



Early Childhood Division- Pre-K

Standard Operating Procedure

1. *Area of Focus – CLASSROOM OBSERVATION and TEACHER OBSERVATION*

2. *Scope*

Ensure a variety of high-quality experiences available to students through monitoring classrooms using CLASS, ECERS-3, and TEM observations

3. *Prerequisites*

- ECERS-3 Training
- CLASS Certification
- TEM Certification

4. *Responsibilities*

Instructional Advisor
Foundational Literacy Coach
Center Director/ Manager
School Principal
Education Director
Education Manager
Professional Development Advisor

5. *Procedure*

- Advisors, manager, directors, and coaches are certified to utilize the Classroom Assessment Scoring System (CLASS).
- Advisors, manager, directors, and coaches are trained in Early Childhood Environmental Rating Scale, Third Edition (ECERS-3).
- Advisors are certified to utilize the Teacher Effectiveness Measure (TEM).
- Certifications are renewed yearly to ensure observation of classrooms and provide support to teachers in the areas of classroom organization, instructional support, and emotional support.
- Teachers receive training in these areas as well throughout the school year via preservice, monthly networking sessions, pull out sessions, and TeachStone online professional development.
- All teachers receive no less than two CLASS cycles of three observations each semester.

Documents: (*Classroom & Teacher Observation*) SOP short-form



Early Childhood Division- Pre-K

- Staff members complete the assessments, provide feedback and collaborate with teachers to develop a Continuous Quality Improvement Plan (CQIP) for areas of improvement.
- Individual coaching, material resources, and professional development trainings are provided during the year to assist teachers in addressing obstacles and areas of concern.
- A follow-up on the CQIP is conducted in the subsequent year to measure progress based on the action plans.
- The Teacher Effectiveness Measure (TEM) is used to formally evaluate school based and community partner teachers only.
- The number of observations depends on the level of the teacher and previous year's final scores (if applicable).
- Teachers receive feedback on each TEM observation within seven days of the observation.
- A summative report is created at the end of all cycles to give each teacher an overall score.

6. *References*

- CLASS Scoring Manual and Observation Sheet
- ECERS-3 Manual
- TEM Manual and Observation Forms
- Big Day Fidelity Checklist
- Early Childhood Initial Comprehensive Walkthrough Form
- Head Start Performance Standards Subpart J- Program Management and Quality Improvement 1302.102
- Shelby County Schools Board of Education Policy 4020 Performance Evaluation
- Voluntary Pre-K Scope of Services, K

7. *Definitions*

- The Classroom Assessment Scoring System (CLASS) is a framework developed to capture the aspects of effective interactions that are most closely aligned with children's social, emotional, and academic outcomes. CLASS is rooted in the theory that interactions between teachers and children fundamentally drive the learning and development that occur within classrooms, as well as the theory that effective teachers actively engage with children and create environments that are conducive to learning.

- Early Childhood Environmental Rating Scale, 3rd Edition (ECERS-3) is a widely used, comprehensive assessment tool measures both environmental provisions and teacher-child interactions that affect the broad developmental needs of young



Early Childhood Division- Pre-K

children, including: Cognitive, Social-Emotional, Physical, and Health and Safety. The *ECERS-3* also includes additional items assessing developmentally appropriate literacy and math activities.

- Teacher Effectiveness Model (TEM) is a teacher evaluation model used to evaluate teachers on seven teacher practice indicators: objective driven lesson, explain content, appropriately challenging work, content engagement, higher level thinking skills, check for understanding, and instructional time. These indicators are assessed during a classroom observation. Teachers also have a professionalism domain that includes professional growth and learning, use of data, school and community involvement, and leadership.
- The Continuous Quality Improvement Plan (CQIP) is a plan that is created by the advisors, specialists, and coaches that is based on classroom observations from the CLASS and ECERS-3 tools. It provides specific action steps for teachers and assistants to show continuous improvement in selected domains and indicators.