




EARLY CHILDHOOD INSTRUCTIONAL LEADERSHIP GUIDEBOOK

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 DEPARTMENT of
EDUCATION
Louisiana Believes

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Louisiana is focused on increasing the skills children develop during their early years because these skills are the foundation for future growth and development. As instructional leaders in their centers, directors require structures and tools to offer guidance to teachers. **The purpose of this guidebook is to support continuous quality improvement through 1.) suggested structures to build instructional leadership practices and 2.) customizable templates to support instructional leadership routines.**

OVERVIEW OF GUIDEBOOK COMPONENTS

INSTRUCTIONAL LEADERSHIP PRACTICES	FREQUENCY	GUIDANCE (to support leaders)	SAMPLE TEMPLATE (to use with teachers)
Reflect on your program and set goals with staff	annually	Site Improvement Planning Map	Professional Development Plan
Plan instructional leadership practices for the year	annually	Year-At-A-Glance Calendar with Site Improvement goals added	A Year-at-a Glance Calendar that includes instructional leadership and family engagement activities
Schedule regular meetings with staff	continuous	Meeting Overview	Communication and Support Plan
Observe teachers and provide feedback and guidance	continuous (monthly, bimonthly)	Teacher Support, Observation Process, and Feedback Forms	Feedback Forms
Conduct teacher performance appraisals	annually	Teacher Appraisal Form informed by Professional Development Plan from the beginning of the year	Teacher Appraisal Form
Use child observation and assessment data to monitor outcomes	fall, winter, and spring	GOLD Analysis Worksheet	GOLD Analysis Worksheet
Host parent teacher conferences	at least twice a year	Prompts for discussing children’s progress and development with families	Family Conference Form
Review staff lesson plans	weekly	Lesson plan checklist using the <u>Louisiana Birth to Five Early Learning Development Standards (ELDS)</u> Curriculum Checklist	Curriculum Checklist

SITE IMPROVEMENT PLANNING MAP

How will your center grow this next year? The steps below will provide guidance to leaders on 1) increasing knowledge of the CLASS™ tool, 2) supporting their use of high-quality curriculum and 3) enhancing their professional development through a high-quality credentialing process.

Site Name: _____ **Date:** _____

CLASS™ OBSERVATION TOOL (Pre-K, Toddler and Infant) used solely to determine a site's Performance Profile rating released every fall			
FOUNDATIONAL STEPS	STEP ONE	STEP TWO	STEP THREE
<ul style="list-style-type: none"> Contact site's <u>Child Care Resource & Referral (CCR&R) agency</u> and/or <u>Lead Agency</u> for ongoing CLASS™-based coaching and technical assistance. All site staff sign-up to receive Teachstone blog at <u>Teachstone.com</u>. Attend CLASS™-related trainings/workshops via <u>CCR&R</u> or <u>Lead Agency</u>. 	<ul style="list-style-type: none"> All site staff to review CLASS™ exemplar videos (based on current teaching level – i.e., Pre-K, Toddler, Infant) for exemplars of high-quality CLASS™ interactions accessible here: <u>CLASS™ Video Library</u> All site staff enroll in Introduction to the CLASS™ tool training (based on current teaching level – i.e., Pre-K, Toddler, Infant) via <u>CCR&R</u> or <u>Lead Agency</u> 	<ul style="list-style-type: none"> Site Director monitor <u>EC Web Portal</u> to review and conduct feedback sessions with teachers based on fall/spring CLASS™ observation results immediately following input of observations into portal. 	<ul style="list-style-type: none"> Enroll staff in MMCI (based on current teaching level – i.e., Pre-K, Toddler, Infant) via <u>CCR&R</u> or <u>Lead Agency</u> Mentor or senior level teachers and or Site Director(s) enroll in/ inquire about CLASS™ reliability trainings at appropriate teaching level through <u>CCR&R</u> or <u>Lead Agency</u>.

CURRICULUM High-quality curricula improve kindergarten readiness. Through the Child Care Curriculum Initiative, the Louisiana Department of Education (LDOE) is supporting teachers in Type III child care centers by reimbursing a portion of the cost for Tier I Early Childhood Curriculum.

FOUNDATIONAL STEPS	STEP ONE	STEP TWO	STEP THREE
<ul style="list-style-type: none"> • Site Director review Child Care Curriculum Initiative Guidance document. • Site Director to contact the CCR&R for additional questions related to specific curricula and to see sample kits. • Determine which Tier I curriculum adequately meets your site’s needs. • Purchase a Tier I curriculum for your site. Contact your CCR&R for curriculum initiative application and reimbursement process. 	<ul style="list-style-type: none"> • Complete online foundational standards training via Udemy Louisiana’s Birth to Five Early Learning and Development Standards (ELDS). • Secure coaching/ TA via CCR&R or Lead Agency for all teachers on curriculum implementation and for using curriculum routinely in lesson planning. • Review and implement classroom practices found in Connecting CLASS™ and Tier I Curriculum 	<ul style="list-style-type: none"> • Review GOLD Guidance 2019-2020. • Complete GOLD Introduction in-person or online via CCR&R, Lead Agency, or MyTeachingStrategies.com (to access <i>GOLD Introduction online: Log on to your GOLD account > Dashboard > Develop > My Courses > GOLD Introduction</i>). • All site staff review Linking Tier I Curriculum to GOLD. 	<ul style="list-style-type: none"> • Director reviews classroom implementation of curriculum using Curriculum Observation Tool. • Complete GOLD Inter-rater Reliability via MyTeachingStrategies.com (to access the <i>Inter-rater Reliability course: Log on to your GOLD account > Dashboard > Develop > Inter-Rater Reliability</i>). • Complete fall (October) and spring (February) TS GOLD Checkpoints. Site Directors see - TS GOLD Administrator Guide 2018-2019. Teachers see - TS GOLD Teacher Guide 2018-2019.

PROFESSIONAL DEVELOPMENT Beginning July 2019, lead teachers working in Type III licensed child care centers will be required to obtain the Early Childhood Ancillary Certificate (ECAC) within 24 months of their start date as a minimum credential.

FOUNDATIONAL STEPS	STEP ONE	STEP TWO	STEP THREE
<ul style="list-style-type: none"> • Ensure Site Director is included on CCR&R or Lead Agency contact lists. • Subscribe to CCR&R, Lead Agency and LDOE early childhood newsletter & correspondence regarding trainings to maintain licensing requirements, obtain CDA continuing education units (CEUs), and receive information on initiatives. • Subscribe to receive the LDOE Early Childhood Connection newsletter. • All site staff complete foundational licensing courses accessible here: Licensing Courses. 	<ul style="list-style-type: none"> • Ensure all site staff are registered with Louisiana Pathways to receive SRTC information and benefits. • Review ECAC guidance documents and ECAC FAQs. • Complete ECAC Staffing Map inputting data on all site lead teachers. 	<ul style="list-style-type: none"> • All site lead teachers complete ECAC application at Teach LA Live Portal to register at a BESE-approved ECAC Program. 	<ul style="list-style-type: none"> • Site lead teachers regularly monitor the status of completed/ submitted ECAC application via Teach Live! • Directors ensure all new lead teacher new hires have an ECAC within 24 months of their start date as a lead teacher.

EARLY CHILDHOOD SITE IMPROVEMENT PLANNING END-OF-YEAR ASSESSMENT

YEAR: _____	CURRENT STATUS	NEXT STEPS
<p>CLASS™</p> <p>Refer to Goal 1 of the Site Improvement Plan. Indicate the proceeding information based on the goals which were completed and the remaining action steps.</p>		
<p>CURRICULUM</p> <p>Refer to Goal 2 of the Site Improvement Plan. Indicate the proceeding information based on the goals which were completed and the remaining action steps.</p>		
<p>PROFESSIONAL DEVELOPMENT</p> <p>Refer to Goal 3 of the Site Improvement Plan. Indicate the proceeding information based on the goals which were completed and the remaining action steps.</p>		

BIG BET: By this time next year, this center and its staff will:

INSTRUCTIONAL LEADER'S YEAR AT-A-GLANCE

Use your site improvement planning goals to add into the calendar.

	JULY	AUGUST	SEPTEMBER	OCTOBER
VISION SETTING AND MONITORING	<ul style="list-style-type: none"> Reflect on Site Improvement Goals Conduct scheduled annual staff PD days 	<ul style="list-style-type: none"> Conduct classroom observations 	<ul style="list-style-type: none"> Conduct classroom observations 	<ul style="list-style-type: none"> Conduct classroom observations
STAFF DEVELOPMENT & SUPPORT	<ul style="list-style-type: none"> Complete staff PD plans Conduct new employee orientation 	<ul style="list-style-type: none"> Support teachers' preparation of classroom environments for new program year Have check-in meetings with teachers 	<ul style="list-style-type: none"> Support teachers to developing classroom-based supports for individual children as needed 	<ul style="list-style-type: none"> Have feedback/check-in meetings with teachers Send GOLD checkpoint due date reminder to teachers
CHILD ASSESSMENT	<ul style="list-style-type: none"> Archive old GOLD child portfolios 	<ul style="list-style-type: none"> Complete initial child screening tool (i.e. ASQ) Prepare GOLD portfolios 	<ul style="list-style-type: none"> Analyze results from child screenings (i.e. ASQ,.) 	<ul style="list-style-type: none"> Fall GOLD Checkpoint completed by the end of the month
ADMINISTRATIVE TASKS	<ul style="list-style-type: none"> Update staff personnel files Order classroom materials 	<ul style="list-style-type: none"> Distribute family handbooks 	<ul style="list-style-type: none"> Review attendance reports 	<ul style="list-style-type: none"> Complete child count
FAMILY/ COMMUNITY ENGAGEMENT	<ul style="list-style-type: none"> Host new family enrollment orientation Renew any partnership agreements 	<ul style="list-style-type: none"> Make phone calls/ conduct home visits with families 	<ul style="list-style-type: none"> Host an Open House/Welcome Families event Meet with any families about screening results as needed 	<ul style="list-style-type: none"> Communicate upcoming parent conferences
OTHER TASKS				

	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
VISION SETTING AND MONITORING	<ul style="list-style-type: none"> Preview staff PD plans and plan PD opportunities as needed 	<ul style="list-style-type: none"> Conduct classroom observations 	<ul style="list-style-type: none"> Conduct classroom observations 	<ul style="list-style-type: none"> Conduct classroom observations
STAFF DEVELOPMENT & SUPPORT	<ul style="list-style-type: none"> Conduct Staff Performance Appraisal 	<ul style="list-style-type: none"> Have feedback/check-in meetings with teachers 	<ul style="list-style-type: none"> Have feedback/check-in meetings with teachers 	<ul style="list-style-type: none"> Send GOLD Checkpoint due date reminder to teachers
CHILD ASSESSMENT	<ul style="list-style-type: none"> Use Data Worksheet to analyze GOLD Fall checkpoint data 	<ul style="list-style-type: none"> Review classroom-based supports for individual children as needed 	<ul style="list-style-type: none"> Complete any re-screenings for children 	<ul style="list-style-type: none"> Winter GOLD checkpoint completed by the end of the month
ADMINISTRATIVE TASKS	<ul style="list-style-type: none"> Review attendance reports 	<ul style="list-style-type: none"> Review next program year enrollment projections 	<ul style="list-style-type: none"> Create a draft calendar for next program year 	<ul style="list-style-type: none"> Complete child count
FAMILY/ COMMUNITY ENGAGEMENT	<ul style="list-style-type: none"> Parent Conferences 	<ul style="list-style-type: none"> Host a recruitment event for potential new families 	<ul style="list-style-type: none"> Meet with any families about follow up screening (i.e. ASQ) 	<ul style="list-style-type: none"> Review and begin revising family and staff handbooks
OTHER TASKS				

	MARCH	APRIL	MAY	JUNE
VISION SETTING AND MONITORING	<ul style="list-style-type: none"> Conduct classroom observations 	<ul style="list-style-type: none"> Recruit/interview potential new employees 	<ul style="list-style-type: none"> Plan Annual PD days for staff 	<ul style="list-style-type: none"> Finalize Annual PD day plans for staff
STAFF DEVELOPMENT & SUPPORT	<ul style="list-style-type: none"> Feedback/check-in meetings with teachers 	<ul style="list-style-type: none"> Review/update PD plans with returning staff 	<ul style="list-style-type: none"> Send GOLD Checkpoint due date reminder to teachers 	<ul style="list-style-type: none"> Consider staffing plan for the coming year
CHILD ASSESSMENT	<ul style="list-style-type: none"> Use Data Worksheet to analyze GOLD Winter Checkpoint Data 	<ul style="list-style-type: none"> Establish transition plans for children 	<ul style="list-style-type: none"> Spring GOLD Checkpoint completed by the end of the month 	<ul style="list-style-type: none"> Use Data Worksheet to analyze GOLD Spring Checkpoint Data
ADMINISTRATIVE TASKS	<ul style="list-style-type: none"> Review internal hiring process/procedures 	<ul style="list-style-type: none"> Finalize next program year calendar 	<ul style="list-style-type: none"> Finalize revisions to handbooks Inventory classroom materials 	<ul style="list-style-type: none"> Make offers to candidates for employment
FAMILY/ COMMUNITY ENGAGEMENT	<ul style="list-style-type: none"> Host a recruitment event for potential new families 	<ul style="list-style-type: none"> Make offers to new families for enrollment 	<ul style="list-style-type: none"> Parent Conference Conduct 	<ul style="list-style-type: none"> Plan new family orientation
OTHER TASKS				

MEETING OVERVIEW

Setting aside time to meet with your staff individually and as a group provides leaders with the opportunity to communicate expectations, receive valuable feedback, and create new solutions. Meeting regularly is key. Planning and sharing dates and times in advance will help maintain consistency. Below are some scheduling options for meeting with your staff.

TYPE OF MEETING	TIME (FREQUENCY)	PURPOSE
INDIVIDUAL CHECK-IN	1-2 minutes per classroom (Daily)	Quick check-in to each classroom in the mornings and at the end of the day to say “Hello” or ask “How was your day?” Tip: Take a notepad with you to jot down any items that need follow up.
ALL STAFF CHECK-IN	10-30 minutes (Weekly)	Standard meeting time to give information, provide or obtain feedback, recognition, review policy, etc.; may be used to conduct a “mini-lesson” on a professional development topic. Tip: Make a pre-set schedule for these meetings, designating a time when all staff members are available.
ALL STAFF PD MEETING	30 minutes (Bi-weekly, Monthly)	This is a meeting time set aside to discuss matters of professional development and instructional support, such as after an observation or to discuss a professional development plan. Tip: Communicate a pre-set time for these meetings with staff, utilize alternating break times or nap time when scheduling.
INDIVIDUAL EVALUATION MEETING	30-60 minutes (Quarterly, Semi-Annually, Annually, As Needed)	This is a meeting time set aside to discuss confidential matters of performance, such as CLASS™ observation feedback, an improvement plan or regularly scheduled performance appraisal. Tip: Schedule these types of meetings well in advance and allot more time to have uninterrupted discussion.
ALL STAFF PD DAY	Full Day(s) (Monthly, Annually)	Days set aside in advance on the program calendar to provide professional development opportunities, classroom work time, and/or parent teacher conferencing time for staff. Tip: Take advantage of the holiday seasons to include a PD day when enrollment may be unusually low; consider having multiple days of PD between the end of one program year and the next as a time to reset.

COMMUNICATION & SUPPORT TEMPLATE

Use this template to communicate essential information to your teachers. Sharing your meeting schedule and supporting your teachers to keep professional commitments on a calendar will boost attendance and engagement. Cut and paste this into Word to customize for your center.

Dear Teacher,

Welcome to our school! We are so happy to have you join the team, and work with us. I plan to do everything I can to help you meet your goals to be the best teacher you can be. **I am always available to you**, and we will work together closely during these times each year. Please make a note of meeting days and times because your presence is important to the team.

ENSURING QUALITY

Professional Development Plan

We will meet regularly to discuss your goals for the future. Come prepared with your ideas and plans.

Staff Meetings

We typically have staff meetings each _____ from ____:____ to ____:_____.

Individual Check-Ins

I will meet with you once/twice every _____ to discuss my observations of your classroom and to work on your goals.

Evaluation Meetings

Each year, we will meet to discuss your performance for the year and areas for improvement.

CLEAR COMMUNICATIONS

Child injury

If a child suffers a serious injury while in your care, please notify me immediately.

Parent complaint

If a parent has a complaint about our services, notify me by the end of the day unless it is an emergency.

Planned teacher absence

If you are unable to make a future scheduled shift, please complete a form in the office. This must be approved for you to miss your shift.

Emergency teacher absence

If you have an unexpected emergency and will not be in attendance for your shift, please call me at () _____ - _____ between the hours of _____ p.m. and _____ a.m.

Materials and supplies needed

We have a special place for you to provide me with any lists of materials and supplies you need.

You can find it here _____.

New policies

Policies are subject to change and will be communicated to you in a written memo that you will sign to receive.

PROFESSIONAL DEVELOPMENT PLAN 20____ - 20____

(B) Beginning of Year

(M) Mid-Year Follow-Up

(E) End of Year Review

Staff Name: _____ **Today's Date:** _____

Classroom: _____ **Supervisor:** _____

(B) Describe the children that you serve (age, language, ethnicity, special needs, etc.).

(M/E) Have there been any significant changes in your classroom? If so, how have they affected your development this program year?

(B) What developmental goals do you have for the children in your classroom this year?

(M) How are the children in your classroom progressing thus far in the year?

(E) What are you most proud of in regards to child progress this year?

Please rate your knowledge and skills in the competency areas below. This information will help me to support you. Be prepared to share examples and specific details based on your CLASS™ observations and curriculum implementation.

COMPETENCY AREAS	EXCELLENT	HIGH PROFICIENT	PROFICIENT	NEEDS TO IMPROVE	NO PRIOR EXPERIENCE
Curriculum & Lesson Planning	(5)	(4)	(3)	(2)	(1)
Infant/Toddler Care	(5)	(4)	(3)	(2)	(1)
Classroom Climate	(5)	(4)	(3)	(2)	(1)
Behavior Guidance	(5)	(4)	(3)	(2)	(1)
Instructional Support	(5)	(4)	(3)	(2)	(1)
Child Observation & Assessment	(5)	(4)	(3)	(2)	(1)
Approaches to Early Literacy	(5)	(4)	(3)	(2)	(1)
Approaches to Cognitive Development	(5)	(4)	(3)	(2)	(1)

PROFESSIONAL DEVELOPMENT PLAN, P. 2

What are your short-term career goals (e.g. apply for a Pathways Scholarship, obtain an Ancillary Certificate)?

What are your long-term career goals (e.g. obtain an advanced degree, become a director)?

This year, my professional goal will be...

NEXT STEPS Your program leader will follow up with you throughout the year	MATERIALS/RESOURCES NEEDED	TIMELINE	COMPLETION DATE
1.			
2.			
3.			

Staff Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

TEACHER SUPPORT

TEACHER PLANNING TIME

Teachers need planning time during the work day to:

- Develop lesson plans and gather necessary materials
- Write and upload child observation and assessment data
- Generate reports and review classroom and individual performance data
- Plan special events and activities for children
- Collaborate with team members to address content or child-specific challenges

Leaders can support teacher planning time by:

- Developing staffing schedules that allow teachers to work uninterrupted, with occasional collaborative planning time
- Providing the technology and resources that teachers need to use planning time effectively
- Schedule time to discuss lesson planning with teachers
- Share best practices with the staff during group meetings

PREPARING FOR TEACHER OBSERVATIONS

STEP ONE: Setting the stage with staff culture	Build relationships with staff so that they understand that an instructional leader: <ul style="list-style-type: none">• Holds a high standard for the quality of children’s learning and care while in your center;• Meets teachers where they are starting from, with the belief that they are capable of growing and learning;• Provide teachers with guidance to grow and improve
STEP TWO: Prioritizing teacher feedback	Recognize that well-supported teachers can guide children to their optimum success: <ul style="list-style-type: none">• Create structures that support teacher feedback including annual, bi-annual, monthly, and ongoing check-ins.• Communicate structures to teachers and explain the goals of planning time, 1:1 meetings, team meetings, etc.
STEP THREE: Select the correct observation tool for the purpose at hand	Identify the purpose of the classroom observation and select the appropriate tool: <ul style="list-style-type: none">• General Observation: Get a general overview of the classroom environment and relationships.• Informal CLASS™ Observation: Gather information on teacher-child interactions in preparation for formal CLASS™ observations.• Curriculum Observation: Observe how high-quality curriculum materials are implemented in classrooms.

GENERAL OBSERVATION & FEEDBACK PROCESS

Use the following for regular, on-going instructional support of early childhood educators. The process for conducting observations and providing feedback is broken down into a 4-step procedure for program leaders to replicate multiple times throughout the program year.

STEP 1	NOTICE & DOCUMENT (OBSERVE)
	<p>Choose the right observation tool for your purposes (three are in this guidebook). The General Observation Notes Form using a tiered approach to objectively document specific strengths and challenges you notice as it relates to the educators, the children, and the environment.</p> <ul style="list-style-type: none">• The educator (e.g., instructional and emotional support, responses to daily classroom situations)• The children (e.g., schedule and transitions, health and safety, individual needs, age groupings)• The environment (e.g. variety of learning materials, physical classroom or outdoor space, equipment)

STEP 2	REFLECT & ANALYZE
	<p>Look back at the notes you took. Reflect on and analyze what you documented. Identify any patterns. Reference previous observation notes or Gold data reports. Guiding questions to help you reflect may include:</p> <ul style="list-style-type: none">• Are there classroom stressors that interfere with learning?• What classroom structures (like routines, and organization) might create a different outcome?• How do adult and child responses influence one another?• What are the priority areas for children’s development and instruction?

STEP 3	BUILD KNOWLEDGE
	<p>Schedule a time to meet with the teacher(s) observed within 1-2 days of the observation. Use the Classroom Observation Reflection, Feedback & Planning Form to share feedback, reflect together, and discuss plans for enhancement. Engage in a conversation together to better understand teachers’ perspectives and any challenges they may have. Consider strategies to address them, as they relate to:</p> <ul style="list-style-type: none">• The educator (e.g., de-escalation techniques, increasing language modeling, feedback loops)• The children (e.g., calming strategies, using language, other supports for trigger behaviors)• The environment (e.g., classroom structures, routines, organization to lessen interference with learning)

STEP 4	PLANNING & TRYING
	<p>Select a primary focus for enhancement with your teacher. Problem-solve collaboratively to plan a strategy for implementation.</p> <ul style="list-style-type: none">• What key area, if addressed, would have the biggest positive impact on children’s development and learning?• How will educators use the new approach/strategy? Who will support their plan?• Are there potential roadblocks and ways to prevent or address them?• When will the classroom be observed again to see how the implementation process is being maintained?

Source: Lesaux, Jones, Harris & Kane (Spring, 2014). *Lead Early Educators for Success. Providing guidance for leaders dedicated to cultivated rigorous and regulated early learning environments.*

GENERAL OBSERVATION NOTES FORM

CLASSROOM NAME:	DATE OF VISIT:
TEACHER(S):	AREA OF FOCUS FOR OBSERVATION:
TIME OF DAY (I.E. CENTER TIME):	OBSERVATION TIME:
TEACHER OBSERVATIONS	CHILD OBSERVATIONS
What do you observe of teacher-child observations? What evidence do you see of CLASS™ indicators?	How are children responding to the teacher? What evidence do you see to support this?
Do you have any health and safety concerns in the classroom environment?	Are the children engaged in the activity at hand? What evidence do you see to support this?
What improvements could be made to make the classroom more engaging?	Are there any children who require additional support and attention?
(If there are two teachers) How effectively do the teachers work together?	In what ways could the children's curiosity and engagement with the curriculum be supported even more?
Strengths:	
Challenges:	
Follow Up Reflections/Questions for Discussion:	

GENERAL FEEDBACK & PLANNING FORM

CLASSROOM NAME:	DATE OF VISIT:
TEACHER NAME (S):	
Review: If needed, review the feedback form from the last observation and note progress.	
Teacher: What did you notice about yourself and/or the children during the observation period? Is there anything from the observation that made you anxious or unsure?	
Observer: Describe 2-3 areas of strength (“glows”) you noticed during the observation and share these with the teacher.	
Observer: Share a general overview of your time in the classroom. Identify the one or two areas of concern that you would like this teacher to focus on addressing. Share this with the teacher.	
Teacher: Based on your reflection and feedback from your supervisor, what new practice or change could have a big positive impact? Teacher: When and how will you implement the new approach/strategy? (e.g. <i>When Tom takes a toy from a friend, I will use the ‘Stop and Ask’ method to help him with prosocial skills.</i>)	
Teacher and Observer: What will success look like (and feel like) once this new practice is in place?	
Next Observation Date/Month:	

*Make a copy, add this to the teacher’s file, and revisit at next observation.

CLASS Informal Observation Form

Teacher's Name:	Observer's Name:	Date / Time:
Focus Area (dimension, indicator, or behavioral marker):		
Behaviors to Notice:		
Observation Notes:		
Reflective Questions:	Next Steps:	

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How to use the informal observation form

Plan your informal observation

Review your data, looking for areas of strength, growth opportunities, and variability in the teacher's scores. Ideally, meet with the teacher and fill out the blue section of the form together. Ask the teacher when they would like you to observe their classroom. Choose a time for the observation that is appropriate for the focus area. Short time-frames (15–30 minutes) typically work well.

Observe and prepare feedback

Observe the teacher at the agreed-upon time. You will likely note effective interactions as well as some missed opportunities. When planning what to share with the teacher, keep in mind the following best practices around providing feedback:

- Focus on moments of strength with less experienced teachers. The key is to build their self-efficacy around improving, and taking a strengths-based approach is ideal for novice teachers.
- Continue to focus on moments of strength with more experienced teachers, but plan to discuss areas for growth as well.

Plan reflection questions that encourage the teacher to continue to build self-awareness and practice specific behaviors.

Meet and reflect

Meet with the teacher within a day of the observation, if possible. Discuss the observation, using your planned questions to guide the conversation. Collaborate to decide on next steps.

Sample Form:

Teacher's Name: Trina Cheers	Observer's Name: Elise Eisenberg	Date / Time: 9/16/19 @ 9:30 am
Focus Area (dimension, indicator, or behavioral marker) <i>Teacher Sensitivity—Awareness & Responsiveness</i>		
Behaviors to Notice <ul style="list-style-type: none"> • <i>Noticing lack of understanding or emotional need and responding in a timely manner.</i> • <i>Acknowledging emotions and providing individualized assistance.</i> 		
Observation Notes <ul style="list-style-type: none"> • <i>Simon got upset when he couldn't see the pictures in the book. T asked, "Simon, what's wrong? Can you see the pictures? Boys and girls, Simon's upset because he wants to see the pictures too. What can we do to make sure everyone can see the book? (children respond) Yes, we sit flat on our bottoms."</i> • <i>T tied girl's shoe during circle when she noticed it was causing a distraction.</i> • <i>At small group, Aileen said there were 5 bears in the middle of the table. T helped her correctly count the 4 bears by holding her hand and pointing to each bear one at a time. T then decided to give each child a set of bears to count.</i> 		
Reflective Questions <ul style="list-style-type: none"> • <i>You did such a great job noticing and responding to your students' needs. Why do you think it's important to do this?</i> • <i>How do you generally identify what your students' needs are during circle and small group times?</i> • <i>How did Aileen respond when you helped her count the bears and gave her a set to use during the lesson? How did you help her better understand one-to-one correspondence?</i> 	Next Steps <ul style="list-style-type: none"> • <i>Trina decided to anticipate her students' needs by having hands-on math manipulatives for children to use during her counting lessons.</i> • <i>She's going to ask her assistant to sit with the students during whole group so she can help Trina look for and respond to children's signs of trouble or need during morning circle.</i> 	

EARLY CHILDHOOD CURRICULUM IMPLEMENTATION CHECKLIST

CLASSROOM:	DATE:
TEACHER:	
Teacher is following a detailed daily schedule that is clearly posted.	
<ul style="list-style-type: none">The daily schedule is up-to-date and posted in a prominent area of the classroom.	
Teacher and children are engaging with Tier 1 curriculum-aligned materials.	
<ul style="list-style-type: none">The teacher materials from the curriculum are evident and prepared for use, including a lesson plan, manual, and supplemental materials.Examples of the theme or lesson are evident in center materials, books, classroom displays, and/or child artifacts.Materials are labeled and stored where children can reach them easily.Interest areas are supplied with sufficient, developmentally appropriate, well-maintained materials.The environment is print-rich and includes displays that enhance learning in the content areas.	
Teacher follows curriculum guidance and shows evidence of purposeful planning.	
<ul style="list-style-type: none">There is evidence that activities, themes, and focus areas identified in the lesson plan are reflected in the classroom.Lesson is coherent, properly sequenced, and aligned to the curriculum.Pacing is on schedule so that children will engage with the full curriculum during the school year (access the curriculum map or scope and sequence chart).	
Teacher uses appropriate modifications and accommodations as indicated in the curriculum to meet individual children's needs (e.g., English Learners or children with disabilities).	
<ul style="list-style-type: none">Classroom is set up in a way that is accommodating of individual differences	
Teacher uses assessment tools to follow children's progress and guide planning.	
<ul style="list-style-type: none">The teacher sets acceptable, measurable, and appropriate goals for children, and is collecting evidence to measure progress.	
NOTES:	

LESSON PLANNING CHECKLIST

Month: _____ Year: 20____ - 20 _____

Place a check or an X for each week of the month.	WEEK OF	WEEK OF	WEEK OF	WEEK OF
LEVEL ONE: Completion	Teacher:	Teacher:	Teacher:	Teacher:
Week of (insert date for each week of the month)				
Timeliness: Are lesson plans turned in for review on time?				
Accuracy: Are the lesson plans posted current and up-to-date?				
Visibility: Are the lesson plans posted in a place that is easy to see?				
Grammar: Are the lesson plans free from typos or grammatical errors?				
Materials: Are the needed materials and books available and listed on the plans? Were these materials requested in the required time frame?				
LEVEL TWO: Planning for High-quality Instruction	Teacher:	Teacher:	Teacher:	Teacher:
Tier I Curriculum: Are Tier I Curriculum materials for this age group used daily?				
State Standards: Do the activities/lessons planned align with Louisiana Birth to Five Early Learning and Development Standards?				
Learning Objectives: Do the lesson plans clearly indicate the skills children will learn rather than what they will do?				
Appropriateness: Are the activities planned appropriate for the age group in the class?				
Home School Partnership: Do lesson plans include activities that offer opportunities for family involvement?				
LEVEL THREE: Individualizing Instruction	Teacher:	Teacher:	Teacher:	Teacher:
Planning Assessment: Are learning objectives that will be observed and assessed identified?				
Using Assessment: Do activities respond to GOLD data reflecting the needs and competencies of all learners?				
Skill Development: Do lesson plans reflect a logical and coherent progression of complexity of knowledge, skills and development over time for all learners?				
FOLLOW-UP ITEMS:				

EARLY CHILDHOOD TEACHER PERFORMANCE APPRAISAL

Instructions: Complete this form during regular employee appraisals as a self-assessment and/or evaluation (annually, semi-annually, etc.). Use information gathered during the year to inform your rating. Examples include time sheets, lesson plan checklist, observation forms, CLASS™ scores, parent feedback, and professional development plans.

Review each performance area with the teacher. Provide specific examples in the Comments section to rate each competency below. Use the questions at the end of the rubric to discuss accomplishments, areas for future improvement and plans as identified in the Professional Development Plan.

Staff Name: _____ **Date:** _____

Completed By (Choose One): Self Administrator: _____

USE THESE CODES TO DETERMINE TEACHER PERFORMANCE IN EACH AREA. Circle the appropriate rating.

5 = Exemplary, Always **4 = Above Average, Almost Always** **3= Satisfactory, Sometimes**
2 = Needs Improvement, Rarely **1 = Unsatisfactory, Never**

I. PROFESSIONALISM				
Exemplary	Above Average	Satisfactory	Needs Improvement	Unsatisfactory
5	4	3	2	1
<p>The teacher demonstrates a commitment to high quality and approaches all aspects of work with professional standards as indicated by the following:</p> <ul style="list-style-type: none"> <input type="radio"/> wears appropriate attire/uniform; <input type="radio"/> reports to work regularly and on time, for the entirety of the shift assigned; <input type="radio"/> proactively communicates in advance about planned absences, vacations, etc.; <input type="radio"/> works with flexibility and works collaboratively with all staff including supplemental staff (e.g. mental health consultant, speech pathologist); <input type="radio"/> maintains composure and self-control; <input type="radio"/> takes feedback and uses it to reflect upon professional/personal growth and development; <input type="radio"/> uses respectful language and tone when communicating both verbally and in writing to colleagues, supervisors and parents; <input type="radio"/> effectively manages time and completes tasks in a timely manner; <input type="radio"/> takes initiative and seeks to perform the job in new or better ways to best serve children and families; <input type="radio"/> upholds all policies in the staff/employee handbook. 				
<p>Comments:</p> <div style="border: 1px solid black; height: 150px; margin-top: 5px;"></div>				

II. CURRICULUM DEVELOPMENT & LESSON PLANNING

Exemplary	Above Average	Satisfactory	Needs Improvement	Unsatisfactory
5	4	3	2	1

The teacher develops and utilizes lesson plans that promote the social, emotional, physical and cognitive skill development of all children within the classroom as indicated by the following:

- posts a current lesson plan consistently;
- implements a Tier 1 curriculum that aligns with an annual plan;
- designs instructional learning outcomes that are written in terms of what children will learn rather than do;
- writes lesson plans that include indicators from the Louisiana Birth to Five Early Learning Development Standards (ELDS);
- prepares routines/activities/lessons that are appropriate for diverse learners (e.g., special education, dual language learners);
- individualizes one-to-one and group activities to reflect the needs of each child; and
- follows a consistent classroom schedule.

Comments:

III. CLASSROOM CLIMATE

Exemplary	Above Average	Satisfactory	Needs Improvement	Unsatisfactory
5	4	3	2	1

The teacher provides a healthy and safe classroom environment with emotional and behavioral support to children as indicated by the following:

- knows the names and the number of children in their care at all times;
- ensures learning environments are free from potential hazards;
- creates a positive environment that supports emotional connections between children and adults and between children and their peers;
- exhibits an awareness and sensitivity to children’s emotional and developmental needs;
- allows opportunities for exploration while providing comfort, reassurance and encouragement;
- places emphasis on children’s perspectives, interests, motivations, and points of view; and
- does not display negativity to children or adults in the form of physical, verbal/non-verbal aggression, yelling, making threats, sarcasm or bullying.

Comments:

IV. BEHAVIOR GUIDANCE & CLASSROOM ORGANIZATION

Exemplary	Above Average	Satisfactory	Needs Improvement	Unsatisfactory
5	4	3	2	1

The teacher organizes the classroom to support children’s development and positively guides behaviors as indicated by the following:

- sets clear age-appropriate expectations for children’s behavior;
- supports positive behavior by using effective methods, including but not limited to positively phrasing desired behaviors and redirecting misbehaviors;
- promotes children’s ability to regulate their own behavior, including but not limited to actively monitoring children’s behavior and planning to minimize disruptions;
- manages instructional and learning time and routines so children have maximum opportunities to be engaged in learning activities;
- maximizes children’s interest and engagement by being actively involved in the children’s learning process; and
- uses a variety of materials and modalities to gain children’s interest and participation

Comments:

V. ENGAGED SUPPORT FOR LEARNING

Exemplary	Above Average	Satisfactory	Needs Improvement	Unsatisfactory
5	4	3	2	1

The teacher provides engaged instructional support for learning as indicated by the following:

- provides opportunities for guided exploration and learning through play;
- uses interactions and discussions to promote higher-order thinking skills and cognition;
- integrates concepts across activities and tasks and relates them to children’s lives and experiences;
- focuses on promoting children’s understanding rather than on rote instruction or memorization;
- provides feedback that expands children’s learning and understanding;
- scaffolds learning and provides supportive guidance so that children can achieve competencies and skills independently;
- provides opportunities for conversations for the purpose of promoting opportunities for language use;
- utilizes open-ended questioning techniques and allows children to put language together to communicate their ideas
- models language use and forms through repeating and extending children’s responses and through self and parallel talk; and
- uses a variety of words and language forms that are new and unique to extend children’s understanding of these parts of language.

Comments:

VI. DOCUMENTATION & CHILD ASSESSMENTS

Exemplary	Above Average	Satisfactory	Needs Improvement	Unsatisfactory
5	4	3	2	1

The teacher maintains accurate, confidential written/electronic records of required forms that document children’s health and safety, and uses assessment information to guide planning and understand children’s levels of growth and development as indicated by the following:

- maintains accurate daily observation logs documenting health and safety;
- maintains accurate data on individual child screening tools and intervention services (if applicable);
- conducts observation-based assessments in a systematic, ongoing manner throughout daily routines and activities;
- maintains adequate and accurate observation notes for each child in the classroom;
- uses assessment data for the purpose of planning instruction, activities, and experiences that further promote children’s development and learning;
- reflects on child assessment data and connections to teacher action and makes changes to continuously improve practice;
- makes decisions based on the progress of children’s development with reliability; and
- completes documentation for children’s transition to preschool/kindergarten (as needed).

Comments:

VII. HOME SCHOOL PARTNERSHIP

Exemplary	Above Average	Satisfactory	Needs Improvement	Unsatisfactory
5	4	3	2	1

The teacher works to promote a collaborative partnership with parents as indicated by the following:

- communicates regularly with parents about each child’s day and classroom activities (e.g. daily note, weekly newsletter);
- encourages parental involvement in the classroom;
- works collaboratively with parents in creating individual learning plans for each child;
- conducts two parent/teacher conferences yearly and other parent meetings as needed regarding each child’s status and progress;
- works with appropriate center personnel and partnering agencies in developing specialized planning for children/families as needed;
- participates in scheduled team meetings to plan for and deliver collaborative services.

Comments:

ACCOMPLISHMENTS & PROFESSIONAL GROWTH AREAS (Use Annual Professional Development Planning form)

What were the employee's most significant accomplishments over the past program year? What are her/his greatest strengths?

In what areas does the employee need to grow, improve or strengthen?

PROFESSIONAL DEVELOPMENT GOALS - PROGRESS & PLANNING

To what extent has the employee made progress on professional development goal(s) set for the program year? What goal(s) could be considered next?

EMPLOYEE COMMENTS

How can your supervisor effectively support you in the coming year?

OTHER COMMENTS:

Employee Signature: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____

GOLD DATA ANALYSIS WORKSHEET

Date: _____

Teacher Name: _____

Classroom (Age): _____

The purpose of this worksheet is to help early childhood educators take a critical look at the data they have collected on the children in their classroom after a checkpoint period has ended. Directors and teachers should use the information gathered from GOLD reports to determine next steps for instruction.

- Analyze your GOLD Data Reports
- Determine which areas of development children in your classroom have **NOT** demonstrated skills within their age-appropriate color bands (widely held expectations)
- Choose one area of development to complete the worksheet

EXAMPLE: Content Area of Focus: Social Emotional		
GOLD Objective: Regulates own emotions and behaviors	# of children within age-appropriate color band	Children that need more skill practice/support?
#1A - Manages feelings	5 out of 8	Mary, Ronald & Mike

CONTENT AREA OF FOCUS		
GOLD Objective:	# of children within age-appropriate color band	Children that need more skill practice/support?
#		
#		
#		
#		

REFLECTION & PLANNING
Which children are exceeding expectations?
Who may need more practice with skill development?
Which objectives for development and learning need to be focused on in future curriculum plans?
How will you differentiate activities, routines, or materials to meet the needs of specific children?

FAMILY CONFERENCE PLANNING FORM

Child's Name: _____ Date: _____

Teacher(s): _____ Family Members(s): _____

SUMMARY OF DEVELOPMENT & LEARNING

Describe this child's strengths in social-emotional, physical, language, and cognitive development. Share supporting photos, notes and/or work samples.

Describe areas in which this child needs continual practice or skill development. Share supporting photos, notes and/or work samples.

Discuss your plan for enhancing this child's development and learning in your classroom. How can parents and teachers work together to help the child make continued progress?

Teacher(s) Signature(s): _____

Family Member(s) Signature (s): _____

RESOURCES

- **Child Care Resource & Referral Agencies**
<https://www.louisianabelieves.com/docs/default-source/early-childhood/early-childhood-map---child-care-resource.pdf>
- **Early Childhood Community Network Lead Agency List**
<https://www.louisianabelieves.com/docs/default-source/early-childhood/early-childhood-community-network-lead-agency-list.pdf>
- **Teach Stone**
<https://teachstone.com/>
- **LDOE CLASS™ Video Library**
<https://www.louisianabelieves.com/resources/library/class-video-library>
- **Early Childhood Web Portal**
<http://leads5.doe.louisiana.gov/ecs>

CURRICULUM

- **Professional Development Vendor Guide**
<http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/pd-vendor-guide.pdf>
- **Child Care Curriculum Initiative**
<http://www.louisianabelieves.com/docs/default-source/early-childhood/child-care-curriculum-initiative-packet.pdf>
- **Louisiana Early Learning and Development Standards**
<http://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood---birth-to-five-standards.pdf>
- **Teaching Strategies GOLD**
<https://teachingstrategies.com/>
- **GOLD Guidance 2019-2020**
<http://www.louisianabelieves.com/docs/default-source/early-childhood/gold-guidance-2019-2020.pdf>
- **GOLD Teaching Strategies Guide for Principals and Directors**
<http://www.louisianabelieves.com/docs/default-source/early-childhood/gold-teaching-strategies-guide-for-principals-directors.pdf>

EARLY CHILDHOOD ANCILLARY CERTIFICATE (ECAC)

- **Early Childhood Ancillary Certificate (ECAC) FAQ**
<http://www.louisianabelieves.com/docs/default-source/early-childhood/early-childhood-ancillary-certificate-program--applicant-faqs.pdf>
- **Early Childhood Ancillary Certificate Staffing Map for Directors**
<http://www.louisianabelieves.com/docs/default-source/early-childhood/ecac-staffing-map-for-directors.pdf>
- **Louisiana Pathways**
<https://pathways.nsula.edu/home-louisiana-pathways-child-care-career-development-system>
- **Teach Live**
<https://ldoe.force.com/s/>

