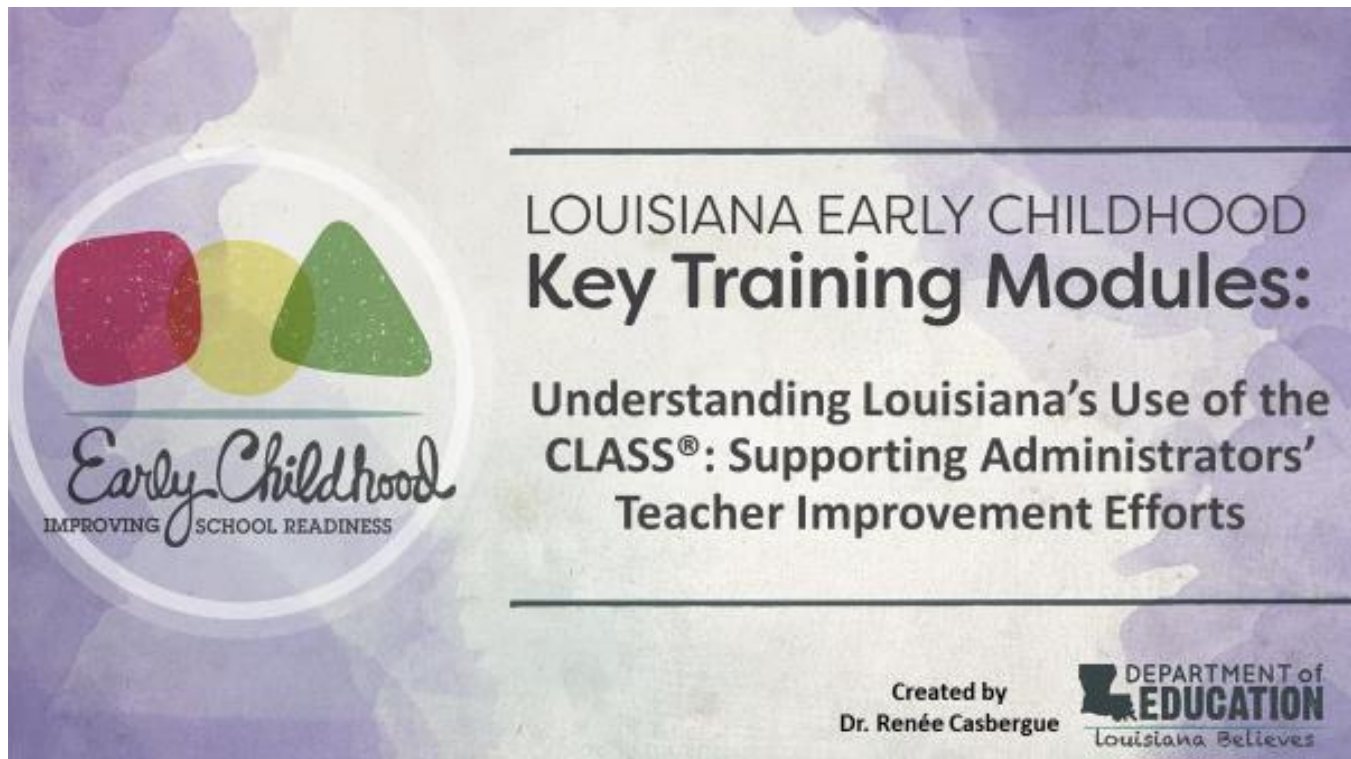# Module 3C: Outline & Manual

Understanding Louisiana's Use of the CLASS®: Supporting Administrators' Teacher Improvement Efforts

Contents

LOUISIANA EARLY CHILDHOOD
Key Training Modules:

Understanding Louisiana's Use of the CLASS®: Supporting Administrators' Teacher Improvement Efforts

Created by
Dr. Renée Casbergue

Module Description

This 2-hour interactive training module is designed to assist school administrators and center directors in increasing teaching effectiveness. While all administrators have access to observation scores, not all understand how to use this data effectively. Few have sufficient understanding of the CLASS® instrument itself to understand what is needed to improve teaching. Administrators will learn to access and use scores from the CLASS® to make data-driven decisions about teachers' needs and develop strategies for efficiently observing teachers and providing instructional leadership.

Pre-Work

- Trainer should become familiar with sample score sheets to help guide participants in their discussions

Materials

- Chart paper and markers
- Note paper
- Copy paper
- Pencils or pens for participants
- Handouts
    - *Example CLASS® Score Sheet #1*
    - *Example CLASS® Score Sheet #2*
    - *Example CLASS® Score Sheet #3*
    - *Pre- and Post-Assessment*

Learning Outcomes

Candidates who actively participate in this session will be able to…
- Access and interpret CLASS® scores for your classroom teachers
- Develop a general understanding of the primary focus of each of the CLASS® dimensions
- Identify areas of strength and weakness for individual teachers
- Identify specific behaviors teachers can incorporate into their teaching to improve their CLASS® scores
- Locate local, state, and national resources to support professional development

Training Agenda

Total Content Time: 2.0 hours
Total Session Time: 3.0 hours

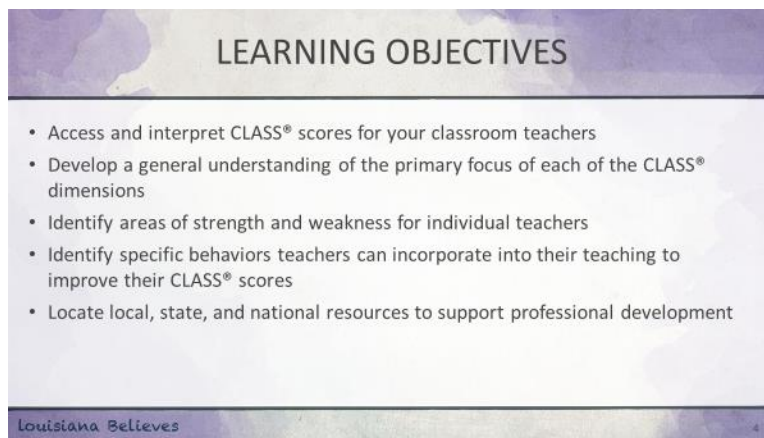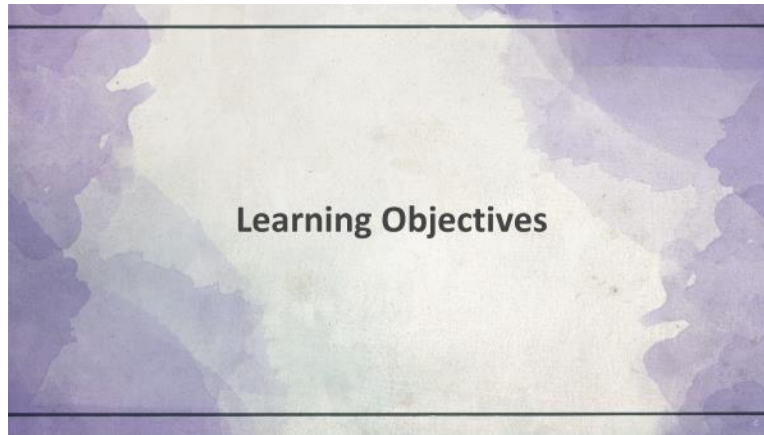| Item	Time/Duration
Registration/Sign-In	30 minutes prior to course start (*not included in total course time*)
Welcome, Session & Group Introductions	20 minutes
Reflection on Louisiana and The CLASS®	10 minutes
Understanding and Interpreting CLASS® scores	20 minutes
Score Sheets Activity	20 minutes
Session Closing & Post-Assessment	15 minutes (*not included in total course time*)
Individualized Q&A	15 minutes following course completion (*not included in total course time*)

Training Manual
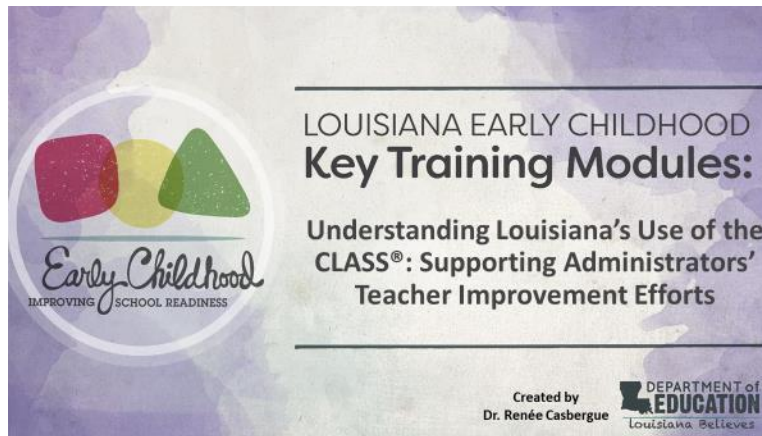
Distribute the Pre-Assessment Evaluation as participants enter the training.
- *Ask them to complete the Pre-Assessment Evaluation and return to you*
- *Briefly review the forms to identify the group's needs*
- *Emphasize the learning objective(s) identified by the group as needing support*
- *Modify the session to spend more time on knowledge, skills, and abilities needed by the group*
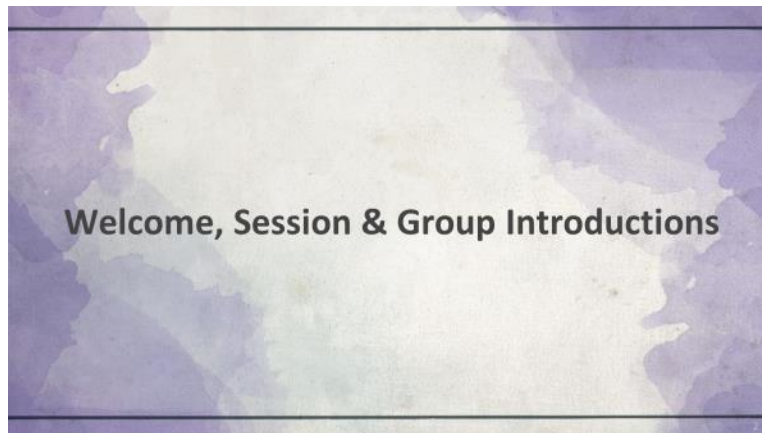
Introduce yourself and the session.

In this session we will talk about how to access CLASS® scores for your site and for individual teachers. We will discuss the kinds/types of reports you can access, and most importantly, how you use the information in those reports to improve the quality of teacher-child interactions and children's learning outcomes.

Learning Objectives

LEARNING OBJECTIVES

- Access and interpret CLASS® scores for your classroom teachers
- Develop a general understanding of the primary focus of each of the CLASS® dimensions
- Identify areas of strength and weakness for individual teachers
- Identify specific behaviors teachers can incorporate into their teaching to improve their CLASS® scores
- Locate local, state, and national resources to support professional development

Louisiana Believes

Let's take a look at our learning objectives today.

Read each learning objective aloud.

- **Access and interpret CLASS® scores for your classroom teachers,**
- **Develop a general understanding of the primary focus of each of the CLASS® dimensions,**
- **Identify areas of strength and weakness for individual teachers,**
- **Identify specific behavior teachers can incorporate into their teaching to improve their CLASS® scores,** and
- **Locate local, state, and national resources to support professional development.**

Are there any additional points we should add to our list of objectives for today?

Record responses on chart paper.

Understanding Louisiana's Use of the CLASS®
in its Quality Rating System
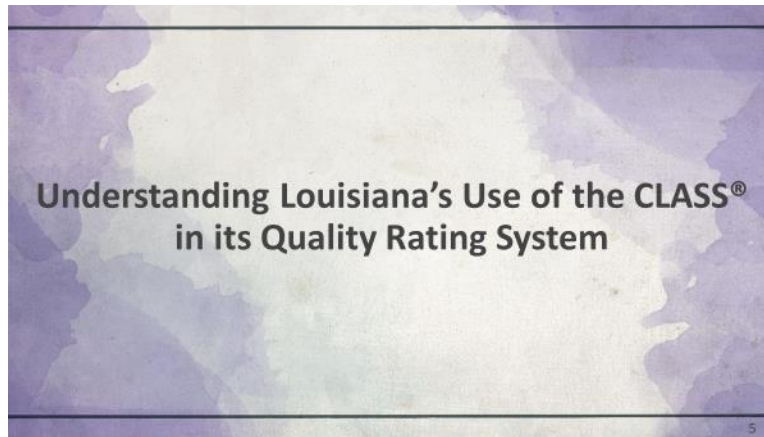
Louisiana uses the Classroom Assessment Scoring System® to measure teacher-child interactions in individual classrooms as the primary assessment in its early childhood quality rating system. As we begin to discuss Louisiana's use of the CLASS®, it will be helpful for you to consider how you are already using the CLASS® in your work.

Reflection

- How often do you access CLASS® scores for your site and for individual teachers?
- What types of reports do you access?
- How do you use the information in those reports?

Encourage participants to reflect on their own use of data from CLASS® observations.

Turn and talk with a partner about the following topics included on the slide:

- **How often do you access CLASS® scores for your site and for individual teachers?**
- **What types of reports do you access?**
- **How do you use the information in those reports?**

After about five minutes, you will share your discussions with the larger group.

As participants share their current uses of the CLASS® with the larger group, write their responses down on chart paper.

These initial ideas will be used again later to reflect on new ideas that emerge from the training.

WHY USE THE CLASS®?

Louisiana has chosen the CLASS® as part of its Early Childhood Quality Rating System because it:

- Provides data about teachers' interaction with children that have been shown to improve children's social/emotional development and academic achievement.
- Demonstrates that effects on achievement persist throughout children's schooling.
- Allows monitoring of growth, drives improvement, and enhances the effectiveness of professional development by assuring that it matches teachers' strengths and weaknesses.

Louisiana Believes

You may wonder why **Louisiana has chosen the CLASS® as part of its Early Childhood Quality Rating System.** It has done so because the CLASS® **provides data about teachers' interactions with children that have been shown to improve children's social/emotional development and academic achievement.**

The strong research base that undergirds the CLASS® **demonstrates that effects on achievement persist throughout children's schooling.**

Using the kind of teacher and school site data provided by the CLASS® **allows monitoring of growth, drives improvement, and enhances the effectiveness of professional development by assuring that** professional development efforts **match teachers' strengths and weaknesses.**

CLASS® System Refresher

This will be a quick refresher on the CLASS® observation and score reporting process. You should already be familiar with this system, but we will do a quick review in case it has been a while since you have engaged in this process.

LOUISIANA AND THE CLASS®

Internal observers conduct CLASS® observations, and submit scores through the state online portal to enable provision of feedback and support to teachers.
- May be employed on site – master teacher, coach, site administrator, etc.
- May be from a lead agency – Agenda for Children, Head Start, local school system, etc.

External observers provide a reliability check on internally reported scores.
- Contracted to the state through the Picard Center for Families and Children at the University of Louisiana Lafayette (ULL)
- Conduct CLASS® observation and submit scores and written feedback about the two highest and two lowest scoring dimensions.

Louisiana Believes

As a reminder, Louisiana uses both internal and external observers in its rating system.

Internal observers may be employees of the individual center or school and are likely to be familiar to the early childhood teachers and assistants. However, they may be from the center or school's lead agency instead/ this could be someone from the school system office or a contractor with an agency such as Agenda for Children or Head Start. In that case, the "internal observers" may not be known by the teachers or school personnel. Their role is to conduct observations and submit their scores through the site online portal. Their primary purpose is to **provide feedback and support for teachers based on what they observe**.

External observers are contracted by the state through the Picard Center at ULL. They most likely will not be known by the teachers they observe. They also conduct CLASS® observations and upload scores into the state portal. In addition, they provide written feedback for the two highest and lowest scoring dimensions. The primary purpose of their observations is to **provide a reliability check on internally reported scores**.

ACCESSING CLASS® SCORE REPORTS

- Scores are uploaded by observers into the Louisiana Department of Education's Early Childhood Web Portal.
- Scores for your site may be accessed by LDOE administrators, Network Coordinators from the Lead Agency, and Site Coordinators (directors, school administrators, and their designees).
- External observers' access is limited exclusively to the store reports they have submitted for their own assigned observations.

Web Portal link: leads5.doe.louisiana.gov/ecs/Default

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As administrators, you may access scores for your site at any time once they are uploaded by observers.

The link shown on the bottom of the slide can be used to log in to the Early Childhood Web Portal. You should have located your login credentials prior to this training. I hope that you all have had a chance to explore the contents of this resource.

Remember that scores for your site may be accessed by the Louisiana Department of Education, a designated representative from your lead agency, and the coordinator at your site.

While only one site coordinator is authorized to enter and edit information about your site in the portal, additional coordinators can be authorized to view reports for your site. External observers may not view any reports or site information other than the scores and feedback they have uploaded themselves for individual classrooms assigned to them.

Once uploaded by observers, score reports are always available to site coordinators.

These are screenshots of what site coordinators see when they want to access score reports for their site or for individual teachers. The wrench icon opens a page for all completed CLASS® score reports at a site. The green arrow icon is used to open the full report for an individual classroom.

This screenshot from the portal is an example of a completed score report for one classroom. While the information will remain accessible in the system, it is also possible to print or save a copy of the report on your site's computer.

To save or print the score sheet, click on the save icon to export the sheet as an Excel, PDF, or Word document.

TYPES OF SITE LEVEL REPORTS

- To run a report for your site, click "Reports," then "Site Level Reports."
- A list of available reports will appear.
- Select the report you want to view.
- For professional development, the most useful reports will be the first two:
  - Site CLASS® Domain Averages
  - Site CLASS® Dimension Averages

Louisiana Believes

While the previous slide showed a report for an individual classroom, site coordinators may also request reports at the site level.

Follow these instructions to select the report you want to view:
- **To run a report for your site, click "Reports," then "Site Level Reports."**
- **A list of available reports will appear.**
- **Select the report you want to view.**
- **For professional development, the most useful reports will be the first two:**
  - **Site CLASS® Domain Averages**
  - **Site CLASS® Dimension Averages**

For the purposes of teacher/staff professional development, coordinators will want to access reports of CLASS® Domain Averages and CLASS® Dimension Averages. The other reports are for administrators to track logistical information about scheduled and completed observations.
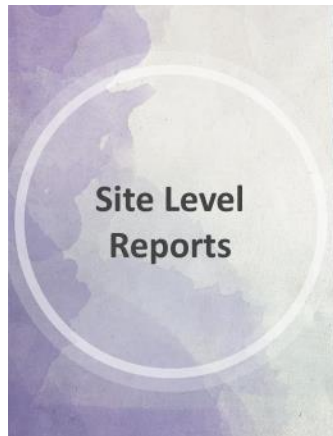

Classroom Level Reports

- Offer very specific indications of an individual classroom's relative strengths and weaknesses
- Reveal classroom performance in each CLASS® domain and dimension
- Show scores for each 20-minute observation cycle *and* dimension and domain scores averaged across all four cycles

Classroom level and site level reports offer different types of information to serve different purposes.

At the **classroom level**, reports **offer very specific indications of an individual classroom's relative strengths and weaknesses** of an individual classroom.
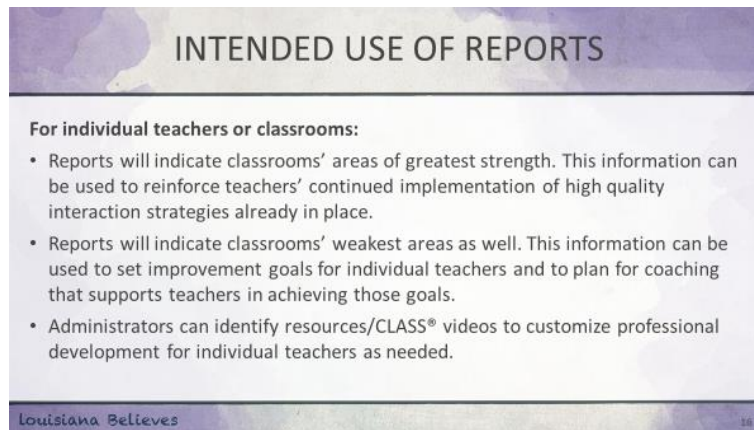
A classroom level report will **show scores for each 20-minute observation cycle as well as scores averaged across all four cycles.**

In contrast, **site level reports allow examination of average scores across all classrooms observed at a site.**

We will review the differences between CLASS® domains and dimensions in a few minutes.

The classroom and site level reports are intended to be used for different purposes.

For individual classrooms:
- **Reports will indicate classrooms' areas of greatest strength. This information can be used to reinforce teachers' continued implementation of high quality interaction strategies already in place.**
- **Reports will indicate classrooms' weakest areas as well. This information can be used to set improvement goals for individual teachers and to plan for coaching that supports teachers in achieving those goals.**
- **Administrators can identify resources/CLASS® videos to customize professional development for individual teachers as needed.**

INTENDED USE OF REPORTS

For centers/school sites:
- Administrators can offer positive reinforcement and assurance that sites are already meeting some goals for high quality interactions.
- Administrators can build the leadership of teachers who are strong in areas for which others need support.
- Administrators can identify common areas of greatest need to prioritize professional development that targets needed improvements.
- Reports can guide administrators toward a path for Continuous Quality Improvements.

Louisiana Believes   17

For centers/school sites:
- **Administrators can offer positive reinforcement and assurance that sites are already meeting some goals for high quality interactions.**
- **Administrators can** also **build the leadership of teachers who are strong in areas for which others need support.**
- **Administrators can identify common areas of greatest needs to prioritize professional development that targets needed improvements.**
- Thus, **reports can guide administrators toward a path for Continuous Quality Improvements.**

Understanding and Interpreting
CLASS® Scores

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Once you can access CLASS® scores for individual classrooms and for your site overall, you can use the data you find there to help your teachers improve their interactions with children.

Remember that professional development isn't just for teachers with significant weaknesses. In the spirit of lifelong learning, all teachers can benefit from focusing on improving their interactions with children – even if they already score at or above average on the CLASS®.

For the rest of our session today, we will review what each dimension and domain of the CLASS® measures and learn behaviors can adopt that will improve their interactions with children and increase children's learning.
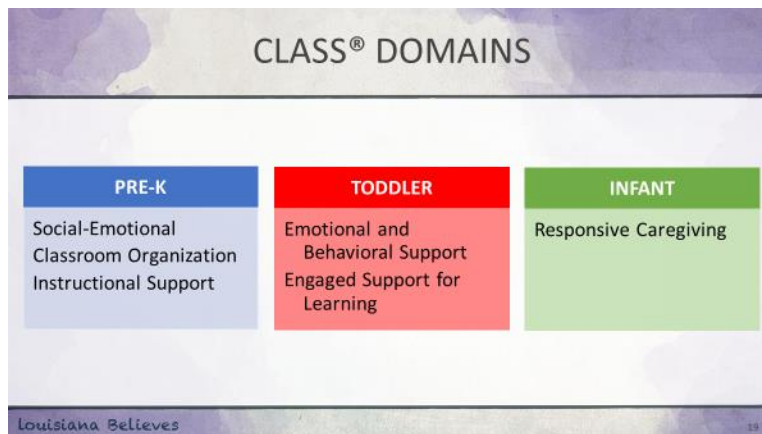
The CLASS® is comprised of broad domains of adult-child interactions.

For **Pre-K**, the **Social-Emotional** domain is broadly about how teachers interact with children to encourage them to form connections. Strong connections between adults and children and among the children themselves provide the security children need to learn.

The **Classroom Organization** domain addresses the extent to which teachers establish predictable classroom routines that support appropriate behavior and opportunities for learning.

The **Instructional Support** domain addresses the extent to which teacher are able to challenge children to engage in higher order thinking rather than rote learning.

For **toddlers**, similar concepts about teacher-child interactions are divided into two domains.

Emotional and Behavioral Support encompass the same idea of connections as in Pre-K, but also includes behavior guidance.

Engaged Support for Learning addresses the ways in which teachers set up routines and engage with children to challenge higher order thinking and language development. For both Pre-K and Toddler CLASS®, all of these domains are interconnected, with each supporting the others.

The **Infant** CLASS® differs in that there is only one domain – **Responsive Caregiving**. It encompasses many of the same types of interactions to address connections between teachers and infants, teachers' sensitivity to infants' needs, and language support.

Because the Infant CLASS® is so distinct from other levels of the instrument, we will focus our attention on Toddler and Pre-K. Keep in mind, however, that the process we describe for analyzing and responding to the CLASS® data will be the same for all levels, including Infant.

- Each domain is divided into dimensions.
- The dimensions in each domain define specific adult-child interactions that are related to positive child outcomes.
- Observers score the interactions they see at the dimension level.
- Dimension scores are averaged across four observation cycles to yield domain scores.

Each domain of the CLASS® **is divided into dimensions. The dimensions in each domain define specific adult-child interactions that are related to positive child outcomes.**

Observers score the interactions they see at the dimension level. Once scores are assigned for each dimension within a domain, the scores for **four cycles of observation are averaged to yield domain scores.**

We will examine the dimensions in each domain and the specific indicators observers look for in more detail in a few minutes.
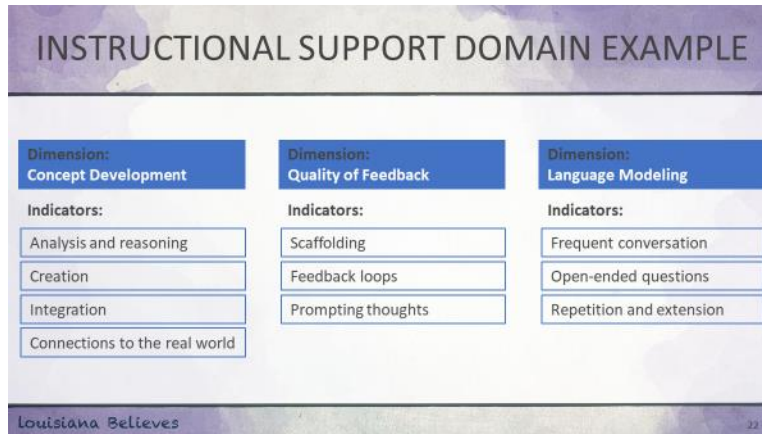

- Each dimension includes descriptive indicators of the desired interactions.
- Observers look for the frequency and depth of indicators to assign scores for each dimension.
- The presence, absence, or depth of specific indicators determines whether a classroom receives a low, mid-range, or high score for each dimension.

For Infant, Toddler, and Pre-K CLASS®, **each dimension includes descriptive indicators of the desired interactions.**

Observers look for the frequency and depth of indicators to assign scores for dimension. The presence, absence, or depth of specific indicators determines whether a classroom receives a low, mid-range, or high score for each dimension.

The following slide will illustrate how one domain is structured with dimensions and indicators.
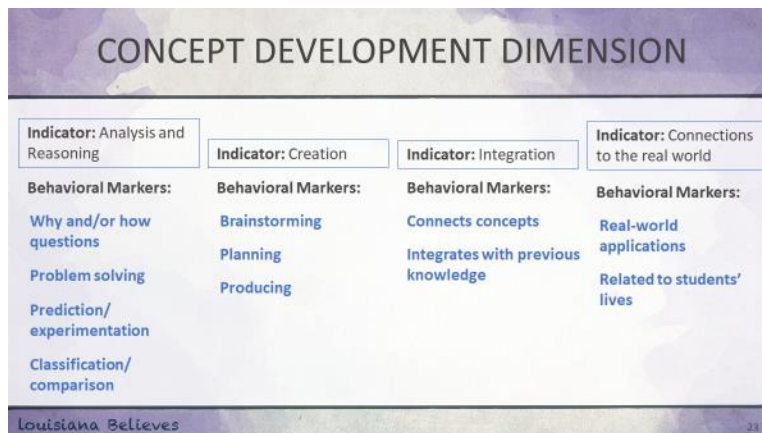
INSTRUCTIONAL SUPPORT DOMAIN EXAMPLE

Dimension: Concept Development	Dimension: Quality of Feedback	Dimension: Language Modeling
Indicators:	**Indicators:**	**Indicators:**
Analysis and reasoning	Scaffolding	Frequent conversation
Creation	Feedback loops	Open-ended questions
Integration	Prompting thoughts	Repetition and extension
Connections to the real world		

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This is an example of how the Instructional Support Domain of the Pre-K CLASS® is structured. It has three **dimensions:**
- **Concept Development,**
- **Quality of Feedback,** and
- **Language Modeling.**

Each of those dimensions has specific **indicators** that observers will look for. This example only includes the first three indicators for each dimension to illustrate how the instrument is structured.

Concept Development has four indicators, Quality of Feedback and Language Modeling each have five. Next, we'll examine one dimension in more detail.

CONCEPT DEVELOPMENT DIMENSION

Indicator: Analysis and Reasoning	Indicator: Creation	Indicator: Integration	Indicator: Connections to the real world
Behavioral Markers:	**Behavioral Markers:**	**Behavioral Markers:**	**Behavioral Markers:**
Why and/or how questions	Brainstorming	Connects concepts	Real-world applications
Problem solving	Planning	Integrates with previous knowledge	Related to students' lives
Prediction/ experimentation	Producing		
Classification/ comparison			

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Here is a more detailed look at how one dimension, **Concept Development**, is structured. As you saw on the previous slide, it has four dimensions:
- **Analysis and reasoning,**
- **Creating,**
- **Integration,** and
- **Connections to the real world.**

When observers score this dimension, they use the specific behavior markers listed in the CLASS® manual to guide their decisions. They do not need to see each behavior marker, but they do need to see frequent or sustained evidence of some of these behaviors in order to assign a high score.

ARRIVING AT FINAL SCORES
FOR EACH DIMENSION

Range of Scores

LOW — 1 - 2   MID — 3 - 5   HIGH — 6 - 7

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After taking notes to document the specific behaviors observed for individual indicators, observers rely on descriptive narratives found in the CLASS® manual to determine a score for each dimension. This helps them make standardized decisions about what they have observed.
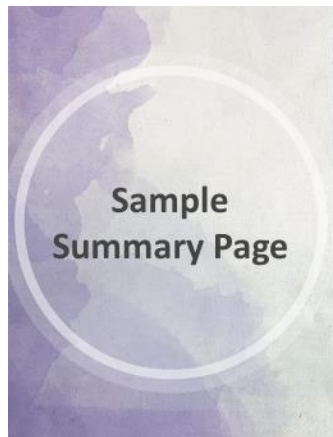
When most indicators fall within the low range, a score of 1 would be assigned. When all or almost all indicators are in the mid-range, the score would be a 4. When all or almost all indicators for a dimension are in the high range, a score of 7 would be assigned.

Scores of 2, 3, 5, or 6 would be assigned when there are a mix of indicators for a particular dimension.

After reading descriptive narratives and using the scoring guide to assign scores for each dimension, observers complete a score sheet like the one shown here for each of the four 20-minute observation cycles.

In addition to numerical scores, the score sheets will include notes with specific behaviors that were observed during that cycle. Observers transfer scores from these sheets into the LDOE online portal. The original score sheets will full observation notes are held securely at the Picard Center at ULL.

Sample Summary Page

When all four cycles of observation and scoring are completed, the observers upload scores into the Louisiana Early Childhood System Portal that we explored earlier.

In Louisiana, the three domain scores are also averaged to yield an overall score for the full observation. Notice that as in this example, scores may vary for particular dimensions depending on the nature of the activity being observed.

This is why is it necessary to score four full cycles to get a more accurate picture of what children typically experience in a particular classroom over the course of a school day.

You will have a chance to analyze summary scores for multiple classrooms in the activity we will do next.

INTERPRETING CLASS® SCORES ACTIVITY

- Compare summary score pages for three different classrooms from the same site.
- Identify areas of strength for each classroom.
- Identify areas of weakness for each classroom.
- Identify trends across the scores for all three classrooms.
- Identify the domain or dimensions you would make your first and second priorities for coaching and professional development at that site.

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Divide participants into pairs or small groups of three to four. Give each a set of example summary score pages from a single site.

There are three sets of handouts – Infant Summary Score Sheets, Toddler Summary Score Sheets, and Pre-K Summary Score Sheets. Have each pair or small group select the age level on which they want to focus.

They should examine the set of scores together to determine which dimensions appear to be the strongest, and which ones need most improvement. Then encourage them to discuss what they would choose to focus on for professional development at that site and their reasons for that focus.

As they finish their discussions, have one participant from each pair or small group summarize for the full group.

Listen for participants to address the following ideas for each level and guide them to explore the sample scores in more detail if they do not address any of these ideas.

<div style="border:1px solid #000; background:#d9d9d9; padding:10px">

Trainer Note:
Infant level: Facilitated Exploration earned the lowest score across all three classrooms. Language support was equally low for sample three. A trend across all three classrooms is that the lowest scores occur during routines like diapering, feeding, and nap preparation. Teachers at this center are likely to benefit most if they incorporate strategies for guided exploration and language support during these routines.

Toddler level: The lowest domain score overall is for Engaged Support for Learning across all three classrooms, with quality of feedback and language modeling driving the lower scores. Quality of feedback suffers during transition time in another classroom. Teachers can be encouraged to identify ways to incorporate more language and thus opportunities for feedback into routines and transitions.

Pre-K level: Overall, the Instructional Support domain receives the lowest scores across all three classrooms at this center. Closer examination of scores reveals considerable variability among the three teachers, with one teacher scoring at the upper end of the mid-range for all three dimensions, one teacher squarely in the mid-range for each dimension, and the third scoring at or close to the low range for each dimension. As a group the teachers will all benefit from more focus on instructional support strategies, with particularly attention focused on concept development and quality of feedback. Because teachers' scores vary so much, suggestions for specific strategies (for interactions during free play vs. whole or small group teacher-directed activities, for example) will need to be made at the classroom level.

</div>

Supporting Teachers

Once you have decided on the dimensions of the CLASS® for which teachers need support, the challenge is to know how to help them improve. We'll turn our attention now to identifying specific things teachers can do as suggested by the CLASS® to increase the effectiveness of their interactions with children.

You can use the CLASS® manual for guidance when you give feedback to teachers. **You will find a "face page" for each dimension** on which the teacher has been scored. It looks like this example from the Teacher Sensitivity dimension of the Toddler CLASS®.

The manual for each level of the CLASS®, Infant, Toddler, Pre-K, and K-3, includes face pages like this one. **Use this page to view the specific indicators and teacher/child behaviors that illustrate high quality interactions.**


CLASS® indicators for each dimension include very specific behaviors that represent high quality interactions. Using the CLASS® indicators and behavior markers defines for teachers exactly what you and other observers are look for.

For example, for the dimension of teacher sensitivity at the toddler level, you will see indicators of responsiveness and awareness. For each indicators, you will also see desired behaviors.

As you give feedback to a teacher who scored poorly on teacher sensitivity, rather than encouraging her to "show more sensitivity," it will be more helpful to encourage her to notice and respond more frequently to toddlers' bids for attention or to provide comfort more frequently when a child is upset.

Using **the language of indicators and behavior markers also provides a shared understanding** across all teachers and staff **of what might otherwise be vague concepts.**

Basics of Social/Emotional Domains
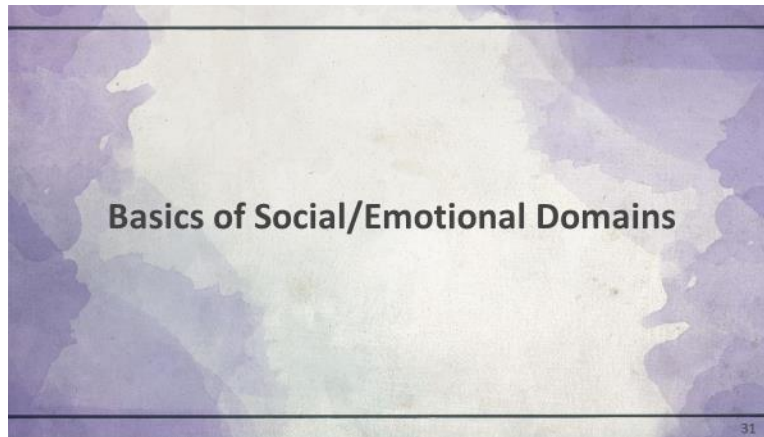
We will now examine in more detail the Social/Emotional domains of the Toddler and Pre-K CLASS®.

Remember that the Infant CLASS® is not organized into domains. You will nonetheless see many similarities among the Infant, Toddler, and Pre-K CLASS® in this area of focus.

As we briefly examine the specific dimensions of these domains, think about teachers you work with and your perceptions of their skill in this domain.
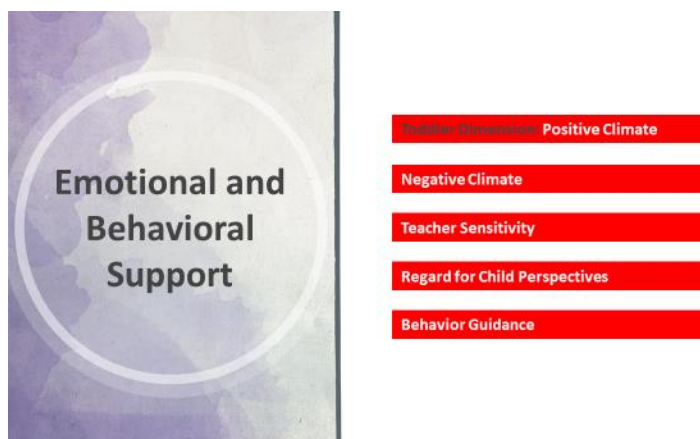
For the Toddler CLASS®, the **Emotional and Behavioral Support** Domain contains dimensions. These are:
- **Positive Climate,**
- **Negative Climate,**
- **Teacher Sensitivity,**
- **Regard for Child Perspectives,** and
- **Behavior Guidance.**

Remember that this domain is largely about how teachers and children connect to one another and how the teacher guides children as they learn to regulate their own behavior. Let's briefly review the indicators and behavior markers for each of these dimensions.
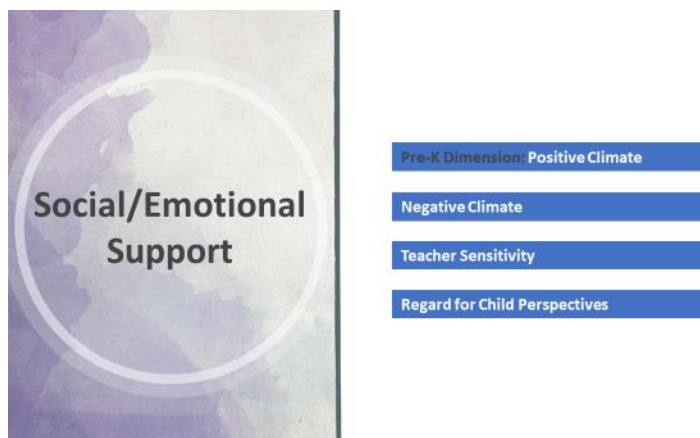
Distribute the Toddler Emotional and Behavioral Support Dimension Overview <mark>handout</mark>.

Briefly read through the handout to orient participants to what is included in each dimension and the behavior markers for each indicator.

If a classroom scores lowest in this domain, you can examine the score summaries for that classroom to see which dimension is the source of the problem. It is then possible to give the teacher very specific feedback about what to do to improve. You will do this by considering the behavior markers.

For example, if the teacher scores lower in Regard for Child Perspectives, you may observe that the teacher does not frequently follow children's lead. Instead, she engages in more teacher-directed activities or steers children's play to fit her own ideas.

To help her improve in this area, you could help the teacher plan for provision of more independent play time, for example, during which she joins in children's play according to the play themes they have established. If they are playing "pet store" in what is intended to be veterinary office dramatic play area, she would allow them to continue their pet store play.

For Pre-K classrooms, the **Social Emotional Support** domain is very similar to the Emotional and Behavioral Support domain for toddlers. It is also primarily about the strength of connections between adults and children. The only difference is that Behavior Guidance becomes Behavior Management for preschool classrooms and is part of a different domain.

Distribute the Pre-K Social Emotional Support Dimension overview ==handout==*. Briefly read through the handout to orient participants to what is included in each dimension and the behavior markers for each indicator.*

Again, you can use the behavior markers and indicators for each of these dimensions to give specific suggestions for improvement to teachers.

For example, if one teacher's score for the positive climate dimension is lower than expected, you can look at specific indicators. It may be that she remains standing above children while they sit on the carpet during whole group activities.

This is reflected in the "Relationships" indicator for Positive Climate. Her score would improve if she were in closer proximity during teacher-directed activities, perhaps on the floor with children or seated in a low chair.

Reflection Activity

While scores for the dimension related to the social and emotional domains for both the Toddler and the Pre-K CLASS® are typically higher than for other domains, many teachers will still have dimensions for which interactions can be improved.

Use the handouts we just reviewed to guide your discussion with a partner about specific habits that you can look for and/or help teachers develop that will result in stronger connections between teachers and children – and among children.

Reflect on classrooms in your own center. Using your professional knowledge of the teachers in your center or school, discuss which dimensions need the most attention. After your discussion, make a commitment to at least one social/emotional dimension you will work on as you support teachers.

Remember that your ideas about what teachers need to address is based on your perceptions of the teachers' interactions with children. While these perceptions may be accurate, you should also commit to checking your perceptions against the teachers' actual CLASS® scores.

Basics of Engaged or Instructional Support for Learning
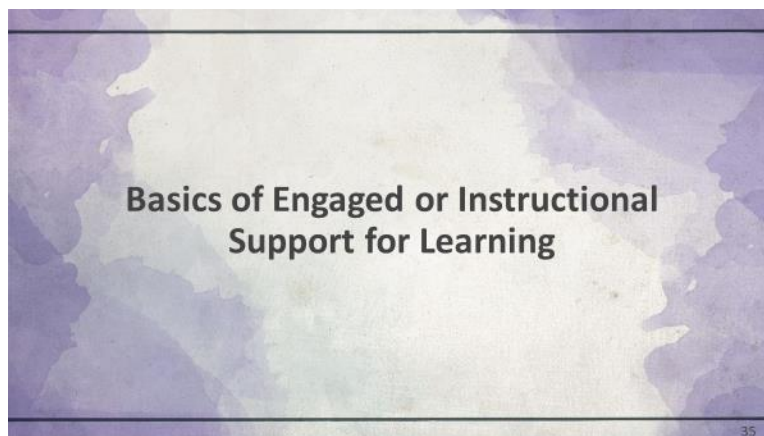
We'll now turn to exploring the basics of Toddler Engaged Support for Learning and the Pre-K Instructional Support Domain. As with the Social/Emotional Domains, there are many similarities across these two different levels of the CLASS®.

Engaged Support
for Learning

Toddler Dimension: Language Modeling

Quality of Feedback

Facilitation of Learning and Development

The second toddler domain, engaged support for learning, primarily addresses the ways in which teachers set up routines and engage with children to challenge higher order thinking and language development. The three dimensions for which teachers receive CLASS® scores are:

- **Facilitation of Learning and Development,**
- **Quality of Feedback,** and
- **Language Modeling.**

Distribute Toddler Engaged Support for Learning Domain Overview ==handout==. *Briefly read through the handout to orient participants to what is included in each dimension and the behavior markets for each indicator.*

Facilitation addresses what the teacher does to provide and participate in activities that support children's learning and development, and how well they connect and integrate learning into those activities.

Quality of Feedback refers to how well teachers respond to what children say or do so that their participation is extended, and their learning and development are supported.

Language Modeling addresses the quality and frequency of teachers' use of language stimulation and language facilitation techniques to encourage children's language development.

While classroom scores across dimensions vary widely, is most cases teachers score lowest in this domain as you probably noticed when you examined the example summary scores. We'll return to these dimensions for an activity in a few minutes after examining a similar domain at the Pre-K level of the CLASS®.
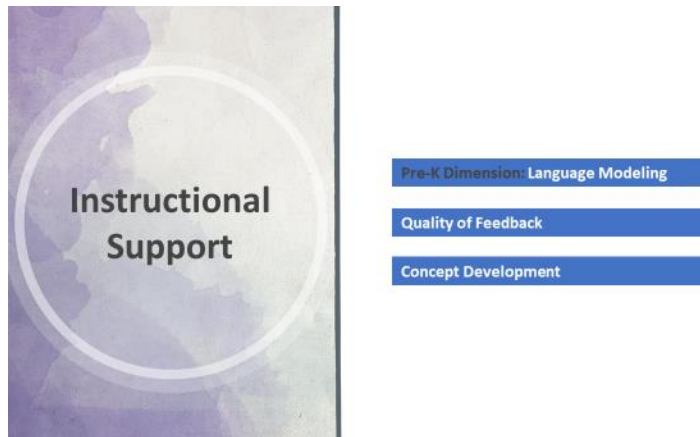
Distribute Pre-K Instructional Support Domain Overview <mark>handout</mark>. Briefly read through the handout to orient participants to what is included in each dimension and the behavior markers for each indicator.

At the Pre-K level, the **Instructional Support** domain encompasses two of the same dimensions found in the Toddler Engaged Support for Learning – **Language Modeling** and **Quality of Feedback**.

For preschool, **Language Modeling** encompasses the amount of conversation in a classroom, and the teacher's use of open-ended questions, repetition and extension of children's language, self- and parallel talk, and advanced language.

As with toddlers, the aim is to increase the sophistication of children's language use. Similar to the toddler level, for preschool, **Quality of Feedback** is about how teachers respond to what children say and do. The indicators are more extensive, however, with both feedback loops and prompting thought processes added to this dimension for preschool.

In addition, at the preschool level a third dimension is **Concept Development**. This dimension is not about how many concepts are addressed; rather it is intended to measure the degree to which teachers engage children in higher order thinking. It is about challenging children to engage in analysis and reasoning and in creation, as well as how frequently teachers help children make connections between what they are learning and the real world or previously taught concept. As with the Toddler CLASS®, preschool classrooms also score lowest for this domain.
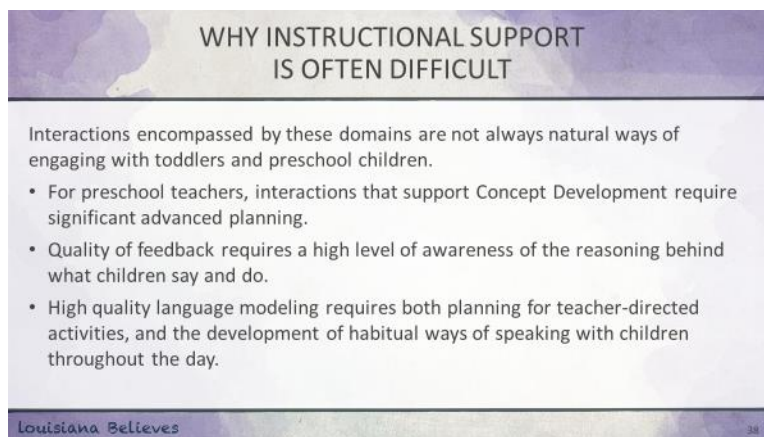
In most cases ,teachers tend to score lower for Engaged Support for Learning (toddler level) or Instructional Support (pre-k level) than for the other domains.

For many teachers, the types of **interactions encompassed by these domains do not represent natural ways of engaging with toddlers and preschool children.**

For preschool teachers, interactions that support Concept Development require significant advanced planning. Quality of feedback that scaffolds children's learning and prompts their thought processes **requires a high level of awareness of the reasoning behind what children say and do.**
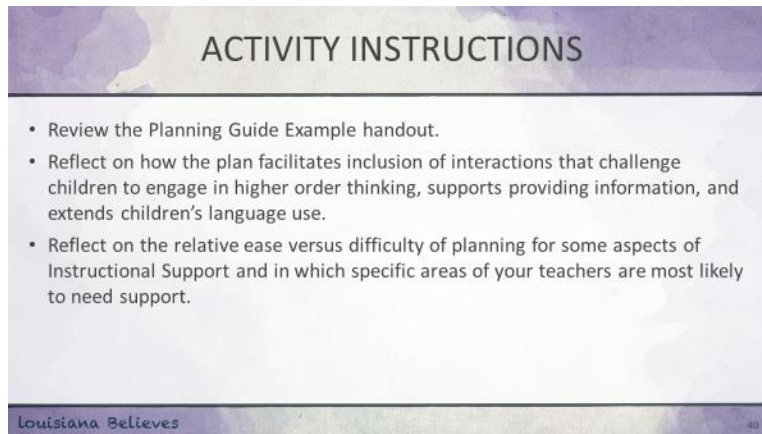
High quality language modeling requires both planning for teacher-directed activities, and the development of habitual ways of speaking with children throughout the day. Asking many open-ended questions and using advanced language also require thought and planning. This type of planning is more easily accomplished in the context of teacher-driven instruction, but teachers also need to be prepared to develop habits of asking open-ended questions, and overlaying language on their own and children's actions, and using sophisticated language throughout the day, even when children are engaged in free play activities.

The following activity will help you to understand and practice the type of activity you can guide teachers through to help them learn to do this kind of planning.

Direct participants' attention to the Pre-K Instructional Support Domain Overview handout. Encourage participants to choose one specific indicator from each dimension that they think might be difficult for teachers at their site.

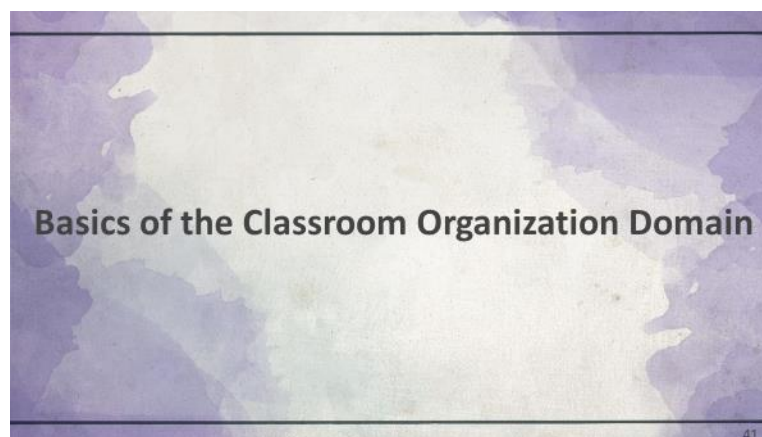*Distribute the Instructional Support Planning Guide handout.*

Instruct participants that they can use the blank version to help teachers plan for activities and interactions with children that address those indicators. Briefly review the example of a completed plan focused on Mardi Gras to illustrate the types of planning that can be done.

Remind the participants that this extensive plan is intended to be used across multiple lessons over a lengthy period of time and that they should begin with the one or two areas for which teachers need the most support.

Encourage participants to commit to trying the planning guide for an upcoming unit for instruction with one or two teachers focused on their area of greatest need after the training.

The CLASS® has one additional domain at the Pre-K level. The **Classroom Organization Domain** is about how well the teacher establishes routines and provides learning activities that support children's development and learning. This domain recognizes the somewhat more structured format of the day in preschool, with more teacher-dire ted activity than is typically the case for toddler classrooms.

The first dimension is **Behavior Management**, a change from the Behavior Guidance seen as part of Behavioral and Emotional Support at the toddler level. This dimension recognizes that preschool teachers should be able to proactively set clear behavior expectations and skillfully redirect children when they are not meeting those expectations.

The second dimension is **Productivity**. This dimension is primarily concerned with how well run the classroom is so that learning time is maximized for children. It addresses the extent to which intentional activities are provided, the availability of materials, and the establishment of routines that help children know what to do and how to transition from one activity to another.

The final dimension is **Instructional Learning Formats**. This dimension addresses the ways that teachers maximize children's interest, engagement, and ability to learn from lessons and activities.

Distribute the Pre-K Classroom Organization Domain Overview handout*. Briefly read through the handout to orient participants to what is included in each dimension and the behavior markers for each indicator.*
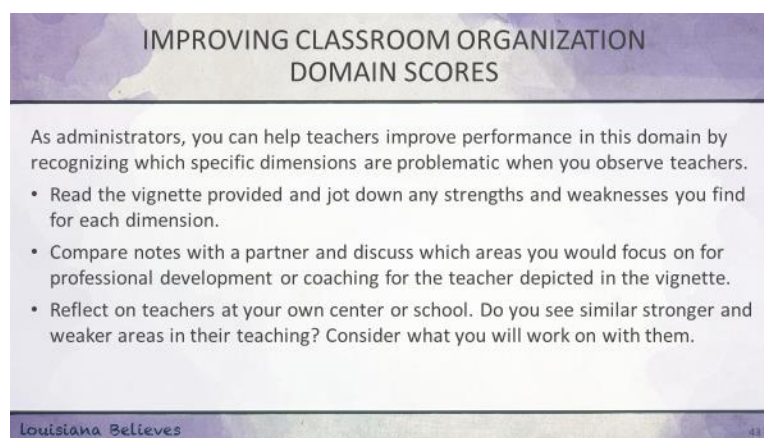
Remind participants that they have a role to play in improving quality in this domain.

As administrators, you can help teachers improve performance in this domain by recognizing which specific dimensions are problematic when you observe teachers.

*Distribute the Preschool Classroom Organization Vignette* handout*.*

Read the vignette provided and jot down any strengths and weaknesses you find for each dimension. Use the Pre-K Classroom and Organization Domain Overview handout to review the dimensions and indicators for Classroom Organization.

Allow participants about five minutes for this analysis.

Now that you have finished your individual analysis, **compare notes with a partner and discuss which areas you would focus on for professional development or coaching for the teacher depicted in the vignette.**
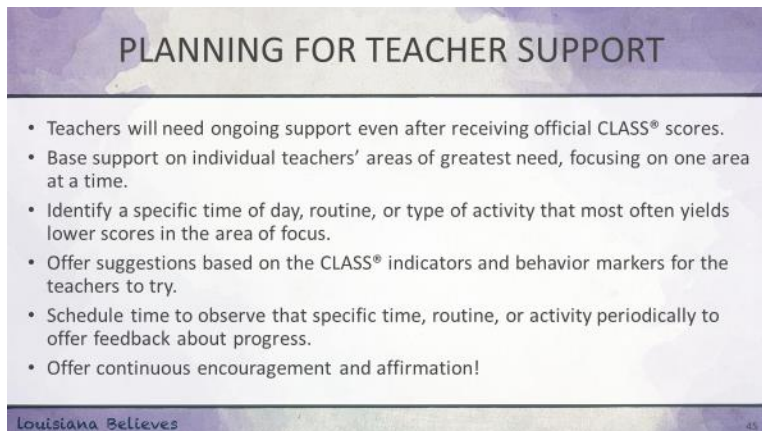
Allow participants about five minutes to discuss.

Now, **reflect on teachers at your own center or school. Do you see similar stronger or weaker areas in their teaching? Consider what you will work on with them.**

Resources for Professional Development

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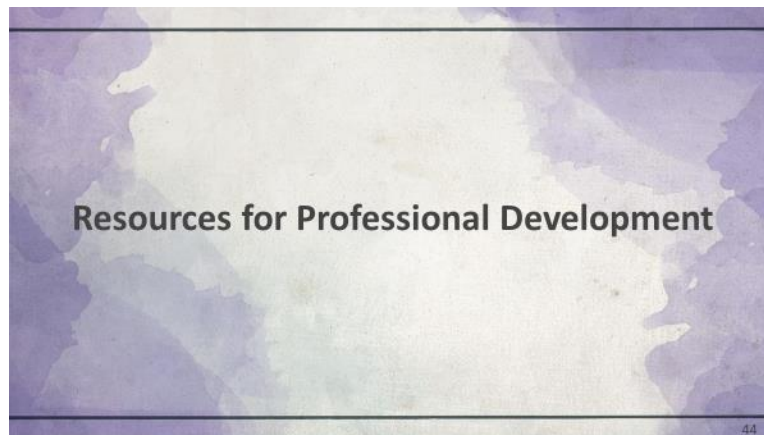
Now that you are able to use CLASS® to identify avenues for quality improvement at both the classroom and center or school site level, it is time to consider what resources are available to you to support teachers' professional development.

We will briefly explore avenues for professional development at your local level, as well as resources available at the state and national levels.

PLANNING FOR TEACHER SUPPORT

- Teachers will need ongoing support even after receiving official CLASS® scores.
- Base support on individual teachers' areas of greatest need, focusing on one area at a time.
- Identify a specific time of day, routine, or type of activity that most often yields lower scores in the area of focus.
- Offer suggestions based on the CLASS® indicators and behavior markers for the teachers to try.
- Schedule time to observe that specific time, routine, or activity periodically to offer feedback about progress.
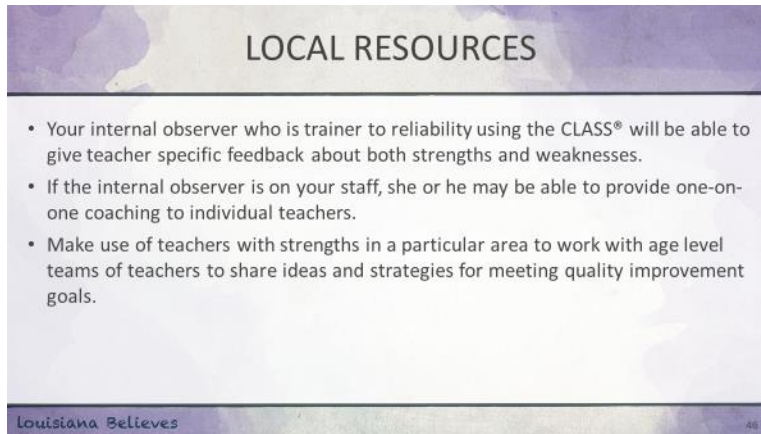- Offer continuous encouragement and affirmation!

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You will need to do planning of your own to help teachers improve their instruction and interactions with children. Receiving their official CLASS® scores in the Louisiana Early Childhood Portal is just one data point over the course of a school year.

Teachers will need ongoing support even after receiving official CLASS® scores. You should **base support on individual teachers' areas of greatest need, focusing on one area at a time.** You don't want to overwhelm teachers by trying to address multiple aspects of their teaching at once. It is better to set goals for improvement with teachers' input. Doing so will help them "buy into" the changes you are suggesting.

Next, **identify time of day, routine, or type of activity that most often yields lower scores in the area of focus.** Remember when you examined sample summary scores earlier that some teachers scored most poorly during transitions and mealtimes. Helping teachers recognize these patterns in their own scores will give them a concrete focus.

Then, **offer suggestions based on the CLASS® indicators and behavior markers for teachers to try.** Next, **schedule time to observe that specific time, routine, or activity periodically to offer feedback about progress.**

And just as children need encouragement and affirmation, so do teachers as they attempt to improve their instruction. **Offer continuous encouragement and affirmation** of their progress and efforts.
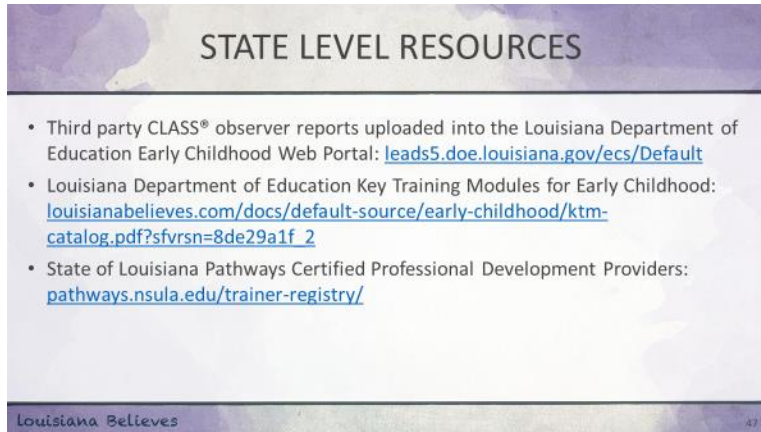

LOCAL RESOURCES

- Your internal observer who is trainer to reliability using the CLASS® will be able to give teacher specific feedback about both strengths and weaknesses.
- If the internal observer is on your staff, she or he may be able to provide one-on-one coaching to individual teachers.
- Make use of teachers with strengths in a particular area to work with age level teams of teachers to share ideas and strategies for meeting quality improvement goals.

louisiana Believes

There are a number of local resources upon which you can draw to help with professional development for teachers at your center or school.

First, **your internal observer who is trained to reliability using the CLASS® will be able to give teacher specific feedback about both strengths and weaknesses** that they noted during their observation.

If the internal observer is on your staff, she or he may be able to provide one-on-one coaching to individual teachers. You can also **make use of teachers with strengths in a particular are to work with age level teams of teachers to share ideas and strategies for meeting quality improvement goals.**

STATE LEVEL RESOURCES

- Third party CLASS® observer reports uploaded into the Louisiana Department of Education Early Childhood Web Portal: leads5.doe.louisiana.gov/ecs/Default
- Louisiana Department of Education Key Training Modules for Early Childhood: louisianabelieves.com/docs/default-source/early-childhood/ktm-catalog.pdf?sfvrsn=8de29a1f_2
- State of Louisiana Pathways Certified Professional Development Providers: pathways.nsula.edu/trainer-registry/

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The **third party CLASS® observer reports uploaded into the Louisiana Department of Education Early Childhood Web Portal** will include observers' detailed descriptions of teachers' behaviors in both their highest and lowest scoring areas to guide professional development.

Louisiana Department of Education Early Childhood Web Portal link: http://leads5.doe.louisiana.gov/ecs/Default

The **Louisiana Department of Education** has also developed a series of **Key Training Modules** like this one, with many modules focused on topics that will lead to improvement in teachers' scores for many dimensions of the CLASS®.

LDOE Key Training Modules link: https://www.louisianabelieves.com/docs/default-source/early-childhood/ktm-catalog.pdf?sfvrsn=8de29a1f_2

The state also certifies professional development providers through its **Pathways Certified Professional Development** provider registry. Many of those providers also address aspects of the CLASS® through the professional development they provide.

State of Louisiana Pathways Certified Professional Development provider registry link: https://pathways.nsula.edu/trainer-registry/

NATIONAL RESOURCES

Professional development opportunities through Teachstone:
- Louisiana Hub – A cadre of Louisiana CLASS® certified trainers authorized to offer *CLASS® Primer* and *Instructional Support Essentials* professional development.
- Teachstone CLASS® Affiliate and Independent Licensed Observation Reliability Trainers.
- Teachstone regional and national training opportunities.

Website: teachstone.com/class/

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Many **professional development opportunities** centered on CLASS® are available **through Teachstone**, the company created by the University of Virginia to develop and market CLASS® materials and trainings.

Some highlights include:

- the **Louisiana Hub** – **a cadre of Louisiana CLASS® certified trainers authorized to offer** *CLASS® Primer* **and** *Instructional Support Essentials* **professional development** sessions,
- **Teachstone CLASS® Affiliate and Independent Licensed Observation Reliability Trainers**, and
- **Teachstone regional and national training opportunities.**

Available training opportunities and lists of Louisiana Hub members, Affiliate Observer Trainers, and Independent Licensed Observer Reliability trainers can be found at the website shown here.

Teachstone website link: teachstone.com/class/

Let's return to the objectives for this module to review what we have explored today.
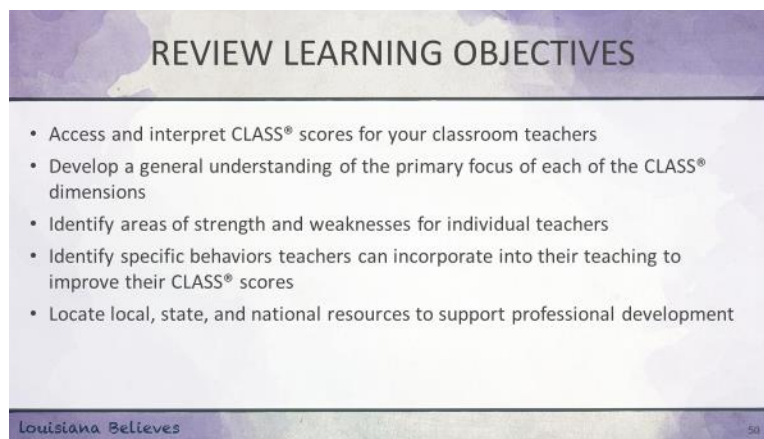

Review Learning Objectives.

Explain that for each statement, they will show a "thumbs up" if they think we covered the objective, a "thumbs down" if we did not cover the objective, and a "sideways thumb" if we partially covered the objective.

- **Access and interpret CLASS® scores for your classroom teachers**
- **Develop a general understanding of the primary focus of each of the CLASS® dimensions**
- **Identify areas of strength and weaknesses for individual teachers**

- **Identify specific behaviors teachers can incorporate into their teaching to improve their CLASS® scores**
- **Locate local, state, and national resources to support professional development**

Open the floor for participants' comments and questions.
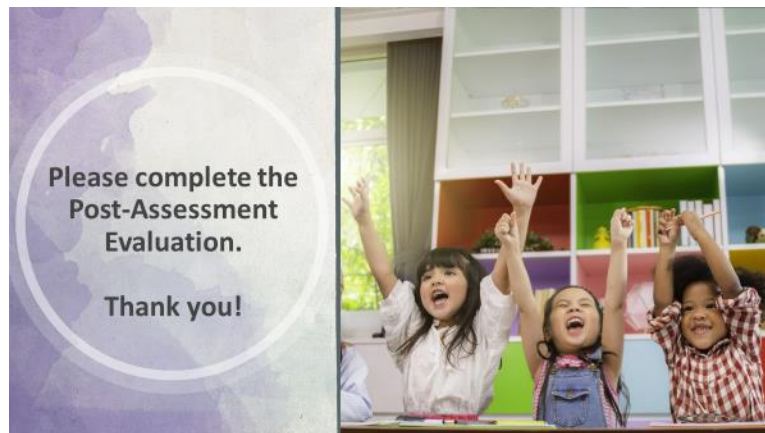
That brings us to the end of our time. Thank you so much for your attention and hard work today. Before you go, please complete the Post-Assessment Evaluation.

Distribute the Post-Assessment Evaluation.

When you have completed the evaluation, please fold it and leave it in the center of your table before you leave. I hope this has been valuable! If you have any additional questions, I will be available to talk further.

Thank you.

Post-Assessment Evaluation Guidance
- *Review the forms to identify the group's responses*
- *Compare the results and identify the areas in which participants expressed greatest growth and the areas in which participants might still need support*
- *Share results with Louisiana DOE representative to inform local continuing professional development efforts*