

## Classroom Assessment Scoring System® (CLASS®) Self-Reflection Tool

This tool is specifically developed for use after receiving your Infant, Toddler, Pre-K, or K-3 CLASS® Feedback Summary Reports. Its purpose is to help program leaders and teachers review the current practice feedback, sort through your feelings, and begin making plans for improvements in your program/classroom. Key elements in the improvement process are ongoing conversation and reflection. Begin by reviewing the feedback summary for your classroom, then reflect on and answer these questions. This activity can be done individually; then together as a teaching team to help focus the content of the continuous quality improvement (CQI) plan. During this process, it is recommended that you start with established team talk etiquette. For example, all team members are respected, all ideas are valid possibilities for supporting improvements, no one must share a reflection that is very personal for them, etc.

CLASS Summary Feedback Reviewed: \_\_\_\_\_ Classroom Observed: \_\_\_\_\_  
Assessment Date: \_\_\_\_\_ Review Date: \_\_\_\_\_

### Reflect on the assessment feedback and think about:

1. What impresses you about your current practices?
2. What surprises you about your current practices?
3. Were there any observed interactions that may negatively impact an individual child or the whole group?
4. Were there times where teacher involvement in learning activities could have been more active and intentional?
5. Were there times when the activities were more teacher-directed, rather than child focused?
6. Were there any areas where language/communication support could be occurring more frequently?
7. What general areas of practice do you want to begin improving today?
8. Are there other areas you want to address soon, but not immediately?

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Now it's time to begin planning. After sharing individual reflections and considering what your team's collective ideas are for where to focus your improvement efforts, fill out the chart below. Team talk etiquette rules still apply.

### Directions for filling in the chart below:

1. Identify and prioritize 3 specific dimensions/indicators for growth and potential improvement.
2. Identify staff with strong knowledge and resources in these areas and create a team with staff who are setting improvement goals.
3. Set a mutually agreed upon date to meet and discuss next steps for growth.

Priority	CLASS® Dimension/Indicator Identified	Team Members	Meeting Date
#1			
#2			
#3			

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Now that you have identified dimensions/indicators, assembled a talented team, and established a time for brainstorming, it is time to create a plan of action, and review. Each dimension/indicator that you are planning for may require several steps for your plan of action. Copy the form as needed to capture your plan and review notes.

### Directions for Brainstorming Meeting:

1. Identify **dimension/indicators** and potential improvement from previous page.
2. Identify a mutually agreed upon team **leader** and information recorder.
3. Identify **professional resources** (i.e. Teachstone.org, Teachstone, Inc. Blog articles, CLASS® resources on pakeys.org, PA Learning Standards for Early Childhood, etc.) to help you plan and keep them at your fingertips along with the CLASS® Manual or Dimensions Guide for your age group.
4. Identify **why** the indicator is important to the children’s experience and record it.
5. **Talk, Talk, and Talk some more** – about the indicator, your feelings, and ideas to improve the identified practice for the children. Highlight **main points of conversation** and record. Suggested information/resource material to help get started: <https://teachstone.com/for-teachers/>
6. Create a **plan of action**, work start and end dates, and record. Begin implementation within a realistic time frame.
7. **Review effectiveness** of implementation within 2 weeks, 4 weeks and 8 weeks and record progress notes and any adjustments needed.
8. Once your team has achieved the CQI goals set in your first three priorities, it’s time to go back and start the reflect/plan/improve cycle again.

### CLASS® Brainstorming/Implementation and Review Template

Dimension/ Indicator	Professional Resources	Identification of WHY	Main Points of Conversation	Plan of Action Steps	Review of Effectiveness Dates