

CLASSROOM OBSERVATION SCORE SHEET

CENTER _____ TEACHER _____ DATE ___/___/___

Summary of Comments from Classroom Observations		
Dimension	Score	Summary
Positive Climate		Teachers and students enjoyed warm, supportive relationships. Students seemed happy and eager to participate in activities with the teachers. Communications were positive, and there was a shared positive affect in the classrooms visited. Students were also respectful of each other and generally played very cooperatively.
Negative Climate *		Negative climate was not evident in any of the centers observed. Teachers' voices were calm; language was positive; and the atmosphere was positive. There were no indications of disrespect, sarcasm, or negativity.
Teacher Sensitivity		Teachers were mostly responsive to the needs of the students and were aware of students in need of extra support. Sometimes, teachers resolved conflicts for the students rather than having the students work through and solve their own problems.
Regard for Student Perspectives		The students were rarely restricted in their movement, and the teachers allowed for flexibility and free choice. On occasion, teachers were controlling of the situations instead of following the students' lead and suggestions. Oftentimes, the teachers' voices and talk predominated. Teachers sometimes seemed more interested in giving students information than getting students to share their views.
Behavior Management		Classroom rules were posted and usually enforced with consistency. Proactive responses and effective redirection were observed in many classrooms. There were minimal behavior-management concerns, and no behaviors were observed to escalate. Most redirection was stated in a positive manner rather than negatively.
Productivity		Overall, the teachers were prepared and managed instructional time, routines, and transitions appropriately. Teachers provided a variety of activities for students in many modalities to actively involve students in learning. Routines and transitions were familiar, and the students generally knew what to do.
Instructional Learning Formats		Teachers were often actively engaged in the activity but did not offer opportunities for expanded learning through questioning or problem-solving. Sometimes, the teachers were too actively involved in the students' play and asked too many questions--often close-ended questions, such as "How many?" "What color?" etc.
Concept Development		Occasionally, students were encouraged to be creative and generate their own ideas and products. Often, activities did not encourage problem-solving, experimentation, classification, or evaluation. Some ideas were connected to real-world applications. Most questions required the students to recall a fact from a story or lesson instead of thinking creatively or connecting concepts from previous experiences.
Quality of Feedback		Students were asked questions but were seldom asked to explain their thinking, expand on ideas, or persist with questions and exploration.
Language Modeling		There were many examples observed of teacher-student conversation, but often, it was repeating the student's statement. Some variety of vocabulary was introduced but not expanded on or connected to familiar words or ideas. Most questions required only one-word responses.