

Georgia's Pre-K Classroom Report: 2013-2014

For the 2013-14 school year, approximately thirty percent of Georgia's Pre-K classrooms will be observed utilizing the Classroom Assessment Scoring System (CLASS). This unique, nationally validated observational tool is used to assess classroom quality specifically related to the interactions that take place throughout a typical school day. The CLASS measures interactions that research supports as impacting children the most.

This report details the results for the following classroom:

Site Name: Young Einsteins Academy

Classroom ID: 61076

Lead Teacher (Day of Observation): Vicky Ethridge

Assistant Teacher (Day of Observation): Jacqueline Weaver

The report has two sections. The first section provides a description of each of the ten dimensions observed and the range where the particular classroom was scored. The range is compared to the Georgia and national average. The second section provides a graphic representation of the classroom scores compared to national and state averages.

The purpose of the CLASS observations is to provide classrooms with a measure indicating strengths and areas of potential growth. The observations were not designed to be used for teacher and/or program evaluation. Across the state, the results are being used to tailor professional development to specifically improve the quality of Georgia's Pre-K program.

Please remember that this observation is one snapshot of a classroom's quality. Scores that demonstrate areas of potential growth do not indicate that the classroom is poor quality or that the students did not receive quality instruction. They simply indicate areas where improvement may be tailored.

Hopefully you have received information about the CLASS and the important interactions that it measures. If you need additional information please visit our website. There are helpful materials that can further explain the results. You may also find additional information about the CLASS at www.teachstone.org. Feel free to contact your assigned Pre-K consultant if you have any questions

Thank you for all that you do for Georgia's children and families. The Georgia's Pre-K team is excited about the usage of the CLASS and appreciates the efforts of all directors and teachers to improve the quality of our program.

Emotional Support: Findings for Class 61076 on 2014-02-07 Teachers Observed: (Ethridge/Weaver)

Dimension	General Description	Range for This Classroom	National Average	Georgia Average	This Classroom
Positive Climate	Overall emotional connection and warmth, respect, and enjoyment shared by the teachers and children	This classroom was scored in the HIGH range for Positive Climate, meaning that the assessor saw evidence that adults had formed warm, supportive relationships with children; adults and children demonstrated genuine connections with each other; adults made encouraging, positive comments to children; and adults and children showed respect for each other. A HIGH range score in the Positive Climate dimension is considered an area of STRENGTH.	MID	HIGH	HIGH
Negative Climate (reverse scored – higher scores indicate more effective interactions)	Overall level of expressed negativity in the classroom between teachers and children (e.g., anger, aggression, irritability)	* Negative Climate scores have been reversed. High Negative Climate scores reflect more effective interactions (less negativity). This classroom was scored in the HIGH range for Negative Climate, meaning that the assessor rarely, if ever, saw adults expressing harshness, irritability beyond a very mild level, or anger towards children. Children were not aggressive or argumentative with one another. A HIGH range score in the Negative Climate dimension is considered an area of STRENGTH.	HIGH	HIGH	HIGH
Teacher Sensitivity	Teachers' responsivity to children's needs and awareness of children's level of academic and emotional functioning	This classroom was rated in the HIGH range for Teacher Sensitivity, meaning that the assessor noted that teachers were consistently aware of children who needed their support, attention, or help. Children showed clear signs that they felt comfortable with adults by freely sharing their thoughts, feelings, and work, and by letting adults know when they needed help. A HIGH range score on Teacher Sensitivity is considered an area of STRENGTH.	MID	HIGH	HIGH
Regard for Student Perspectives	Degree to which teachers' interactions with children and activities emphasize children's interests, motivations, and points of view, rather than being teacher-driven	This classroom was scored in the HIGH range for Regard for Student Perspectives, meaning that the assessor noted that adults in this classroom were flexible in their plans in ways that helped children to be more engaged and interested in activities. Adults gave children real roles and meaningful responsibilities, as well as the freedom to make choices and express their ideas. A HIGH range score in the Regard for Student Perspectives dimension is considered an area of STRENGTH.	MID	MID	HIGH

Classroom Organization: Findings for Class 61076 on 2014-02-07 Teachers Observed: (Ethridge/Weaver)

Dimension	General Description	Range for This Classroom	National Average	Georgia Average	This Classroom
Behavior Management	Teachers' ability to prevent and redirect misbehavior, and few instances of student misbehavior	This classroom was rated in the HIGH range for Behavior Management, meaning that the assessor saw consistent evidence that all adults clearly and consistently explained and enforced rules. Adults used proactive strategies like redirection to prevent behavior problems and avoid small issues taking up valuable learning time. Children were able to meet behavioral expectations with effective help from adults in the classrooms. A HIGH range score in the Behavior Management dimension is considered an area of STRENGTH.	MID	HIGH	HIGH
Productivity	How well teachers manage instructional time and routines so that children have the greatest number of opportunities to learn	This classroom was rated in the HIGH range for Productivity, meaning that the assessor noted consistent evidence that activities and centers were ready for children, that waiting and disruptions were minimized, and that children understood the activities that were available to them and had all the materials they needed. Transition times were quick and efficient, and adults were well prepared for lessons and activities. A HIGH range score in the Productivity dimension is considered an area of STRENGTH.	MID	HIGH	HIGH
Instructional Learning Formats	Degree to which teachers maximize children's engagement by providing interesting activities, instruction, centers, and materials	This classroom was rated in the HIGH range for Instructional Learning Formats, meaning that the assessor saw consistent evidence that adults helped children get the most out of activities. Materials captured children's interest, and adults included a range of materials, including hands-on activities, to help children actively engage. Adults drew children's attention to the goal of activities. Overall, children in this classroom appeared highly engaged. A HIGH range score in the Instructional Learning Formats dimension is considered an area of STRENGTH.	MID	MID	HIGH

Instructional Support: Findings for Class 61076 on 2014-02-07 Teachers Observed: (Ethridge/Weaver)

Dimension	General Description	Range for This Classroom	National Average	Georgia Average	This Classroom
Concept Development	Degree to which discussions and activities promote children's higher-order thinking skills versus focusing on rote and fact-based learning	This classroom was rated in the MID range for Concept Development, meaning that the assessor noted some evidence that adults made efforts to develop children's understanding of concepts and ideas, to come up with their own ideas, and to think about how class activities connect to life outside of the classroom. However, these efforts may have been brief, or some behaviors may have been observed while others were absent. A MID range score in the Concept Development dimension is considered an area of STRENGTH.	LOW	LOW	MID
Quality of Feedback	Teachers' provision of feedback to children focused on expanding learning and understanding, not simply correctness or the end product	This classroom scored in the MID range for Quality of Feedback, meaning that the assessor noted that, at times, adults gave children feedback that helped them stay involved in learning, expanded their understanding, or encouraged them to keep participating. At times adults may have missed opportunities to provide feedback or gave feedback that focused only on completeness or correctness (i.e., "OK, good.>"). A MID range score in the Quality of Feedback dimension is considered an area of STRENGTH.	LOW	LOW	MID
Language Modeling	Quality and amount of teachers' use of language-stimulation and language-facilitation techniques during interactions with children	This classroom scored in the MID range for Language Modeling, indicating that during the observation time the assessor noted adults making some efforts to promote language development in interactions with children, but these efforts may have been inconsistent. Adults may have made some efforts to engage children in conversations or extend their language skills. A MID range score in the Language Modeling dimension is considered an area of STRENGTH.	MID	MID	MID

Comparisons: Classroom - Georgia - National

