

# Giving CLASS Feedback: Quickstart Guide

## Introduction:

Giving feedback is an essential part of supporting teacher practice growth. Effective feedback does more than just provide the teacher an outsider’s perspective on where she/he is “good/bad” or “needs to improve.” An effective feedback session (or preferably, a series of sessions over time) meets these objectives:

- **Enhances (or reinforces) teacher’s knowledge of effective interactions**
- **Promotes teacher reflection, including enhanced awareness (self-evaluation) of strengths as well as areas to grow**
- **Enhances teacher motivation toward growth, including taking steps to implement something back in the classroom**

This guide provides an organized, brief set of steps to provide CLASS-based feedback in 3 phases: Before, During, and After a CLASS feedback session. For each phase, steps with examples and connected resources are provided. An Appendix contains supporting tools. The purpose of this guide is to provide step-by-step support to feedback providers, especially those who are new to giving feedback on the CLASS tool.

## Note on a Complementary Resource:

A companion resource - **CLASS Feedback Practices: Six Principles of Effective Feedback** - is referenced throughout the 3 phases. Browsing this document is recommended for all feedback providers as a way to build awareness of the roles that relationships, communication, and collaborative planning strategies play in practice. For feedback providers more experienced with giving feedback and/or the CLASS tool, this resource may be particularly valuable as a way to study and reflect on current practices to sustain and grow.

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## Recommended Feedback Steps

### Phase 1 - Before the Feedback Session:

1. **Distribute Teacher-Child Interactions Self-Assessment** to the teacher (or teaching team) shortly after their CLASS observation (Appendix 1).
  - If possible, have all teachers who work in the classroom complete a Self-Assessment.
  - Ask teachers to complete self-assessments at least a few days before your feedback meeting.
2. **Schedule a time to meet** with each teacher or teaching team within 2-3 weeks of receiving the CLASS report.
  - We recommend at least 30 minutes for feedback meetings.
3. **Share the CLASS Observation report** with the teacher at least a couple days before the scheduled meeting to allow the teacher time to process the information.
4. **Plan for Feedback Meeting:**
  - Review Teacher-Child Interactions Self-Assessments from teacher(s).
  - Review Classroom-Level CLASS Observation Report.
  - Use a Planning & Note-Taking Form to help you think about how you want to use your feedback meeting time most effectively (Planning Form in Appendix).
  - Review the Feedback Best Practices Guide to help you think about the strategies for maximizing teacher engagement, reflection, and motivation. Plan 1 or more strategies to try.

## Phase 2 – During the Feedback Session:

### 1. General check-in with teacher:

- Think about relationship-building! Check in to determine how things have been going in the classroom. If the teacher seems anxious about the CLASS information, work to allay concerns and help her/him feel comfortable.

### 2. Deep dive into teacher(s) Teacher-Child Interactions Self-Assessment:

- Look through the Self-Assessment with the teacher, asking her to explain why she decided she wants to focus on the three dimensions she indicated. Are they the most challenging for her? Is there something that she is noticing about the children that leads her to believe these are areas with room for growth?
- Pull thoughts, ideas, and areas of focus from the teacher as much as possible, ensuring that she is an active participant in the meeting and in her own improvement process.

### 3. Deep dive into Classroom-Level CLASS Observation Report:

- Orient teacher to report structure and components.
- Review domain level scores from teacher's observation, calling attention to general trends.
- Focus in on details highlighting two areas of strength and one area for growth by domain, unpacking the specific information that is provided.
- Continue to pull reactions and ideas for area of focus from the teacher.
- Focus on the positive!

### 4. Determine an area of focus:

- Using your notes and ideas prepared ahead of the meeting, the CLASS report, and the teachers Self-Assessment, work together to determine a dimension or even one aspect of a dimension to be an area of focus.
- Discuss how the teacher can focus on this area of interactions in the coming weeks in her daily classroom interactions with students.

### 5. Identify 1 or more clear action steps related to area of focus:

- Work together with the teacher to clearly articulate an action plan linked to the agreed upon area of focus and write this in your Planning & Note-Taking Sheet.
- Ideally, identify a series of specific strategies or action steps to employ so the teacher can practice interactions in a targeted manner. For example, if the area of focus is Language Modeling, work to identify a new routine the teacher could

put into place daily to facilitate practicing back-and-forth conversations or that incorporates regular opportunities for children to answer open-ended questions to expand their language use. (See Feedback Principle #6)

### Phase 3 – After the Feedback Session:

1. **Feedback Session Summary:** If possible, either email or print out a quick summary of your feedback session and the specific action steps for the teacher to put into practice.
2. **Note meeting on tracking sheet:** On your division’s personalized CLASS Observations + Feedback Tracking Sheet (provided by CASTL), indicate your name as the feedback provider and the date that the feedback meeting took place.
3. **Provide relevant Professional Development resources:** Continue to support the teacher to learn more and practice skills related to identified area(s) of focus using CASTL-provided resources or resources of your own.

Resources:

- **Know, See, Do Action Planning Resources** – <https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-planning-professional-development/>
- **Getting to Know CLASS** - <https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-observing-interactions-instruction/>
- **ECE Video Library** - <https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/instructional-video-library/>
- **Workshop Suites** - <https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/professional-development-workshop-suites/>
- **PD Resource Library** - <https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/instructional-documents/>

## Teacher-Child Interactions Self-Assessment

**Instructions:**

- Read each statement and self-assess *how often* you are currently having these kinds of teacher-child interactions on a typical day.
- Add *comments* about any specific strengths, areas you want to grow, or questions.
- Then please *rank order your top 3 teaching interactions* that you would most want to learn more about and grow with your students.

Teacher-Child Interactions: CLASS-PreK Domains and dimensions	I am doing this now... Rarely Sometimes Consistently	Top 3 areas I want to learn more about/ grow
<p><b>Emotional Support:</b> Helping children develop positive relationships, enjoyment in learning, comfort in the classroom, and appropriate levels of independence.</p>		
<p>1. <b>Positive Climate:</b> I develop positive relationships (with and among children) by joining in children’s activities, having positive communication, and showing warmth, enjoyment and respect with children.</p>	<p>1 2 3 4 5</p> <p>Comments:</p>	
<p>2. <b>Negative Climate:</b> I avoid negative interactions with children (e.g., using of negative language, harsh tone or punishment).</p>	<p>1 2 3 4 5</p> <p>Comments:</p>	
<p>3. <b>Teacher Sensitivity:</b> I individualize support by noticing and responding promptly to individual students’ academic and social-emotional needs (e.g., helping to resolve problems).</p>	<p>1 2 3 4 5</p> <p>Comments:</p>	
<p>4. <b>Regard for Student Perspectives:</b> I support children’s independence by giving children opportunities to talk, make choices, and lead.</p>	<p>1 2 3 4 5</p> <p>Comments:</p>	

<b>Teacher-Child Interaction Areas</b> <b>CLASS-PreK Domains and dimensions</b>	<b>I am doing this now...</b> Rarely   Sometimes   Consistently	<b>Top 3</b> areas I want to learn more about/ grow
<b>Classroom Organization:</b> Helping children develop skills to regulate their own behavior, maintain engagement, and get the most learning out of each school day.		
<b>5. Behavior Management:</b> I proactively manage behavior by setting clear rules and expectations and using reinforcement and redirection to promote positive behavior, instead of reacting to misbehavior or letting it escalate.	1   2   3   4   5 Comments:	
<b>6. Productivity:</b> I use time productively by always giving children learning activities (avoiding wait-time) and facilitating smooth and efficient transitions between activities.	1   2   3   4   5 Comments:	
<b>7. Instructional Learning Formats:</b> I foster children’s engagement by getting involved in children’s activities, helping children focus on learning goals, and providing children multiple modalities (e.g., something to look at, touch, listen to, do).	1   2   3   4   5 Comments:	
<b>Instructional Support:</b> Promoting children’s thinking and problem solving, using feedback to deepen understanding, and helping children develop more complex language skills.		
<b>8. Concept Development:</b> I help children think deeply about the world by giving many chances to practice thinking skills, asking how and why questions, and making connections to previous activities and children’s lives.	1   2   3   4   5 Comments:	

<p>9. <b>Quality of Feedback:</b> I provide meaningful feedback that scaffolds learning, encourages persistence, and expands understanding (e.g., “what made you think that?”) <i>instead of</i> comments like “yes/no,” “nice job.”</p>	<p>1 2 3 4 5</p> <p><i>Comments:</i></p>	
<p>10. <b>Language Modeling:</b> I support children’s language development through open-ended questions, repeating and extending children’s comments, speaking aloud what I do and what children do, introducing advanced vocabulary, and facilitating extended back-and-forth conversations.</p>	<p>1 2 3 4 5</p> <p><i>Comments:</i></p>	

Appendix 2

**Feedback Session Planning/Note-Taking Form:**

**Before Meeting:**

Notes from Teacher-Child Interactions Self-Assessment:

Potential ideas for CLASS area/s of focus based on Self-Assessment:

Potential ideas for CLASS area/s of focus based on CLASS Report:



Action step ideas:

**During Meeting:**

Relationship Building – Quick Check-Ins:

Reviewing CLASS Report:

Reviewing CLASS Report together – Areas of Strength and Room for Growth:

Agreed upon area/s of focus:

Agreed upon action step/s:

Other notes: