

Are there any written report templates for teachers? Do you have examples of reports?

We do not have report templates right now, but are currently working on a few examples to share in conjunction with the third webinar in the series (January 2020). In general, we recommend sharing both strengths and areas for growth. The feedback can be at the domain or dimension level. The number of strengths and areas for growth will depend on how much time observers have to complete the reports. We generally provide 1 example of each. In the examples, it is important to note specific interactions to promote buy-in from teachers and to provide clarity on ways to improve interactions. For some more specifics, please see [“Guidance for Sharing Observations.”](#)

I thought a cycle is one 20 minute observation and 10 minutes of coding. is that correct?

Yes, for the Toddler, Pre-K, and K-3 tools, a cycle consists of 20 minutes of observing and 10 minutes of coding. The Infant, Upper Elementary, and Secondary tools require a 15 minute observation period with 10 minutes of coding per cycle.

Is there a form that is available for an informal observation that can be downloaded?

Yes. You can find the form and information about informal observations [here](#). A Spanish version is forthcoming.

We have started developing a Professional Development Plan based on observations and teacher input without using CLASS. Can we continue our cycle and include CLASS data once the training has been completed?

Yes. You can start to incorporate CLASS in your plan at anytime. The main downside is that you would not be able to have a pre-professional development observation so it will be harder to measure growth for this particular year.

Why aren't preschool classrooms observed outside?

Whether or not to observe outdoors depends on what is going on during that time. It is not unusual for teachers to “take a break” from active facilitation of activities during outdoor time and give the children the time to run around and burn off steam. Under these circumstances, it does not make sense for the observer to follow the class outside, since teachers are generally monitoring activities. On the other hand, if the children go outside for a structured activity, such as a nature walk, outdoor story time, or outdoor centers, the observer should follow the children outside and continue observing until the end of the observation cycle. As more and more early childhood education programs include significant teacher engagement in their outside learning time, CLASS observation protocol may be adapted to include observations of outdoor activities in which teachers are interacting with children, even if the time is called “recess.”

Are there any examples of protocols from Teachstone? Like samples on how to set a solid protocols?

We do not currently have sample protocols to share. However, this is the focus of our [webinar scheduled for December 10th](#). At that time, we will share information about what to include in a protocol and will have a sample protocol to share.

How do you handle if a teacher is out each time you come to observe?

This question makes it sound as if CLASS observations are announced to the teachers in advance. If this is the case, you may want to consider doing unannounced observations. Many organizations provide a window of time during which an observation will occur (generally one-two weeks). Because it's not clear which day the observer will arrive, it is harder for teachers to be out. If this is not possible, it might make sense to touch base with the teacher to find out what his or her concerns may be and to then provide them with information about what to expect during a CLASS observation. [This video may be helpful](#).. If the teacher continues to be absent each time you come to observe, touching base with an administrator to share your concerns would be your next step.