



Pre-K CLASS Post-Observation Feedback Form

General Information

Site Name / Site ID / Class ID:	
Classroom Name:	
Observer Name:	
Educator Name(s):	
Educator Email(s):	
Observation Date:	___ / ___ / ___
Feedback Submitted:	___ / ___ / ___
Scores Submitted:	___ / ___ / ___

Score Ranges:	Virginia Statewide Score Averages for 2024:						
<u>Low</u> 1.00 - 2.99	<u>Mid</u> 3.00 - 5.99	<u>High</u> 6.00 - 7.00	PC: 5.88	NC: 1.11	TS: 5.85	RSP: 5.14	BM: 5.73
			PR: 5.83	ILF: 5.02	CD: 2.29	QF: 2.63	LM: 3.41

Emotional Support

Dimension:	Frequency:	Interactions Observed:	Examples Observed:	Score:
Positive Climate describes the warmth and connections shared by teachers and children.	Consistently Sometimes Rarely	Adults spend their time close to children and showing a genuine interest in them; sharing in their excitement and activities.		PC: _____
	Consistently Sometimes Rarely	Adults let children see how much they enjoy being with them by smiling, laughing, and showing enthusiasm.		
	Consistently Sometimes Rarely	Adults celebrate children and provide affection with their words and actions.		
	Consistently Sometimes Rarely	Adults use a warm tone and face children to maintain eye contact when speaking to them, use polite language and call them by name, and encourage children to cooperate and share.		
Negative Climate reflects the level of expressed negativity such as anger, hostility, or aggression demonstrated by teachers and/or children.	Consistently Sometimes Rarely / Never	Adults express irritation through words, tone, or body language, and children fight with each other.		*score is reversed in final scoring NC: _____
	Consistently Sometimes Rarely / Never	Adults try to control children by yelling, making threats, or physically acting on them (e.g. pulling them by the arm).		
	Consistently Sometimes Rarely / Never	Adults are sarcastic with children or tease, embarrass or shame them.		
	Consistently Sometimes Rarely / Never	Adult(s) physically abuse or routinely bully children.		
Teacher Sensitivity encompasses teachers' awareness of and responsivity to students' individual academic and social-emotional needs.	Consistently Sometimes Rarely	Adults are aware of childrens' needs and recognize potential issues before they happen.		TS: _____
	Consistently Sometimes Rarely	Adults quickly tend to childrens' emotional and instructional needs, take childrens' concerns seriously and respond with understanding, reassurance, and the appropriate level of support for each child.		
	Consistently Sometimes Rarely	Adults resolve any problems children have quickly and effectively so the problem does not recur and children can continue participating in activities.		
	Consistently Sometimes Rarely	Adults are a secure base for children; children come to adults for help and eagerly participate in activities and try challenging tasks.		
Regard for Child Perspectives considers the degree to which teachers' interactions with students emphasize students' interests and ideas and promote child independence.	Consistently Sometimes Rarely	Adults let childrens' interests and ideas determine classroom discussion and activities.		RSP: _____
	Consistently Sometimes Rarely	Adults give children genuine responsibilities, leadership opportunities, and choices.		
	Consistently Sometimes Rarely	Adults encourage children to express their ideas and show an interest in how they see the world.		
	Consistently Sometimes Rarely	Adults allow children freedom to move around, talk, and get out the wiggles.		

Score Ranges: Low Mid High 1.00 - 2.99 3.00 - 5.99 6.00 - 7.00	Virginia Statewide Score Averages for 2024: PC: 5.88 NC: 1.11 TS: 5.85 RSP: 5.14	VA ES Average: 5.94	ES Average Score: _____
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Classroom Organization

Dimension:	Frequency:	Interactions Observed:	Examples Observed:	Score:
Behavior Management is establishing clear behavior expectations and redirecting any behavior quickly and effectively so that learning time is maximized for children.	Consistently Sometimes Rarely	Adults make sure children understand classroom expectations and enforce rules consistently.		BM: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely	Adults are one step ahead of challenging behavior by anticipating problems and scanning the classroom.		
	Consistently Sometimes Rarely	Adults address challenging behaviors that arise with timely, efficient, and effective redirections, such as eye contact, touch, gestures, physical presence, and positive praise.		
	Consistently Sometimes Rarely	Adults spend minimal time reminding children of rules or reacting to misbehavior because children understand and generally follow the rules.		
Productivity considers how well teachers manage instructional time, transitions, and routines so that children always have something to do.	Consistently Sometimes Rarely	Adults minimize wait time by providing children with activities at all times and dealing efficiently with disruptions.		PR: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely	Adults provide consistent and clear routines that allow children to know what to do and complete routines successfully, avoiding periods of wandering or confusion.		
	Consistently Sometimes Rarely	Adults keep children on task during transitions so that children remain engaged and move on to the next activity quickly and efficiently.		
	Consistently Sometimes Rarely	Adults know the plan for each activity and have all materials ready in advance.		
Instructional Learning Formats considers the degree to which adults maximize children's engagement by providing clear learning objectives, interesting materials, and active facilitation.	Consistently Sometimes Rarely	Adults participate in children's activities, intentionally supporting their exploration; asking both open-ended and factual questions that encourage children to stay engaged in what they're doing.		ILF: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely	Adults use materials and present information in interesting ways; giving children various ways to participate, including things to hear, touch, see, and do.		
	Consistently Sometimes Rarely	Children engage in activities and lessons by actively participating, listening, and paying attention.		
	Consistently Sometimes Rarely	Adults focus children's attention on the purpose of the lesson.		

Score Ranges:	Virginia Statewide Score Averages for 2024:			
<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 33%;"><u>Low</u> 1.00 - 2.99</td> <td style="text-align: center; width: 33%;"><u>Mid</u> 3.00 - 5.99</td> <td style="text-align: center; width: 33%;"><u>High</u> 6.00 - 7.00</td> </tr> </table>	<u>Low</u> 1.00 - 2.99	<u>Mid</u> 3.00 - 5.99	<u>High</u> 6.00 - 7.00	BM: 5.73 PR: 5.83 ILF: 5.02
<u>Low</u> 1.00 - 2.99	<u>Mid</u> 3.00 - 5.99	<u>High</u> 6.00 - 7.00		

CO Average Score:	
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VA CO Average: 5.53

Instructional Support

Dimension:	Frequency:	Interactions Observed:	Examples Observed:	Score:
Concept Development considers the degree to which instructional discussions and activities promote children's higher-order thinking skills versus rote learning.	Consistently Sometimes Rarely	Adults ask questions and provide activities that get children to think through problems, test out new ideas, and make comparisons.		CD: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely	Adults encourage children to brainstorm, create, and carry out their plans or ideas.		
	Consistently Sometimes Rarely	Adults build on children's previous knowledge and understanding by intentionally connecting ideas across different activities and lessons.		
	Consistently Sometimes Rarely	Adults relate concepts from lessons and activities to the real world and children's life experiences.		
Quality of Feedback involves responding to what children say and do in ways that deepen their understanding or encourage them to persist	Consistently Sometimes Rarely	Adults give children hints or support when they have trouble completing a task or understanding a concept.		QF: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely	Adults use conversations with children to increase their understanding; continuing these exchanges until children reach an understanding rather than stopping with a single clarifying comment.		
	Consistently Sometimes Rarely	Adults ask children to explain why or how they thought of or did something.		
	Consistently Sometimes Rarely	Adults explain things when children indicate they are confused; adding new information in response to children's basic understanding.		
	Consistently Sometimes Rarely	Adults are specific when encouraging children and acknowledging their efforts so they will keep trying to succeed at challenging tasks.		
Language Modeling involves developing children's language through teacher talk and encouraging children to communicate.	Consistently Sometimes Rarely	Adults engage children in social and instructional conversations throughout the day; encouraging children to have conversations with one another.		LM: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely	Adults ask children questions that require more than a one-word response and encourage further conversation.		
	Consistently Sometimes Rarely	Adults repeat and/or extend what children say; building on children's comments by putting the information in a more complex form.		
	Consistently Sometimes Rarely	Adults describe what they are doing, and what the children are doing as it is happening.		
	Consistently Sometimes Rarely	Adults intentionally introduce and define unfamiliar vocabulary to children in a way that they can understand; and use a variety of nouns, verbs, adverbs, adjectives, and prepositions when talking to children.		

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Low Mid High 1.00 - 2.99 3.00 - 5.99 6.00 - 7.00	CD: 2.29 QF: 2.63 LM: 3.41

**VA IS
Average:
2.77**

**IS
Average
Score:**

Post-Conference Form

Summary of Feedback Discussion

Observer/Educator-Identified Strengths

Observer/Educator-Identified Areas of Growth and Learning

Resources to Consider