:
Lead Teacher:	Other Assessor (if applicable):

Program Strengths/Comments:

EMOTIONAL SUPPORT	CLASSROOM ORGANIZATION	INSTRUCTIONAL SUPPORT
Positive Climate:	Behavior Management:	Concept Development:
Negative Climate ¹ :	Productivity:	Quality of Feedback:
Teacher Sensitivity:	Instructional Learning Formats:	Language Modeling:
Regard for Student Perspectives:		

DOMAINS	AVERAGE SCORE RANGE <small>(check one box per domain)</small>	SCORE
Emotional Support	<input type="checkbox"/> Low (1-2) <input type="checkbox"/> Middle (3-5) <input type="checkbox"/> High (6-7)	
Classroom Organization	<input type="checkbox"/> Low (1-2) <input type="checkbox"/> Middle (3-5) <input type="checkbox"/> High (6-7)	
Instructional Support	<input type="checkbox"/> Low (1-2) <input type="checkbox"/> Middle (3-5) <input type="checkbox"/> High (6-7)	

CLASS Pre-K scores are based on four 20 minute cycles. Each of the four cycles is rated independently (i.e., what happens during cycle 1 will not affect the score for cycle 2). All of the staff present in the care space is included in at least one of the 20-minute observation cycles when interacting with children.

When the four cycles are completed, dimension scores are averaged to calculate the overall domain scores.

This report gives you feedback for each CLASS Pre-K Dimension. The feedback describes what was observed during all of the 20-minute cycles for each dimension.

¹ Negative Climate is derived from an inverse score. Higher scores on the negative climate dimension indicate lower quality.

EMOTIONAL SUPPORT

Emotional Support refers to specific teaching behaviors that help children develop warm, supportive relationships, experience enjoyment and excitement about learning, feel comfortable in the classroom, and experience appropriate levels of autonomy or independence.

Positive Climate: *Demonstrates the emotional connections between staff and children, as well as the mood of the classroom.*

Negative Climate: *The level of negativity expressed in the classroom, such as anger, hostility, or aggression.*

Teacher Sensitivity: *Staff responsiveness and awareness to children's academic and emotional needs.*

Regard for Student Perspectives: *How staff interactions with individuals and classroom activities place an emphasis on children's interests, motivations, and concerns.*

CLASSROOM ORGANIZATION

Classroom organization describes specific teaching behaviors that help children develop skills to regulate their own behavior, get the most learning out of each day, and maintain interest in learning activities.

Behavior Management: *Demonstrates the effectiveness of how staff manages the classroom behavior.*

Productivity: *The efficiency of staff when handling routines, and the organization of activities so that waiting times are minimized and most of the day is used for learning activities.*

Instructional Learning Formats: *How staff facilitates and maximizes children's interest in activities so that children are engaged and learning is maximized.*

INSTRUCTIONAL SUPPORT

Instructional support refers to specific teaching behaviors that support children's cognitive development and language growth.

Concept Development: How staff minimizes rote instruction and use effective strategies to promote students' higher-order thinking skills.

Quality of Feedback: Demonstrates how well staff uses their responses and feedback to children in order to extend children's learning.

Language Modeling: How well staff communicates with children and encourages children's language.