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# LOUISIANA EARLY CHILDHOOD Key Training Modules:

**Understanding Louisiana's Use of the  
CLASS<sup>®</sup>: Supporting Administrators'  
Teacher Improvement Efforts**

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# **Welcome, Session & Group Introductions**



# Learning Objectives

# LEARNING OBJECTIVES

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



# **Understanding Louisiana's Use of the CLASS<sup>®</sup> in its Quality Rating System**



# Reflection

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



# WHY USE THE CLASS<sup>®</sup>?

Louisiana has chosen the CLASS<sup>®</sup> 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.

# **CLASS<sup>®</sup> System Refresher**



# LOUISIANA AND THE CLASS<sup>®</sup>

**Internal observers** conduct CLASS<sup>®</sup> 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<sup>®</sup> observation and submit scores and written feedback about the two highest and two lowest scoring dimensions.

# ACCESSING CLASS<sup>®</sup> 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](https://leads5.doe.louisiana.gov/ecs/Default)



# ACCESSING CLASS<sup>®</sup> SCORE REPORTS


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

- On the homepage, click the **wrench icon** next to the appropriate site

Attention:

Site(s): Info: Classrooms:

① (069001) Bellingrath Hills Elementary School  
School, Pre-K



- Click the **green arrow icon** to open a completed observation in a specific classroom

(004) Bellingrath Pre-K Class 4  
Pre-K  
Jennifer Nettles

Fall	Orders: 1	Complete:1	Total Avg Score: 6.38	
11/9/2018 8:00 AM	Gehling, Laurie	Completed 11/9/2018	6.38	



②

# PRINTING OR SAVING CLASS<sup>®</sup> REPORTS

- For individual classrooms, a site coordinator will see a summary score sheet.
- To save or print the score sheet, click on the save icon to export the sheet as an Excel, PDF, or Word document.

**Early Childhood System**

**SCORING SUMMARY SHEET**

Teacher: m z Observer: Michael Zanovec  
Site: (028002) Acadiana High School Date: 9/8/2015  
Classroom: Pre-K (001) Derek Little's classroom to observe Start Time: 6:00 AM End Time: 8:00 AM

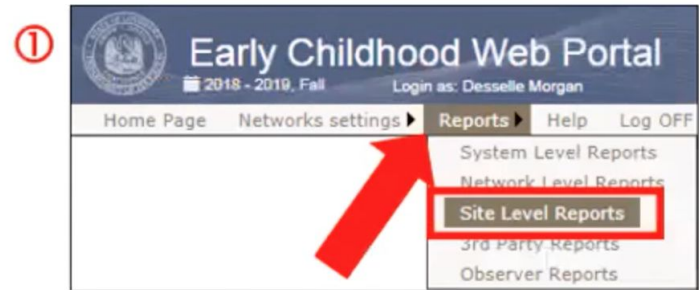
	Cycle1	Cycle2	Cycle3	Cycle4	Average
Number of children	1	1	1	1	
Number of adults	1	1	1	1	
Activity	Lik/Lang Arts	Lik/Lang Arts	Lik/Lang Arts	Lik/Lang Arts	
Format	Routine	Routine	Routine	Routine	
Start Time	6:10 AM	6:40 AM	7:10 AM	7:40 AM	
End Time	6:30 AM	7:00 AM	7:30 AM	8:00 AM	
Positive Climate	1	1	1	1	1.00
Negative Climate	1	1	1	1	1.00
Teacher Sensitivity	1	1	1	1	1.00
Regard For Child Perspectives	1	1	1	1	1.00
Behavior Management	1	1	1	1	1.00
Productivity	1	1	1	1	1.00
Instructional Learning Formats	1	1	1	1	1.00
Concept Development	1	1	1	1	1.00
Quality Of Feedback	1	1	1	1	1.00
Language Modeling	1	1	1	1	1.00

Emotional Support:	2.50
Classroom Organization:	1.00
Instructional Support:	1.00



# 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





# Classroom Level Reports

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





# Site Level Reports

- Allow examination of average scores across all classrooms observed at a site
- Reveal average of classrooms' performance in each CLASS<sup>®</sup> domain and dimension

# INTENDED USE OF REPORTS

## **For individual teachers or 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.

# Understanding and Interpreting CLASS<sup>®</sup> Scores



# CLASS<sup>®</sup> DOMAINS

## PRE-K

- Social-Emotional
- Classroom Organization
- Instructional Support

## TODDLER

- Emotional and Behavioral Support
- Engaged Support for Learning

## INFANT

- Responsive Caregiving

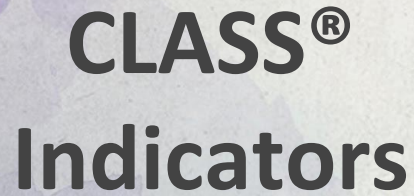
The logo features the text 'CLASS® Dimensions' centered within a white circular outline. The background is a textured, watercolor-style wash of purple and green colors.

# **CLASS<sup>®</sup>**

## **Dimensions**

- 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.



The logo for CLASS Indicators features the text "CLASS" in a bold, black, sans-serif font with a registered trademark symbol (®) to its upper right. Below "CLASS" is the word "Indicators" in a larger, bold, black, sans-serif font. The text is centered within a white circular outline. The background of the logo is a textured, light-colored surface with a purple and blue watercolor-style wash on the left side.

# **CLASS<sup>®</sup>** **Indicators**

- 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.

# INSTRUCTIONAL SUPPORT DOMAIN EXAMPLE

**Dimension:**  
**Concept Development**

**Indicators:**

Analysis and reasoning

Creation

Integration

Connections to the real world

**Dimension:**  
**Quality of Feedback**

**Indicators:**

Scaffolding

Feedback loops

Prompting thoughts

**Dimension:**  
**Language Modeling**

**Indicators:**

Frequent conversation

Open-ended questions

Repetition and extension

# CONCEPT DEVELOPMENT DIMENSION

**Indicator:** Analysis and Reasoning

**Behavioral Markers:**

Why and/or how questions

Problem solving

Prediction/  
experimentation

Classification/  
comparison

**Indicator:** Creation

**Behavioral Markers:**

Brainstorming

Planning

Producing

**Indicator:** Integration

**Behavioral Markers:**

Connects concepts

Integrates with previous knowledge

**Indicator:** Connections to the real world

**Behavioral Markers:**

Real-world applications

Related to students' lives



# ARRIVING AT FINAL SCORES FOR EACH DIMENSION

## Range of Scores

**LOW**

**MID**

**HIGH**

**1 - 2**

**3 - 5**

**6 - 7**

# Sample Score Sheet



## OBSERVATION SHEET

Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_  
 Start time: \_\_\_\_\_ End time: \_\_\_\_\_  
 Number of adults: \_\_\_\_\_ Number of children: \_\_\_\_\_

CONTENT (circle all; check majority):		FORMAT (circle all; check majority):	
Lit/Lang Arts	Math	Routine	Whole group
Social Studies	Art	Meals/snacks	Small group
	Science		Individual time
	Other: _____		Free choice/writers

Circle appropriate scores.

<b>Positive Climate (PC)</b> <ul style="list-style-type: none"> <li>Relationships</li> <li>Positive Affect</li> <li>Positive Communication</li> <li>Respect</li> </ul>	Notes	1 2 3 4 5 6 7
<b>Negative Climate (NC)</b> <ul style="list-style-type: none"> <li>Negative Affect</li> <li>Punitive Control</li> <li>Sarcasm/Disrespect</li> <li>Severe Negativity</li> </ul>	Notes	1 2 3 4 5 6 7
<b>Teacher Sensitivity (TS)</b> <ul style="list-style-type: none"> <li>Awareness</li> <li>Responsiveness</li> <li>Addresses Problems</li> <li>Student Comfort</li> </ul>	Notes	1 2 3 4 5 6 7
<b>Regard for Student Perspectives (RSP)</b> <ul style="list-style-type: none"> <li>Flexibility and Student Focus</li> <li>Support for Autonomy and Leadership</li> <li>Student Expression</li> <li>Restriction of Movement</li> </ul>	Notes	1 2 3 4 5 6 7
<b>Behavior Management (BM)</b> <ul style="list-style-type: none"> <li>Clear Behavior Expectations</li> <li>Proactive</li> <li>Redirection of Misbehavior</li> <li>Student Behavior</li> </ul>	Notes	1 2 3 4 5 6 7
<b>Productivity (PD)</b> <ul style="list-style-type: none"> <li>Maximizing Learning Time</li> <li>Routines</li> <li>Transitions</li> <li>Preparation</li> </ul>	Notes	1 2 3 4 5 6 7
<b>Instructional Learning Formats (ILF)</b> <ul style="list-style-type: none"> <li>Effective Facilitation</li> <li>Variety of Modalities and Materials</li> <li>Student Interest</li> <li>Clarity of Learning Objectives</li> </ul>	Notes	1 2 3 4 5 6 7
<b>Concept Development (CD)</b> <ul style="list-style-type: none"> <li>Analysis and Reasoning</li> <li>Creating</li> <li>Integration</li> <li>Connections to the Real World</li> </ul>	Notes	1 2 3 4 5 6 7
<b>Quality of Feedback (QF)</b> <ul style="list-style-type: none"> <li>Scaffolding</li> <li>Feedback Loops</li> <li>Prompting Thought Processes</li> <li>Providing Information</li> <li>Encouragement and Affirmation</li> </ul>	Notes	1 2 3 4 5 6 7
<b>Language Modeling (LM)</b> <ul style="list-style-type: none"> <li>Frequent Conversation</li> <li>Open-Ended Questions</li> <li>Repetition and Extension</li> <li>Self- and Parallel Talk</li> <li>Advanced Language</li> </ul>	Notes	1 2 3 4 5 6 7



SCORING SUMMARY SHEET

Teacher: Sample 1 Observer: \_\_\_\_\_  
 Site: \_\_\_\_\_ Date: 10/24/2019  
 Classroom: \_\_\_\_\_ Start Time: 9:40 AM End Time: 11:40 AM  
 Network: )

	Cycle1	Cycle2	Cycle3	Cycle4	Average
Number of children	14	14	14	14	
Number of adults	2	2	2	2	
Content	Lit/Lang Arts Science	Lit/Lang Arts Science	Lit/Lang Arts Science	Lit/Lang Arts	
Format	Whole group Free choice/centers Small groups	Free choice/centers Small groups	Free choice/centers Small groups	Whole group	
Start Time	9:50 AM	10:20 AM	10:50 AM	11:20 AM	
End Time	10:10 AM	10:40 AM	11:10 AM	11:40 AM	
Positive Climate	6	7	6	6	6.25
Negative Climate	1	1	1	1	1.00
Teacher Sensitivity	5	7	6	5	5.75
Regard For Child Perspectives	4	6	6	3	4.75
Behavior Management	6	6	6	5	5.75
Productivity	6	7	7	7	6.75
Instructional Learning Formats	6	6	7	6	6.25
Concept Development	6	5	6	5	5.50
Quality Of Feedback	5	5	5	5	5.00
Language Modeling	5	5	5	4	4.75

Emotional Support:	5.58
Classroom Organization:	6.25
Instructional Support:	5.08
Total Domain Avg:	5.64

# Sample Summary Page



# INTERPRETING CLASS<sup>®</sup> 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.

# Supporting Teachers



# USING THE CLASS<sup>®</sup> MANUAL

- In the CLASS<sup>®</sup> manual, you will find a “face page” for each dimension.
- Use that page to view the specific indicators and teacher/child behaviors that illustrate high quality interactions.

**Teacher Sensitivity**

This dimension encompasses the teacher's responsiveness to and awareness of children's individual needs and emotional functioning. The extent to which the teacher is available as a secure base (being there to provide comfort, reassurance, and encouragement) is included in this rating.

	Low (1,2)	Mid (3,4,5)	High (6,7)
<b>Awareness</b>	<p>The teacher does not monitor children for cues and/or consistently fails to notice when children need extra support or assistance.</p> <ul style="list-style-type: none"><li>• Is attentive to children throughout the classroom</li><li>• Notices difficulties or children who are upset</li></ul>	<p>The teacher is sometimes attentive to children and their cues. Sometimes the teacher fails to notice children's difficulties or needs. The teacher may be more attentive to children during different activities or times of day.</p>	<p>The teacher is consistently attentive to children, notices their cues, and is aware when children have difficulties and needs.</p>
<b>Responsiveness</b>	<p>The teacher fails to respond to children's needs or bids for attention and/or may be dismissive of their emotions and needs for attention, comfort, and support.</p> <ul style="list-style-type: none"><li>• Responds to children's bids for attention</li><li>• Acknowledges and accepts emotions</li><li>• Provides comfort</li></ul>	<p>The teacher inconsistently responds to children. At times the teacher responds to their needs and/or bids for attention, but at other times their needs for attention, comfort, or support are dismissed.</p>	<p>The teacher consistently responds to children's needs and bids for attention and provides comfort and assurance to the children.</p>
<b>Child comfort</b>	<p>The children appear uncomfortable interacting with the teacher or participating in activities. Children's problems and concerns may not be resolved.</p> <ul style="list-style-type: none"><li>• Freely approaches and participates</li><li>• Seeks support</li><li>• Genuine problem resolution</li></ul>	<p>The children sometimes seek out the teacher's support and sometimes appear comfortable interacting with the teacher. Some of the children's problems or concerns may be resolved, but at other times these problems continue without resolution.</p>	<p>The children appear comfortable seeking support from the teacher, interacting with the teacher, and participating in activities. These problems and concerns are consistently resolved.</p>

30 □ CLASS Manual, Toddler



# USING THE CLASS<sup>®</sup> MANUAL

- CLASS<sup>®</sup> indicators for each dimension include very specific behaviors that represent high quality interactions.
- Using the CLASS<sup>®</sup> indicators and behavior markers defines for teachers exactly what you and other observers are looking for.
- The language of indicators and behavior markers also provides a shared understanding of what might otherwise be vague concepts.

## Teacher Sensitivity

Responsiveness

**Responds to bids for attention**

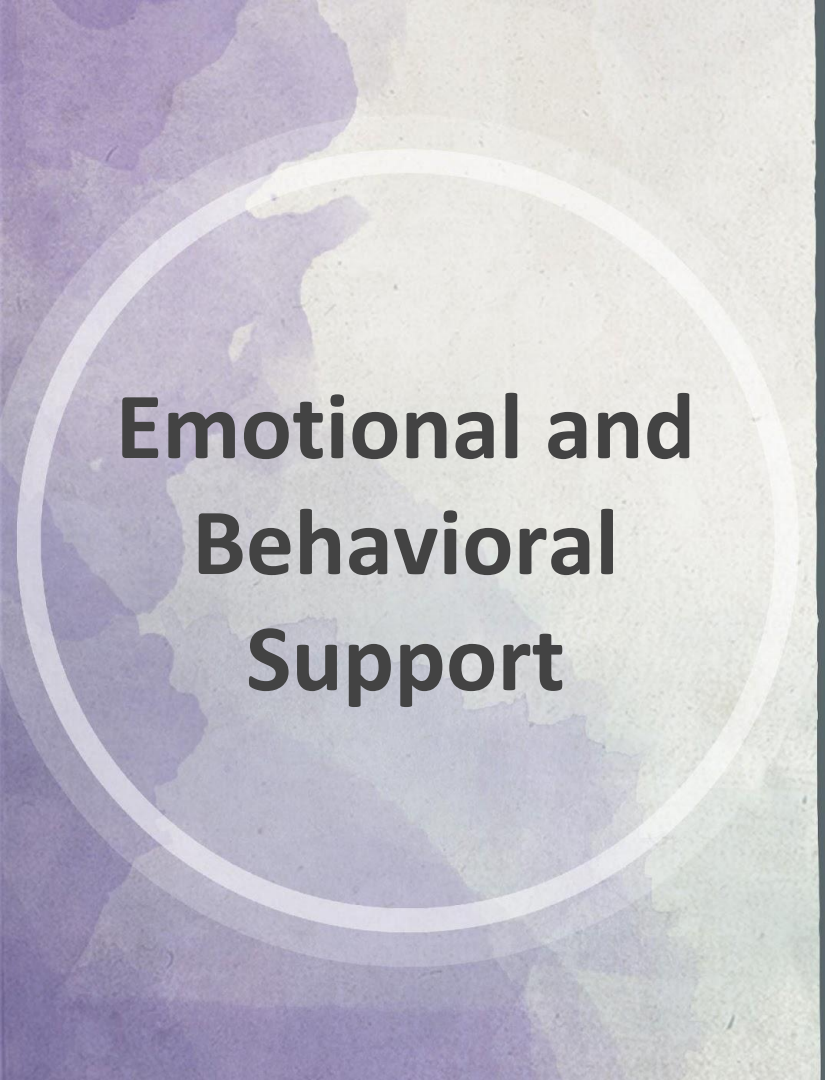
**Provides comfort**

Awareness

**Notices difficulties**

**Attentive to children**

# **Basics of Social/Emotional Domains**



# Emotional and Behavioral Support

**Toddler Dimension: Positive Climate**

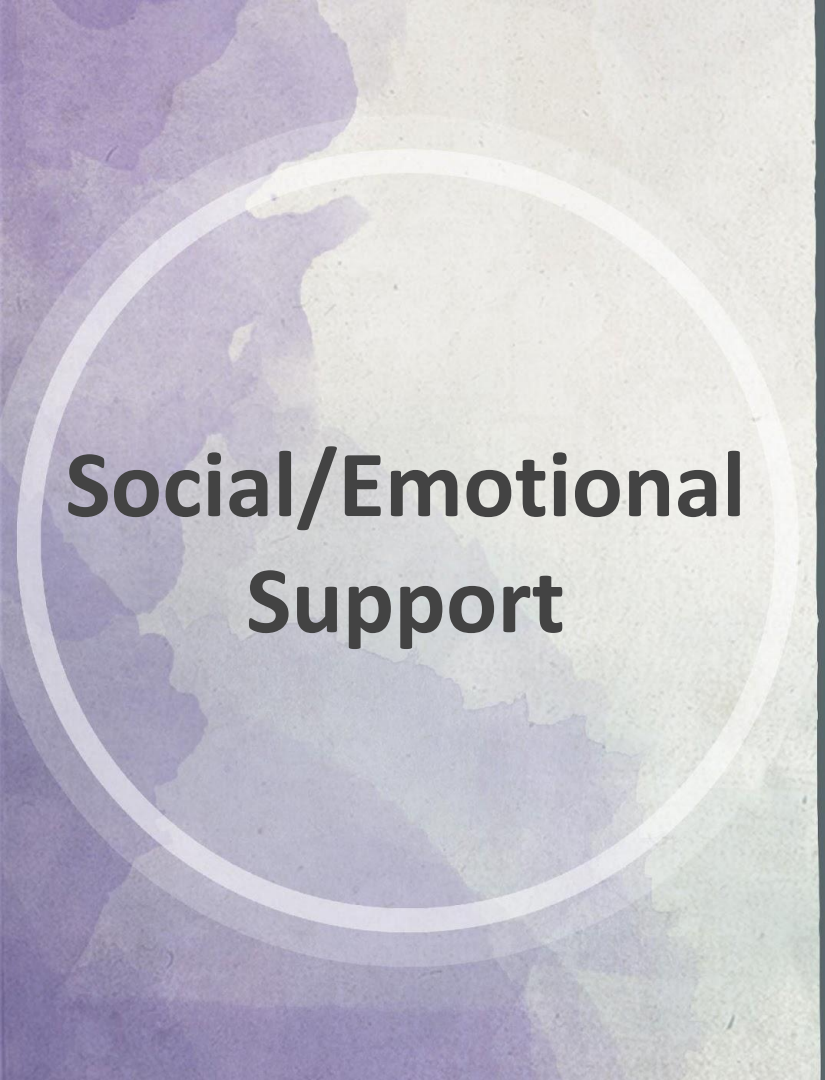
**Negative Climate**

**Teacher Sensitivity**

**Regard for Child Perspectives**

**Behavior Guidance**



A watercolor-style background with shades of purple, blue, and green. A large, white, semi-transparent circle is centered on the left side of the image. The text 'Social/Emotional Support' is written in a bold, black, sans-serif font inside this circle.

# Social/Emotional Support

**Pre-K Dimension: Positive Climate**

**Negative Climate**

**Teacher Sensitivity**

**Regard for Child Perspectives**

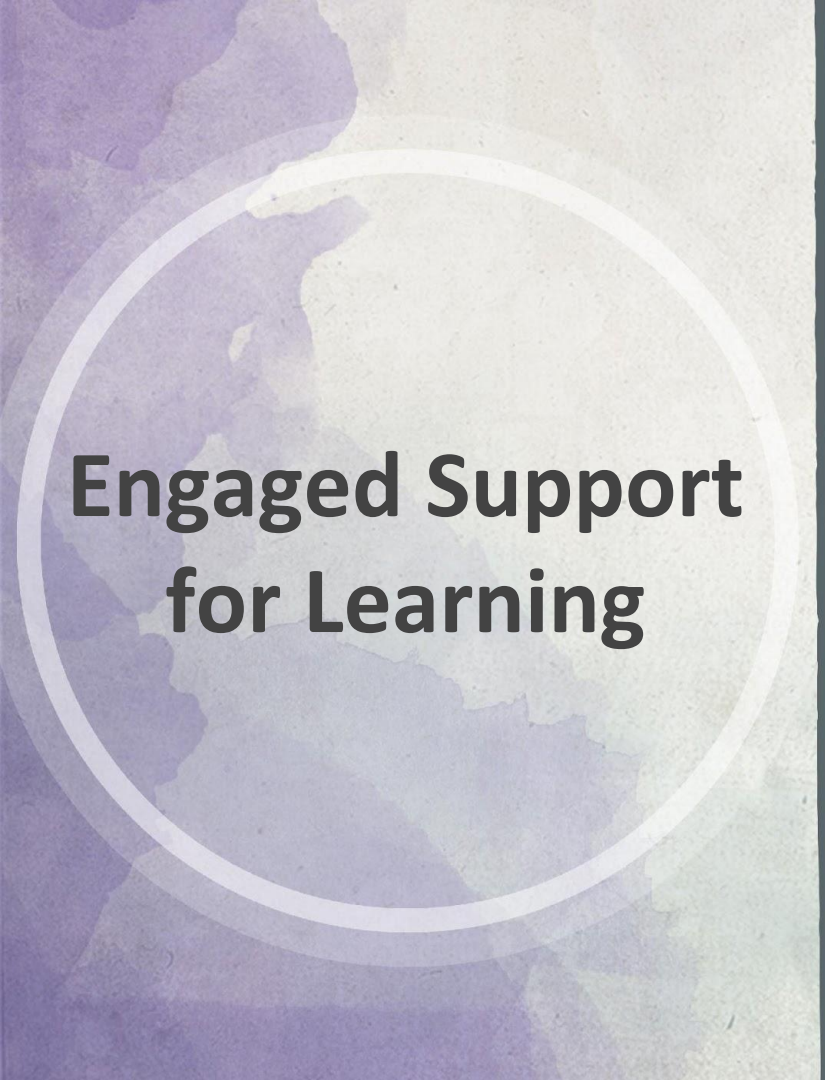
# Reflection Activity





# **Basics of Engaged or Instructional Support for Learning**





# Engaged Support for Learning

**Toddler Dimension: Language Modeling**

**Quality of Feedback**

**Facilitation of Learning and Development**

The background of the slide is a watercolor-style wash in shades of purple, blue, and green. A large, thin white circle is centered on the left side of the slide, framing the main title.

# Instructional Support

**Pre-K Dimension: Language Modeling**

**Quality of Feedback**

**Concept Development**

# WHY INSTRUCTIONAL SUPPORT IS OFTEN DIFFICULT

Interactions encompassed by these domains are not always natural ways of engaging with toddlers and preschool children.

- For preschool teachers, interactions that support Concept Development require significant advanced planning.
- Quality of feedback 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.



# Reflection Activity



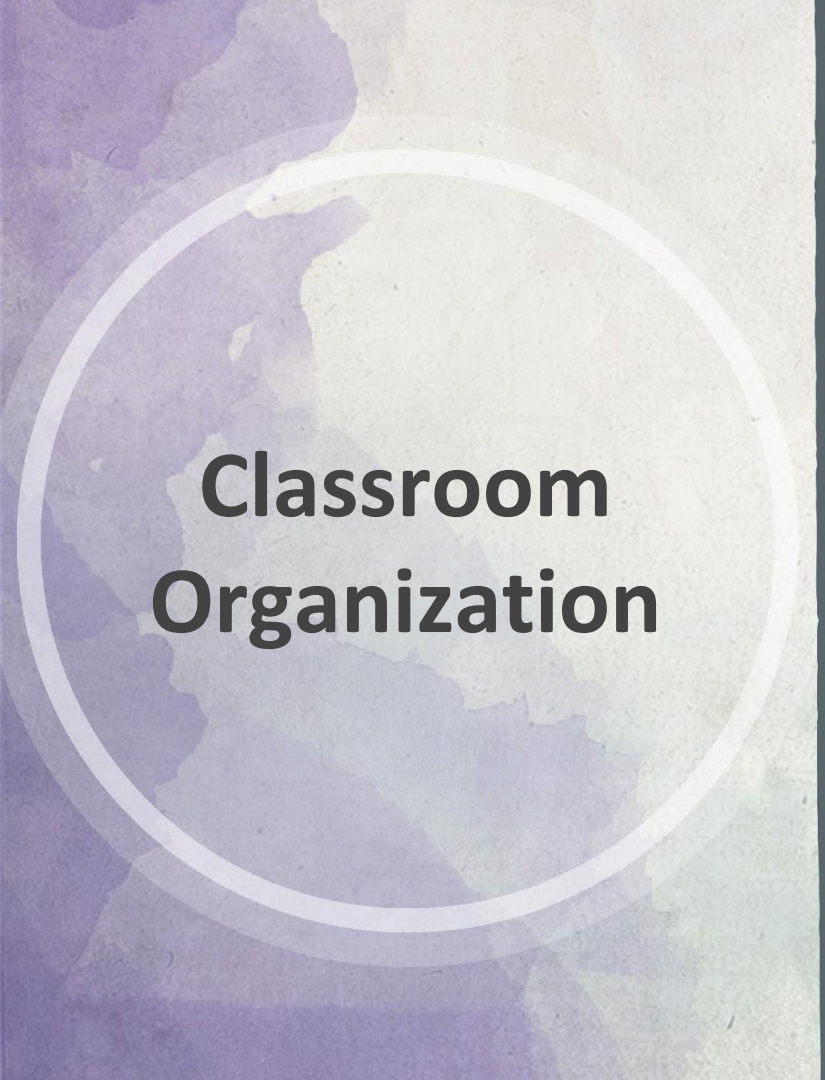
# ACTIVITY INSTRUCTIONS

- Review the Planning Guide Example handout.
- Reflect on how the plan facilitates inclusion of interactions that challenge children to engage in higher order thinking, supports providing information, and extends children's language use.
- Reflect on the relative ease versus difficulty of planning for some aspects of Instructional Support and in which specific areas of your teachers are most likely to need support.



# **Basics of the Classroom Organization Domain**





# Classroom Organization

**Pre-K Dimension: Behavior Management**

**Productivity**

**Instructional Learning Formats**

# IMPROVING CLASSROOM ORGANIZATION DOMAIN SCORES

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

- Read the vignette provided and jot down any strengths and weaknesses you find for each dimension.
- 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.
- Reflect on teachers at your own center or school. Do you see similar stronger and weaker areas in their teaching? Consider what you will work on with them.

# Resources for Professional Development



# PLANNING FOR TEACHER SUPPORT

- Teachers will need ongoing support even after receiving official CLASS<sup>®</sup> 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<sup>®</sup> 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!

# LOCAL RESOURCES

- Your internal observer who is trained to reliability using the CLASS<sup>®</sup> 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.

# 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](https://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?sfvr\\_sn=8de29a1f\\_2](https://louisianabelieves.com/docs/default-source/early-childhood/ktm-catalog.pdf?sfvr_sn=8de29a1f_2)
- State of Louisiana Pathways Certified Professional Development Providers: [pathways.nsula.edu/trainer-registry/](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/](https://teachstone.com/class/)

# Session Review

# REVIEW LEARNING OBJECTIVES

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



**Reflections,  
Questions, &  
Comments**



**Please complete the  
Post-Assessment  
Evaluation.**

**Thank you!**

