

Community Action Team, Inc.
CHILD & FAMILY DEVELOPMENT PROGRAMS
Program Observations Procedure

The Classroom Assessment Scoring System™ (CLASS™) Observations

Observations will be used in our program self-assessment. CLASS™ observation data will be used as part of our school readiness data. CLASS™ scores will be used for teacher professional development and tied to teacher feedback and performance. Currently, CLASS is used by the Office of Head Start when doing program monitoring reviews.

- ALL CLASS Observers must have current certification as a reliable CLASS™ observer to conduct an observation.
- It is expected that all CM's, Education Specialist, and designated Admin staff maintain current certification as a reliable CLASS™ observer.
- The Education Specialist will develop a plan for observation assignments, planning for double coding when possible.
- Always review the CLASS™ Manual before conducting an observation. Use the CLASS™ Manual when making scoring decisions.
- If you are not able to meet the observation assignment – please make arrangements to have a leadership team member with current reliability certification conduct your observations by the timeline established for our program each year.
- Classroom schedules will be requested by observers prior to the observation.
- Observers will reschedule if the classroom attendance is below half.
- Observations will be rescheduled if the teacher is absent. Depending on circumstances, in some cases, observations may be rescheduled if the assistant teacher is absent.
- The CLASS observation will be scheduled so there are no other adults in the classroom observing for other purposes. (e.g. MHC observations and ECSE consultants)
- Children should not be pulled out for screenings during CLASS™ observations.
- Field Trips will not occur on CLASS observation dates.

- Outdoor Time cannot be included in observation cycles.
- All CLASS observations will be coded for at least three cycles; four is best practice.
- CLASS™ is designed to support professional growth. Therefore, it is important to send details to the Ed specialist to share as needed for the action step planning with teachers. The observers will debrief with the team directly, when possible including the CM. CLASS™ debrief with teachers will be documented on form 1-11a CLASS Debrief and will include strengths and opportunities, in the top portion. The partially completed form will be shared with the Education Specialist to support follow up. The Center Manager will meet with the team to complete the remaining portion of the 1-11a CLASS debrief noting strengths, and professional development opportunities, including needed supports, action steps, and plan for monitoring. Center Managers may request support from the Ed Specialist in developing action plans.
- CLASS™ scoring sheets must be filled out completely, including academic format, content, number of children and adults, and start and end times. Copies of completed CLASS™ scoring sheets will be submitted to Admin.

The Teaching Pyramid Observation Tool (TPOT)™/Teaching Pyramid Infant-Toddler Observation Scale (TPITOS)™

TPOT™/TPITOS™ observations are used to support PBIS implementation with fidelity. TPOT™/TPITOS™ is also used by the program to support professional development and is part of the coaching process.

- TPOT™/TPITOS™ coder reliability will be maintained by the Education Specialist, the Education Instructional Coach, and other designated staff as assigned.
- Observations will occur to support coaching for assigned classes, upon special request by CM and to meet program needs.
- Classroom schedules will be sent to Admin prior to observations.
- Review the TPOT™ /TPITOS™ manual prior to observing and use to determine scoring.
- Observations will occur for 2 hours. Time will be scheduled (approximately 30 minutes) to conduct teacher interviews on the same day either before or after the observation.

- Field trips will not occur on observation days.
- Special events will not occur on the same day, (e.g. special guest visitor, classroom celebration, etc.)
- TPOT™ Observations cannot include meal times or outdoor play time. TPITOS™ **does** include these times to cover care routines.
- Observations should cover time to include large and small groups, transitions, and free choice.
- Time will be scheduled, preferably on the same day, to debrief with observation team, CM, and teacher. The meeting will be documented on Form 1-11b Staffing Record – TPOT debrief and Action Plan. Action plans will note areas of strength, changes, and opportunities for growth. Steps will be written noting plan for implementation, plan for monitoring, and goals.
- The Education Specialist will enter TPOT™/TPITOS™ observation data into the TPOT™/TPITOS™ excel sheet to be analyzed and used for program self-assessment.

Home Visit Rating Scale-3 (HOVRS)

The HOVRS is a research-based observational tool used to evaluate the quality of early childhood and infant-toddler home-visiting programs. It focuses on home-visiting practices and family engagement.

- HOVRS-3 reliability is maintained by P3 supervisors.
- Observations will occur for each P3 Family Educator and LDO teacher at least once annually.
- Family Educator/LDO teacher will coordinate with families by:
 - Selecting a family to observe – more than one family may need to be considered to ensure observations occur in a timely manner
 - Notifying the family of the nature of the observation and verify agreement to being observed
 - Coordinate with observing supervisor, verifying date, time, and address/location of the visit
 - Notifying observer immediately if there is a cancellation
- Observations will be debriefed using a form 1-11, focusing on celebrating strengths and opportunities for growth.

Mental Health Observations and Supports

The Mental Health Consultant (MHC) will support the well-being of children, staff, and the classroom community.

- MHC and CM will work together to develop a schedule of support for each class at the center.
- Observations and support may change due to need and request.
- Meetings might be scheduled prior or after the MHC has been in the classroom to support the team and provide technical assistance.
- Form 6-9 Parent Permission for Mental Health Observation and Classroom Planning will be completed prior to MHC conducting an individual child observation. **Document in Child Plus in the Mental Health Module the request for an individual observation and include the permission form as an attachment and shred the original.**
- Teachers will complete required forms, such as Form 2-20 PBIS Preschool Behavior Support Self-Assessment, Form 2-31a or b Behavior Tracking forms, and Form 2-46 Pre-referral Checklist for Challenging Behaviors, as needed prior to meeting with MHC.
- Form 6-11 or 6-11a Mental Health Debriefing forms will be used to document all conferences with MHC and establish follow up and timelines.
- **Document in Child Plus in the Mental Health module individual child plans to support the child, or referrals for individual mental health services. Upload attachments to the Mental Health module and shred the originals.**

Creative Curriculum Fidelity Tool Checklist

The Creative Curriculum has two fidelity tool checklists – one for CM's and one for teachers. Refer to Monitoring Procedures.

- Teachers will complete the Fidelity tool checklist at least once annually.
- The tool will be used to help guide classroom set up at the beginning of the year.

- The CC fidelity tool may be used to support coaching for assigned classes, or upon request.
- Teachers may use the tool to review changes to the environment or reflect on ways to support children with misguided behavior.
- The teaching team will review the tool together and discuss findings. A 1-11 will be used to document trends, strengths, and opportunities for growth.
- The completed tool and 1-11 will be shared with CM's.
- CM's or Admin staff will complete the fidelity tool and use it to support monitoring and as needed to support individual classrooms.
- CM's will share fidelity tool results with Education Specialist.
- Action Plans will be documented on a Form 1-11, including specific action steps, who is responsible, timelines, and plan for monitoring.
- The Creative Curriculum Fidelity Checklist Tool may be used in program self-assessment.