

Infant CLASS® Supports Request for Applications: Application and Plan

Application due: May 17, 2019

BACKGROUND AND PURPOSE

Teachers in infant classrooms need high-quality feedback and support to grow. In order to support teachers and prepare them for upcoming Infant CLASS® observations in 2019-2020, the Louisiana Department of Education will offer lead agencies the opportunity to provide teachers and directors with high-quality, evidence-based professional development specifically targeted toward infant-teacher interactions. These grants will be made possible by the Preschool Development Grant Birth to Five (PDG B-5).

Statewide Infant CLASS® Implementation

In accordance with Bulletin 140, Infant CLASS® is being phased into the statewide early childhood network over three years, and Infant CLASS® observations will be included in the 2020-2021 Performance Profile ratings, released in the fall of 2021.

2018-2019 Infant CLASS® Pilot	2019-2020 Infant CLASS® Learning Year	2020-2021 Full Implementation
<ul style="list-style-type: none"> ● Lead agencies identified all infant classrooms and set up those classrooms in the portal ● Sites participated in year two of the Infant CLASS® Pilot 	<ul style="list-style-type: none"> ● All infant classrooms will be observed for a learning year ● Performance Profile ratings released in fall 2020 will not be impacted by Infant CLASS® results 	<ul style="list-style-type: none"> ● Infant CLASS® is fully incorporated into the unified quality rating system ● Performance Profile ratings released in fall 2021 will reflect Infant CLASS® observations

PROFESSIONAL DEVELOPMENT OFFERINGS

Through grants, the Department will support the following Teachstone professional development opportunities, which vary based on intended audience and outcomes.

- I. **CLASS® proficiency courses:** These professional development offerings are intended for teachers or directors to gain a better understanding of Infant CLASS® and how to improve Infant-Teacher interactions. An additional option includes Infant CLASS® observer training if your area needs more certified CLASS® observers.
- [Introduction to the CLASS® Tool \(Face-to-Face\)](#)
Participants will learn the basics of the CLASS® instrument, domains, and dimensions. This presentation is designed to help participants learn about effective teacher-child interactions, as defined by the CLASS® tool, and the ways these interactions help children learn.

What to Expect:

- 1 Trainer for up to 50 on-site participants
 - Full-day combined Infant and Toddler CLASS® Introduction
 - Training materials, including a CLASS® Dimension Guide and an Introduction to CLASS® Tool Participant Guide, for each participant
 - 2-month CLASS® Video Library access for each participant
- [myTeachstone](#)

This online subscription service allows coaches to pair teacher’s CLASS® data with individualized professional development resources and targeted support to create classrooms where children learn and thrive.

What to Expect:

 - A 12-month subscription (25 subscription minimum) for teachers; each subscription per teacher will also allow access to observers, coaches, and administrators using the system in support of the teacher
 - Subscription includes access to an always-growing resource library for teachers, coaches, and administrators: classroom videos, courses, articles, activities, and other rich media content
 - [Learn about Infant CLASS® Dimensions](#)

This 1 hour online training introduces participants to the four dimensions that make up the Infant CLASS® tool in a quick and engaging online introductory program.

What to Expect:

 - Four 15 minute courses relating to each dimension in the Infant CLASS® Tool
 - Also accessible in the [myTeachstone](#) resource library
 - [Infant CLASS® Observation Training](#)

CLASS® Observation Training is an in-depth training to create certified CLASS® observers. This is recommended for early childhood leaders or organizations that want to evaluate classroom quality.

What to Expect:

 - 2 full-day trainings focusing on evaluating infant classrooms at a dimension level
 - Training materials and a 2-month CLASS® Video Library subscription
 - Access to online reliability testing and automated feedback
 - Certification upon successful completion of the CLASS® Reliability Test
- II. **CLASS® mastery courses:** The following professional development offerings are intended for those proficient in CLASS® to become local CLASS® coaches or trainers who could then in turn provide coaching/training to more teachers and administrators in your community.
- [CLASS® Group Coaching-Infant/Toddler \(MMCI\)](#)

CLASS® Group Coaching (formerly MMCI or Making the Most of Classroom Interactions) develops reliable observers into in-house, expert coaches who can support teacher growth. Coaches will acquire skills and credentials to then provide small group-coaching sessions to other teachers in your area.

What to Expect:

- 3-day face-to-face training
 - Materials and an AV kit for each coach
 - Prerequisite - Participant must be a reliable observer on both infant and toddler tools
- **Train-the-Trainer**
Infant *CLASS*® Train-the-Trainer allows you to build in-house *CLASS*® experts who can train other staff on *CLASS*® fundamentals.

What to Expect:

- 2 full-day trainings
- 1-year *CLASS*® Video Library Subscription
- *CLASS*® Affiliate Trainer Certificate upon completion
- Prerequisite - Participant must already be a reliable infant observer AND must be an affiliate trainer on another age level

INVITATION TO PARTICIPATE

Lead agencies are invited to submit an application and plan for how they would implement infant professional development in their community. Their proposal should include a breakdown of which professional development options they would like for teachers and directors in their community, participating sites and number of teachers, and how funds would be distributed. Lead agencies can propose a plan incorporating more than one of the listed professional development options.

For *CLASS*® proficiency courses, the LDOE will provide \$400 per teacher/administrator trained to cover the cost of the professional development, stipends, administrative costs, and materials needed to implement the plan. For *CLASS*® mastery courses, the LDOE will provide \$400 per teacher/administrator the lead agency anticipates the new coaches or trainers will train/coach.

No food, technology, or equipment can be purchased with the monies awarded. The Department anticipates that the total number of grants awarded to communities will support approximately 600 teachers across the state.

Questions to Consider

Before working on your community's application, consider the following questions to help guide you.

- After looking closely at your community's data, what does your community need to improve infant quality?
- How many infant classrooms are in your community?

- How will you determine which sites are involved?
- Which participants does your community needs to invest in most?
 - Do teachers in your community need training?
 - Will center directors be included in these trainings?
 - Does your community need local experts to become observers?
 - Does your community need local experts to become trainers and/or coaches? If yes, how many teachers and administrators could they serve in turn?
- Will teachers be compensated for attending trainings?
- Would training be done at a time when attendees would need stipends to attend (e.g., after hours or on weekends)?
- Do you need any materials or supplies to implement your project?
- Will you need to rent any space to implement your project?
- Will you need to reimburse travel to implement your project?
- How will your project plan immediately help the quality of teacher-child interactions in infant classrooms? How will you maintain a sustainable difference in your network over time?

Please contact Lizzie.Cosse@la.gov if you need clarification as you create a project plan and complete an application. For questions on Teachstone course offerings and pricing, contact Sedra.Spano@teachstone.com, a Teachstone Regional Director.

TIMELINE

Infant CLASS® Supports RFA Timeline	
April 8, 2019	Infant CLASS® Supports RFA is released.
April 10, 2019	Informational webinar is provided on Infant CLASS® Supports RFA. Webinar Date and Time: Wednesday, April 10, at 12 p.m. Join the Webinar: https://ldoe.zoom.us/j/173400300 Webinar Phone Number: (646) 876-9923 Meeting ID: 173 400 300
May 17, 2019	Applications are due to the Department. Email the Application and Plan as a PDF document to Lizzie.Cosse@la.gov .
June 19, 2019	Award recipients will be announced.
July 1, 2019 - January 31, 2020	Funding period. All funding must be spent by January 31, 2020.

Infant CLASS® Supports: Grant Application

Please submit a complete version of the following application to Lizzie.Cosse@la.gov by 5:00 pm on May 17, 2019. Please include lead agency name in the name of the file, which should be in a PDF format.

Community Network: _____

Lead Agency Contact: _____

AMOUNT OF FUNDING REQUESTED

CLASS® proficiency courses		
Total # of Participating Teachers/Administrators	Amount Funded per Teacher/Administrator	Total funding requested for CLASS® proficiency courses
	x \$400	\$

CLASS® mastery courses			
Total # of Participating Coaches or Trainers	Anticipated # of Teachers/Administrators Trained or Coached by these Coaches and Trainers	Amount Funded per Teacher/Administrator	Total funding requested for CLASS® mastery courses
		x \$400	\$

TOTAL FUNDING REQUESTED				
Total funding requested for CLASS® proficiency courses		Total funding requested for CLASS® mastery courses		TOTAL
	+		=	\$

PARTICIPATING SITES AND NUMBER OF TEACHERS

Sites	Number of Teachers/Administrators

PLAN QUESTIONS:

1. What does your community need as you prepare for Infant CLASS® implementation?

2. Describe in detail your plan to improve infant classrooms through professional development offerings provided by Teachstone and how funds will be used to support this plan.

3. Why do you think your chosen professional development offerings are best suited for your community's needs?

4. How were participating classrooms and sites identified? Make specific reference to data if available.

5. How will your plan help to promote continuing improvement to classrooms/sites after the grant has ended?

