



## CLASS® Observation Documentation Guidelines

### A. Pre-K Second Edition- Observation Booklet (must be filled out entirely):

CLASS® Cycle Score Sheets (4 complete cycles/pgs. 3-10):		
Top Portion:	<ul style="list-style-type: none"> <li>• Cycle Number</li> <li>• Start Time</li> <li>• End Time</li> <li>• Number of Adults/Children</li> </ul>	<ul style="list-style-type: none"> <li>• 1-4</li> <li>• Cycle start time (ex. 9:00 AM)</li> <li>• Cycle end time (ex. 9:20 AM)</li> <li>• Number of adults/children (ex: Adults 2 Children 20)</li> </ul>
Initial Ranges		Write L, M, H next to each indicator to indicate initial range
Confirm Ranges		Circle confirmed range for each indicator
Dimension Score		Circle dimension score
Activity Setting (pg. 27 Field Guide)	<ul style="list-style-type: none"> <li>• Format/Content Areas</li> </ul>	Mark all that apply (use pg. 142 in Field Guide for content and format definitions)
	<ul style="list-style-type: none"> <li>• Time (T)</li> </ul>	Circle the relative time spent in a particular content area
	<ul style="list-style-type: none"> <li>• Number of Children (N)</li> </ul>	Circle the relative number of children involved in a particular content area
	<ul style="list-style-type: none"> <li>• Engagement Level (E)</li> </ul>	Circle the degree of engagement of children in a particular content area
	<ul style="list-style-type: none"> <li>• Content Focus</li> </ul>	Check the one content area focused on the most
CLASS® Observation Summary Sheet (pgs. 1-2)		
Summary Scoring Sheet (pg. 1)	<ul style="list-style-type: none"> <li>• Cycle Information</li> <li>• Scores</li> <li>• ASI Rating</li> </ul>	Transfer all individual cycle information to summary scoring sheet.
Observation Summary (pg. 2)	<ul style="list-style-type: none"> <li>• Date</li> <li>• Age/Grade Level</li> <li>• Observer</li> <li>• School/Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Date of observation</li> <li>• Pre-K</li> <li>• Observer reliability code</li> <li>• Classroom code</li> </ul>



	<ul style="list-style-type: none"><li>• Educator(s)</li><li>• Language(s)</li></ul>	<ul style="list-style-type: none"><li>• Educator initials</li><li>• Language spoken</li></ul>
Dimension/Domain Averages	<ul style="list-style-type: none"><li>• Dimension Averages</li><li>• Domain Averages</li></ul>	<ul style="list-style-type: none"><li>• Indicate the two highest (H1 &amp; H2) and lowest (L1 &amp; L2) scoring dimensions next to dimension averages</li></ul>
Overall Scores from Portal		<ul style="list-style-type: none"><li>• Write overall scores with AND without Negative Climate under dimension averages chart</li></ul>

**B. Toddler & Infant – Observation Booklet (must be filled out entirely)**

<b>CLASS® Observation Sheets (4 complete cycles):</b>		
Top Portion:	<ul style="list-style-type: none"><li>• Teacher</li><li>• Observer</li><li>• Start Time</li><li>• End time</li><li>• Number of Adults/Children</li></ul>	<ul style="list-style-type: none"><li>• Teacher initials</li><li>• Observer reliability code</li><li>• Cycle start time</li><li>• Cycle end time</li><li>• Number of adults/Children</li></ul>
Activity, Physical Setting, Grouping, Content	For infant observations there are additional fields to complete (ex. walkers vs. non-walkers_	Circle all; Check Majority
Dimension Ranges		Write L, M, H next to each indicator on Observation Sheet
Dimension Score		Circle Dimension Score on Observation Sheet
<b>CLASS® Scoring Summary Sheet</b>		
Top Portion		Transfer all information to scoring summary sheet.
Summary Chart		Transfer ALL individual cycle information to summary chart
Dimension/Domain Averages	<ul style="list-style-type: none"><li>• Dimension Averages</li><li>• Domain Averages</li></ul>	Indicate the two highest (H1 & H2) and lowest (L1 & L2) scoring dimensions next to dimension averages for toddler.



		For infant, the highest (H1) and lowest (L1).
Overall Scores from Portal		Write overall scores with AND without Negative Climate under domain average boxes.

1. All observation booklets must contain a printed **Observation Checklist**. The checklist must be filled out in its entirety and include any pertinent details.
2. A simplified observation ticket/label must be securely taped to the back of the observation booklet. Include observer code, classroom code and date completed.

### **Observation Notes, Summary Statements and Highest/Lowest Feedback for all Age Types (Infant, Toddler, Pre-K)**

#### **C. Observation Notes**

1. All observation notes should be written or typed on the required/approved notes pages and attached to the observation booklet next to each corresponding cycle.
  - a. All altered notes pages must be approved by Picard Center.
  - b. If you require more space than allowed in the dimension box, please print multiple copies of the notes pages for each cycle so the notes stay organized by dimension.
2. All dimension boxes must contain specific evidence to support the dimension score.
  - a. Never leave a dimension box blank
3. All indicators must be addressed in notes.
4. Provide a sufficient number of exact quotes, when applicable.
5. A context or clarification statement should be added to support the numerical score.
  - a. Ex.). Small group activity coloring or matching butterflies; educator provides activity but time loss due to preparation or behavioral issues; educator asked many how/why questions but failed to provide adequate wait time for children to respond.
6. If notes/examples fit in more than one dimension, you must reference the example or direct quote in both dimension boxes.
7. Add descriptor terminology to strengthen notes to show the quality, depth and/or duration of evidence (i.e. warm voice -add consistently or with majority of children).
8. Provide enough evidence to support the numerical score. For example, the evidence provided should indicate why the overall score is a “6” and not a “7”.

#### **D. Summary Statements**

1. Write summary statements that address each indicator with the following:
  - a. **A lead-in statement that addresses the indicator and frequency (past tense)**



- i. Ex). *The educator and children consistently demonstrated genuine connected relationships with one another.*
  - b. **Specific examples unique to the observation**
    - ii. Ex). *The lead educator got down on the children's level while playing with blocks during center time and had a social conversation with one child about a sibling's birthday party. The educators and children collaborated during morning routine discussions and smiled together while singing and dancing to Good Morning Song.*
2. The number of specific examples provided must match the frequency term for the **indicator**.

Indicator Average Range	Frequency Terminology	Number of Examples for Summary Statements
High Range	Many, frequently, always	4 or 5 examples
Mid-Range	Sometimes, occasionally, at times	2-3 stronger examples with 1 lower quality example OR
		2 stronger examples and 2 lower quality examples OR
		2 lower quality examples with 1 stronger example
Low- Range	Rarely, Few, Does Not	1 example or clarification statement <ul style="list-style-type: none"><li>Ex.) <i>The teacher asked rote questions throughout the observation identifying shapes, colors, or numbers.</i></li></ul>

*\*The number of examples for each range (H, M, L) are a guide for reporting purposes ONLY and should not be used as a guide when scoring interactions.*

3. The specific examples must be written in one of two ways:
  - a. Written in grammatically correct sentences after the lead-in statement.
    - i. Ex.). *For example, the educator provided leadership roles for several children during the morning routine including calendar helper, attendance taker, and weather helper.*
  - b. Provided in parentheses and separated by semicolons after the lead-in statement.
    - i. Ex. 1). *(sitting all together on rug with children; shared activities with matching game; social conversation about weekend plans)*



- ii. Ex. 2). (“Thank you for helping.”; “I appreciate you sharing with your friends.”; “I love the way you are being good listeners.”)
4. Choose the strongest examples (including non-examples) that support the numerical score.
5. The number of examples provided should include the examples and non-examples (low quality examples). Ex.). The educator sometimes engaged in respectful behaviors when interacting with the children (“Good job for putting your food up M.”; used polite language such as “Thank you.”). At other times, the educator demonstrated less respect for children (moved children without first informing them to move them into a rocking seat or lift in the air).
6. The examples should include specific details and/or context when necessary.

### **Summary Statement Examples:**

1. Positive Climate Example (Pre-K): *The educators and children consistently demonstrated genuine connected relationships during the observation (throughout the snack routine, the educators were down on the children’s level at their tables and initiated social conversations with them through comments and questions such as “Ms. E! How did your soccer game go?”; there was matched affect and shared enjoyment between the educators and children as they laughed together when the lead educator playfully said, “I should kiss my brain!”; children showed positive relationships with their peers such as when one child worked to help his peer with the closure on his firefighter costume; educators used community oriented language such as “we” and “friends” during activities, “What can we do that is kind and loving for someone who is angry?”). The educators and children frequently displayed enjoyment (during a lesson on emotions, children hopped up and enthusiastically participated in singing a verse from ‘If You’re Happy and You Know It’; the lead educator and a child smiled as they worked together at the art table to create and color an octopus; children laughed aloud while playing together at a neighborhood table; children participated enthusiastically in answering the lead educator’s questions about what might make them feel afraid). There were many instances of positive communication between the educator and children (while hugging a child to her, the lead educator stated, “I’m going to give you a tight hug and squeeze!”; educators provided high fives to children when they shared ideas during activities or approached them with their creations in centers; the lead educator stated, “I love that you chose playdough! We can make some shapes!”; the lead educator stated, “That’s a neat ice cream cone!” and the child smiled in response; the second educator stated, “I love you!”). The educators and children frequently demonstrated respect for one another (educators used warm and enthusiastic voice tones; educators used children’s names during activities and interactions; educators used polite language such as “thank you” and “please”; children were cooperative with their educators’ instructions and with sharing their space and materials with their peers during centers).*



2. Behavior Guidance Example (Toddler): *The teachers were proactive on some occasions (monitored the children at their tables as they waited for their snack), but at other times, they were reactive in managing behavior, and the children were inconsistent in demonstrating their understanding of the expectations (the teachers did not provide clear expectations ahead of activities and had to spend time redirecting children's behavior when they pushed or hit peers; during free play, children threw toys off shelves and across tables). There were few examples of the teachers supporting positive behavior (in one example, when a child began playing with a toy during circle time, the lead teacher used positive phrasing in her redirection, "Can you put that back on the shelf?"). Children sometimes engaged in disruptive behavior during periods when the teachers were busy with managerial tasks or as they wandered about the room without an activity (as the teachers took care of tasks such as checking temperatures or changing diapers, children tussled over toys and threw them; children got up from their seats to chase one another or slid under their table as they waited for the lead teacher to pass out materials to each child, and to then write the name of each child on their paper).*
3. Facilitated Exploration Example (Infant): *There were some occasions when the teachers were actively involved with some of the infants and initiated activities with them (initiated activities such as blowing bubbles; asked questions such as "What does the duck say?"). At other times, the teachers were not actively involved with infants to support their exploration (the lead teacher interacted primarily with the infants who were nearest to her and less with infants who sat quietly in the seats or activity centers). There was some evidence that the teachers watched infants and followed their interests and leads (the lead teacher went along with an infant's interest in toy phones by pretending to call and talk to her; the lead teacher noticed an infant's interest in putting toys in a crate and stated, "Good job L! I see you cleaning up!"). At other times, the teachers were controlling or overstimulating in their interactions with the infants (the lead teacher was controlling of a snack activity in which she provided one food "puff" to each child individually while telling some to "wait" as they reached). The teachers sometimes expanded infants' experiences; however, this was not evident across all cycles (the lead teacher moved back-and-forth as an infant clapped and moved to the Baby Shark song; during a bubble activity, the lead teacher stated encouragingly, "Pop it! Get it!", and the second teacher helped an infant reach up to pop a bubble).*

#### **E. Guidelines for Selecting Feedback:**

##### **Highest Scoring Dimensions (Pre-K and Toddler Observations)**

1. Once the observation scoring summary sheet is filled out completely, review the dimension score averages and select the **highest** two averages (indicate which two you have selected with H1 and H2).





2. If you have multiple dimensions with the same average score, select no more than 1 dimension in each **domain** (This only occurs if you have three or more dimensions with the same average score. If you have only two dimensions with the same score those should be chosen).

Dimension Averages		
<b>H1</b>	7.0	Positive Climate
	1.0	Negative Climate
	6.75	Educator Sensitivity
	7.0	Regard for Child Perspectives
	6.0	Behavior Management
<b>H2</b>	7.0	Productivity
	6.75	Instructional Learning Formats
<b>L2</b>	3.75	Concept Development
<b>L1</b>	3.25	Quality of Feedback
	5.0	Language Modeling

**Example (Pre-K) - Positive Climate (PC), Regard for Child Perspectives (RSP) and Productivity (P) are all assigned a score of a 7.** You would address one dimension in Emotional Support (either PC or RCP) and P in Classroom Organization.

3. If more than 1 dimension is assigned the same score in the same domain, use your judgment to determine which dimension was most strongly supported by **higher-level behaviors**.

4. If all dimensions are scored below a 3, there is no highest scoring dimension to address.

**NOTE:** We are **excluding** Negative Climate when selecting the highest scoring dimension.

#### Lowest Scoring Dimensions (Pre-K and Toddler Observations)

<b>H1</b>	PC	4.5
	NC	1.0
<b>H2</b>	TS	4.5
	RCP	4.0
<b>L1</b>	BG	3.0
	FLD	4.0
	QF	3.0
<b>L2</b>	LM	3.0

1. Review the dimension score averages and select the **lowest** two dimension averages (indicate which two you have selected with L1 and L2). If you have multiple dimensions with the same average score, select no more than 1 dimension in each domain (This only occurs if you have three or more dimensions with the same average score. If you have only two dimensions with the same score those should be chosen).

**Example (Toddler) - Quality of Feedback (QF), Behavior Guidance (BG), and Language Modeling (LM) are all assigned a score of a 3.** You would address one dimension in Engaged Support for Learning (either LM or QF) and BG in Emotional and Behavioral Support.

2. If more than 1 dimension is assigned the same score in the same domain, use your judgment to determine which dimension was most strongly supported by **lower-level behaviors**.
3. If dimension averages are a 6 or higher, there is no lowest scoring dimension to address.

**NOTE:** *Always* address *Negative Climate* in your lowest scoring dimension summary if the average score is a 3.5 or higher and notify the Picard Center immediately.

#### **Infant Observations:**

1. You will select the **highest** and **lowest** scoring dimension averages. If multiple dimensions are assigned the same score, use your judgement to determine which dimension was supported by **higher or lower-level behaviors**.
2. If all dimensions are scored below a 3, there is no highest scoring dimension to address.
3. If all dimension averages are a 6 or higher, there is no lowest scoring dimension to address.

**Before submitting your feedback into the Louisiana Department of Education's Early Childhood Portal ensure you have reviewed your writing for the following:**

1. Proper spelling, punctuation, and grammar,
2. Uniformity of spacing and font throughout my summary statements,
3. Addressing each indicator in all summary statements with specific examples and frequency terminology; and
4. Providing only the number of examples for each indicator that MATCHES the frequency term assigned.