

Louisiana Believes

**Classroom Assessment Scoring System (CLASS®)
February 2020 Collaboration Meetings**

Objectives

1. Understand CLASS® as an observation tool
2. Identify how CLASS® connects to high-quality curriculum
3. Examine data from the CLASS® pilot to determine progress

Agenda

1. The CLASS® Observation Tool
 - Research
 - Domains
 - Demonstrations
2. CLASS® and High-Quality Curricula
 - Examples
3. Pilot Information
 - Pilot data
 - Resources and support
 - Future opportunities

Every day, all **students** are in schools that treat them with dignity and respect and where they have the opportunity to...



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build knowledge
of the world,

read
meaningful texts,

express ideas through
writing and speaking, and

solve
complex problems.

The background of the slide is a watercolor-style illustration. It features a central white area that tapers to a point at the top, surrounded by various shades of blue and teal. The colors are blended and textured, giving it a soft, artistic appearance. The overall shape is roughly rectangular with irregular, organic edges.

The CLASS[®] Observation Tool

What is the CLASS[®] Tool?

A teacher observation tool that:

- Sets high expectations for teachers
- Tells observers exactly what to look and listen for
- Measures the quality of teacher-student interactions
- Creates a common language on instructional practice across Pre-K/K teachers
- Promotes high-quality, meaningful professional development
- Leads to positive outcomes for children
- Teacher observation tool that is used in all infant, toddler, and pre-K settings statewide

CLASS[®] Research

Over 200 research studies on CLASS[®] prove that students in classrooms with high CLASS[®] scores have better academic and social outcomes.

- Better performance on math problems
- Increased vocabulary knowledge
- Improved listening comprehension
- Reduced behavior problems
- Improved social competence
- Better working memory
- Increased enthusiasm for learning
- Greater cooperation, persistence, and attention

K-3 CLASS[®] Domains

Emotional
Support

Classroom
Organization

Instructional
Support

Which domain focuses on:

- the management of instructional time and routines?
- the teachers' intentional use of strategies that encourage higher-level understanding and thinking skills?
- warm, supportive relationships?

Emotional Support Domain in Action

Examples of teacher behaviors in the **Emotional Support** domain include:

- Physical proximity
- Warm, calm voice
- Respectful language

Domain in Action:

1. Watch the [video](#) and identify evidence of these behaviors.
2. Turn to your neighbor and discuss at least one behavior you observed.

Classroom Organization Domain in Action

Examples of teacher behaviors in the **Classroom Organization** include:

- Transitions
- Using a variety of modalities and manipulatives
- Preparation for the lesson

Domain in Action:

1. Watch the [video](#) and identify evidence of these behaviors.
2. Turn to your neighbor and discuss at least one behavior you observed.

Instructional Support Domain in Action

Examples of teacher behaviors in the **Instructional Support** domain include:

- Open-ended questioning
- Providing feedback
- Connecting to previous learning and the real world

Domain in Action:

1. Watch the [video](#) and identify evidence of these behaviors.
2. Turn to your neighbor and discuss at least one behavior you observed.



CLASS[®] and High-Quality Curriculum

CLASS[®] and High-Quality Curriculum

CLASS[®] and high-quality curriculum support each other. Let's revisit some of the CLASS[®] behaviors we saw in the videos.

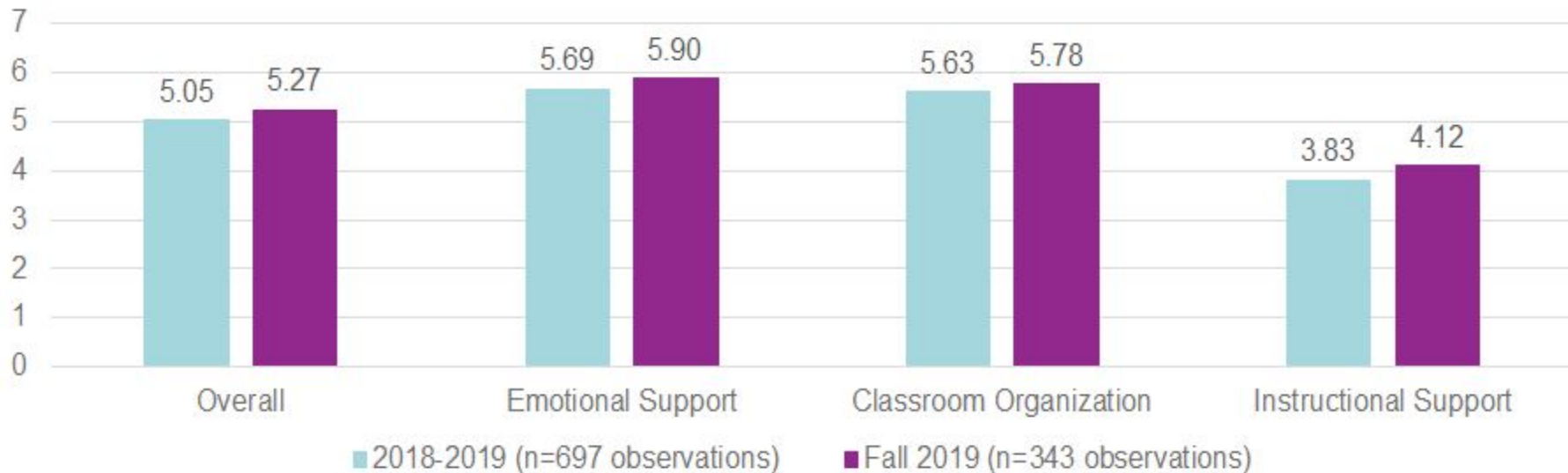
- Does your high-quality ELA curriculum support the following teacher behaviors? Think about a lesson you recently taught or observed.
 - Making connections to previous learning
 - Transitions between activities
 - Use of modalities and manipulatives
 - Physical proximity

Turn to a peer and discuss this question. Be prepared to share concrete examples.

Pilot Information

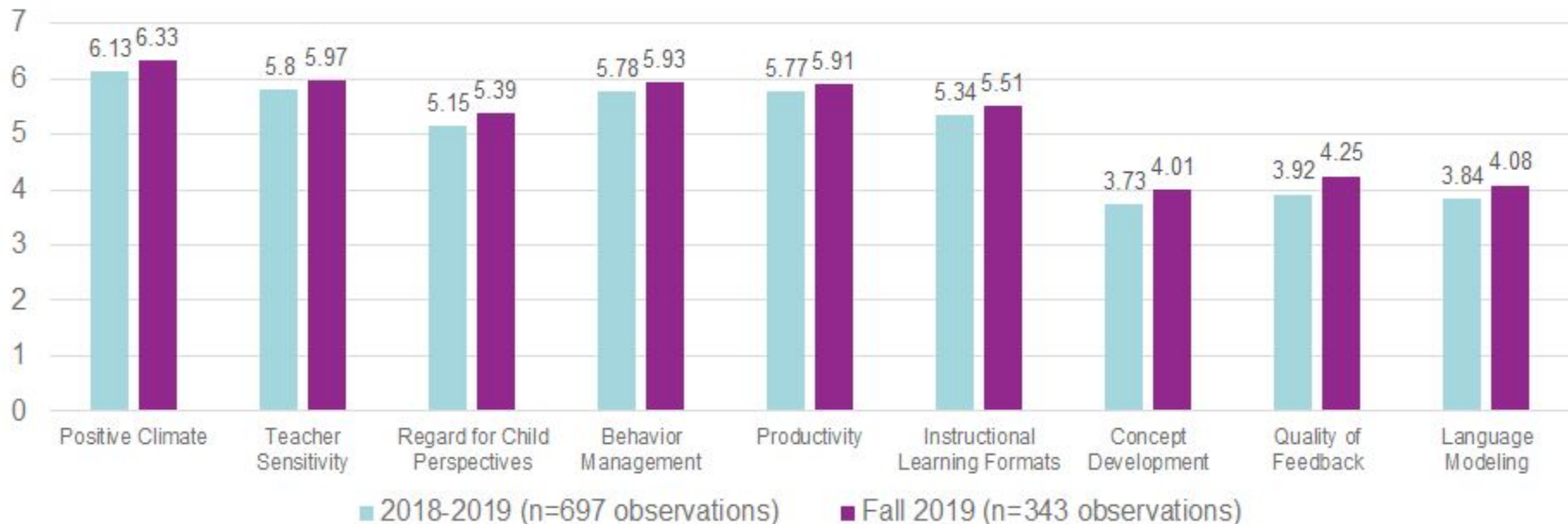
Pilot Data

The average overall Kindergarten CLASS score and the average score for each domain has improved from last year.



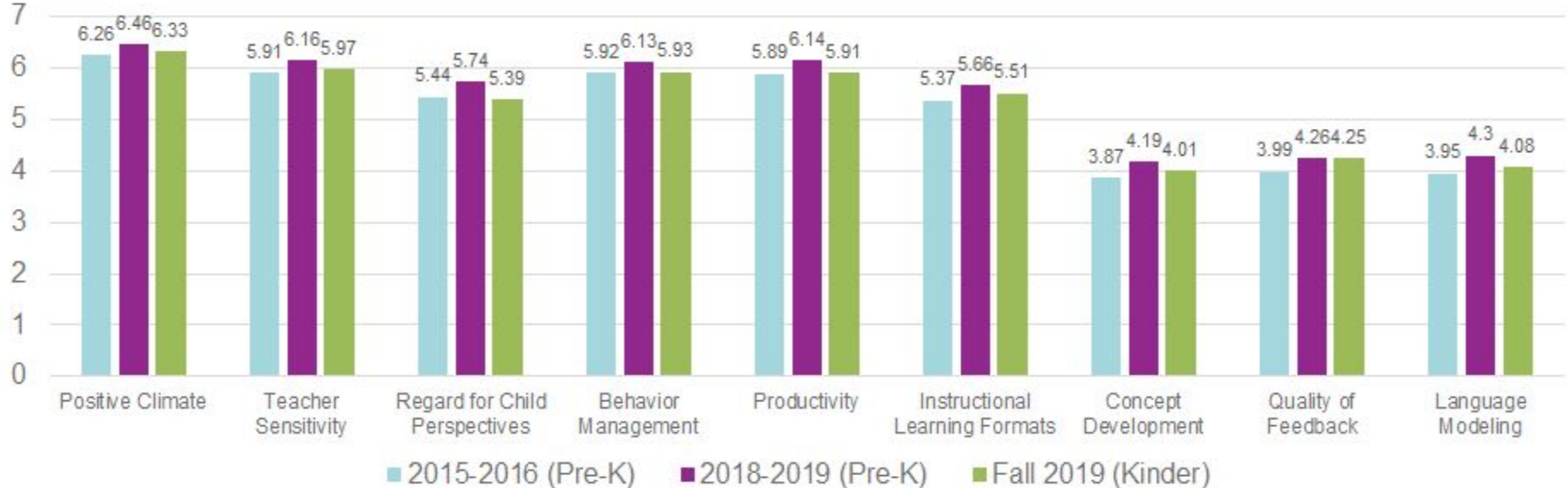
Pilot Data

The average score on each dimension has also improved since last year.



Comparison to Pre-K

The fall 2019 Kindergarten CLASS scores are higher than the Pre-K scores from statewide learning year in 2015-2016, but the average CLASS scores for Pre-K have improved significantly since 2015-2016.



Resources and Support

The Department supports school systems in numerous ways.

- CLASS® Office Hours
- Case Studies: [Morris Jeff](#) and [Red River](#)
- [CLASS® Guide to Implementation](#)
- School System Planning Call
- Orientation Webinar
- Teacher Leader Summit Introductory Session

CLASS[®] Case Studies

The Department has created case studies to share the problem school systems were trying to solve by implementing CLASS[®]. Two of these case studies follow.

[Red River](#)

[Morris Jeff](#)

Take a few minutes to read your assigned case study and answer the questions.

- What was the problem the school system was trying to solve?
- What steps did they take to solve it? Name at least one.
- What evidence can you find that the school system is having success?
- What questions does the case study raise for you?

CLASS[®] Pilot Sites

The number of schools systems joining the CLASS[®] pilot each year is growing.

Kindergarten CLASS[®] Pilot	2016-2017	2017-2018	2018-2019	2019-2020
Number of school systems	5	22	26	29
Number of schools	15	37	73	84
Number of teachers	35	80	280	331

CLASS[®] Pilot Guidance for Implementation

CLASS[®] guidance for implementation for school systems include:

- Observers are certified by Teachstone to be a reliable observer
- Conduct one observation in the Fall and one observation in the Spring
- Agree to third-party observations by The Picard Center
- Report observation scores in the portal
- Provide meaningful feedback to teachers after the observation

Future Opportunities

Complete the [survey](#) by March 6, 2020 to express your interest in joining the CLASS® pilot for 2020-2021.

Questions?

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