

Identifying Priorities for Classroom Improvement

Narrowing down improvement goals often feels like a challenge. This worksheet may help directors and mentors identify priorities for classroom improvement that could be used to set specific goals.



What you'll need:

- A recent Texas Rising Star assessment report if available (or self-assessment if not)
- A highlighter or brightly colored pen

Instructions: Complete these steps using your most recent Texas Rising Star assessment report or self-assessment.

Step 1: In the worksheet on the following page, give each classroom a name (use multiple copies if there are more than 5).

Step 2: Take out your assessment report or self-assessment and go to Teacher-Child Interactions (Category 2). Review all scores and highlight all of the **low scores** (scores of 0 and 1). See the image for an example.

Step 3: For the first classroom, look at scores across all measures in the *Warm and Responsive Style* subcategory. **Are you seeing a lot of low scores for that classroom?** If so, place a checkmark in the “Needs” column. Complete this step for all classrooms.

Step 4: Repeat step 3 for each subcategory in Categories 2 and 4.

Step 5: Get feedback from the teachers on the areas they are interested in most, and mark those areas under the “Interest” column. (Teachers may be more motivated to learn and improve if they start with areas they are most interested in.)

Step 6: Look for **trends across needs and interests**. Highlight where teachers’ needs and interests are aligned; these areas may be the best to prioritize for teacher goal-setting. See page 3 for a sample completed checklist.

Step 7: Set **specific goals** and create a **learning and action plan** (e.g., a CQIP) for those goals, using Digital Resource Collection resources if needed!

Example of completing step 2

Teacher-Child Interactions		TRS-Pre-K 3-5 P.S	TRS-Preschool 2-3 Pre School	TRS-Toddlers Toddler
Staff Ratios and Group Size				
P-GSSR-01	Group Size	3	3	3
P-GSSR-02	Staff to Child Ratio	2	3	1
Warm and Responsive Style		TRS-Pre-K 3-5 P.S	TRS-Preschool 2-3 Pre School	TRS-Toddlers Toddler
P-WRS-01	Creates a warm, safe, and nurturing environment.	1	2	2
P-WRS-02	Uses frequent positive nonverbal behaviors to increase feelings of acceptance	1	3	2
P-WRS-03	Has a patient, relaxed style that helps maintain calmness in the classroom	1	3	2
P-WRS-04	Notifies and attends to children's needs and signals	1	2	2
P-WRS-05	Responds promptly and sensitively to children's cognitive and affective signals (acknowledges and expands on children's attempts at communication, play, and expression of needs.)	1	2	2
P-WRS-06	Demonstrates an ability to adjust one's own behavior to meet the needs, interests, and abilities of individuals/groups of children	1	2	2
Language Facilitation and Support		TRS-Pre-K 3-5 P.S	TRS-Preschool 2-3 Pre School	TRS-Toddlers Toddler
P-LFS-01	Listens to children attentively and responds appropriately to their language, vocalizations, and nonverbal attempts at communication	1	2	2
P-LFS-02	Uses positive verbal responses and encouragement to provide reinforcement or acknowledge positive behavior/accomplishments	1	2	2
P-LFS-03	Uses language to add meaning or expand on children's interests or agenda	0	1	1
P-LFS-04	Communicates with children throughout the day (in whole group activities, small groups, mealtimes, outdoor play.)	1	2	2
P-LFS-05	Uses descriptive language (specific labels and descriptors)	1	1	3
P-LFS-06	Provides children with frequent opportunities to talk with caregivers (small group, whole group, outdoor play, and mealtimes).	1	2	1
P-LFS-07	Allows children time to respond to questions before providing the answer or asking another question.	2	2	3

Worksheet: Identifying Priorities for Classroom Improvement

		Class Name:		Class Name:		Class Name:		Class Name:		Class Name:	
CATEGORY 2	Subcategory/Topic	Needs	Interest	Needs	Interest	Needs	Interest	Needs	Interest	Needs	Interest
		Warm and Responsive Style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Facilitation and Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Play-Based Interactions and Guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Support for Children's Regulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Instructional Formats and Approaches to Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CATEGORY 4	Indoor Learning Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Outdoor Learning Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Needs = the data is indicating that this classroom's teachers need support in this area.

Interest = teachers in the classroom have said that they would like to prioritize this area for their learning and development.

Sample Worksheet

View the example below. What trends did we find?

- The infant classroom needs support in multiple topics, but the classroom’s teachers have agreed that Warm and Responsive Style is an area they would like to start with first.
- Language Facilitation and Support is a need across **all** classrooms, but not only two classrooms wanted to start with this topic. That’s okay! The other teachers will get to these goals soon.
- Two classrooms have both have needs and interests in Support for Children’s Regulation. These teachers might complete similar professional learning and practice activities given that the children they serve are relatively close in age.

		Class Name: <i>Infants</i>		Class Name: <i>Toddler 1s</i>		Class Name: <i>Toddler 2s</i>		Class Name: <i>Pre-K 3s</i>		Class Name: <i>Pre-K 4s</i>	
		Needs	Interest	Needs	Interest	Needs	Interest	Needs	Interest	Needs	Interest
CATEGORY 2	Subcategory/Topic										
	Warm and Responsive Style	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Language Facilitation and Support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Play-Based Interactions and Guidance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Support for Children’s Regulation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Instructional Formats and Approaches to Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CATEGORY 4	Indoor Learning Environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Outdoor Learning Environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>