Observation and Assessment

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Spark | Oregon Department of Early Learning and Care | Western Oregon University The Research Institute

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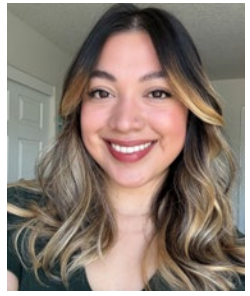
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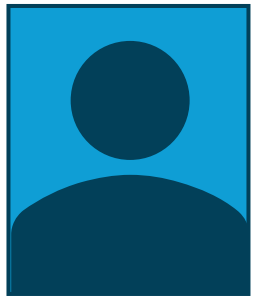
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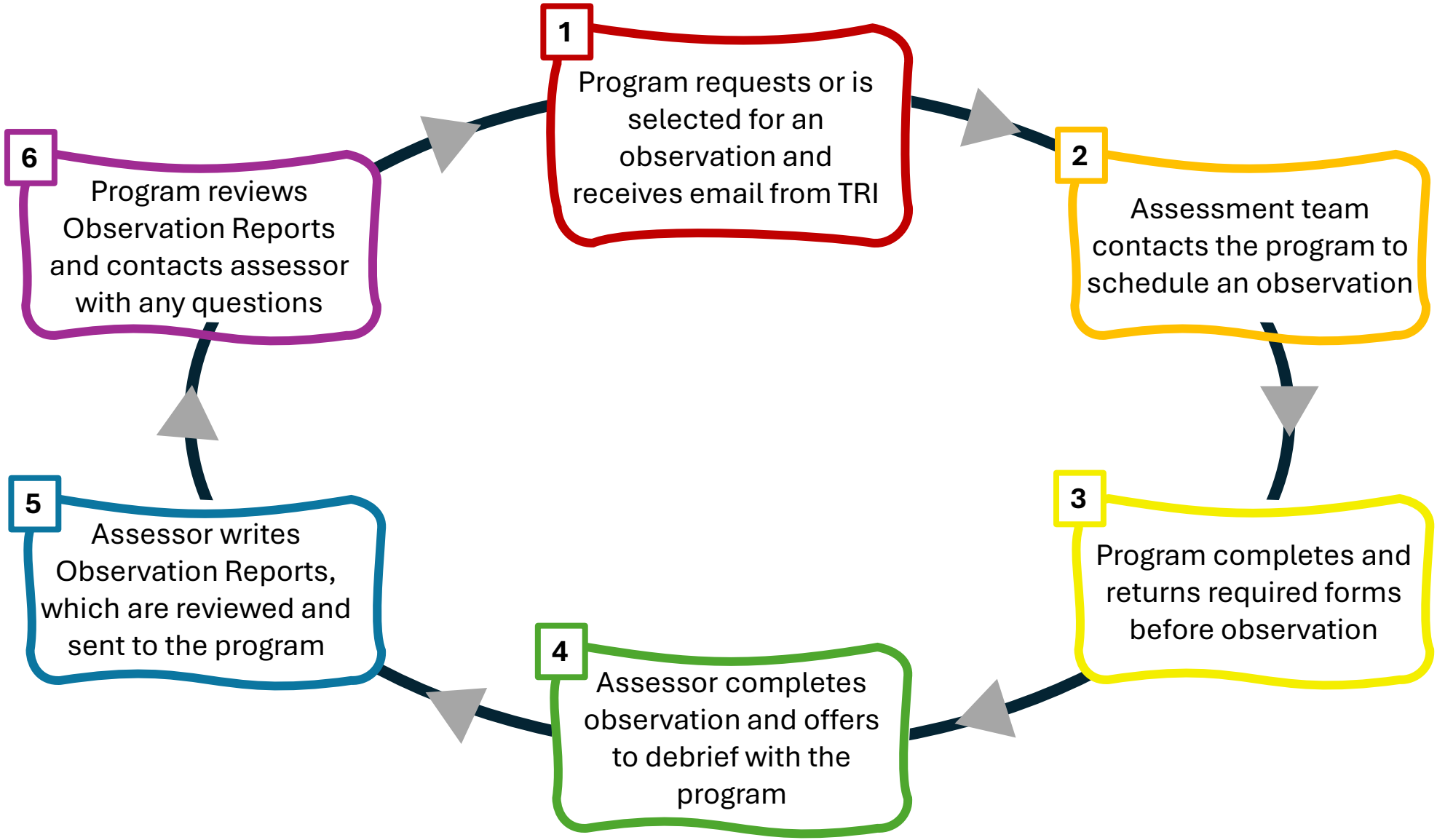


Erin Kost
Lead Project Specialist

Assessments in Oregon

Program	Type of Program	Selection	Tool
Spark	Quality Recognition and Improvement System (QRIS)	Programs opt in by requesting an observation	CLASS or ERS
Oregon Pre-Kindergarten **Preschool Promise**	State funded Head Start State funded free preschool	A random sample is selected annually. Selected programs are required to participate.	CLASS or ERS
Preschool For All	County funded free preschool in Multnomah County	Each program has 2 observations over 2 years	ERS
Baby Promise	State funded infant/toddler program in collaboration with ERDC	100% of programs have an observation annually	ERS

Observation Process

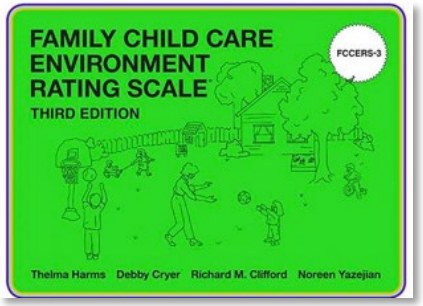


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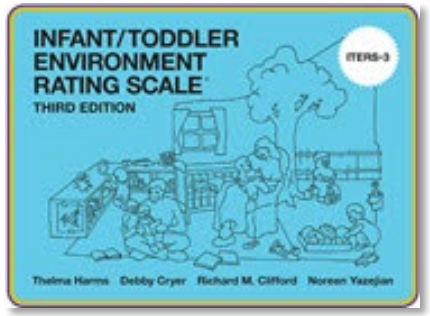
Observation & Assessment Tools

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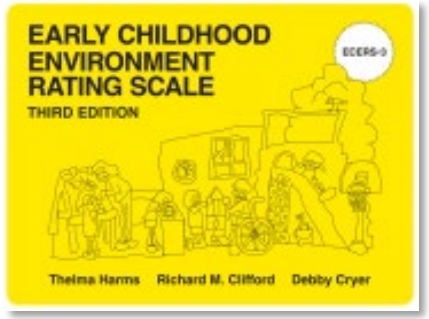
Environment Rating Scales (ERS)



FCCERS-3

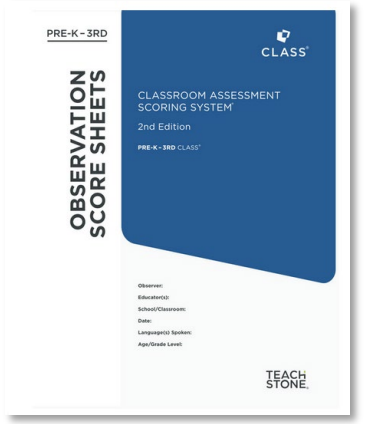


ITERS-3



ECERS-3

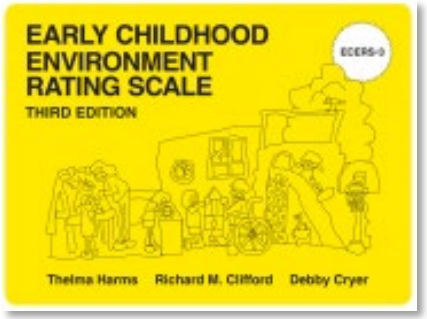
Classroom Assessment Scoring System (CLASS)



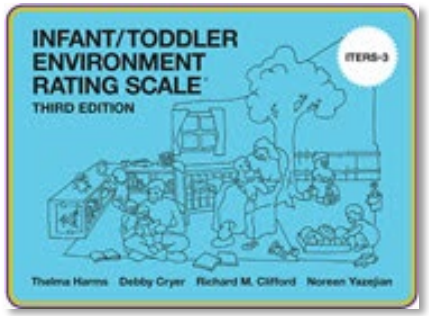
CLASS 2.0

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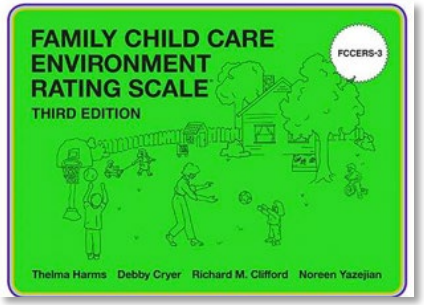
Preschool aged children in center-based environments



Infants and toddlers in center-based environments



Children in home-based environments

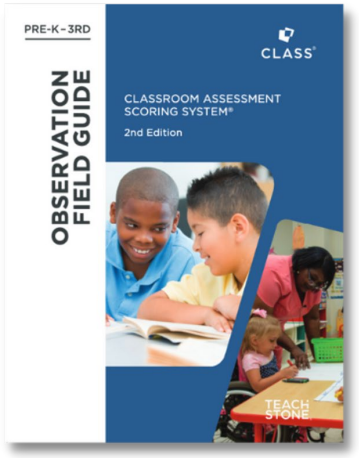


What does it measure?

- The quality of children's environment and experiences

Which areas does it provide feedback?

- 6 Subscales
  - Space and Furnishings
  - Personal Care Routines
  - Language & Literacy
  - Learning Activities
  - Interactions
  - Program Structure



Pre-K – 3rd 2.0 version – used in settings with preschool aged children

What does it measure?

- The quality of adult-child interactions

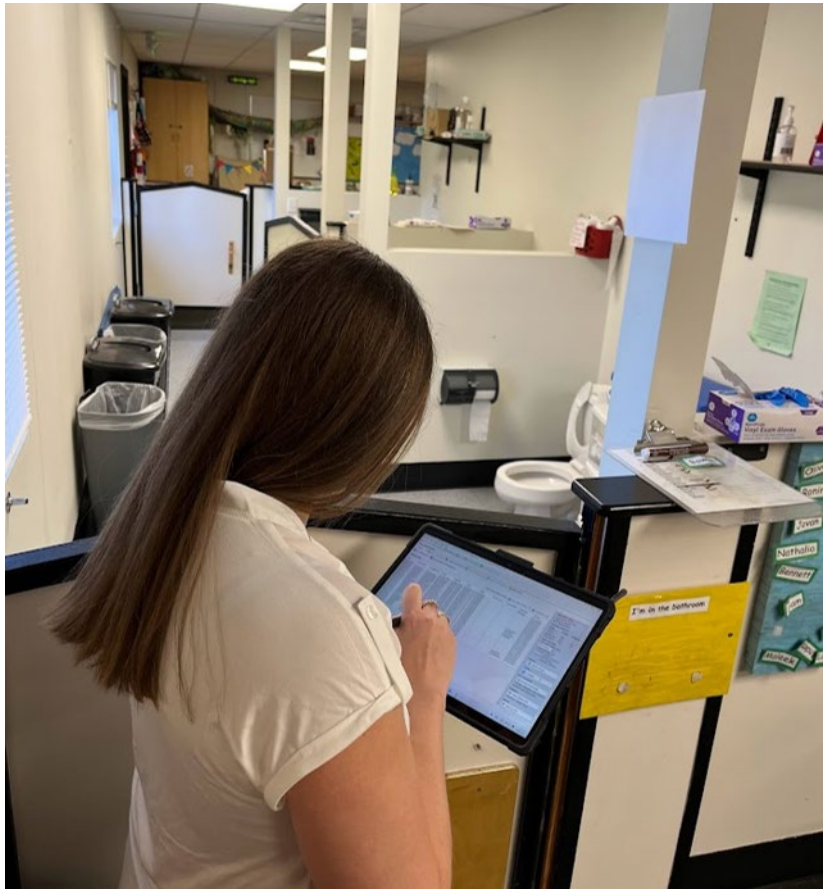
Which areas does it provide feedback?

- 3 Domains
  - Emotional Support
  - Classroom Organization
  - Instructional Support

Helping programs choose a tool

	ERS	CLASS
Copies of the tool	Available from Teacher's College Press $30.95	Available from Teachstone $104
References and supplemental materials	ECERS-3 and ITERS-3 have All About guides. Available from Kaplan $89.95. Free tip sheets and self-assessments on the Spark website.	Available through monthly subscriptions from Teachstone. Minimum of 50 teachers to subscribe.
Professional Development	Online through Branagh starting at $45 per course. Free training available through the Spark assessment team.	Training must be provided by a Teachstone affiliate trainer. Quotes can be requested from Teachstone.
Coaching and support	Free training for CCR&R staff through the Spark assessment team.	CLASS certification training and coaching training available through Teachstone. $994 and up

The value of outside observation





Preparing programs for observation



Identify goals for CQI, or review goals that were previously set

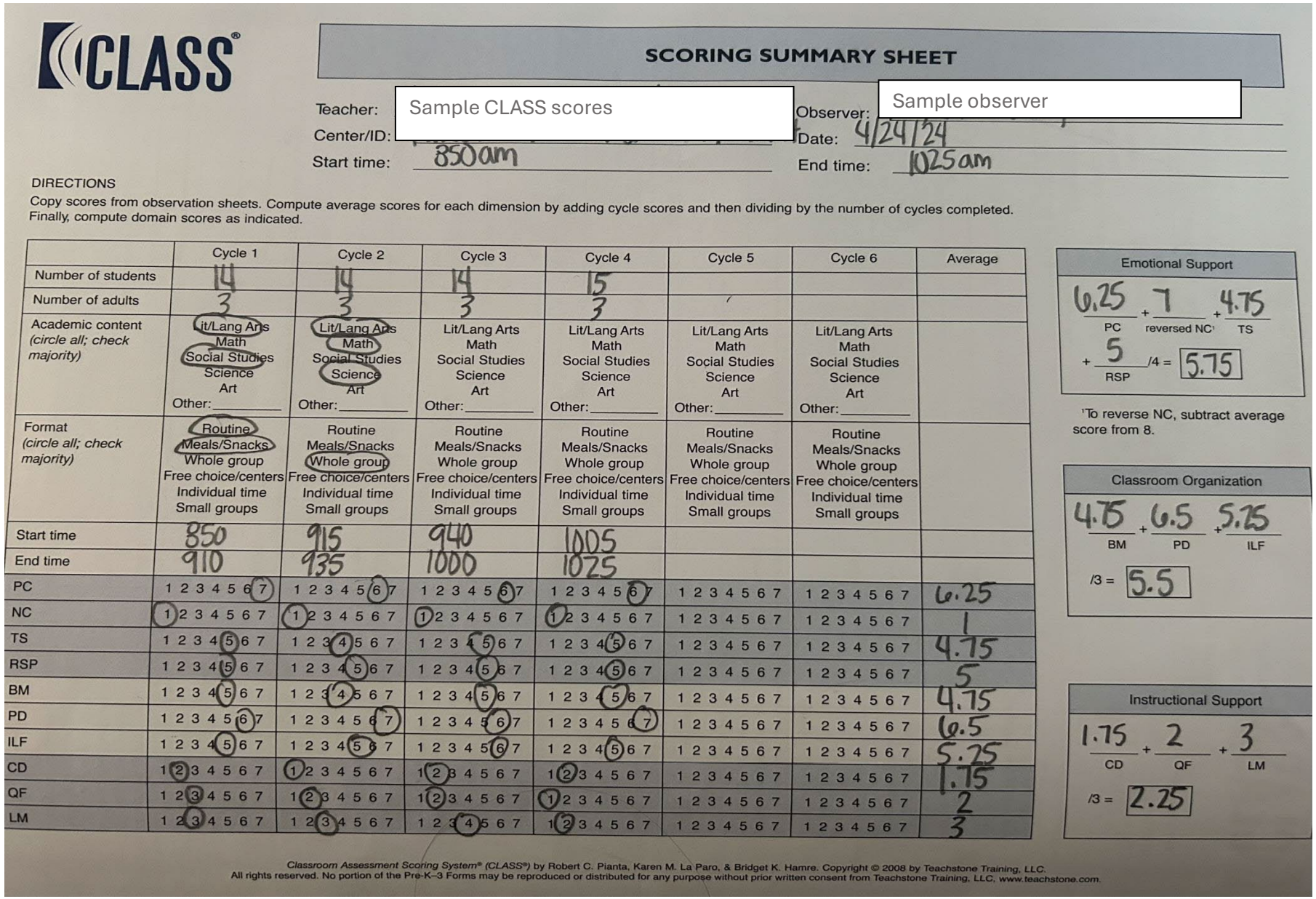


Identify what feedback would be most helpful at this point in the CQI journey



Explore the tool and how the content matches program goals for improvement

Reports



CLASS®

SCORING SUMMARY SHEET

Teacher: Sample CLASS scores

Observer: Sample observer

Center/ID:

Date: 4/24/24

Start time: 850am

End time: 1025am

DIRECTIONS

Copy scores from observation sheets. Compute average scores for each dimension by adding cycle scores and then dividing by the number of cycles completed. Finally, compute domain scores as indicated.

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Average
Number of students	14	14	14	15			
Number of adults	3	3	3	3			
Academic content *(circle all; check majority)*	(Lit/Lang Arts) Math (Social Studies) Science Art Other:_____	(Lit/Lang Arts) Math Social Studies (Science) Art Other:_____	Lit/Lang Arts Math Social Studies Science Art Other:_____	Lit/Lang Arts Math Social Studies Science Art Other:_____	Lit/Lang Arts Math Social Studies Science Art Other:_____	Lit/Lang Arts Math Social Studies Science Art Other:_____	
Format *(circle all; check majority)*	(Routine) (Meals/Snacks) Whole group Free choice/centers Individual time Small groups	Routine Meals/Snacks (Whole group) Free choice/centers Individual time Small groups	Routine Meals/Snacks Whole group Free choice/centers Individual time Small groups	Routine Meals/Snacks Whole group Free choice/centers Individual time Small groups	Routine Meals/Snacks Whole group Free choice/centers Individual time Small groups	Routine Meals/Snacks Whole group Free choice/centers Individual time Small groups	
Start time	850	915	940	1005			
End time	910	935	1000	1025			
PC	1 2 3 4 5 6 (7)	1 2 3 4 5 (6) 7	1 2 3 4 5 (6) 7	1 2 3 4 5 (6) 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	6.25
NC	(1) 2 3 4 5 6 7	(1) 2 3 4 5 6 7	(1) 2 3 4 5 6 7	(1) 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1
TS	1 2 3 4 (5) 6 7	1 2 3 (4) 5 6 7	1 2 3 4 (5) 6 7	1 2 3 4 (5) 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	4.75
RSP	1 2 3 4 (5) 6 7	1 2 3 4 (5) 6 7	1 2 3 4 (5) 6 7	1 2 3 4 (5) 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	5
BM	1 2 3 4 (5) 6 7	1 2 3 4 (5) 6 7	1 2 3 4 (5) 6 7	1 2 3 4 (5) 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	4.75
PD	1 2 3 4 5 (6) 7	1 2 3 4 5 (6) 7	1 2 3 4 5 (6) 7	1 2 3 4 5 (6) 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	6.5
ILF	1 2 3 4 (5) 6 7	1 2 3 4 (5) 6 7	1 2 3 4 5 (6) 7	1 2 3 4 (5) 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	5.25
CD	1 (2) 3 4 5 6 7	(1) 2 3 4 5 6 7	1 (2) 3 4 5 6 7	1 (2) 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1.75
QF	1 (2) 3 4 5 6 7	1 (2) 3 4 5 6 7	1 (2) 3 4 5 6 7	(1) 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	2
LM	1 2 (3) 4 5 6 7	1 2 (3) 4 5 6 7	1 2 3 (4) 5 6 7	1 (2) 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	3

Emotional Support

6.25 (PC) + 7 (reversed NC[1]) + 4.75 (TS) + 5 (RSP) /4 = 5.75

[1]To reverse NC, subtract average score from 8.

Classroom Organization

4.75 (BM) + 6.5 (PD) + 5.25 (ILF) /3 = 5.5

Instructional Support

1.75 (CD) + 2 (QF) + 3 (LM) /3 = 2.25

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Reports: CLASS

Classroom Organization	
This section focuses on the educators' support of the children's behavior, time, and engagement. 	***Observed Strengths in Program Practices:*** • Adults used a range of auditory, visual, and movement opportunities to encourage children's engagement. During carpet time, adults encouraged child expression and frequently asked questions ("What does the weather look like?", "What comes after twenty-three?", "What can you see?") and encouraged children to engage in movement activities. During free choice, children had opportunities to explore a range of hands-on materials (Legos, unit blocks, dramatic play materials, art materials, a sensory bin, water play, math materials). • Adults provided clarity of learning objectives on one occasion ("We are going to listen to our graduation song. Remember we need to practice this song to sing for our graduation."). Continuing this practice can help children maintain focus and understand why certain activities are important. • Adults provided quick and sometimes gradual transitions for children. For example, when children finished brushing their teeth, they were able to immediately transition to whole group time. After completing table activities children were offered a gradual transition to free choice ("When you're done, you can pick where to play."). These efficient transitions helped maximize learning time because children were not typically expected to wait for their peers before moving on to other activities.
	Suggestions for Strengthening Your Program Practices: • Adults frequently reminded children of behavioral expectations ("We sit at circle time and listen.", "Walking feet."), and sometimes offered a rationale for why behavioral expectations were important. Consider increasing this practice and using redirection in ways that inform children of the expectation and/or what they can do. For example, "Walking feet. If you run, you could fall and get hurt.". • Some activities were not effectively facilitated for children. For example, adults had children engage in a table activity that related to the caterpillars they discussed at carpet time. However, the adult was consistently pulled away from the activities to support a child with their behavioral needs. To offer effective facilitation and help foster children's engagement, adults can consider coordinating roles and offering table activities as options to be completed in small groups during free choice.

Reports: ERS

16. Becoming familiar with print

Item Score: 3

1.1	3.1	5.1	7.1
1.2	3.2	5.2	7.2
1.3	3.3	5.3	7.3
1.4			7.4

Growth Opportunities:

5.1. Most visible print is combined with pictures.

Assessor-Observed Information: While some visible print displayed for children in the classroom was combined with pictures, most contained just the written words.

5.2. Staff show that print is a useful tool as they explain how or why they use it (Ex: label child's toy, or encourage more able child to do it to be sure it is taken home; write note with child to remind parent to bring in snack; child asks what is for lunch and staff points to and reads menu for the day).

Assessor-Observed Information: Teachers were not observed to point to print and draw children's attention to it while giving some explanation of how or why they use it.

7.1. Picture/print materials relate to current classroom topics and show a variety of words.

Assessor-Observed Information: Although some print materials related to current classroom topics were observed, there were no pictures.

7.2. Staff observed writing down what a child says in a way that engages the child. Observe twice

Assessor-Observed Information: Although displayed evidence showed teachers had written down what a child said in the past, less than two instances were observed actually during the observation, as required by this indicator.

7.4. Picture/word instructions are used to guide children through multi-step activities (Ex: cooking recipes, planting seeds instruction, proper handwashing). Observe once

Assessor-Observed Information: Picture/word instructions, such as hand washing charts, were not observed to be used with children.

Reports: ERS

Learning Activities

This section focuses on the types of materials children can use and for how long they are available. It also considers how adults support children's learning as they use materials.



Resources for you:
Materials Checklist

Implementing the ERS: Learning Activities

Promoting Diversity Self-Assessment

Observed strengths in program practices:

- Children had access fine motor materials for 94 minutes during indoor free play. Adults showed extended interest in what children create/do with the materials. During play with magnet tiles the adult commented and asked children questions. "What do you have?", "Is it a window?", "Do you have any doors?"," You can make a huge castle."
- Adults encouraged the use of math materials and activities and helped children use them successfully. They helped children understand print numbers during play with a number puzzle: "What is it? Three bananas, good job. Now we have to find the two." While playing with table blocks, an adult prompted children, "Let's count how many you have. Looks like you have 16. So you actually has 9 more pieces than they have." They helped the children count and divide the blocks so they all had an equal amount.
- Adults joined in play with children in dramatic play. [child]: "The baby's sick." [adult]: "Oh no we have to take its temperature." (holds and talks to baby), "Oh no your temperature's so high, are you feeling okay?" [child]: (Puts thermometer on the adult's head) "Oh no your temperature's so high, you're so sick."

Interaction

This section focuses on the quality of adult-child and child-child interactions. It also considers how adults guide behavior and the expectations for children.



Resources for you:
Implementing the ERS: Interactions

Interactions Self-Assessment

Observed strengths in program practices:

- During outdoor gross motor time almost all interactions were positive. Adults showed interest in children who participated in gross motor activities and initiated vigorous gross motor activities: tag and Mr. Fox.
- Children were able to self-select friends during indoor and outdoor time and chose who they sat next to during meals. Most peer interaction was positive. Children asked each other to play, a child offered to help a peer with an activity, and when a child wanted to hug another child, the adult told them, "You can ask him if he wants a hug."
- Children appeared to be aware of classroom rules and adults explained reasons why they could not permit certain behaviors: "Someone was playing close to the stairs, is that safe? They might fall."

Continuous Quality Improvement Recommendations

This section gives recommendations of areas from the attached score report to begin goal setting and focus for Continuous Quality Improvement.



Resources for you:
Observation Reflection Guide

- 33- Transitions and waiting times
- 35- Whole group activities for play and learning
- 3- Room arrangement for play and learning
- 2- Encouraging children's use of books
- 3- Health practices

Using observation reports



The program can choose to accept or reject feedback that is offered



If the feedback doesn't fit program needs:

- For ERS, choose another indicator/item for goal setting
- For CLASS, find an alternative strategy to meet CLASS criteria



Connect feedback in the report to identified goals or priorities

Training available from the assessment team

For providers

For coaches and TA professionals

Virtual

In-person

Observation & Assessment Website: https://oregonspark.org/

Spark
Oregon Department of Early Learning and Care

- Learn about the different assessment tools we use
- Watch a video about the observation process
- Programs can request a Spark assessment
- Find documents to help support your work



Contact the Assessment Team: assessment_team@wou.edu

Thank you! Do you have any questions?

Elena Morgan: morganel@mail.wou.edu

Helpline: assessment_team@mail.wou.edu

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