



Early Childhood
IMPROVING SCHOOL READINESS

Connecting CLASS to Early Childhood Ancillary Certificate Programs


Objectives and Agenda

Through this session, EC Ancillary Certificate Programs will:

- Review recent data describing Louisiana's progress supporting teacher-child interactions and using *CLASS* data to support instruction.
- Understand the expectations for including the *CLASS* tool and competencies in EC Ancillary Certificate Coursework and Applied Practice.
- Learn about other programs approaches applied to practice and coaching, including the use of *CLASS* data.

Agenda:

1. Overview of 2017-2018 Performance Profile and Teacher Survey Data
2. Review Expectations for EC Ancillary Certificate Programs
3. Spotlight on EC Ancillary Certificate Programs - How is applied practice integrated into your programs focus on *CLASS*



Overview of
2017-2018
Performance Profile
and Teacher Survey
Data

Performance Profile Overview

Performance Profiles provide information about the quality of publicly-funded sites to families to inform choice and to communities to guide improvement.

Louisiana's Unified Rating System:

- Measures core elements needed for positive child outcomes;
- Provides a clear and focused path to improvement;
- Gives families an easy way to compare choices in their community;

Results in a Performance Profile for each site published on www.LouisianaSchools.com that contains two components:

1. Ratings that relate to positive child outcomes, based on CLASSTM observations that measure the quality of adult-child interactions and instructions
2. Informational metrics that measure use of best practices, such as using curriculum, assessing children for learning, credentialing of teachers

Researchers at the University of Virginia found that Louisiana observers are accurate, that children learn more in Louisiana classrooms with higher ratings, and that adding other quality measures does not help identify quality classrooms.

2017-2018 Performance Profiles

Overall Results

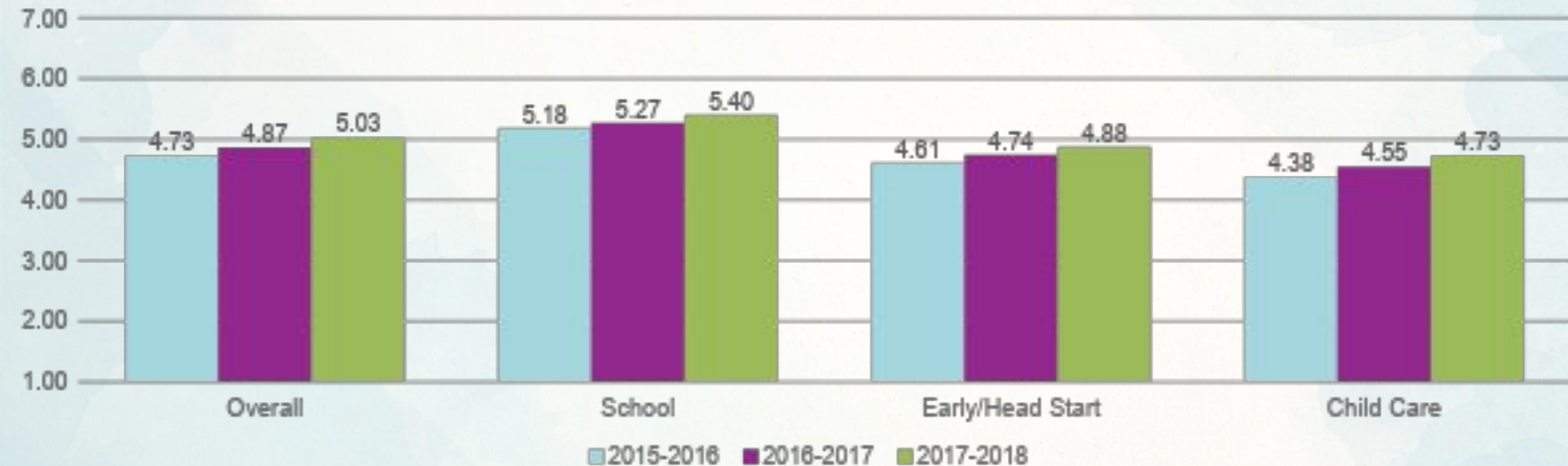
Louisiana's early childhood programs showed growth from 2016-2017 to this year. However, more work still needs to be done to ensure every child is kindergarten ready.

- Overall, there was improvement in most areas from the 2016-2017 results.
- The average score for each dimension and each domain improved.
- The average score for program type improved.
- There are exemplar sites in each program type, and more than a third of Community Networks have at least one Excellent site.
- Local observer accuracy in all program types and nearly every domain increased.
- Yet too many children are still not receiving the instruction needed to fully prepare them for kindergarten.
- There are stark differences in access for publicly-funded early childhood care and education seats by age.

2017-2018 Performance Profiles

Improvement by Program Type

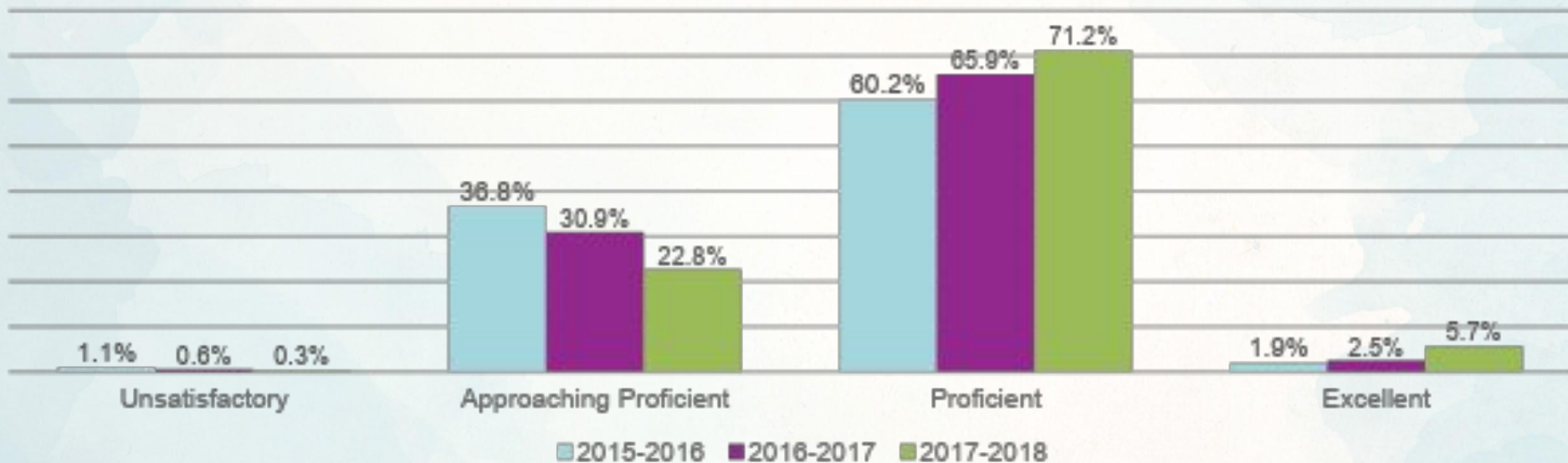
The statewide average score for each program type has improved incrementally each year, resulting in more sites providing quality care and education for children.



2017-2018 Performance Profiles

Site-Level Improvement

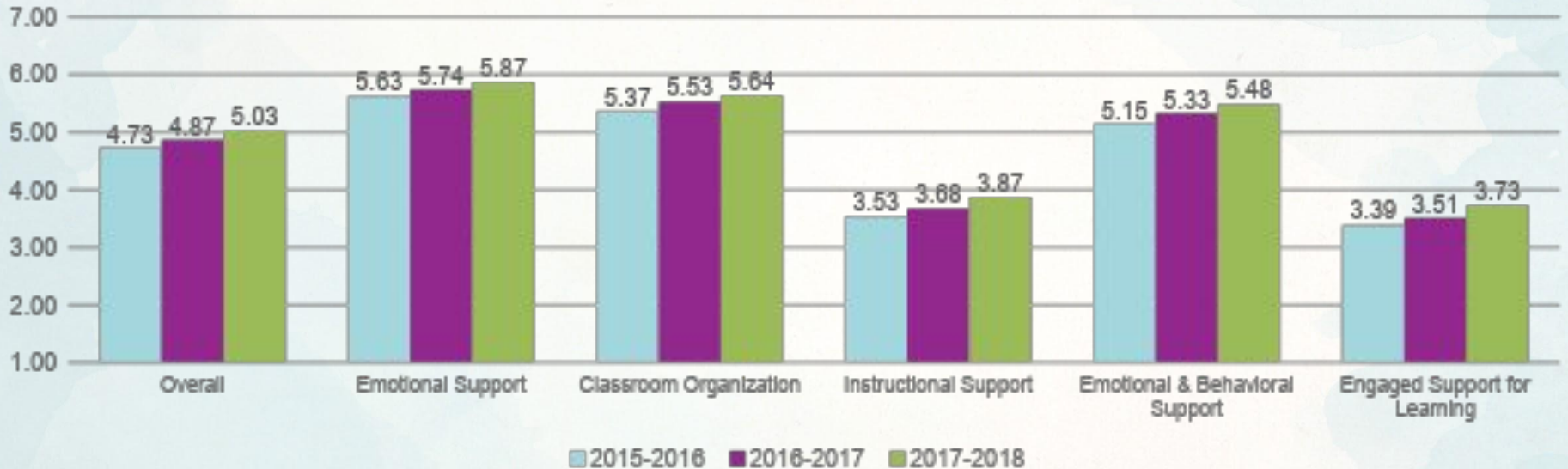
Eight percent more sites will be scored above the Proficient threshold in 2017-2018, which suggests that more children across the state are receiving quality care and education than in years past.



2017-2018 Performance Profiles

Improvement by Domain

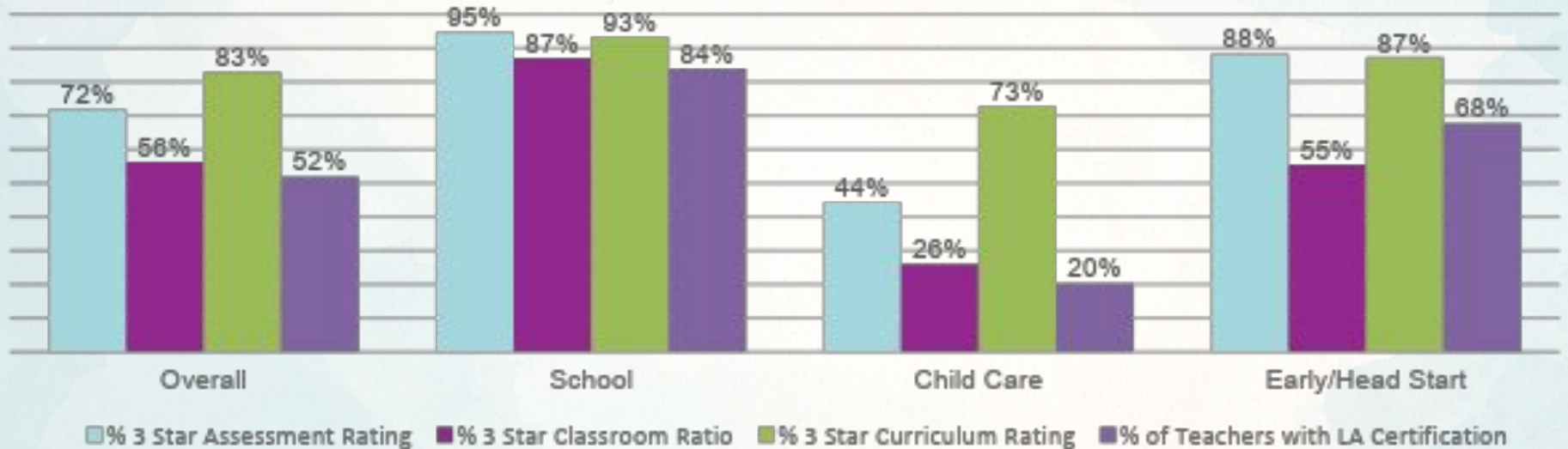
The statewide average score for each CLASS™ domain has improved incrementally each year, resulting in more sites providing quality care and education for children.



2017-2018 Performance Profiles

Informational Metrics

Sites vary in their implementation of classroom best practices that promote high-quality experiences for children, but across programs, the large majority of sites have attained a quality curriculum.



Early Childhood Lead Teacher Survey

2017-2018 Overview

While fewer lead teachers responded to the survey this year, each community network and program type was well represented.

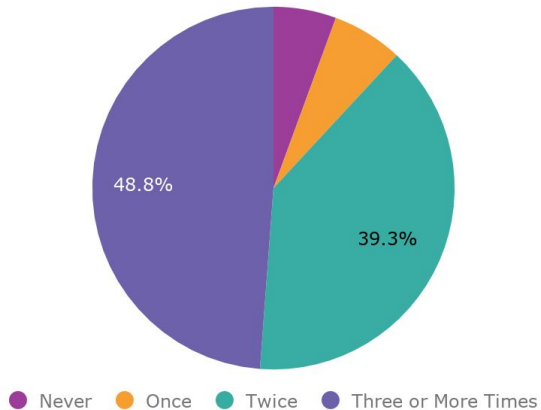
- 3,063 lead teachers and 103 paras, assistant teachers, or floating teachers responded to the 2017-2018 Early Childhood Lead Teacher Survey.
 - This was a decrease from 4,239 responses in 2016-2017
 - 673 lead teachers responses were from Type III Child Care Centers
- Every community network and every program type was represented.
- Using the number of classrooms in the CLASS portal as a proxy for the number of lead teachers in the state, 59% of teachers responded to the survey. 22% of these teachers were located in Type III Child Care Centers.

Early Childhood Lead Teacher Survey

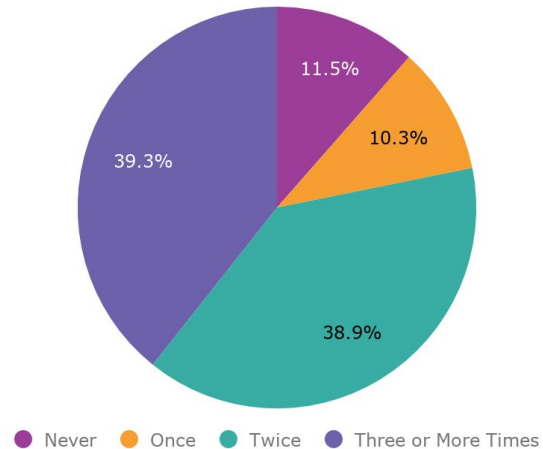
CLASS Observations

Most teachers are being observed twice. Statewide 49% are being observed 3 or more times, while 39% of child care teachers are being observed three or more times.

All Statewide Early Childhood Teachers



Statewide Child Care Teachers

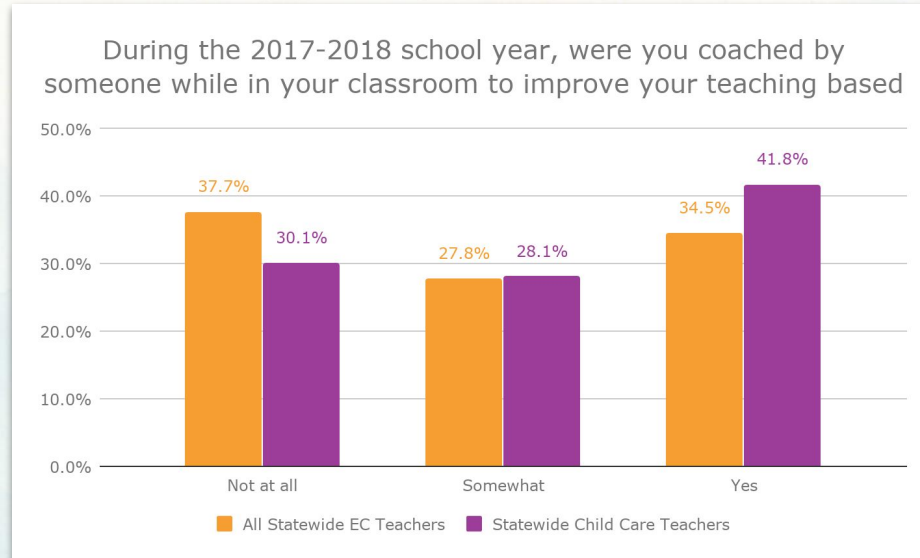


39% of Child Care teachers report being observed three or more times by local observers. This was 10% less than reported statewide.

Early Childhood Lead Teacher Survey

Question Responses (CLASS)

While targeted coaching on CLASS is only reported by a third of teachers, that coaching is perceived as helpful by almost everyone who reported receiving it. In child care sites 7% more teachers coached found the coaching very helpful for their growth and development as a teacher.



Early Childhood Lead Teacher Survey

Child Care Site Question Responses (Participation)

In 2017-2018, did you participate in any of the following activities related to early childhood?

	Total # Yes	Percent %
A single in-person training or online session	567	68.2%
A series of in-person trainings or online sessions (including MMCI)	416	20.4%
Coaching based on observations in your classroom	522	63.1%
Courses or coursework preparing you for an Early Childhood degree or certificate	485	58.5%
National, state, or local early childhood conference	309	37.3%
Mentoring or peer visits to learn from other teachers	375	45.5%
Opportunities for Professional Learning Community (PLC), reflection, discussion, or co-planning with other teachers	381	46.0%
Access to a series of videos specifically based on your CLASS scores (MyTeachStone)	411	49.6%
Feedback and coaching following a submission of a video of your teaching (MTP)	230	27.8%
Training on a Tier I curriculum from the curriculum vendor	213	25.6%

Reviewing Expectations for Early Childhood Ancillary Certificate Programs

Integrating CLASS into Preparation Coursework

Early Childhood Ancillary Certificate Programs provide coursework and applied practice experiences that integrate the CLASS tools and teacher competencies related to the CLASS tool.

EC Ancillary Certificate Programs:

- Provide applied practice experiences and performance assessments that measure success of candidate learning and skill objectives, many of which are aligned to CLASS competencies.
- Include a minimum of two CLASS observations as part of the preparation program, including feedback and coaching based on candidate results.

Applied Practice

Strategies for Integrating CLASS into Coursework

EC Ancillary Certificate Programs provide up to 30 hours of applied practice, allowing candidates opportunities to practice and receive feedback on the skill objectives within program coursework.

Expectations for Applied Practice:

- EC Ancillary Certificate Programs:
 1. Use regular applied practice to support candidate learning and skill development
 2. Incorporate a variety of applied practice activities, including frequent reflection and direct feedback for candidates
 3. Reinforce learning and skill objectives for the course through applied practice opportunities

Incorporating the CLASS tool and principles:

- *Including full or mini observations as part of applied practice experiences*
- *Provide coaching and in-class modeling of CLASS competencies*
- *Watching exemplar videos as part of coaching, or as part of class time*
- *Having candidates complete in-person or simulated CLASS observations to practice proficiency with the tool*
- *Completing site visits to excellent or highly-proficient classrooms or sites*

Performance Assessments

Strategies for Integrating CLASS into Coursework

EC Ancillary Certificate Programs use CLASS assessments to determine candidate mastery and to provide feedback to the candidate.

Expectations for Performance Assessments:

- EC Ancillary Certificate Programs:
 1. Use performance assessments to determine candidate mastery of learning and skill objectives
 2. Incorporate results of performance assessments in making decisions regarding candidate progress and certification
 3. Provide feedback to candidate regarding progress in program coursework

Incorporating the CLASS tool and principles:

- *Use ongoing CLASS full observations to evaluate candidate progress on skills and competencies*
- *Have candidates complete unofficial CLASS observations to measure mastery of tool*
- *Observe and evaluate videos of candidates practicing skills as part of coursework assessments*

Strategies for Integrating CLASS into Coursework

Group Discussion:

1. *How does your program integrate CLASS into applied practice opportunities within your coursework?*
2. *How does your program use CLASS to guide or inform the performance assessments candidates receive as part of the coursework?*
3. *What are some examples of key topics or subject areas where you have successfully integrated CLASS competencies into course instruction? How does this relate to the CDA subject areas?*

Spotlight on EC Ancillary Programs

