

SECTION 1 – OBSERVATION PROTOCOL – LOCAL AND THIRD PARTY

The LDOE recommends that programs implementing *CLASS* in Kindergarten develop an observation protocol. As much as possible, that protocol will be most effective when aligned with the protocol for Third Party visits. The following table outlines recommended practices for local observations and what is required for the Third Party observations.

Protocol	Recommended Practices for Local Observations	Required for Third Party Observations
Observer Requirements	Observers MUST be certified by Teachstone as a reliable observer (i.e. passed K <i>CLASS</i> reliability certification test).	Observers MUST be certified by Teachstone as a reliable observer (and recertified annually). Observers participate in on-going calibration exercises (i.e. shadow scoring) at least once per observation period that result in 90-100% reliability.
Scheduling/ Rescheduling Observations	A timeline is developed to ensure observations are scheduled for all participating sites and classrooms for the fall and again for the spring. Visits should be scheduled during optimal learning times. Observation results are entered in the <i>CLASS</i> portal within 2 days after the visit occurs.	Each observation will take place at an assigned date and time. Observation results are entered in the <i>CLASS</i> portal within 2 days after the visit occurs.
Site Notification	Site leaders are notified of upcoming local observations via district protocol prior to the month teachers will be observed.	The Picard Center contacts each site by letter prior to the month they will be observed to verify site information: <ul style="list-style-type: none"> • Number of classes, • Optimal learning time, and • Mailing/physical address. Site leaders are notified in writing, and district contacts are notified electronically of upcoming Third Party visits of the month window in which the observation(s) will occur. Programs submit any scheduling conflicts no later than one week before the scheduled timeframe of the observation. Observers will not directly contact sites/schools to schedule or reschedule an observation.
Visit Protocol	Based on site reported optimal learning times (e.g. language/literacy or math blocks), <i>CLASS</i> observations typically start at the beginning of the school day.	Based on site reported optimal learning times (e.g. language/literacy or math blocks), <i>CLASS</i> observations typically start at the beginning of the school day and continue until observation/scoring cycles are complete. In some cases, observers may conduct a PreK

Protocol	Recommended Practices for Local Observations	Required for Third Party Observations
<p>Visit Protocol (Continued)</p>	<p>It is <u>recommended</u> that observations consist of four 20-minute observation cycles each followed by a 10-minute scoring cycle. Programs should conduct no fewer than 3 observation cycles.</p> <p>A classroom must have the regularly assigned lead teacher present during the observation. Lead substitute teachers may be eligible for a CLASS observation if they have been in the classroom for at least 10 days.</p> <p>The following sessions conducted by extra-curricular pull-out teachers and/or special visiting teachers will not be observed:</p> <ul style="list-style-type: none"> • Physical Education, • Music, • Computer, • Library, and/or • Art, etc. <p>Meals/snacks, restroom breaks and outdoor play (e.g. recess) will not be observed. If teachers are leading instructional/interactional activities out of doors, then these periods may be observed.</p>	<p>observation in the early morning followed by an observation in a Kindergarten CLASS later.</p> <p>The observation will consist of four 20-minute observation cycles each followed by a 10-minute scoring cycle.</p> <p>A classroom must have the regularly assigned lead teacher present during the observation. Lead substitute teachers are eligible for a CLASS observation if they have been in the classroom for at least 10 days.</p> <p>The following sessions conducted by extra-curricular pull-out teachers and/or special visiting teachers will not be observed:</p> <ul style="list-style-type: none"> • Physical Education, • Music, • Computer, • Library, and/or • Art, etc. <p>Meals/snacks, restroom breaks and outdoor play (e.g. recess) will not be observed. If teachers are leading instructional/interactional activities out of doors, then these periods may be observed.</p>
<p>Reporting Scores and Observation Feedback</p>	<p>Districts establish and implement a protocol for providing feedback to teachers after an observation.</p> <p>CLASS scores should be entered in the portal within two days of conducting the observation.</p>	<p>The two highest and two lowest dimension scores for each observation will be entered in the CLASS portal within two days of the completed observation. Summary statements for each dimension should address each indicator noting the presence/absence of particular behaviors.</p>
<p>Shadow Scoring</p>	<p>Shadow scoring by local observers is a recommended practice to ensure fidelity and reliability to the tool.</p>	<p>ULL will shadow score each observer and at least 10% of observations monthly to ensure fidelity and reliability to the tool.</p>
<p>Timelines for Conducting Visits</p>	<p>Fall visits should be conducted from October through December. All results should be entered in the CLASS portal by the end of December.</p> <p>Spring visits should be conducted from January through April. All results should be entered in the CLASS portal by the end of May.</p>	<p>Fall visits will begin in November and continue through December. All results will be entered in the CLASS portal by the end of December.</p> <p>Spring visits will be conducted from January through April. All results will be entered in the CLASS portal by the end of May.</p>

SECTION 2 – SHADOW SCORING

What is Shadow Scoring?

Shadow scoring is when two reliable CLASS observers conduct an observation at the same time in order to sharpen their observation and coding skills. It is a mechanism for maintaining inter-rater reliability and fidelity to the system.

NOTE: Shadow scoring should be used for the entire CLASS observation (all cycles) as seen in the example below.

Are Shadow Scoring and Double Coding the same thing?

Yes, shadow scoring and double coding are terms that are used interchangeably.

What is Inter-Rater Reliability?

Inter-rater reliability occurs when two reliable observers produce consistent observation results for the same classroom at the same time. (This means that their results are at least **80%** reliable overall.)

Is Shadow Scoring Required?

No, it is not a requirement for programs piloting CLASS in Kindergarten although it is recommended an effective practice to support on-going fidelity and reliability to the tool.

What is the procedure for Shadow Scoring observations?

Step 1	Step 2	Step 3	Step 4	Step 5
One person is assigned as the observer, and one person is assigned as the shadow scorer	Both observers arrive at the site at the same time. They begin and end Cycle 1 at the same time observing for the full cycle (recommended 20 minutes). Each record notes and scores the cycle separately.	Both observers take at least 10 minutes to score/code Cycle 1 independently without discussing.	Once scoring is completed for Cycle 1, review scores and discuss any Dimension scores that are off by 2 or more. Determine who has the supporting evidence most closely aligned with the CLASS manual and come to a consensus on the score for the Dimension.	Repeat steps 2-4 for each remaining cycle. Count to determine the number of scores off by 2 or more across all cycles. Subtract this number from the possible scores. Then divide the result by the number of total scores to determine the percentage of reliability overall. See example below.

Example: The observer's scores are in the **blue** circles. The shadow scorer's scores are in the **orange** squares.

Cycle 1	Observer notes are not included in this example.						
Positive Climate	1	2	3	4	5	6	7
Negative Climate	1	2	3	4	5	6	7
Teacher Sensitivity	1	2	3	4	5	6	7
Regard for Student Perspectives	1	2	3	4	5	6	7
Behavior Management	1	2	3	4	5	6	7
Productivity	1	2	3	4	5	6	7
Instructional Learning Formats	1	2	3	4	5	6	7



Concept Development	1	2	3	4	5	6	7
Quality of Feedback	1	2	3	4	5	6	7
Language Modeling	1	2	3	4	5	6	7

Cycle 2	Observer notes are not included in this example.						
Positive Climate	1	2	3	4	5	6	7
Negative Climate	1	2	3	4	5	6	7
Teacher Sensitivity	1	2	3	4	5	6	7
Regard for Student Perspectives	1	2	3	4	5	6	7
Behavior Management	1	2	3	4	5	6	7
Productivity	1	2	3	4	5	6	7
Instructional Learning Formats	1	2	3	4	5	6	7
Concept Development	1	2	3	4	5	6	7
Quality of Feedback	1	2	3	4	5	6	7
Language Modeling	1	2	3	4	5	6	7

Cycle 3	Observer notes are not included in this example.						
Positive Climate	1	2	3	4	5	6	7
Negative Climate	1	2	3	4	5	6	7
Teacher Sensitivity	1	2	3	4	5	6	7
Regard for Student Perspectives	1	2	3	4	5	6	7
Behavior Management	1	2	3	4	5	6	7
Productivity	1	2	3	4	5	6	7
Instructional Learning Formats	1	2	3	4	5	6	7
Concept Development	1	2	3	4	5	6	7
Quality of Feedback	1	2	3	4	5	6	7
Language Modeling	1	2	3	4	5	6	7

Cycle 4	Observer notes are not included in this example.						
Positive Climate	1	2	3	4	5	6	7
Negative Climate	1	2	3	4	5	6	7
Teacher Sensitivity	1	2	3	4	5	6	7
Regard for Student Perspectives	1	2	3	4	5	6	7
Behavior Management	1	2	3	4	5	6	7
Productivity	1	2	3	4	5	6	7
Instructional Learning Formats	1	2	3	4	5	6	7
Concept Development	1	2	3	4	5	6	7
Quality of Feedback	1	2	3	4	5	6	7
Language Modeling	1	2	3	4	5	6	7

The red arrows identify the four Dimensions that have scores that are off by 2 or more. As mentioned in Step 4 above, the observer and shadow scorer will discuss these scores to determine the consensus scores for each of these four Dimensions. **The observer will make note of the consensus**

score which will be used when the observer enters the scores into the CLASS portal. The observer will also enter his/her scores which are the blue circles. Note: The observer will be the only one to enter scores into the portal for this observation. No shadow scores are used.

Number of Dimensions scores that were off by 2 or more across all 4 cycles = 4
 Subtract from the possible scores (40): 40-4 = 36
 Divide the result by the number of total scores to get an overall percentage: 36 divided by 40 = 90%
 The overall inter-rater reliability for this observation is 90% which meets the 80% or higher threshold.

SECTION 3 – CONVERTING CLASS SCORES TO A COMPASS RATING

Teacher: _____ Observer: _____

School Year: _____ School: _____

Please note that this is guidance. School leaders responsible for making determinations for Compass can adjust what is entered as a performance rating and score for a teacher as needed.

Enter the Domain Average for each domain in the boxes below. Divide by 3 to get the Overall Domain Average.

$$\left(\begin{array}{c} \text{Emotional Support} \\ \text{Domain Average} \\ \square \end{array} + \begin{array}{c} \text{Classroom Organization} \\ \text{Domain Average} \\ \square \end{array} + \begin{array}{c} \text{Instructional Support} \\ \text{Domain Average} \\ \square \end{array} \right) \div 3 = \begin{array}{c} \text{Overall} \\ \text{Domain Average} \\ \square \end{array}$$

Overall Domain Average	Performance Rating Category	Check One
6.00 - 7.00	4 - Highly Effective The observations found strong evidence of effective interactions as defined by the CLASS domains. Interactions were not only high in quality overall, but also within each of the domains.	
4.50 - 5.99	3 – Effective: Proficient The observations found consistent evidence of effective interactions as defined by the CLASS domains. Though every interaction may not have been high in quality, there was a pattern of quality and effectiveness throughout the observations.	
3.00 - 4.49	2 - Effective Emerging The observations found some evidence of effective interactions as defined by the CLASS domains. However, the evidence was minimal or inconsistent.	

1.00 – 2.99	1 - Ineffective The observations found limited evidence of effective interactions as defined by the <i>CLASS</i> domains.	
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