

Module 3C: Outline & Manual

The Parallel Process: Modeling CLASS[®] in Adult-Adult Workplace Interactions

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Module Description

This session is designed for educational leaders who supervise teachers. The objective is for administrators to consider their own words and behaviors in light of the CLASS® tool. Administrators will identify ways they can intentionally model CLASS® dimensions in their interactions with other adults in the workplace. This module will cover effective modeling, teacher-supervisor interactions, and emotional, organizational, and cognitive support in adult-adult interactions. Participants will learn how to relate CLASS® to their own words and behaviors, using behavioral markers to define adult-adult interactions. Participants will also learn how to support and develop their instructional staff.

Pre-Work

- Trainer to cut out and create packets for the Organizational Support Matching Activity
- Trainer to work through Cognitive Support Scenarios handout and Adult-Adult Behavioral Markers handouts so that you know what you might do or say in response to the prompts

Materials

- Chart paper and markers
- Copy paper
- Sticky Notes
- Pencils or pens for participants
- Handouts
 - *Emotional Support Role-Play Activity: Role Play #1*
 - *Emotional Support Role-Play Activity: Role Play #2*
 - *Emotional Support Role-Play Activity: Role Play #3*

- *Emotional Support Role-Play Activity: Role Play #4*
- *Emotional Support Role-Play Activity: Role Play #5*
- *Organizational Support Matching Activity*
- *Cognitive Support Semi-Structured Prompts*
- *Adult-Adult Behavioral Markers*
- *Parallel Process Action Plan*
- *Pre- and Post-Assessment Evaluations*

Learning Outcomes

Candidates who actively participate in this session will be able to...

- Relate CLASS® to their own words and behaviors in adult-adult interactions
- Use CLASS® behavioral markers in their adult-adult interactions
- Support and develop their instructional staff by modeling CLASS®

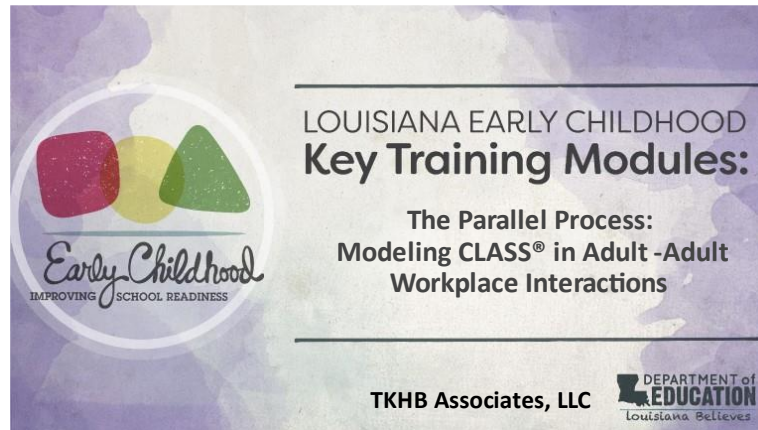
Training Agenda

Total Content Time: 2.0 hours

Total Session Time: 3.0 hours

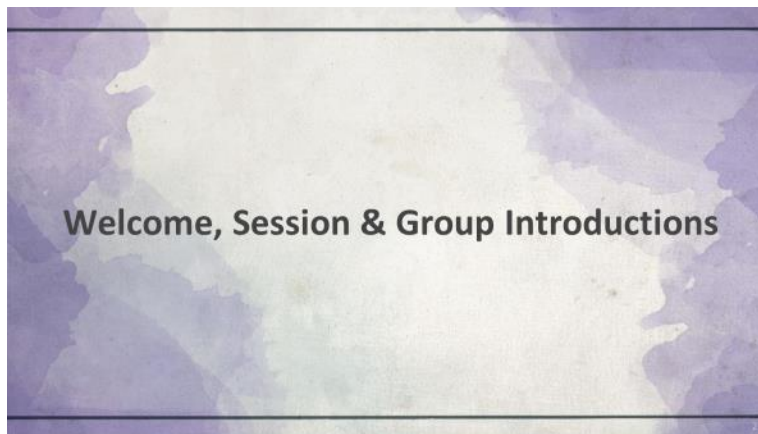
Item	Time/Duration
Registration/Sign-In	30 minutes prior to course start <i>(not included in total course time)</i>
Welcome, Session & Group Introductions	20 minutes
Modeling as a Tool for Professional Development	20 minutes
Emotional Support in Adult-Adult Interactions	30 minutes
Classroom Organization in Adult-Adult Interactions	25 minutes
Instructional Support in Adult-Adult Interactions	30 minutes
Session Closing & Post-Assessment	15 minutes <i>(not included in total course time)</i>
Individualized Q&A	15 minutes following course completion <i>(not included in total course time)</i>

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*

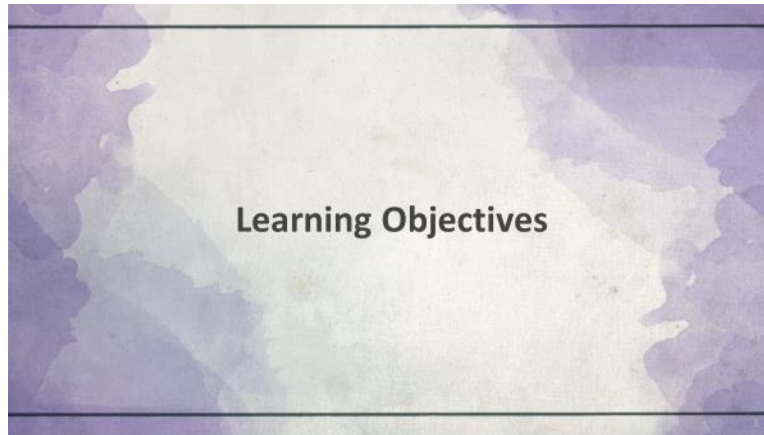


Good morning/afternoon. This is a presentation of the Louisiana Early Childhood Key Training Modules. I am (insert name) and I will be your trainer today.

This morning/afternoon, we will begin by getting to know a little bit about one another, and also review what you will be learning today.

First, I want to welcome and thank you for taking the time to join us today. I/we appreciate your dedication to young children in Louisiana. Your efforts to grow will help them grow, so thank you.

Today we are discussing modeling CLASS® in our interactions with other adults.



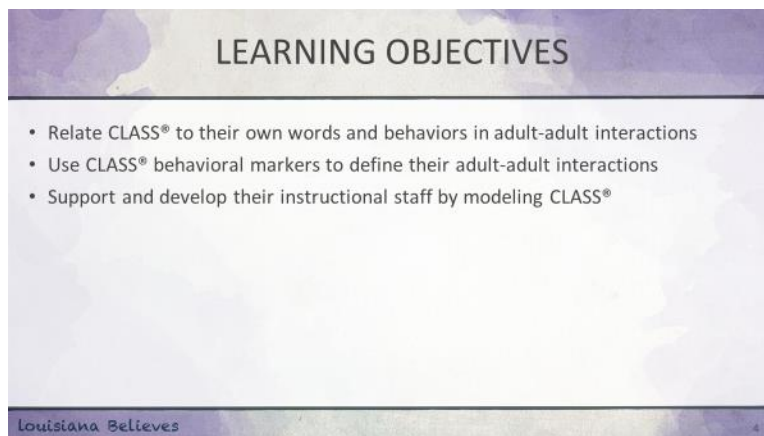
Distribute the Parallel Process Self-Assessment handout.

***Trainer Note:** The self-assessment gives participants an opportunity to begin thinking about the way they model the words and behaviors expected of early childhood educators in their own interactions with staff and other adults.*

Before I begin, please take a few moments to think about the way you interact with other adults at work. Think about the way you interact with your staff, teachers, the adult family members of the children in your program, the vendors you see regularly, and other adults at work.

Write examples of something you do in your interactions that model the elements of CLASS®. *Allow two to three minutes for participants to complete the handout.*

Thank you for completing the self-assessment. Now, let's see what else we can do to model CLASS®.



We are going to do some things today that will help us:

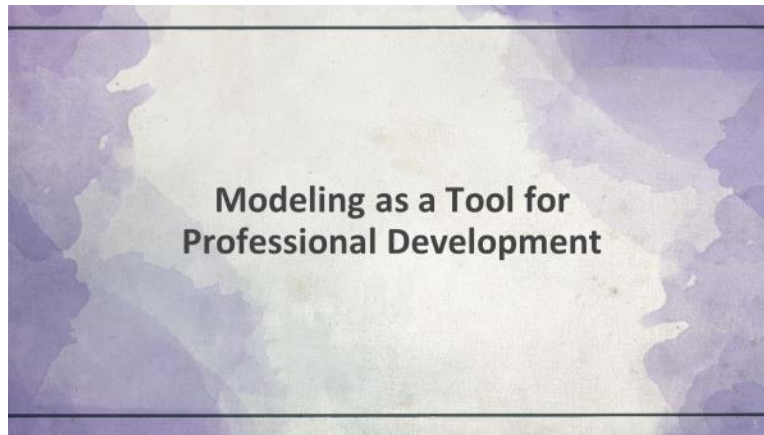
Read each learning objective aloud.

- **Relate CLASS® to their own words and behaviors in adult-adult interactions,**
- **Use CLASS® behavioral markers to define their adult-adult interactions, and**

- **Support and develop their instructional staff by modeling CLASS®.**

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

Record responses on chart paper.



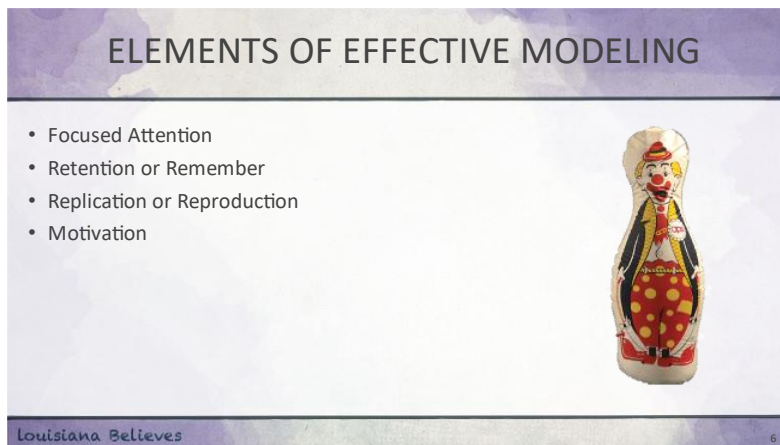
Everyone has something they do very well. Think of something that you do very well. Maybe you cook well, or maybe you are a marathon runner. Maybe you write well, maybe you sing, or maybe you are a wonderful seamstress.

Turn to a neighbor and tell them something that you do very well. *Give participants a minute to exchange information.*

Now think for a moment how you learned to do that. Most of you learned from someone. Maybe you watched your grandmother cook and learned from her. Maybe your big sister knew how to sew and taught you. Maybe your best friend was a marathon runner and talked you into training with him or her.

Most people learn best by watching someone. That's what we call modeling. Modeling is important for teaching children. It's also an important way that adults learn.

If educational leaders model the behaviors they want teachers to use, teachers learn those behaviors deeply and are more likely to use them in their classrooms. Today we are going to talk and think about how to do that.



There are four things that help determine whether or not a person will learn from another person's modeled behavior.

- Focused Attention
 - Is the learner paying attention to the important things?
- Retention or Remember
 - Does the learner remember the behavior?
- Replication or Reproduction
 - Can the learner try out the behavior?
- Motivation
 - Does the learner think the behavior was reinforced?
 - Does the learner identify with the model?

A person will learn modeled behaviors that he or she notices. A person will learn modeled behaviors that he or she remembers. A person will learn modeled behaviors that he or she can actually do. Last, a person will learn modeled behaviors from someone they identify with if they perceive that behavior as being rewarded.

We know this from the research done by Bandura. Some of you have heard of him. He studied what makes people behave the way they behave.

Trainer Note: The video is optional. If you are running short on time, you can skip the videos and go directly to the transition statement below.

Let's watch a short video about what Bandura did and what he found. *The video includes an interview of Bandura and footage from the actual research study.*

Play the video linked to the picture. (Duration: 5:02)

Video link: <https://youtu.be/Z0iWpSNu3NU>

Expand to full screen view so all participants can easily view the content.

After watching the video, ask one or more of these questions:

- Did you think of anything while watching that?
- What are some things you have learned through modeling?
 - I.e. "I learned how to teach from my mentor." "I learned to sing from my sister."
- What are some things you have taught by modeling?
 - I.e. "I taught my children table manners this way." "My dog copies the way I sit in front of the TV."

So how does this apply to CLASS® at work?

If a teacher notices and remembers you doing and saying things that model the CLASS® Indicators, especially things that they can do and that seem to work for you, and administrator, then the teacher will be most likely to use that language and those behaviors with the children they teach.

Trainer Note: Alternate Activity: Read the following information:

“Bandura researched modeling behavior, particularly children’s modeling of adults’ aggressive and violent behaviors (Bandura, Ross, & Ross, 1961). He conducted an experiment with a five-foot inflatable doll that he called a Bobo doll. In the experiment, children’s aggressive behavior was influenced by whether the teacher was punished for her behavior. In one scenario, a teacher acted aggressively with the doll, hitting, throwing, and even punching the doll, while a child watched. There were two types of responses by the children to the teacher’s behavior. When the teacher was punished for her bad behavior, the children decreased their tendency to act as she had. When the teacher was praised or ignored (and not punished for her behavior), the children imitated what she did, and even what she said. They punched, kicked, and yelled at the doll.”

From: <https://courses.lumenlearning.com/wmopen-psychology/chapter/psychology-in-real-life-the-bobo-doll-experiment>

Trainer Note: Alternate videos:

*The Bobo Beatdown: Crash Course Psychology #12 – <https://www.youtube.com/watch?v=128Ts5r9NRE> (Duration: 9:34)
This is a fast-paced lecture about Bandura’s experiments. This is a modern animated video. You could go straight to the summary that begins at 5:50.*

*Social Learning Theory – <https://youtu.be/5z1Ka5aL09U> (Duration: 4:30)
This video describes the conditions that determine whether or not someone learns a modeled behavior. This video is a traditional lecture. There is a script in the description of the video.*

*Modeling Effective Teaching – <https://youtu.be/n16q9V9Pf2c> (Duration: 7:30)
This video shows an example of how to model teaching practices. It shows how a leader can model the instructional practices they are teaching.*



Educational leaders can influence the behavior of teachers in many ways, but the most powerful way is to show people by example.

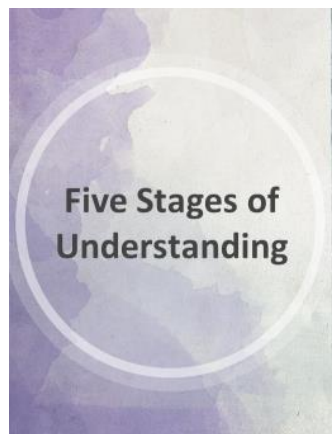
What we want to think about today is how supervisors can influence teachers in a way that increases teachers’ use of the language and behaviors that are measured by CLASS®. Sometimes the way educational leaders treat teachers and staff is very different than the way they want teachers to treat children.

For example, a director or principal might yell at a teacher while expecting that teacher to show respect for the children she is teaching. But educational leaders *can* be intentional about modeling the dimensions and indicators of CLASS® with words and behaviors.

Let's quickly review the structure of CLASS®. Much of what we discuss applies to any early childhood setting that serves children birth through third grade. For simplicity, this presentation focuses on the Pre-K version of CLASS®.

The tool is divided into three Domains. Each Domain consists of multiple Dimensions. The Dimensions have Indicators that can be observed with Behavioral Markers.

We are going to focus today on the Behavioral Markers, which are things we do in our adult-adult interactions that indicate and can model the elements of CLASS®. Teachstone calls this the "Parallel Process."



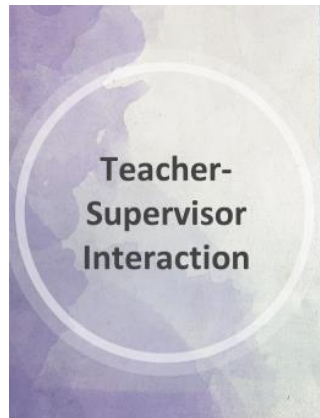
1. No Parallel Process Yet
2. Dawning of Awareness
3. Excitement
4. Practicing What We Preach
5. The Parallel Process is a Lifetime Achievement

In a 2018 Teachstone blog, Curry Ander suggests we can progress through five stages as we attempt to model CLASS® in our adult-adult interactions. As I describe the stages, think about this question: "What stage am I in right now?"

This is what Ander says about the "5 Stages of Understanding the Parallel Process."

- **Stage 1: No Parallel Process Yet**
 - You are a new trainer/coach/observer and you are in a survival state, trying hard to get in all the content, and remember the three Domains, 10 Dimensions, 42 Indicators, and 123 Behavioral Markers.
- **Stage 2: Dawning of Awareness**
 - You've survived the first few trainings/coaching events, are feeling pretty good, and starting to see that there is more to CLASS® than meets the eye. But what and how?
- **Stage 3: Excitement**
 - You realize incorporating all the indicators and behavioral markers is a lot for teachers to accomplish, but so important for children. If you think about it, they are the same things we should be doing as trainers and coaches.
- **Stage 4: Practicing What We Preach**
 - You figure out trying new skills is easier at sometimes than at others (just like for teachers).
 - For example: time constraints for how interactive we can hamper our ability to have a high regard for student perspectives. Sometimes there simply is not time. This is humbling and helps our empathy and effectiveness with teachers.
- And finally, Stage 5: **The Parallel Process is a Lifetime Achievement**

- You know the struggle to be highly engaging in a way that enhances the learning experience for others is an ongoing trial and error process. Some days it is amazing how much better we are at our jobs and other days you are discouraged. Even on the hard days, you find that you have a newly defined quality standard, and it's about interactions with others. It's not so much the "what," it's more about the "how."



Trainer Note: You have to sign in ahead of time with your email to view this webinar.

*Before the session begins, preload the video and mark it (pause/stop) at 35:00 where a three-minute example of a **teacher-supervisor interaction** begins and minimize the YouTube window. Then when you reach this slide in the presentation, expand to full screen view, and begin the video.*

In this interaction, you can see an instructional coach modeling CLASS® interactions with a teacher. While you watch the video, notice what elements of CLASS® the coach is demonstrating.

Play the video linked to the slide. This interaction shows some behavioral indicators being modeled by the supervisor.

Video link: <https://media.edweb.net/edWebinar/?view=20180314edweb13>

Expand to full screen view so all participants can easily view the content.

What did you notice?

- I.e.: "The supervisor asked questions," "she seemed to listen," "it sounds like a dialog," or "they were smiling and laughing"

What behavioral markers did you see in this interaction?

- I.e.: "Asked follow-up questions," "gave positive reinforcement," "used concrete, specific feedback," "connected ideas to experience," "asked some open-ended questions," or "they looked comfortable"

You are actually doing a lot of this in your everyday work with others. Let's take each domain, one by one, think about how you already do this, and consider what changes you could make to better model CLASS®.

Emotional Support in Adult-Adult Interactions

The first domain is **Emotional Support**.

When another adult comes to your home, what do you do to help them feel comfortable in your home?

Allow time for participants to respond.

These are all good ways of giving our houseguests emotional support.

EMOTIONAL SUPPORT IN ADULT -ADULT INTERACTIONS				
Pre-K Dimensions and Indicators				
Positive Climate	Relationships	Positive affect	Positive Communication	Respect
Negative Climate	Negative affect	Punitive control	Sarcasm/respect	Severe negativity
Sensitivity	Awareness	Responsiveness	Addresses problems	Other's comfort
Regard for Other's Perspective	Flexibility and student focus	Support for autonomy and leadership	Other's expression	Restriction of movement

Some people think Emotional Support is the simplest domain to understand and to master in the classroom.

Like many teachers across the country, we use a lot of these indicators in our daily work. We try to maintain a positive climate, show sensitivity, and have regard for other perspectives. You'll notice throughout the day that we will use slightly different terminology than CLASS® uses for teachers.

For example, instead of "Regard for Student Expression," we'll use the term "Regard for Other's Perspective."

As you reflect on your interactions with other adults at work, think about your staff, your colleagues, and your employees. Think about the adult family members of the children in your program and the vendors you do business with.

How do you offer emotional support to them?



Trainer Note: You could do this as a group discussion or using post-it notes. If you want to use post-it notes, ask participants to write their ideas on the post-it notes and put them in a central location, like on chart paper or a wall.

What are some ways you create a positive climate, show sensitivity toward others, and show your regard for other adults in the workplace?

What are some things you do or say with co-workers and staff that align with these indicators of emotional support?

- I.e.: “I always smile when I talk to people,” “I’m very respectful in my language,” “I try to notice when people are having a hard time,” or “I’m usually pretty flexible”

Let’s read over some of these together. Read some of the notes. If you have time, you could classify them into dimensions.

Fantastic examples. Let’s think about some other things we can be doing.

Trainer Note: The below discussion is optional.

Negative climate is not something anyone wants to model. This dimension contains indicators and behavior markers that are not encouraged in an early childhood classroom or in adult-adult interactions.

But it is important to make sure we are not unintentionally doing things that would fit into that dimension.

For example, think about whether you:

- Are ever sarcastic with your staff,
- Have used threats to make a point,
- Anticipate when your staff or teachers might need something, or
- Ask how they are feeling.

Intentionally providing emotional support for other adults is a skill. Everyone can do it, and everyone can always improve how well they do it.



Let's practice this skill together. Understanding that as adults we can always improve the way we interact and communicate, let's do an activity that can help us improve the way we model emotional support. We are going to do a role-play of an interaction in an early childhood setting.

Put participants in groups by numbering each participant off one through three (The first person is one, the second two, the third person is three, the fourth person is one, the fifth person is two, and so on.).

- *Ones are the "supervisors"*
- *Twos are the "other adults"*
- *Threes are "observers."*

Distribute the corresponding handouts ("Supervisor," "Other Adult," and "Observer").

I'm passing out descriptions of each person's role. When you get yours, please take a few minutes to review your scenario and role.

There are several scenarios to choose from. You can use one or all of them. You can ask participants to do this more than once or just once. If you want to distribute more than one scenario to the participants, you can tell them that they can choose which of the scenarios they want to use.

Let them read over the information. When most people have finished, continue giving instructions.

Now, the "supervisors" and the "other adults" are going to enact a typical interaction. Remember, good intentions are not enough. To be effective, it's important that our modeling of emotional support is *observable*.

So, as you do the role-play, an "observer" will watch the interaction. Observers won't participate. They are pretending to be another teacher or parent or office worker and will listen closely and make notes about which behavioral markers they observe during the interaction.

Any questions? *Pause for participant questions.*

Okay, let's begin. You have about five minutes.

After the scenario, ask the following questions:

- How did that go for you?
- Observers, what did you notice?
- I.e.: “That was awkward,” “I thought we did pretty well,” or “I observed a lot of positive climate examples but not many examples of modeling regard for perspective”

Great job everyone. It is simple to talk about indicators of positive climate, sensitivity, and regard for others, but actually doing them can be very difficult.

These are skills that we can choose to intentionally practice and develop in our own interactions.

Trainer Note: The next slide is optional.



Did you know that providing employees emotional support in the workplace is just good business? Research shows that people are more productive in jobs where they feel supported, trusted and respected, think they are treated fairly, and feel heard.

Let’s watch this video that explains why emotional support is simply good, intelligent supervision in the workplace. As you watch it, see how many of the ideas are related to CLASS®.

Play the video linked to the picture. (Duration: 7:00)

Video link: <https://youtu.be/PYJ22-YYNW8>

Expand to full screen view so all participants can easily view the content.

Afterwards, ask one or more of the following questions:

- What did you think?
 - I.e.: “I have seen an example of this,” “this makes sense,” “this surprised me,” “sometimes life isn’t fair”
- What did you notice?
 - I.e.: “There are a LOT of unhappy people,” “I didn’t realize happiness is related to turnover,” “I didn’t realize trust and fair treatment impact happiness,” “supervisors have a lot of impact on people’s happiness”

- Is this something that is relevant in your workplace?
 - I.e.: “I don’t know if my staff feel trusted,” “I am not sure I can trust my employees,” “everyone can be a better listener,” “I wish my staff listened to me”

Trainer Note: You can use the following “non-example” to lighten the mood if you have time.

Emotional support at work is what is called “a soft skill,” but it’s a good soft skill. No one wants to be like the people in this clip:

Play the video linked here: <https://youtu.be/y84azA0pdg0>

Start at 8:23-9:30.

Expand to full screen view so all participants can easily view the content.

QUIZ

Which Dimension is described by these Indicators?

Pre-K Indicators				
	Awareness	Responsiveness	Addresses problems	Other’s comfort

- Positive Climate
- Negative Climate
- Sensitivity
- Regard for Other’s Perspective

Louisiana Believes 15

Let’s review indicators of Emotional Support. Which dimension are these indicators associated with? *Give participants time to respond.*

QUIZ

Which Dimension is described by these Indicators?

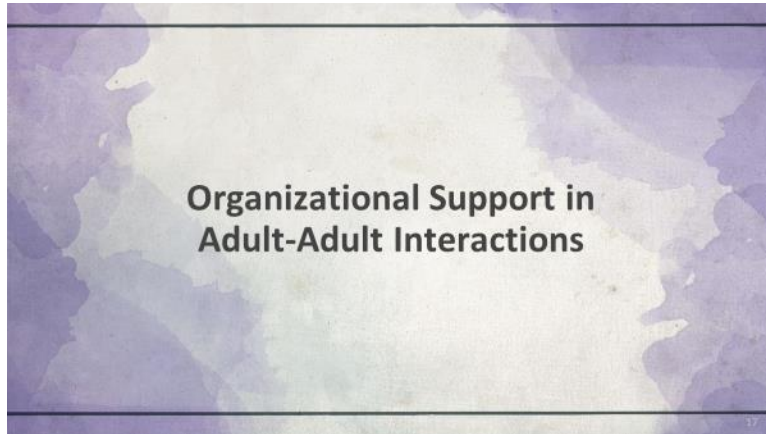
Pre-K Indicators				
Sensitivity	Awareness	Responsiveness	Addresses problems	Other’s comfort

- Positive Climate
- Negative Climate
- Sensitivity
- Regard for Other’s Perspective

Louisiana Believes 16

Those indicators are associated with *Sensitivity*.

When an instructional leader quickly notices and solves problems that emerge, adults around them feel the same safety and comfort that children feel when a teacher ties their shoe or finds a missing puzzle piece.



Providing emotional support makes a lot of sense and is pretty simple, isn't it? Now, let's think about how to provide **organizational support**. This refers to the Teachstone Pre-K CLASS® dimension called Classroom Organization.

When you go to a meeting at church or in the community and the facilitator is not ready, you have to wait around for things to begin. How do you feel when that happens?

When a natural disaster strikes, who manages best? People who have planned for it, or people who were caught by surprise? The same is true at work, isn't it?

Trainer Note: These are rhetorical questions but acknowledge if people answer aloud by repeating what they say, and then moving on.

When a supervisor at work is organized and prepared, does that help staff do their job well? In what way? *Give people an opportunity to answer this question.*

Now we are going to explore the second CLASS® Domain: Classroom Organization and think about how you model the behaviors in this domain.

ORGANIZATIONAL SUPPORT IN ADULT-ADULT INTERACTIONS				
Pre-K Dimensions and Indicators				
Behavior Management	Clear expectations	Proactivity	Redirection	Other's behavior
Productivity	Maximizing time	Routines	Transitions	Preparation
Instructional Learning Format	Effective facilitation	Variety of modalities and materials	Other's interest	Clarity of objectives

Louisiana Believes 18

Let's review the indicators for each dimension associated with **Organizational Support**.

- **Behavior Management:**
 - Clear expectations
 - Proactivity
 - Redirection
 - Other's behavior
- **Productivity:**
 - Maximizing time
 - Routines
 - Transitions
 - Preparation
- **Instructional Learning Format:**
 - Effective facilitation
 - Variety of modalities and materials
 - Other's interest
 - Clarity of objectives

When an instructional leader interacts with employees, vendors, the family members of young children, or any other adult at work, he or she can model these behaviors.

You can make sure people know what you expect of them. You can try to think ahead and plan in ways that reduce or prevent problems. You can organize yourself and the work environment in ways that facilitate success for other people and make their jobs easier.



"How organized am I?" That's not a question I ask myself often. Usually I just get upset with myself for being *disorganized*, but that's not fair is it? I'm a little organized, in some areas more than others.

Everyone is naturally good at different things. Some people are naturally good at organizing. Some people aren't. Recognizing our own strengths can help us build on them.

The dimensions of organizational support (productivity, managing staff behavior, facilitating and communicating clearly), are made up of skills everyone can always improve. If instructional leaders demonstrate these behaviors, then teaching staff are likely to model those behaviors in their classrooms.

Trainer Note: The below is optional.

And we *should* improve because they are essential skills for an effective manager or supervisor. Being organized as a manager or supervisor is important for employees; so is sharing leadership and helping employees develop their own skills. These things lead to increased productivity in any organization.

Intentionally providing organizational support for other adults is a skill. Everyone can do it, and everyone can always improve how well they do it.



Let's do an activity to match behavioral markers with the dimensions of this domain. As you are matching them, you can think about what you already do to model organizational support and what things you could do more often.

Trainer Note: There are two options for this matching activity, either online or with paper.

The eLearning activity instructions are below. Participants can do the activity independently, or as a group.

This is an eLearning activity. Please get out your phones or tablets and go to the website: www.theparallelprocess.com, then click the red "Organizational Support" bar.

There are 20 statements. Each statement is a behavioral marker associated with the three dimensions of Classroom Organization. Match each of the 20 statements to the dimension it indicates.

As you work through these, think about how you model these behaviors with the adults you work with and supervise.

The paper activity instructions are below. For this version of the activity, divide participants into groups of four or five.

Distribute Organizational Support Matching Activity handout that includes the three main categories and 20 statements that represent the behavioral markers associated with Organizational Support.

Participants will match the behavioral makers with the categories.

There are 20 statements. Each one is a behavioral marker associated with the three dimensions of Classroom Organization. Match each of the 20 statements to the dimension it indicates.

As you work through these, think about how you model these behaviors with the adults you work with and supervise.



After finishing the eLearning activity as a group, or when most of the participants finished the individual eLearning or paper activity, ask one or more of the following questions to prompt reflection.

- How did you do?
- Do you have any observations or questions?
- Is this something that makes sense to you?

Allow for a few minutes for review and discussion. This activity is designed to be a quiet and personal reflective activity.

Trainer Note: If you did the eLearning activity, skip the next three slides that review the answers.

ANSWER KEY: BEHAVIOR MANAGEMENT

Behavioral Markers:

- Have clear behavior expectations and rules.
- Consistently enforce behavior expectations.
- Be proactive and prevent problems instead of reacting.
- Focus on what is working.
- Give attention to positive behavior.
- Use cues to redirect inappropriate words and behaviors.

Louisiana Believes 22

The **Behavioral Markers** of Behavior Management are:

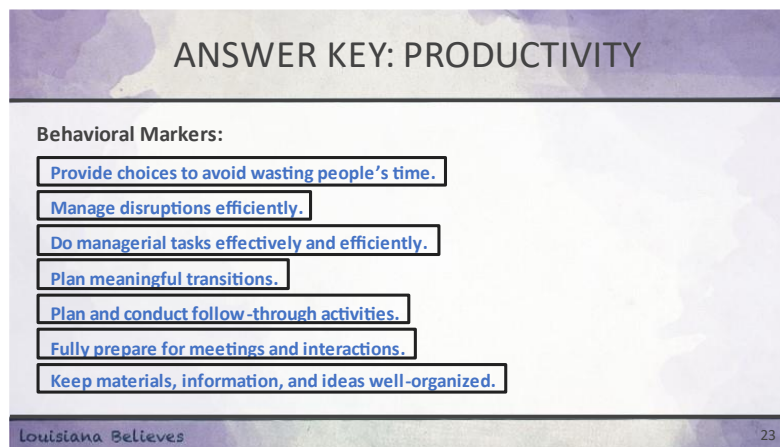
- **Have clear behavior expectations and rules,**
- **Consistently enforce behavior expectations,**
- **Be proactive and prevent problems instead of reacting,**

- **Focus on what is working,**
- **Give attention to positive behavior, and**
- **Use cues to redirect inappropriate words and behaviors.**

These are ways you can model Behavior Management.

If time permits, ask one or more of these questions:

- Did your group match these categories?
- What did you put in different places?
- What did you notice?



ANSWER KEY: PRODUCTIVITY

Behavioral Markers:

- Provide choices to avoid wasting people's time.
- Manage disruptions efficiently.
- Do managerial tasks effectively and efficiently.
- Plan meaningful transitions.
- Plan and conduct follow-through activities.
- Fully prepare for meetings and interactions.
- Keep materials, information, and ideas well-organized.

Louisiana Believes 23

The **Behavioral Markers** of Productivity are:

- **Provide choices to avoid wasting people's time,**
- **Manage disruptions efficiently,**
- **Do managerial tasks effectively and efficiently,**
- **Plan meaningful transitions,**
- **Plan and conduct follow-through activities,**
- **Fully prepare for meetings and interactions, and**
- **Keep materials, information, and ideas well-organized.**

These are ways we can model Productivity.

If time permits, ask one or more of the following questions:

- Did your group match these categories?
- What did you put in different places?
- What did you notice?

ANSWER KEY: INSTRUCTIONAL LEARNING FORMAT

Behavioral Markers:

- Actively facilitate engagement in activities and meetings.
- Ask effective questions to encourage participation and expand involvement.
- Use a variety of modalities (auditory, visual, and movement).
- Use creative and interesting materials.
- Provide opportunities for others to create things with objects.
- Summarize learning and objectives after interactions and meetings.
- Use re-orientation statements to keep things focused on objectives.

Louisiana Believes 24

The **Behavioral Markers** of Instructional Learning Formats are:

- **Actively facilitate engagement in activities and meetings,**
- **Ask effective questions to encourage participation and expand involvement,**
- **Use a variety of modalities (auditory, visual, and movement),**
- **Use creative and interesting materials,**
- **Provide opportunities for others to create things with objects,**
- **Summarize learning and objectives after interactions and meetings,**
- **Use re-orientation statements to keep things focused on objectives.**

These are ways we can model Instructional Learning Formats.

If time permits, ask one or more of the following questions:

- Did your group match these categories?
- What did you put in different places?
- What did you notice?

Can you see how useful it is to model these CLASS® ideas? Modeling CLASS® behaviors that support organization makes good sense for productivity and for your organization.

Trainer Note: The next slide is optional.

**BENEFITS IN THE WORKPLACE:
EFFECTIVE SUPERVISION**

How might these practices make a difference?

Kohn *et al.* (1983) have been researching the impact of work on personalities of the worker using longitudinal data and comparing the personalities of workers ten years apart. Those working in jobs free from close supervision where complex operations and independent judgement demonstrated a lasting impact on their personalities. They became self confident and showed greater flexibility in handling ideas. Those in more routine jobs had lower levels of self confidence, were more fatalistic, more likely to experience psychological distress, and were less flexible in dealing with ideas.

Louisiana Believes 25

It also helps others become better people and better employees. How? Let's read a quick synopsis of what we know about that.

This selection is from a summary of research on what is called High Performance Work Practices – things that roughly correspond with CLASS® behaviors.

Have a volunteer read the slide.

Arguably, modeling organizational support is a good practice for any supervisor.

QUIZ

Which Dimension is described by these Indicators?

Pre-K Indicators				
	Effective facilitation	Variety of modalities and materials	Other's interest	Clarity of objectives

- Behavior Management
- Productivity
- Instructional Learning Format

Louisiana Believes 26

Let's review indicators of Organizational Support. Which dimension are these indicators associated with? *Give participants time to respond.*

QUIZ

Which Dimension is described by these Indicators?

Pre-K Indicators				
Instructional Learning Format	Effective facilitation	Variety of modalities and materials	Other's interest	Clarity of objectives

- Behavior Management
- Productivity
- Instructional Learning Format

Louisiana Believes 27

Those indicators are associated with **Instructional Learning Format**.

Instructional Learning Format can be fun to model with adults because you can assume they can read.

In addition to using pictures, graphs, songs, and movement, you can also use social media. You can text, post signs, sing songs, create memes, and so on.

One director sends inspirational quotes to her staff every Monday morning via text message. She started doing that as a way to reduce absenteeism after she noticed a lot of her teachers would call in sick on Mondays. So, she decided to use this format as a way to motivate her staff and it worked.

Keep your mind open and think about the many ways you can communicate with the adults you work with.

Trainer Note: If time permits, you can do another brainstorming session here. Remember to write or repeat responses verbatim.

Prompt the discussion by asking for ways to use interesting materials and modalities when communicating and interacting with other adults. Give time for responses, read over the ideas, and thank participants for sharing.

Let's move on to the third domain.

Cognitive Support in Adult-Adult Interactions

28

We're calling the last dimension "**Cognitive Support**" instead of "Instructional Support."

You rarely instruct other adults at work, although sometimes you do help teachers learn new things. However, as an instructional leader, you can provide intentional support in ways that model the type of words and behavior that CLASS® is describing in this dimension.

These are words and behaviors that are difficult for many early childhood educators.

How many of you do crafts? Raise your hand. Do you paint or make jewelry or do scrapbooking? Do you take photographs or write stories? How do you feel when you create something?

These are good feelings and we want other adults to feel that way.

In order for teachers to appreciate the importance of facilitating these feelings in children, they need to know what it is like to experience that themselves. One reason this such a hard domain to use in teaching is that very few of us have been part of an organization, or even a classroom, that does this sort of thing.

And that's a shame because this is so important.

COGNITIVE SUPPORT IN ADULT-ADULT INTERACTIONS					
Pre-K Dimensions and Indicators					
Concept Development	Analysis and reasoning	Creating	Integration	Connections to the real world	
Quality of Feedback	Scaffolding	Feedback loops	Prompting thought processes	Providing information	Encouragement and affirmation
Language Modeling	Frequent conversation	Open-ended questions	Repetition and extension	Self- and parallel talk	Advanced language

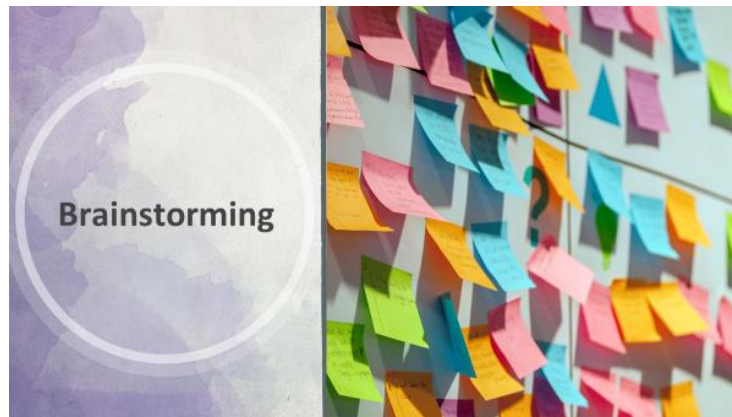
Because this is such an important dimension, modeling the indicators associated with Concept Development, Feedback, and Language Modeling might be even more important than modeling the other dimensions.

The indicators associated with Cognitive Support are:

- **Concept Development:**
 - Analysis and reasoning
 - Creating
 - Integration
 - Connections to the real world
- **Quality of Feedback:**
 - Scaffolding
 - Feedback loops
 - Prompting thought processes
 - Providing information
 - Encouragement and affirmation

- **Language Modeling:**
 - **Frequent conversation**
 - **Open-ended questions**
 - **Repetition and extension**
 - **Self- and parallel talk**
 - **Advance language**

People have trouble modeling these behaviors, especially when interacting with other adults.



Trainer Note: You could do this as a group discussion, or you could use post-it notes. If you use post-it notes, ask participants to write their ideas on the post-it notes and put them in a central location, like on a piece of chart paper or a wall.

How can educational leaders model cognitive support while interacting with other adults in the workplace? Let's think about what you already do that is related to cognitive support.

Give the participants time to think and write or share ideas aloud.

It's more difficult to think of examples for this dimension, isn't it?

Do you encourage and affirm someone who is trying something new? Do you repeat, or "reflect," what others say to make sure you understand them? Do you use interesting words when you talk with others? These are all good things to do, aren't they?

One reason it's difficult for teachers to use these behaviors and words in the classroom is that few people experienced them as learners. But an educational leader can help teachers at work experience the benefits of them as by intentional interactions, making it more likely a teacher will use that type of interaction with the children he or she is teaching.

Intentionally providing cognitive support for other adults is a skill. Everyone can do it, and everyone can always improve how well they do it.



***Trainer Note:** This activity might require a lot of trainer support, because it is not the typical way people think about things. You can work through the activities ahead of time yourself, so that you know what you might do or say in response to the prompts. There is also a completed example in the handouts that you can share with participants to introduce the activity.*

Let's practice doing this. It is not easy. It takes intentional effort to model this when you are interacting with adults and others, because this isn't something people are used to seeing or doing in educational settings.

It might seem a little strange at first, but you could find you enjoy watching others participate in these interactions. It is more fun and more meaningful than "the way we've always done things."

I'm going to pass out some typical scenarios of adult-adult interactions that happen in early childhood. These handouts describe a scenario and provide semi-structured prompts to help you think through ways to model cognitive support.

When you receive a handout, pair up with a neighbor and work through the prompts to help think of ways you can model the behavioral markers. Each prompt will stimulate your ideas. Jot down your ideas about words or behaviors you could choose to use.

Distribute the Cognitive Support Scenarios handout and Adult-Adult Behavioral Markers handout.

***Trainer Note:** If you distribute more than one scenario, have participants work on the scenario that is easier for them to complete.*

*If you distribute more than one scenario, say:
When you receive them, choose one to work on.*

Give people a few minutes to complete at least one full set of prompts. Circulate around the room to provide assistance and support.

When most participants are finished, ask the following questions:

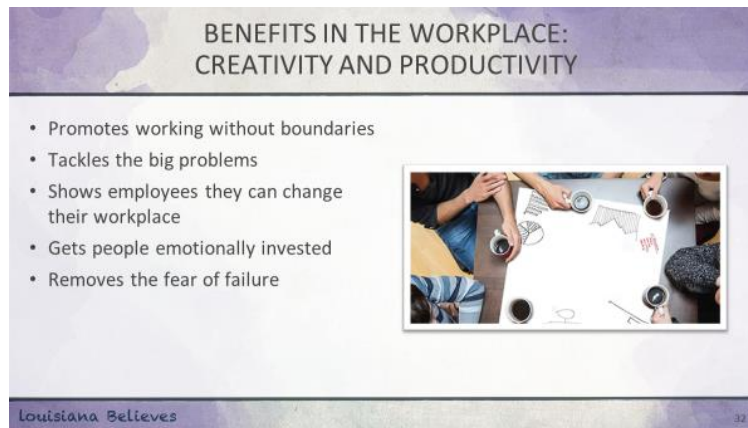
- What did you notice?
- What was difficult about this?
- What was simple?

You are exactly right. It's not easy, but it gets easier with practice – just like good early childhood teaching.

These things are not only good for modeling CLASS® and promoting higher CLASS® scores for your program.

Good supervision always involves offering effective feedback and being careful about the way we speak to others. In addition to being intentional about the feedback and language you use with adults, modeling instructional support also means facilitating creativity among people you interact with while training, planning and doing other activities.

Trainer Note: The next slide is optional.



**BENEFITS IN THE WORKPLACE:
CREATIVITY AND PRODUCTIVITY**

- Promotes working without boundaries
- Tackles the big problems
- Shows employees they can change their workplace
- Gets people emotionally invested
- Removes the fear of failure

Louisiana Believes 32

Creativity is a good thing in the workplace. It is not a common thing, but it is a good thing.

Here are five ways that fostering creativity in your organization leads to productivity:

- Encouraging creativity **promotes working without boundaries,**
- **It tackles the big problems,**
- Fostering creativity **shows employees they can change their workplace,**
- **It gets people emotionally invested,** and
- Promoting creativity **removes the fear of failure.**

- 1. Encouraging creativity promotes working without boundaries.**
- 2. It tackles the big problems.**
- 3. Fostering creativity shows employees that they can change their workplace.**
- 4. It gets people emotionally invested.**
- 5. Promoting creativity removes the fear of failure.**

QUIZ

Which Dimension is described by these Indicators?

Pre-K Indicators				
	Analysis and reasoning	Creating	Integration	Connections to the real world

- Concept Development
- Quality of Feedback
- Language Modeling

Louisiana Believes 33

Let's review the indicators of Cognitive Support. Which dimension are these indicators associated with? *Give participants time to respond.*

QUIZ

Which Dimension is described by these Indicators?

Pre-K Indicators				
Concept Development	Analysis and reasoning	Creating	Integration	Connections to the real world

- Concept Development
- Quality of Feedback
- Language Modeling

Louisiana Believes 34

Those indicators are associated with **Concept Development**.

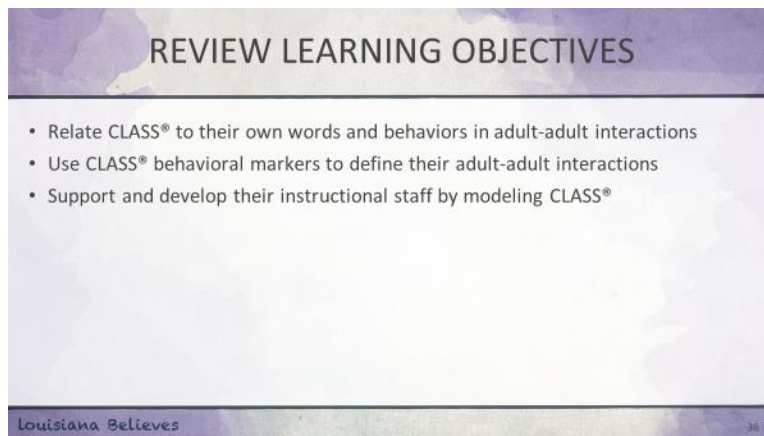
It is good to intentionally offer teachers opportunities to be creative. Teachers are some of the most creative people you know.

Just like doing these things leads to dramatic gains in children's learning and development, modeling these dimensions will lead to a more engaged and productive workforce for your organization.



Today we went over words and behaviors you can use while interacting with adults in your workplace, words and behaviors that model things you want teachers to use with children.

Educational leaders can support staff, employees, and teachers by offering emotional support or creating a happier work environment, organizational support or enhancing productivity, and cognitive support that generates creativity and increased productivity.



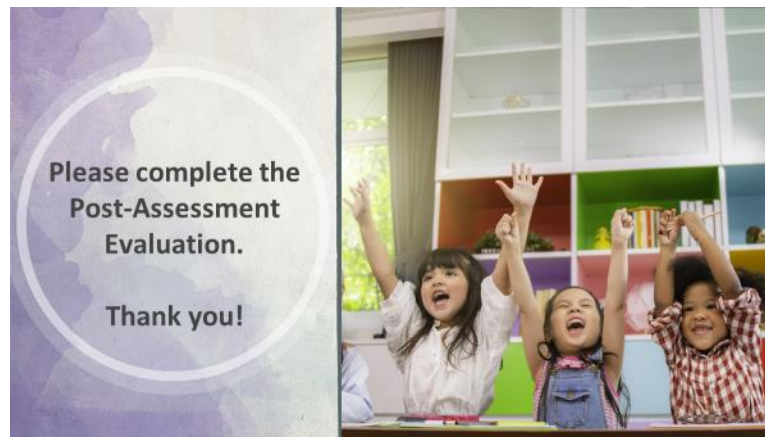
Explain that for each statement, they will show a “thumbs up” if they think we covered the objective, a “thumbs down” if we did not cover the objective, and a “sideways thumb” if we partially covered the objective.

Today you enhanced your ability to:

- **Relate CLASS® to their own words and behavior in adult-adult interactions,**
- **Use CLASS® behavioral markers to define their adult-adult interactions, and**
- **Support and develop their instructional staff by modeling CLASS®.**



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*