SOAR

Report

Turning CLASS Observation Data into Meaningful Improvement

MISSISSIPPI lift

MS Lift is a program of the Mississippi Department of Human Services.

What is a SOAR Report?

The SOAR Report summarizes your CLASS observation results into three key parts:



Strengths (5–7)

What is center is doing well. Things like:

- ✓ Strong interactions
- ✓ Positive relationships
- ✓ Effective teaching practices



Opportunities for Growth (3–4)

Where practice can improve. Things like:

- ✓ Inconsistent interactions
- ✓ Missed opportunities for learning
- ✓ Areas needing more intentionality



AND

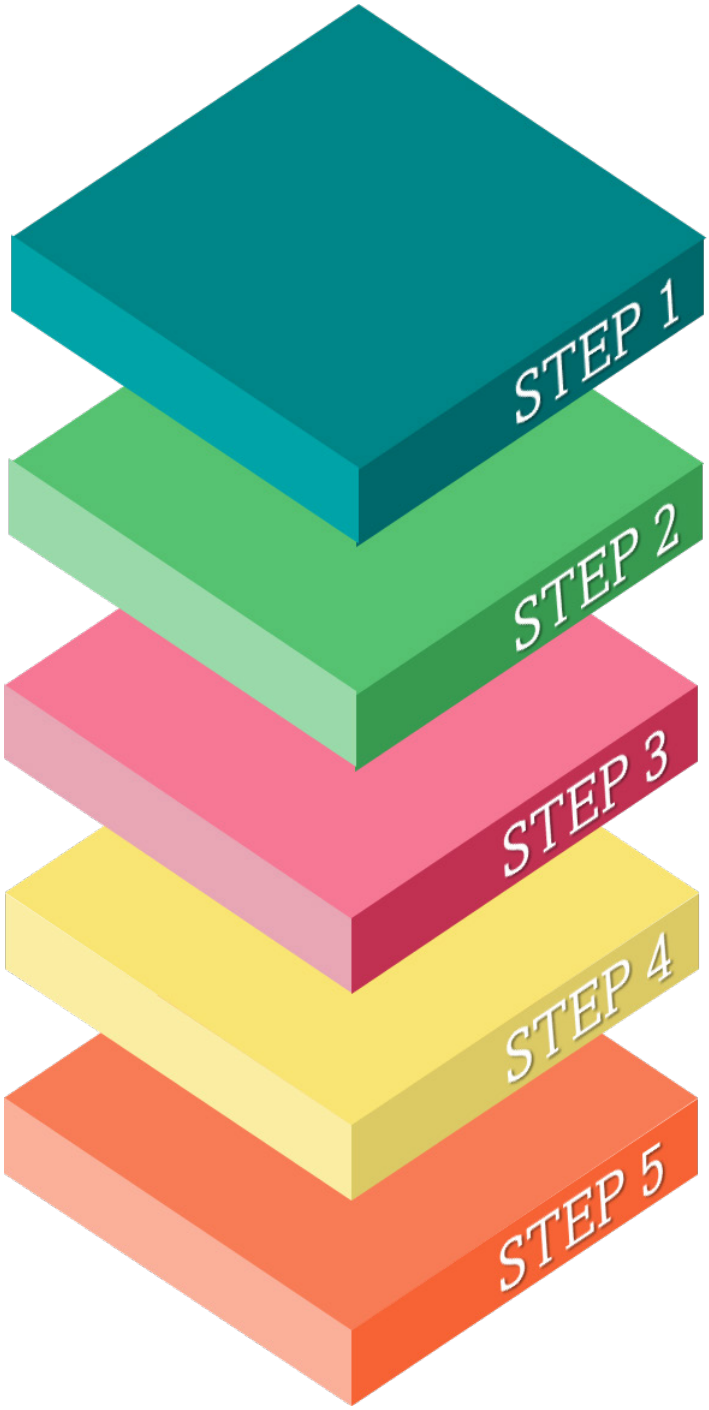


Recommendations (1–2)

Highest priority areas that need more support. Items that show:

- ✓ Immediate attention needed
- ✓ Critical for improving outcomes

How to Use Your SOAR Report



Use it as a Center-Wide Snapshot.

Look for Patterns of Positive Teacher/Child Interaction.

Focus on 1–2 Key Areas at a Time.

Use CLASS Dimension Guides to Define Expectations.

Turn Recommendations into Daily Practice.

STEP 1

Use It as a Center-Wide Snapshot

(approximately half of each age group)

The SOAR report reflects only a 50% of classrooms .

This means:

- It is not about individual classrooms.
- It is a snapshot of overall trends across the center.
- Use it to understand what is **likely** happening across classrooms.
- Look for patterns that may be present center-wide.

STEP 2

Look for Patterns of Positive Teacher/Child Interaction

Focusing on patterns of positive interaction will help all teachers focus on using their STRENGTHS to address OPPORTUNITIES and RECOMMENDATIONS so the entire program can SOAR.

Ask:

- What are some things you notice you do really well?
- What are some things you notice that all teachers in your program are consistently doing really well?

** These indicate patterns of positive interaction. **

STEP 3

Focus on 1–2 Key Areas at a Time

- Do NOT try to fix everything all at once choose 1–2 dimensions (ex: Language Modeling, Concept Development), consider the recommendations first.
- Apply the focus across all classrooms and all teachers, not just those observed.

STEP 4

Use CLASS Dimension Guides to Define Expectations

The CLASS Dimension Guide is a great tool that breaks down each Dimension and gives specific examples of what you can do to strengthen interactions with children for each Dimension.

Look at your SOAR Report and review the Dimensions that are listed as your STRENGTHS, OPPORTUNITIES, and RECOMMENDATIONS. Find these areas in the Dimension Guide to show you what you can do to:

- Maintain your STRENGTHS.
- Make small improvements to OPPORTUNITIES.
- Make **larger improvements** to RECOMMENDATIONS.

Remember, to share strategies for best practice with your fellow teachers. The best ideas usually come from Teacher collaboration. Expectations should be (1) Simple, (2) Specific, and (3) Observable.

STEP 5

Turn Recommendations into Daily Practice.

The best way to improve at something is to make small changes each day. Rather than focus on drastic changes, look for little things you can change in your daily routines in your classroom.

What Do Positive Teacher/Child Interaction look like?



Expanding conversations by Asking 1-2 questions.



Following the child's lead.

Try this:	Every day, during free learning/free play or center time, get on the child's level and ask open-ended questions during center time or free play.
For Infants:	Sit at eye level and say, "You're holding the ball... what are you going to do with it?"
For Toddlers:	Join their play and say, "You're building a tower, what should we add next?"
For Pre-K Children:	Engage in conversation and say, "Tell me about what you're building."

Try this:	During mealtime have back-and-forth conversations during meals. Ask, Pause, Respond.
For Infants:	Respond to an infant eating by saying: Wow, you like those bananas—yum! Do you want some more?
For Toddlers:	Expand on their use of language: If the child just says, Juice reply with Do you want more juice? or Do you like apple juice or orange juice?
For Pre-K Children:	Encourage broader conversation by saying: • What was your favorite part of today? • Why was it your favorite part of today? • What can you tell your parents about what you did today?

Tips for Directors

Set Clear Expectations

- Be a conversation starter at staff meetings about classroom management and activities.
- Ask yourself:

Do all my teachers understand what positive interaction is and what types of interactions and behaviors are expected in the classroom?

Help them explore opportunities to increase their knowledge of positive interaction through professional development training, coaching, and online resources.

Conduct Daily Walkthroughs to:

- Support teachers in the classroom.
    - Make an effort to be present when coaching sessions are taking place in the classroom and share in the learning experience,
- Ask yourself:
    - Am I using the SOAR Report as a lens to address interactions in all classrooms, not just those that were officially observed?

Focus on One Small Change

- Choose one or two positive interaction behaviors to focus on with all teachers.
- Once you see these behaviors happening consistently, choose one or two more to focus on.

Tips for Directors

Model When Needed

- Be a support when doing classroom walkthroughs and modeling best practice for teachers
- Ask yourself:

"Am I giving my teachers the opportunity to share ideas with each other? it is beneficial to allow teachers to share what they've learned from coaching sessions and the CLASS Observation process itself."

Give Quick, Specific Feedback

- Coaching teachers on how to have age-appropriate, learning-focused conversations with children in their classroom.
- Praise teacher immediately when you see them having positive interactions.

"I love the back and forth conversations you are having with the children."

Monitor Across All Classrooms

- Every few weeks, do some casual observations and practice reflection with your teachers:
- Ask yourself:

"Are we seeing consistent improvement across all classrooms?"

Key Reminders

The SOAR Report is a snapshot—not the full picture.

- Identify center-wide trends.
- Strengthen consistency across classrooms.
- Support all teachers—not just those observed.

Improving interaction is a day-to-day process.

- Directors and teachers should work together to share best practice with each other every single day.
- Don't keep the best ideas to yourself!

The best improvements are the small changes we make TOGETHER every day!

Remember, it's very important to always:

- Get on the child's level.
- Keep the conversation going by asking 1-2 questions, have short conversations, and follow the child's lead.
- Remember to pause and allow the child time to respond.

Talk with children—not just to them.

CLASS Videos (Use for Staff Meetings & Coaching)

CLASS YouTube Video Resources

Search, Watch, and Use for Coaching Support

Direct Links

- https://www.youtube.com/watch?v=Fym0VtxwSJs
- https://www.youtube.com/watch?v=s1OrZSuz9ac
- https://www.youtube.com/watch?v=6lj1T0_lheA
- https://www.youtube.com/watch?v=_fAsIDQ_qro
- https://www.youtube.com/watch?v=zn-XQ9ryefM
- https://www.youtube.com/watch?v=MDnJq_MjKqA

As you watch each short clip, focus on one CLASS dimension at a time and discuss what strong practice looks like for that dimension.

CLASS Resource Library

CLASS Articles & Strategy Resources

CLASS Tools for Daily Use

CLASS Dimension Guides (by age group)

- One copy of the CLASS Dimension Guide for each age group was distributed to centers
- You can also find a copy for the CLASS Dimension Guide at your local Resource and Referral Center
- The CLASS Dimension Guide defines what each dimension looks like
- Use for walk-throughs and feedback for classrooms/teachers

Teachstone Blog (Dimension Strategies & Articles)

- https://teachstone.com/resources/
- https://teachstone.com/blog/

Search Google/Google Scholar for articles on topics like:

- Language Modeling
- Concept Development
- Teacher Sensitivity
- Quality of Feedback
- Reducing Negative Climate


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