

# CLASS™ OBSERVATION DEBRIEFING FORM

Teacher(s) Name(s):		Observer:	
Date:	Number of Adults: _____	Number of Children: _____	Number of cycles observed: _____

Check all content areas observed:

Literacy/Lang Arts _____	Mathematics _____	Social Studies _____	Science _____	Art _____	Other _____
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Check all instructional learning formats observed:

Routines _____	Meals/Snack _____	Whole Group _____	Small Group _____	Free choice/ Centers _____	Individual Time _____
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Emotional Support Domain		Range:
<b>Positive Climate</b> <i>Reflects the emotional connection between the teacher and students and among students.</i> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Positive affect</li> <li>• Positive communication</li> <li>• Respect</li> </ul>	Strengths:	Opportunities:
<b>Negative Climate</b> <i>Reflects the overall level of expressed negativity in the classroom.</i> <ul style="list-style-type: none"> <li>• Negative affect</li> <li>• Punitive Control</li> <li>• Sarcasm/disrespect</li> <li>• Sever negativity</li> </ul> *reverse scale for scores	Strengths:	Opportunities:
<b>Teacher Sensitivity</b> <i>Responsivity to students' academic</i>	Strengths:	Opportunities:

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<p><i>and emotional needs.</i></p> <ul style="list-style-type: none"> <li>• <b>Awareness</b></li> <li>• <b>Responsiveness</b></li> <li>• <b>Addresses problems</b></li> <li>• <b>Student comfort</b></li> </ul>		
<p><b>Regard for Student Perspective</b>  <i>Emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy.</i></p> <ul style="list-style-type: none"> <li>• <b>Flexibility and student focus</b></li> <li>• <b>Support for autonomy and leadership</b></li> <li>• <b>Student expression</b></li> <li>• <b>Restriction of movement</b></li> </ul>	<p><b>Strengths:</b></p>	<p><b>Opportunities:</b></p>

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Classroom Organization Domain		Range:
<p><b>Behavior Management</b>  <i>Providing clear behavioral expectations and use effective methods to prevent and redirect misbehavior.</i></p> <ul style="list-style-type: none"> <li>• <b>Clear Behavior Expectations</b></li> <li>• <b>Proactive</b></li> <li>• <b>Redirection of Misbehavior</b></li> <li>• <b>Student Behavior</b></li> </ul>	Strengths:	Opportunities:
<p><b>Productivity</b>  <i>Management of instructional time and routines and activities for students.</i></p> <ul style="list-style-type: none"> <li>• <b>Maximizing Learning Time</b></li> <li>• <b>Routines</b></li> <li>• <b>Transitions</b></li> <li>• <b>Preparation</b></li> </ul>	Strengths:	Opportunities:
<p><b>Instructional Learning Format</b>  <i>Maximizing students' interest, engagement, and ability to learn from lessons and activities.</i></p> <ul style="list-style-type: none"> <li>• <b>Effective Facilitation</b></li> <li>• <b>Variety of Modalities and Materials</b></li> <li>• <b>Student Interest</b></li> <li>• <b>Clarity of Learning Objectives</b></li> </ul>	Strengths:	Opportunities:

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Instructional Support Domain		Range:
<p><b>Concept Development</b>  <i>Using instructional discussions and activities to promote higher order thinking skills and cognition through:</i></p> <ul style="list-style-type: none"> <li>• <b>Analysis and Reasoning</b></li> <li>• <b>Creating</b></li> <li>• <b>Integration</b></li> <li>• <b>Connections to the Real World</b></li> </ul>	Strengths:	Opportunities:
<p><b>Quality of Feedback</b>  <i>Providing feedback to expand learning and understanding and continued participation by:</i></p> <ul style="list-style-type: none"> <li>• <b>Scaffolding</b></li> <li>• <b>Feedback Loops</b></li> <li>• <b>Prompting Thought Processes</b></li> <li>• <b>Encouragement and Affirmation</b></li> </ul>	Strengths:	Opportunities:
<p><b>Language Modeling</b>  <i>Using language stimulation and language facilitation techniques through:</i></p> <ul style="list-style-type: none"> <li>• <b>Frequent Conversations</b></li> <li>• <b>Open-Ended Questions</b></li> <li>• <b>Repetition and Extension</b></li> <li>• <b>Self- and Parallel Talk</b></li> <li>• <b>Advanced Language</b></li> </ul>	Strengths:	Opportunities: