

Appendix B

Description of Observation Instrument Process and Tools

FY 2008 Office of Head Start Monitoring Protocol Observation Instrument

Background

The OHS Monitoring Observation Instrument has been revised to provide a more accurate and complete review of classroom and home visit operations. This instrument encourages thorough observation and documentation of the substantive areas of child development by requiring detailed reviewer notes on all aspects of classroom and home visit operations, including the domains of cognitive development, physical development, and social/emotional development.

The following narrative and exhibits illustrate the process and the tools used to complete these observations.

Process

All observations occur in accordance with the following guidelines:

- Observations are conducted daily and last approximately one hour.
- All observation notes must be entered into the Software, and when possible, notes should be entered into the Software *during* the observation.
- Observations should be conducted in all program options and for all parts of the daily schedule.
- Teacher interviews should be conducted before or after the one-hour observation.
- Three to five children's files should be included for each setting observed. Files may be reviewed before or during the observation to guide who and what is looked at, or they may be reviewed after the observation.

To start, reviewers will complete the Observation Context Sheet (*Exhibit A*) and then begin their observation. Once observation notes have been entered, reviewers may highlight portions of their observation notes and assign them one of the following categories:

- Teacher Interactions and Strategies
- Language and Literacy
- Math and Science
- Social and Emotional Development
- Physical Development
- Curriculum Integration (Health, Mental Health, Nutrition, Transportation)

A screenshot of this step appears in Exhibit B.

Later, after assigning all notes to a category, reviewers will select a performance standard within the category to which to link their observation notes. *The list of standards associated with each of the six categories appears in Exhibit C.* Standards in these categories, as well as the standards on the Observation Context sheet, are all associated with a compliance question in the body of the Protocol. The Monitoring Software will populate the appropriate compliance question with the selected responses and observation notes, ensuring that preliminary determinations of compliance are supported by classroom and home visit observations.

The Software also tallies the number of times reviewers have assigned notes to each category, thus assisting reviewers by keeping track of the types of observations already covered and identifying areas that may need more observation.

Exhibit A

FY 2008 Office of Head Start Monitoring Protocol

OBSERVATION CONTEXT

Date: _____ Site name: _____ Delegate name (if applicable): _____

Please indicate whether this is a child care partnership or contract: Yes No

Select one, then complete the information below that selection:

<input type="radio"/> Preschool Center-based	<input type="radio"/> Infant/Toddler Center-based	<input type="radio"/> Home-based	<input type="radio"/> Family Child Care
<p>1. Indicate the # of children: _____</p> <p>2. Indicate the # of children on IEPs: _____</p> <p>3. If predominantly 3 year-olds, is the class size 17 or fewer? 1306.32(a)(5) (choose one) <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p> <p>4. If predominantly 3 year-olds and double session, is the class size between 13 and 15? 1306.32(a)(6) (choose one) <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p> <p>5. If predominantly 4 or 5 year-olds, is the class size 20 or fewer? 1306.32(a)(3) (choose one) <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p> <p>6. If predominantly 4 or 5 year-olds and double session, is the class size between 15 and 17? 1306.32(a)(4) (choose one) <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p> <p>7. Are there at least 2 paid staff? 1306.20(c) <input type="radio"/> Yes <input type="radio"/> No</p> <p>8. How many other adults are in the classroom? 1306.20(e) _____</p> <p>9. Is there a language match between adults and children? 1304.52(b)(4) <input type="radio"/> Yes <input type="radio"/> No</p>	<p>1. Indicate the # of children: _____</p> <p>2. Indicate the # of children on IFSPs: _____</p> <p>3. Are there 8 or fewer children per group, with one teacher for every 4 infant/toddlers? 1304.52(g) (4) (choose one) <input type="radio"/> Yes <input type="radio"/> No</p> <p>4. How many other adults are in the classroom? 1306.20(e) _____</p> <p>5. Is there a language match between adults and children? 1304.52(b)(4) <input type="radio"/> Yes <input type="radio"/> No</p>	<p>1. Select one: <input type="radio"/> Home Visit <input type="radio"/> Socialization</p> <p>2. If you selected Home Visit, is the child on IEP/IFSP? (skip if you selected Home Socialization) <input type="radio"/> Yes <input type="radio"/> No</p> <p>3. If you selected Socialization, please answer the following (skip if you selected Home Visit): a. # of children: _____ b. # of parents: _____ c. # of home visitors present: _____ d. # children on IEPs/IFSPs: _____</p> <p>4. Is there a language match between adults and children? 1304.52(b)(4) <input type="radio"/> Yes <input type="radio"/> No</p>	<p>1. Indicate the # of children in the home: _____</p> <p>2. Indicate the # of adults in the home: _____</p> <p>3. Indicate the # of Infant/toddlers: _____</p> <p>4. Indicate the age range of children: _____</p> <p>5. Indicate the # of children on IEPs/IFSPs: _____</p> <p>6. Is there a language match between adults and children? 1304.52(b)(4) <input type="radio"/> Yes <input type="radio"/> No</p>

Exhibit B

The screenshot displays the 'Office of Head Start Monitoring Software' interface. The window title is 'OHS Monitoring Protocol'. The main header reads 'Office of Head Start Monitoring Software'. Below this, there is a 'Select Review' section with a tree view containing the following items:

- Protocol Worksheet
- Observation Worksheet
- Age and Income Eligibility Review and Guidance Forms
- Report Coordinator Checklist
- Team Leader Checklist
- Delegate Checklist
- Observation Follow-Up

The main content area is titled 'Observation Notes' and includes navigation buttons (Home, Back, Next, Up) and options for 'Show Follow-up Notes', 'Categories', 'Print', and 'Print Preview'. The observation details are as follows:

- Date:** 10/10/2007
- Site Name:** (blank)
- Method:** Observation
- Source:** Red Leaf Center
- Narrative:** Classroom observation on March 23, 2007, from 9:45 AM to 10:49 AM.

The narrative text is partially highlighted in yellow. A context menu is open over the text, listing various standards:

- TIS1 - 1304.21(a)(1)(i)
- TIS2 - 1304.21(a)(1)(ii)
- TIS3 - 1304.21(a)(1)(iii)
- TIS4 - 1304.21(a)(1)(iv)
- TIS5 - 1304.21(a)(3)(i)(a) Child Development and Education Approach for All Children
- TIS6 - 1304.21(a)(5)(i)
- TIS7 - 1304.21(c)(1)(i)
- TIS8 - 1304.21(c)(1)(vii)
- TIS9 - 1304.21(c)(2)
- TIS10 - 1304.52(g)(2)

On the right side of the context menu, a list of categories is visible:

- 1. Teacher Interactions and Strategies
- 2. Language and Literacy
- 3. Math and Science
- 4. Social and Emotional Development

The Windows taskbar at the bottom shows the system tray with the date '3.0.0.14', the user 'sample.user', and the time '1:13 PM'. The taskbar also displays several open applications: Intran..., New M..., OHS M..., DOCS ..., 2 Mic..., 3 Mic..., and 2 Win... The system tray includes a battery icon at 97% and a volume icon.

Exhibit C

1. Teacher Interactions and Strategies
1304.21(a)(1)(i)
1304.21(a)(1)(ii)
1304.21(a)(1)(iii)
1304.21(a)(1)(iv)
1304.21(a)(3)(i)(E)
1304.21(a)(5)(iii)
1304.21(c)(1)(i) Preschool/HS
1304.21(c)(1)(vii) Preschool/HS
1304.21(c)(2)
1304.52(g)(2)

2. Language and Literacy
1304.21(a)(4)(ii)
1304.21(a)(4)(iii)
1304.21(a)(4)(iv) (included with Math and Science)
1304.21(b)(2)(ii) Infants and Toddlers/EHS
1304.21(c)(1)(ii) Preschool/HS

3. Math and Science
1304.21(a)(4)(i)
1304.21(a)(4)(iv) (included with Language and Literacy)
1304.21(c)(1)(ii) Preschool/HS

4. Social and Emotional Development
1304.21(a)(3)(i)(A)
1304.21(a)(3)(i)(B)
1304.21(a)(3)(i)(C)
1304.21(a)(3)(i)(D)
1304.21(b)(1)(ii) Infants and Toddlers/EHS
1304.21(b)(2)(i) Infants and Toddlers/EHS
1304.21(c)(1)(iv) Preschool/HS
1304.21(c)(1)(v) Preschool/HS
1304.21(c)(1)(vi) Preschool/HS

5. Physical Development
1304.21(a)(5)(i)
1304.21(a)(5)(ii)
1304.21(b)(1)(iii) Infants and Toddlers
1304.21(b)(3)(i) Infants and Toddlers
1304.21(b)(3)(ii) Infants and Toddlers
1304.21(c)(1)(vii) Preschool

6. Curriculum Integration
1304.21(c)(1)(iii) Preschool
1310.21(a)
1310.21(b)(1)
1310.21(b)(2)
1310.21(b)(3)
1310.21(b)(4)
1310.21(b)(5)