CLASS®

Observation Report

Hillcrest Heights

Pre-K

10/01/2022 - 12/31/2022

Observations: 2

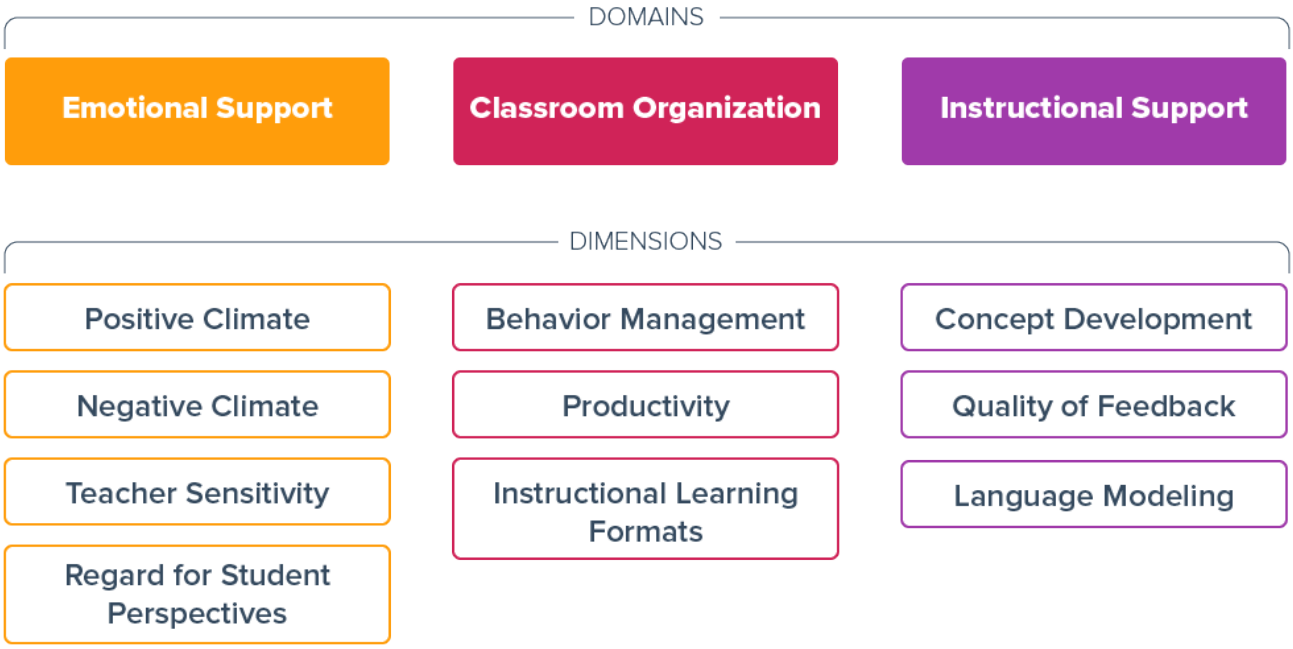
Teachstone®

Report Created on: January 19, 2023

What is CLASS?

The Classroom Assessment Scoring System® (CLASS®) is a tool for observing teacher-student interactions. It is based on research that demonstrates that interactions between teachers and students are the most impactful elements of teaching quality. The premise of the CLASS measure is that effective teachers draw children into learning and keep them engaged. Effective interactions also support the development of children's learning-to-learn skills, including attention and persistence. In these ways, effective interactions—as measured by the CLASS tool—link to better early learning outcomes.

The CLASS measure identifies and assesses different dimensions of classroom interactions that make a difference in children's learning. These dimensions and the way they are organized vary by age level, based on what is developmentally appropriate. This observation was conducted with the Pre-K CLASS tool. The framework of this tool is illustrated below.



Over 200 studies have demonstrated the CLASS measure's impact. Students in classrooms with higher CLASS scores have better academic and social outcomes.

The CLASS measure also presents a structure for improving interactions by describing in detail the kinds of teacher-student behaviors that matter most. Because it focuses exclusively on the quality of teaching interactions rather than the content, the CLASS measure can be used with any curriculum or subject area.

Methods used to obtain CLASS data

During a CLASS observation, a Certified CLASS Observer watches, listens to, and takes notes on the interactions occurring in the classroom. The observer engages in multiple cycles: 15–20 minutes of observation followed by 10 minutes of scoring. Protocols for CLASS observations vary depending on the goals of the data collection. An observation consisting of four cycles and lasting approximately two hours is common. Observations typically begin at the start of the school day. Nearly all of the activities that take place during a typical day may be observed.

Please note: CLASS does not isolate the teaching effectiveness of individuals in classrooms with multiple teachers. Rather, the tool measures the overall experience for students in a classroom on a typical day.

Calculating Composite Scores: Domain and Dimension Averages

Each classroom dimension receives a score ranging from 1 (minimally characteristic of the classroom) to 7 (highly characteristic of the classroom). Composite scores for each dimension are created by averaging individual cycle scores across the number of cycles of observation completed. Composite scores for each domain are created by averaging dimension composite scores across the number of dimensions within the domain. The Negative Climate composite score is reversed before calculating the domain average.

Emotional Support	Classroom Organization	Instructional Support
(PC + reversed NC + TS + RSP) / 4	(BM + PR + ILF) / 3	(CD + QF + LM) / 3

Domains and Dimensions Overview, Pre-K

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 (PC)- Reflects the emotional connection between the teacher and students among students and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions.

Negative Climate (NC)- Reflects the overall level of expressed negativity in the classroom; the frequency, quality, and intensity of teacher and peer negativity are key to this scale.

Teacher Sensitivity (TS)- Encompasses the teacher's awareness of and responsivity to students' academic and emotional needs; high levels of sensitivity facilitate students' ability to actively explore and learn because the teacher consistently provides comfort, reassurance, and encouragement.

Regard for Student Perspectives (RSP)- Captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy.

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 (BM)- Encompasses the teacher's ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior.

Productivity (PR)- Considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities.

Instructional Learning Formats (ILF)- Focuses on the ways in which the teacher maximizes students' interest, engagement, and ability to learn from lessons and activities.

Instructional Support

Refers to specific teaching behaviors that support children’s cognitive development and language growth.

Concept Development (CD)- Measures the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction.

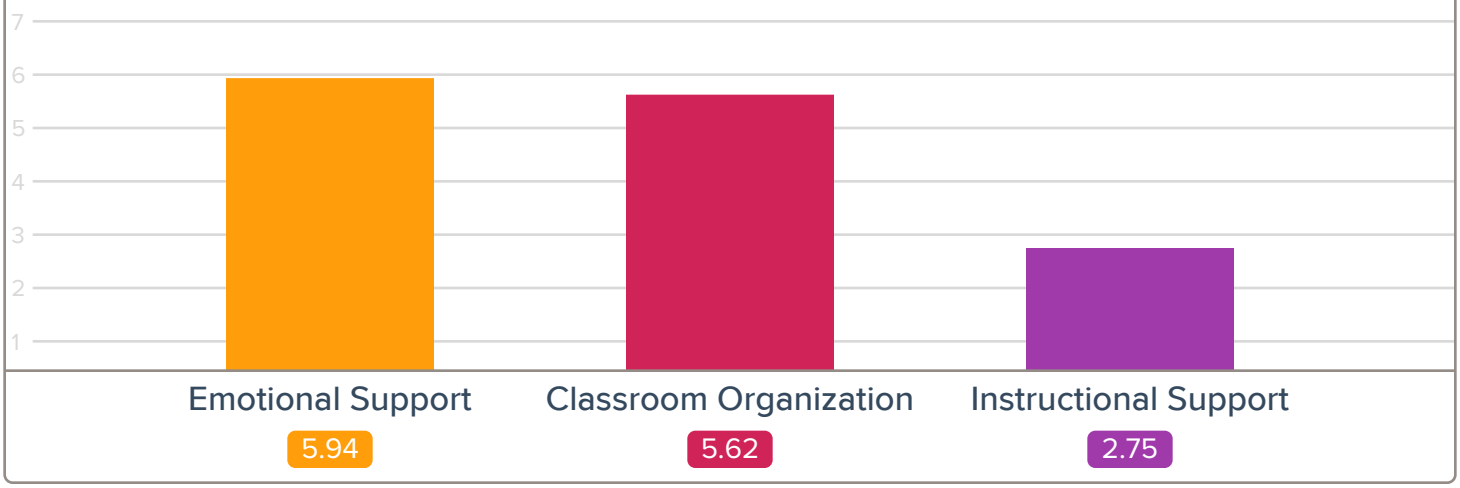
Quality of Feedback (QF)- Assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation.

Language Modeling (LM)- Captures the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques.

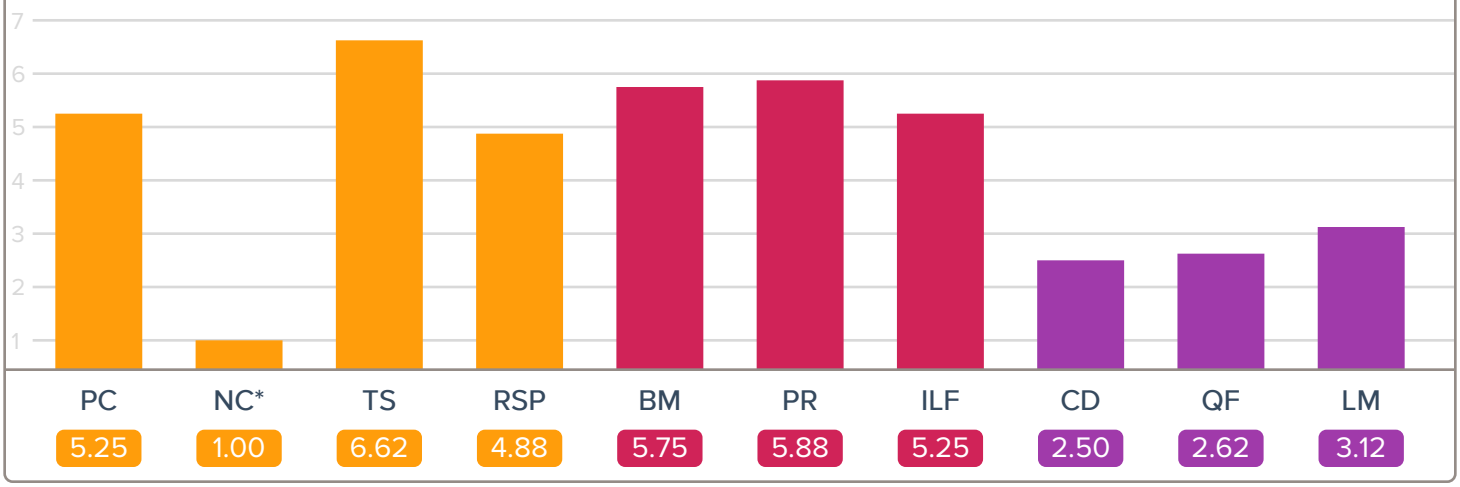
Overall Program Averages

Emotional Support				Classroom Organization			Instructional Support		
5.94				5.62			2.75		
PC	NC*	TS	RSP	BM	PR	ILF	CD	QF	LM
5.25	1.00	6.62	4.88	5.75	5.88	5.25	2.50	2.62	3.12

Domain Averages



Dimension Averages



Positive Climate (PC) Negative Climate (NC) Teacher Sensitivity (TS) Regard for Student Perspectives (RSP)	Behavior Management (BM) Productivity (PR) Instructional Learning Formats (ILF)	Concept Development (CD) Quality of Feedback (QF) Language Modeling (LM)

*Negative Climate (NC) is scored in reverse with lower scores indicating higher quality

Classroom Averages

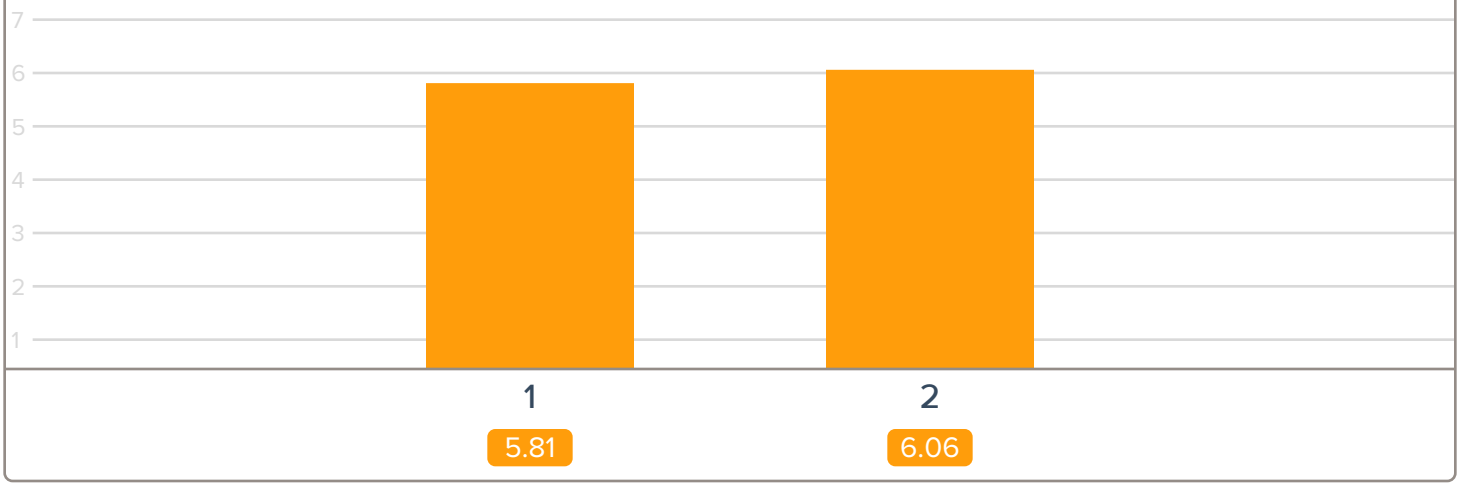
#	Lead Teacher	PC	NC*	TS	RSP	ES	BM	PR	ILF	CO	CD	QF	LM	IS
1	Kenneth Robinson	4.50	1.00	6.25	5.50	5.81	5.25	5.50	5.25	5.33	2.25	2.50	3.00	2.58
2	Mahlet Haddis	6.00	1.00	7.00	4.25	6.06	6.25	6.25	5.25	5.92	2.75	2.75	3.25	2.92

*Negative Climate (NC) is scored in reverse with lower scores indicating higher quality

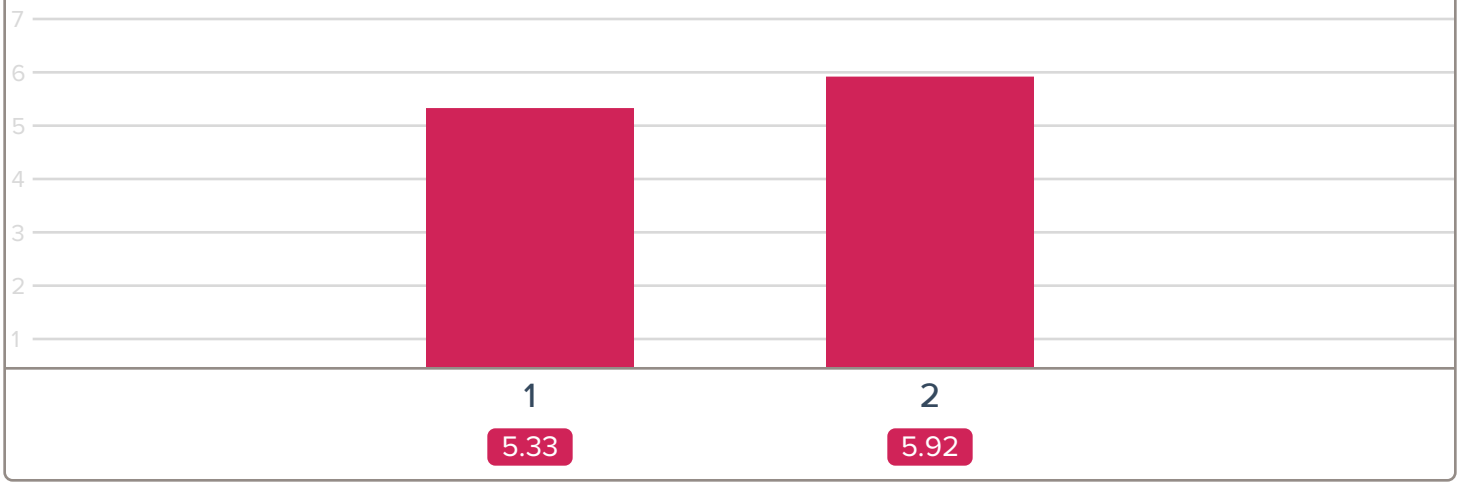
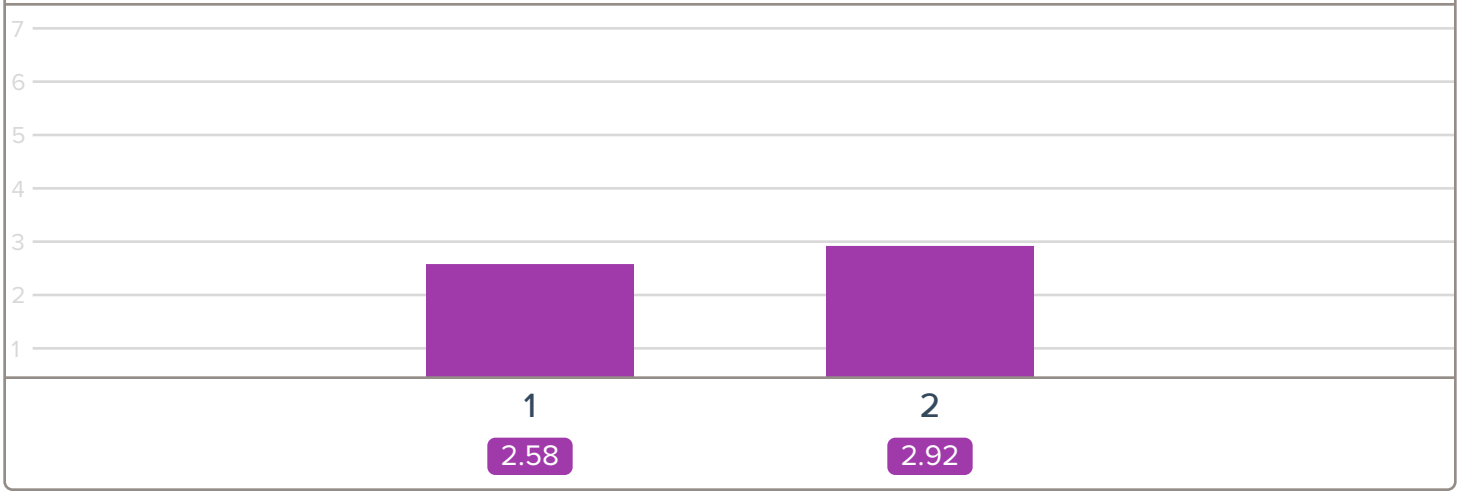
Classroom-Level Domain Averages

Numbers correspond to numbers in Classroom Averages table

Emotional Support



Classroom Organization



Instructional Support