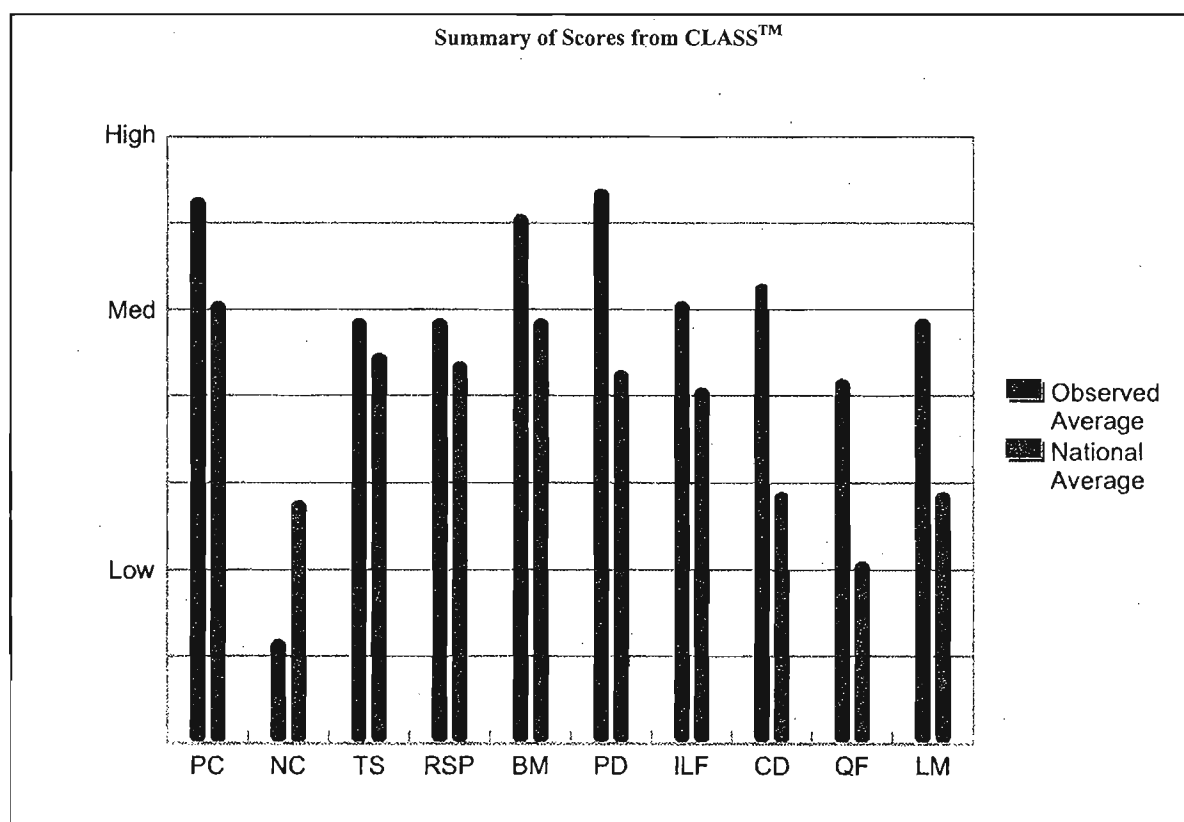


Results from CLASS™ Observations conducted at WASHTENAW COUNTY

The following information represents the results of the preschool classroom observations with the Classroom Assessment Scoring System™ (CLASS™) which were conducted concurrent with your triennial review. The team observed 19 classrooms. These results are for your information and you are welcome to use this report in your quality improvement efforts if you find it helpful. This information is only representative of those classrooms where the CLASS™ observations took place.

The CLASS™ tool looks at 10 dimensions of teacher-student interactions and states those observed interactions on a seven point scale. The table on this page provides you with the average scores across the preschool classrooms observed in your program and the national average from a large study of early childhood classrooms. The chart on the next page will show the aggregate scores from all of your evaluated preschool classrooms along each of the ten dimensions, with a summary of the comments for each of these areas.



Results from CLASS™ Observations conducted at WASHTENAW COUNTY

Summary of Comments from Classroom Observations		
Dimension	Score	Summary
Positive Climate (PC) <ul style="list-style-type: none"> · Relationships · Positive Affect · Positive Communication · Respect 	6.3	In classrooms, there were many, and consistent, examples of (a) positive relationships, positive communication, and respect between teachers and children, and (b) teachers and/or children displaying positive affect.
Negative Climate (NC) <ul style="list-style-type: none"> · Negative Affect · Punitive Control · Sarcasm/Disrespect · Severe Negativity 	1.2	In classrooms, there were few examples of displays of strong negative affect by teachers and children. When incidents arose, they were well managed by both teachers and children. There were no examples of (a) punitive control by the teachers, and (b) sarcasm/disrespect and severe negativity by teachers and children.
Teacher Sensitivity (TS) <ul style="list-style-type: none"> · Awareness · Responsiveness · Addresses Problems · Student Comfort 	4.7	In classrooms, there were some examples, but not consistent, of (a) teachers' awareness of children's needs and abilities, responsiveness to children, and ability to address problems as they arose, and (b) children's comfort.
Regard for Student Perspectives (RSP) <ul style="list-style-type: none"> · Flexibility and Student Focus · Support for Autonomy and Leadership · Student Expression · Restriction of Movement 	4.7	In classrooms, there were some examples, but not consistent, of (a) teachers' flexibility and support of children's autonomy and leadership, and (b) children's focus and expression. At times, teachers did restrict children's movement.
Behavior Management (BM) <ul style="list-style-type: none"> · Clear Behavior Expectations · Proactive · Redirection of Misbehavior · Student Behavior 	5.9	In classrooms, there were many, and consistent, examples of (a) teachers having clear behavior expectations, being proactive, having low reactivity, and providing redirection of misbehavior, and (b) children's compliance and little aggression/defiance toward teacher and/or peers.
Productivity (PD) <ul style="list-style-type: none"> · Maximizing Learning Time · Routines · Transitions · Preparation 	6.4	In classrooms, there were many, and consistent, examples of (a) teachers maximizing learning time, having clear routines, facilitating brief transitions that provided learning opportunities, and being prepared for activities, and (b) children offered choices when finished and children understanding routines.
Instructional Learning Formats (ILF)	4.9	In classrooms, there were some examples, but not consistent, of (a) teachers effectively facilitating activities, providing variety of modalities for learning,

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<ul style="list-style-type: none"> · Effective Facilitation · Variety of Modalities and Materials · Student Interest · Clarity of Learning Objectives 		and conveying learning objectives to children, and (b) children's interest in activities.
Concept Development (CD) <ul style="list-style-type: none"> · Analysis and Reasoning · Creating · Integration · Connections to the Real World 	5.1	In classrooms, there were some examples, but not consistent, of teachers providing opportunities for children to analyze and reason, be creative, integrate new knowledge with previous knowledge, and make connections to the real world.
Quality of Feedback (QF) <ul style="list-style-type: none"> · Scaffolding · Feedback Loops · Prompting Thought Processes · Providing Information · Encouragement and Affirmation 	4.1	In classrooms, there were some examples, but not consistent, of (a) teachers scaffolding children's learning, prompting their thought processes, providing information to further children's understanding, and encouraging/affirming children's interest and abilities, and (b) both teachers and children participating in feedback loops.
Language Modeling (LM) <ul style="list-style-type: none"> · Frequent Conversation · Open-Ended Questions · Repetition and Extension · Self- and Parallel Talk · Advanced Language 	4.4	In classrooms, there were some examples, but not consistent, of (a) teachers asking open-ended questions and giving children time to respond, repeating and extending children's conversations, using self- and parallel- talk, and promoting advanced language, (b) teachers and children participating in frequent conversations, including conversations between peers, and (c) children responding to teacher's questions.

* - Low score suggests a developmentally appropriate learning climate that fosters students' well-being.

- High score suggests that this is an area that teachers could improve to create a more positive climate for students.