**Guidelines for CLASS Observation Documentation**

1. **Observation Booklet:**
2. The observation booklet must be filled out entirely
	1. Observation Sheet- complete **all** top portions for each observation cycle (teacher initials, start time/end time, number of adults and children and observer code, etc.). Next, circle all that apply and ***check the majority*** (content & format- preK), (activity, grouping, & content- toddler), and (activity setting, physical setting, number present- infant).
3. The back scoring sheet must be filled out correctly calculating all dimension, domain, and overall scores. Cross-reference individual cycle scores for each dimension with your back summary sheet to ensure they match.
	1. Include the overall scores with AND without Negative Climate
4. The two highest and lowest scoring dimensions for feedback must be indicated with H1, H2, L1, and L2 next to the dimension average (displayed on large chart) for preK and toddler observations, H1, and L1 for infant observations.
5. Any time periods that deviate from the 20 minutes observing and 10 minutes scoring (preK and toddler) or 15 minutes observing, and 10 minutes scoring (infant observations only) should be documented on the last notes page after the scoring summary sheet.
	1. Provide detailed information describing the reason for the deviation
6. The arrival time and departure time should be written underneath the start time/end time on the back scoring summary sheet (ensuring your end time includes the 10 minutes of scoring).
7. A simplified observation ticket/label must be securely taped to the back of the observation booklet.
	1. Include observer code, classroom code and date completed.
8. **Observation Notes:**
9. All observation notes should be written or typed on the required notes pages and attached to the observation booklet after each corresponding cycle.
	1. All altered notes pages must be approved by Picard Center
	2. If longer quotes or back-and-forth exchanges are provided on a separate page, please indicate the dimension(s) in an organized manner
	3. Include range or numerical score next to **each indicator** on each observation sheet to show how you arrived at the overall score for the dimension. For example:
		1. Positive Climate- Relationships (H), Positive Affect (M), Positive Communication (M), Respect (H)
10. All dimension boxes must contain specific evidence to support the dimension score
	1. **Never leave a dimension box blank**
11. **All indicators must be addressed in notes**
12. Provide a sufficient number of exact quotes, when applicable
13. A context or clarification statement should be added to support the numerical score
	1. Ex.). Small group activity coloring or matching butterflies; teacher provides activity but time loss due to preparation or behavioral issues; teacher asked many how/why questions but failed to provide adequate wait time for students to respond.
14. If notes/examples fit in more than one dimension, you must reference the example or direct quote in both dimension boxes.
15. **Summary Statements** (provided for all CLASS dimensions):
16. Address each indicator with the following:
17. **A lead-in statement that addresses the indicator and frequency (past tense)**
	* 1. Ex). *There were many indications that the teachers and students enjoyed warm, supportive relationships with one another.*
18. **Specific examples unique to the observation**
	* 1. Ex). *The lead teacher sat on the floor with the students playing with blocks and in a low chair as she worked with students during a sorting game.*
19. The number of specific examples provided must match the frequency term for the **indicator**. *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.*
	1. High range (many, frequently, always)
		1. 4 or 5 examples
	2. Mid-range (sometimes, occasionally, at times)
		1. 2-4 examples
			1. Low-mid score of a 3 (option): 2 lower quality examples with 1 stronger example;
			2. Mid-range score of a 4 (option): 2 lower quality examples and 2 stronger examples; or
			3. High mid-range score of a 5 (option): 1 lower quality example with 2-3 stronger examples.
	3. Low range (rarely, few, does not)
		1. 1 example or clarification statement
		2. Ex.). The teacher asked rote questions throughout the observation identifying shapes, colors, or numbers.

1. The specific examples must be written in one of two ways:
	1. Written in grammatically correct sentences after the lead-in statement
		1. Ex.). *For example, the teacher provided leadership roles for several students during the morning routine including calendar helper, attendance taker, and weather helper.*
	2. Provided in parentheses and separated by semicolons after the lead-in statement
		1. Ex. 1). *(close proximity sitting on rug with students; shared activities with matching game; social conversation about weekend plans)*
		2. Ex. 2). *(“Thank you for helping.”; “I appreciate you sharing with your friends.”; “I love the way you are being good listeners.”)*
2. Choose the strongest examples (including non-examples) that support the numerical score.
3. The number of examples provided should include the examples and non-examples (low quality examples). Ex.). The teacher 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 teacher demonstrated less respect for children (moved children without first informing them to move them into a rocking seat or lift in the air).
4. The examples should include specific details and/or context when necessary.

**Summary Statement Examples:**

1. Positive Climate Example: *There were many indications that the teachers and students enjoyed warm, supportive relationships with one another. The lead teacher sat on the floor with the students playing with the blocks and in a low chair as she worked with the students, picture matching and sorting. Some of the students engaged in peer conversations during centers and whole group and with their teachers about toothbrushes, favorite colors, and dinosaurs. There were some displays of positive affect by the teachers and students. During music and movement, the students laughed and were excited as they imitated animal sounds and movements. They also showed excitement during the morning routine of attendance. There were many positive communications displayed between the teachers and students. The teachers held and patted students’ hands, hugged students, and some students leaned closely against the second teacher. The lead teacher told the students, “You are all great listeners.” and “You are so smart.” The teachers and students often demonstrated respect for one another. Both teachers used a calm voice, the students’ names, and eye contact. The students were typically cooperative and shared materials with one another. Respectful language was heard throughout the observation with “please and “thank you.”*
2. Quality of Feedback Example: *The teacher occasionally provided scaffolding through hints. The teacher pointed to the smart board during the music and movement activity and used physical and verbal assistance to students to help them get the right answer or complete an activity (“Follow the block.”; “Hold it and I will help you.”; “Stay within the bubble.”). There were occasional back and forth exchanges between the teacher and students (parts of the book and holiday celebrations); however, some feedback was perfunctory where the exchange was brief (“Good answer.”). The teacher rarely queried the student or prompted students to explain their thinking or rationale for their responses or their actions (“Why did you make it pink?”). The teacher inconsistently provided additional information to expand on the students’ understanding or actions. (Student: “It’ll burn your mouth.” Teacher: “It’s hot. I have to cool it.”; Student: “They celebrate.” Teacher: “Families celebrate holidays in different ways.”). The teacher offered some general praise (“Awesome!”; “Good answer.”) and some specific feedback (“Thank you for recognizing her name.”).*
3. Concept Development Example: *The teacher rarely used discussions and activities that encouraged analysis and reasoning. The teacher asked questions that focused on recalling facts in a rote manner, rather than asking questions that promoted higher order thinking skills. For example, she asked questions such as, “What letter is this?”. On a few occasions, the teacher provided opportunities for students to generate their own ideas. For example, the teacher had the students brainstorm about where bugs live and different aspects of Springtime. On a few occasions, the teacher attempted to link concepts from one activity to the next, but these connections were brief. For example, the teacher attempted to link the book, Bugs* *to the outdoor activity* *but did not take the integration any further. The teacher rarely attempted to relate concepts to the student’ actual lives. On one occasion, the teacher and students discussed Easter and egg hunts (“The next holiday is Easter and we will have an Easter egg hunt. You will bring your Easter basket to school, and we will hide eggs and then go and find them. What could we hide inside our Easter eggs?”).*
4. **Guidelines for Selecting Feedback:**

**Highest Scoring Dimensions** (PreK 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).

**Example (PreK) -** Positive Climate (PC), Teacher Sensitivity (TS) and Behavior Management (BM) are all assigned a score of a 7. You would address one dimension in Emotional Support (either PC or TS) and BM in Classroom Organization.

**Example (Toddler)** - Positive Climate (PC), Regard for Child Perspectives (RCP), and Facilitation of Learning and Development (FLD) are all assigned a score of a 6. You would address one dimension in Emotional and Behavioral Support (PC or RCP) and FLD in Engaged Support for Learning.

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** (PreK and Toddler Observations)

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 (PreK)-** Instructional Learning Formats (ILF), Quality of Feedback (QF), and Language Modeling (LM) are all assigned a score of a 4. You would address one dimension in Instructional Support (QF or LM) and ILF in Classroom Organization.

**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.

**Common Patterns to Avoid in Summary Statements:**

1. Grammatical errors (misspellings, changing tense present/past or vice versa, open quotes or parentheses with missing ending quotes or parentheses), unnecessary spacing and font changes.
2. The specific examples are vague with no specificity or context.
	1. For example, the teacher engaged in social conversations with students during center time.
3. The lead-in summary statement contradicts the specific examples provided for each indicator.
	1. For example: There were some examples of teachers being aware, responsive, and addressing problems…The teachers were consistently aware of students who needed assistance.
	2. Do not provide a lead-in sentence that addresses all in the indicators together.
4. The definition of the dimension is included in the summary statements.
5. A closing statement such as “The evidence supports the numerical score of a “6” is written at the end of the paragraph.
6. Inconsistencies in how specific examples are provided in the summary statements.
7. Using frequency terms at the cycle level, as this causes confusion to the reader.

**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.