

# Pre-K CLASS Post-Observation Feedback Form



## General Information

Site Name:	Observation Date: __ / __ / __	Educator(s) Name:	Educator(s) Email:
Classroom Name:	Feedback Submitted: __ / __ / __		
Observer Name:	Report Submitted: __ / __ / __		

### Score Ranges:

Low 1.00 - 2.99	Mid 3.00 - 5.99	High 6.00 - 7.00
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### Statewide Score Averages (2023):

PC: 5.82	NC: 1.13	TS: 5.75	RSP: 5.01	BM: 5.74
PR: 5.83	ILF: 4.91	CD: 2.27	QF: 2.59	LM: 3.08

# Emotional Support

Dimension:	Frequency:	Observed High Quality Interactions:	Observed Examples:	Score:
<b>Positive Climate</b> describes the warmth and connections shared by teachers and children		adults spend their time close to children and showing a genuine interest in them; sharing in their excitement and activities		
		adults let children see how much they enjoy being with them by smiling, laughing, and showing enthusiasm		
		adults celebrate children and provide affection with their words and actions		
		adults use a warm tone and face children to maintain eye contact when speaking to them, use polite language and call them by name, and encourage children to cooperate and share		
<b>Negative Climate</b> reflects the level of expressed negativity such as anger, hostility, or aggression demonstrated by teachers and/or children		adults express irritation through words, tone, or body language, and children fight with each other		*score is reversed in final scoring
		adults try to control children by yelling, making threats, or physically acting on them (for example pulling them by the arm)		
		adults are sarcastic with children or tease, embarrass or shame them		
		adult(s) physically abuse or routinely bully children.		
<b>Teacher Sensitivity</b> encompasses teachers' awareness of and responsivity to students' individual academic and social-emotional needs		adults are aware of childrens' needs and recognize potential issues before they happen		
		adults quickly tend to childrens' emotional and instructional needs, take childrens' concerns seriously and respond with understanding, reassurance, and the appropriate level of support for each child		
		adults resolve any problems children have quickly and effectively so the problem does not recur and children can continue participating in activities		
		adults are a secure base for children; children come to adults for help and eagerly participate in activities and try challenging tasks		
<b>Regard for Student Perspectives</b> considers the degree to which teachers' interactions with students emphasize students' interests and ideas and promote child independence		adults let childrens' interests and ideas determine classroom discussion and activities		
		adults give children genuine responsibilities, leadership opportunities, and choices		
		adults encourage children to express their ideas and show an interest in how they see the world		
		adults allow children freedom to move around, talk, and get out the wiggles		

# Classroom Organization

Dimension:	Frequency:	Observed High Quality Interactions:	Observed Examples:	Score:
<b>Behavior Management</b> is establishing clear behavior expectations and redirecting any behavior quickly and effectively so that learning time is maximized for children		adults make sure children understand classroom expectations and enforce rules consistently		
		adults are one step ahead of challenging behavior by anticipating problems and scanning the classroom		
		adults address challenging behaviors that arise with timely, efficient, and effective redirections, such as eye contact, touch, gestures, physical presence, and positive praise		
		adults spend minimal time reminding children of rules or reacting to misbehavior because children understand and generally follow the rules		
<b>Productivity</b> considers how well teachers manage instructional time, transitions, and routines so that children always have something to do		adults minimize wait time by providing children with activities at all times and dealing efficiently with disruptions		
		adults provide consistent and clear routines that allow children to know what to do and complete routines successfully, avoiding periods of wandering or confusion		
		adults keep children on task during transitions so that children remain engaged and move on to the next activity quickly and efficiently		
		adults know the plan for each activity and have all materials ready in advance		
<b>Instructional Learning Formats</b> considers the degree to which adults maximize children's engagement by providing clear learning objectives, interesting materials, and active facilitation.		adults participate in children's activities, intentionally supporting their exploration; asking both open-ended and factual questions that encourage children to stay engaged in what they're doing		
		adults use materials and present information in interesting ways; giving children various ways to participate, including things to hear, touch, see, and do		
		children engage in activities and lessons by actively participating, listening, and paying attention		
		adults focus children's attention on the purpose of the lesson		

# Instructional Support

Dimension:	Frequency:	Observed High Quality Interactions:	Observed Examples:	Score:
<b>Concept Development</b> considers the degree to which instructional discussions and activities promote children's higher-order thinking skills versus rote learning.		adults ask questions and provide activities that get children to think through problems, test out new ideas, and make comparisons		
		adults encourage children to brainstorm, create, and carry out their plans or ideas		
		adults build on children's previous knowledge and understanding by intentionally connecting ideas across different activities and lessons		
		adults relate concepts from lessons and activities to the real world and children's life experiences		
<b>Quality of Feedback</b> involves responding to what children say and do in ways that deepen their understanding or encourage them to persist		adults give children hints or support when they have trouble completing a task or understanding a concept		
		adults use conversations with children to increase their understanding; continuing these exchanges until children reach an understanding rather than stopping with a single clarifying comment		
		adults ask children to explain why or how they thought of or did something		
		adults explain things when children indicate they are confused; adding new information in response to children's basic understanding		
		adults are specific when encouraging children and acknowledging their efforts so they will keep trying to succeed at challenging tasks		
<b>Language Modeling</b> involves developing children's language through teacher talk and encouraging children to communicate		adults engage children in social and instructional conversations throughout the day; encouraging children to have conversations with one another		
		adults ask children questions that require more than a one-word response and encourage further conversation		
		adults repeat and/or extend what children say; building on children's comments by putting the information in a more complex form		
		Adults describe what they are doing, and what the children are doing as it is happening		
		Adults intentionally introduce and define unfamiliar vocabulary to children in a way that they can understand; and use a variety of nouns, verbs, adverbs, adjectives, and prepositions when talking to children		

# Post-Conference Form

## Summary of Feedback Discussion

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## Educator-Identified Strengths

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## Educator-Identified Areas of Growth and Learning

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## Resources to Consider

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