**CHD265 Student Observation Feedback Form**

CLASS: Classroom Assessment Scoring System: Dimensions of Quality Teaching <http://class.teachstone.org/what/dimensions.php?type=1>

The Classroom Assessment Scoring System (CLASS) is a system for observing and assessing the quality of interactions between teachers and students in classrooms. The CLASS measures instructional and social interactions proven to contribute to students' academic achievements and social competencies.

**I. Emotional Support**

***Positive Climate*** reflects the emotional connection between the teachers and students and among students, and the warmth, respect, and enjoyment communicated by verbal and non-verbal interactions.  
Classrooms have a high positive climate when teachers and students:

* Have positive relationships with each other and clearly enjoy being together.
* Are enthusiastic about learning and spending time in the classroom.
* Are respectful of one another.

***Negative Climate*** 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.  
This dimension is scored in the opposite direction of other dimensions. Higher scores reflect lower quality.  
Classrooms have a high negative climate when teachers and students:

* Get frequently irritated and angry with one another.
* Are not able to diffuse negative situations such that these situations escalate.
* Make fun of one another in mean spirited ways.

***Teacher Sensitivity*** encompasses the teacher's awareness of and responsivity to students’ academic an emotional needs. High level of sensitivity facilitate students’ ability to actively explore and learn because the teacher consistently provides comfort, reassurance, and encouragement.  
Teachers are sensitive when they:

* Consistently respond to students and are effective in addressing students' questions, concerns, and needs.
* Know their students well enough (academically and socially) to anticipate areas of difficulty and provide appropriate levels of support.
* Help students see adults as a resource and create an environment in which students feel safe and free to explore and learn.

***Regard for Student (Child) Perspectives*** 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.  
Teachers with a high regard for students' perspectives:

* Place an emphasis on students' interests, motivations, and points of view.
* Promote students' autonomy.
* Encourage students to talk and share their ideas.

**II. Classroom Organization**

***Behavior Management*** encompasses the teacher's ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior.  
Students are most likely to behave appropriately in the classroom when:

* Rules and expectations are clearly and consistently communicated.
* Behavior management is proactive, rather than reactive.
* Students receive consistent praise for meeting expectations.

***Productivity*** considers how well the teacher manages instructional time and routine and provides activities for students so that they have the opportunity to be involved in learning activities.  
Highly productive classrooms:

* Have clearly defined learning activities provided for students throughout the day.
* Feel like a "well-oiled machine" where everyone knows what is expected of them and how to go about doing it.
* Make transitions and management activities quick and efficient.

***Instructional Learning Formats*** focuses on the ways in which teachers maximize students' interest, engagement, and ability to learn from lessons and activities.  
Teachers provide high quality learning formats when they:

* Provide interesting and stimulating materials and instruction.
* Provide instruction using many modalities.
* Looking for opportunities to actively engage students.

**III. Instructional Support**

***Concept Development*** measures the teacher's use of instructional discussions and activities to promote students' higher order thinking skills and cognition and teacher's focus on understanding rather than on rote instruction.  
Students gain the most in-depth understanding of concepts when teachers:

* Focus on the process of learning, rather than concentrating solely on rote instruction and recall of facts.
* Provide students with opportunities to use analysis and reasoning in their approach to problems.
* Bring concepts to life by applying them to students' everyday world.

***Quality of Feedback*** assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation.  
Feedback to students works best when it:

* Is focused on the process of learning, rather than simply on getting the right answer.
* Provides students with specific information about their work.
* Helps students reach a deeper understanding of concepts than they could get on their own.

***Language Modeling*** captures the quality and amount of teachers' use of language-stimulation and language-facilitation techniques.  
In classrooms offering high quality Language Modeling, teachers:

* Intentionally encourage, respond to, and expand on student talk.
* Engage in meaningful conversations with students.
* Consistently expose students to a variety of language uses and forms.

***Literacy Focus*:** During high quality literacy instruction, teachers:

* Deliver well-planned and sequenced literacy activities that engage children in the code units (letter, words, phonemes) of oral and written language.
* Purposefully link the code-based activities to the broader purpose of written or spoken communication.
* Explicitly focus students' interest on the elements of the code (letters, sounds, etc.) and to make explicit the purpose of the activity.”

**CHD265** **Student Observation Feedback Form** **Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Observer**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **I. Emotional Support** | **Comments** |
| ***Positive Climate*** |  |
| ***Negative Climate*** |  |
| ***Teacher Sensitivity*** |  |
| ***Regard for Student (Child) Perspectives*** |  |
| **II. Classroom Organization** | **Comments** |
| ***Behavior Management*** |  |
| ***Productivity*** |  |
| ***Instructional Learning Formats*** |  |
| **III. Instructional Support** | **Comments** |
| ***Concept Development*** |  |
| ***Quality of Feedback*** |  |
| ***Language Modeling*** |  |
| ***Literacy Focus*** |  |