Looking For Evidence: Third-Party CLASS Observations

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Organization of Presentation

Goal: Participants will increase their awareness of the *reliability process* within the Act-3 CLASS observation system and the role of 3rd Party Observations.
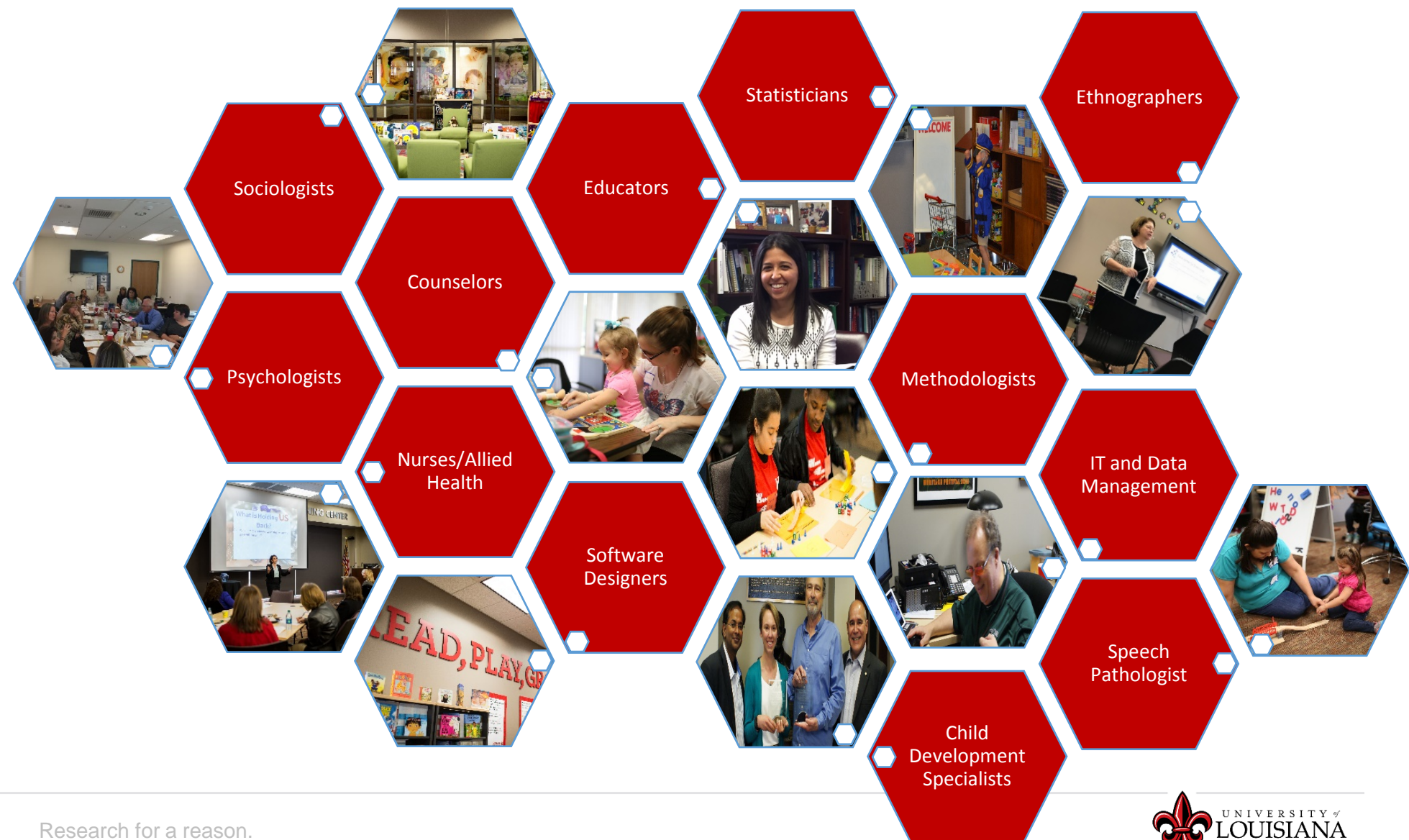
- ❑ Part 1- Overview of the Picard Center
- ❑ Part 2- Reliability
- ❑ Part 3- 3rd Party Observation Process and Standards
- ❑ Part 4- Part 4- Video Coding Exercise
- ❑ Part 5- Reflections

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Picard Center Mission

Improve the lives of Louisiana's children and families by providing high-quality program evaluation, applied research and technical assistance in the areas of education, health, quality of life and workforce, and investigating ways to bring scientifically based research to bear on public policy.

Research for a reason.

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Picard Center Transdisciplinary Team and Partners

Sociologists

Educators

Statisticians

Ethnographers

Counselors

Psychologists

Methodologists

Nurses/Allied Health

IT and Data Management

Software Designers

Speech Pathologist

Child Development Specialists

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Current Picard Center Major Areas of Interest

- Infant Mental Health
- Physical Health and wellbeing
- Healthy Families and Community
- Early Childhood Care and Education
- Adolescent Development/Risk and Protective Factors — Juvenile Justice
- Social Determinants of Wellbeing

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A Few Important Constructs
Valid and Reliable
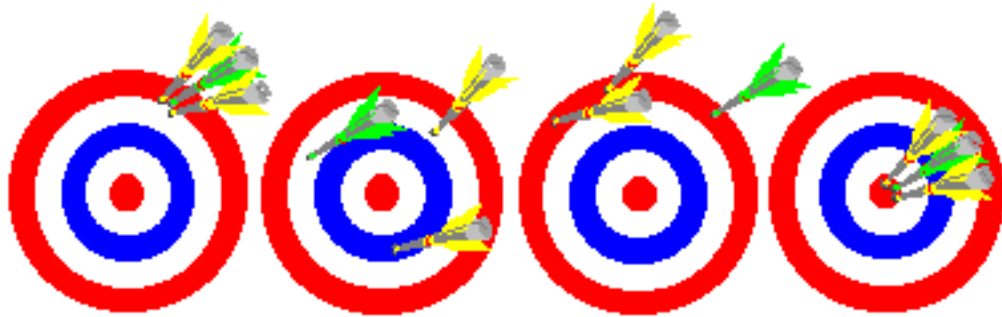
Intra-observer reliability

Does the same observer make the same observation at different times?
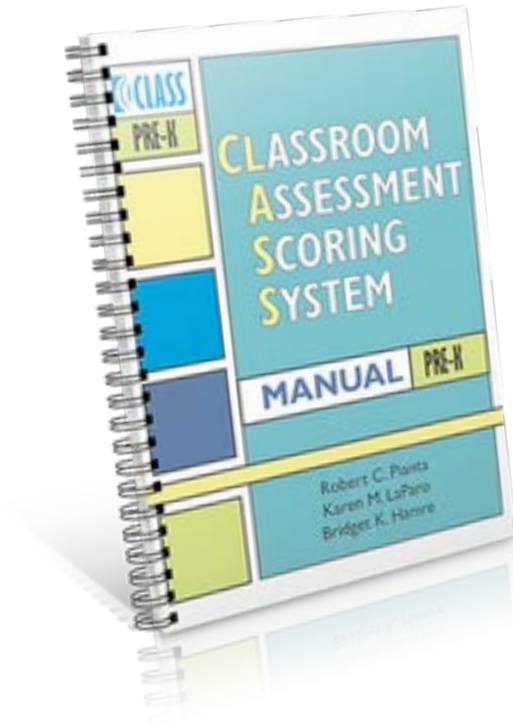
Inter-rater or **inter-observer reliability**

Do different raters or observers agree on an observation or rating?

Example--Is it 'Social Conversation' or a 'Feedback Loop'?

- Purpose to facilitate positive relationship

- Teacher responds to student actions or performance with a purpose or intent to really help him or her understand ideas or get the correct answer.

Reliability, a Prerequisite of Validity

- Reliability is an index that estimates dependability (consistency) of scores.

- Inter-rater reliability is the degree of agreement between two observers (CLASS recommends ≥ .80 reliability)

- CLASS rigor and values as a tool is based on this type of reliability.

# Calculating Inter-Rater Reliability

- PWO- Percent within one
    - Teachstone established threshold is $r \geq .80$
    - Picard Center established a threshold of $r \geq .90$ for both inter-rater reliability and reliability with Teachstone master codes.
        - Current 3rd party inter-rater $r = .991$
        - 2016 Teachstone $r = .911$

Research for a reason.

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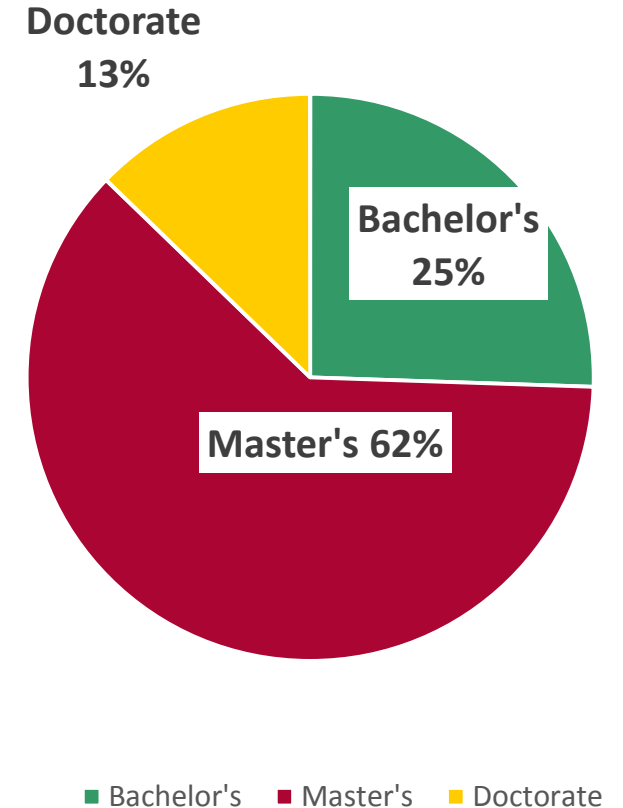
3rd Party **Process and** Standards

- Train and maintain a cadre of reliable observers across the state

- Observe at every site receiving state funds

- Randomly select at least 50% of the total number of PreK and toddler classrooms for observation at each site

- Submit scores within 72 hrs. to the LDE portal

- Track observer reliability and ensure continued inter-rater reliability >90%

- Attenuate 'drift' by maintaining reliability with Teachstone of >90%

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Where Are Third-Party CLASS Observations Conducted?
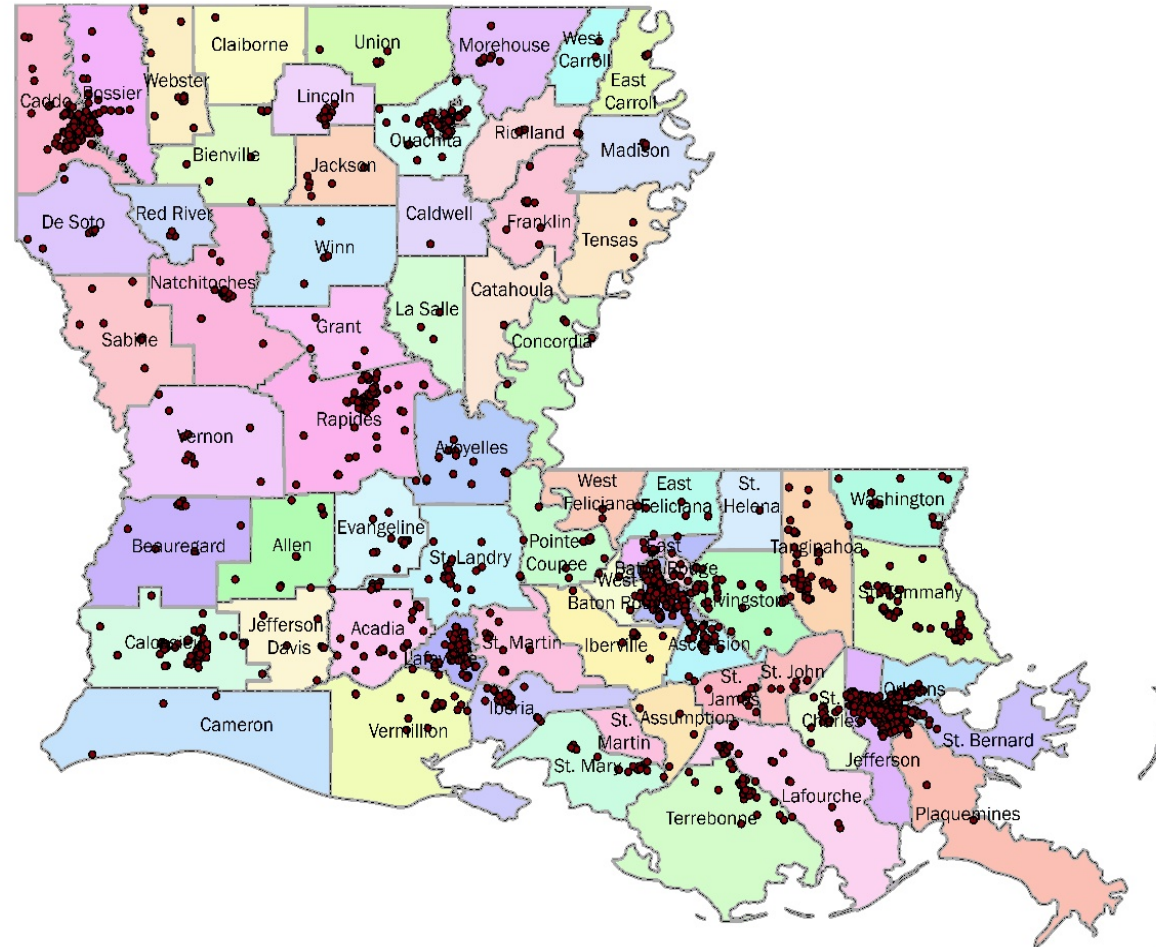
Who Are Third-Party Observers?

- 47 CLASS-trained and certified observers

- 77% have at least 5 years of experience

  in early childhood education (range 5-48 yrs.)

- Observers conduct on average of 85 observations per academic year (range 75-155) no more than one per day

Doctorate 13%

Bachelor's 25%

Master's 62%

■ Bachelor's ■ Master's ■ Doctorate

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Our CLASS-ACT objective is to *conduct CLASS observations with highest fidelity (Teachstone standards) that leads to high reliability*

- It starts with reliability…
  - 3rd party observers receive 16 hrs. or CLASS reliability training from veteran trainers on both PreK and Toddler tools (32 hrs.)
  - Followed by online certification testing (5 hrs.)
  - Each must pass reliability training with scores > 85% or return for a second round of training.

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Additional 3rd-Party Standards

- Score an additional 4 videos (8 hrs.)
- Participate in 16 hrs. of additional training on 3rd party protocol,
  - Observation strategies,
  - Coding procedures,
  - Scoring practices (moving from *low, mid, high* to the numerical score)
- New observers all accompany a veteran observer on an initial practice observation and debrief (4 hrs.)

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- All observers serve as shadow observers of one another on 10% of both preK and toddler visits– an average of 2 per month (8 hrs. per month = 80 hrs.). In the past school year the team's reliability rating is 97.6%.

- Mid-year drift training on coding and feedback (2 hrs.)

- Drift training on 2 Teachstone videos– resulting in 94.6% reliability (4 hrs.)

- Year-end reflective interviews with CLASS-ACT faculty annually (1 hrs.)

Total additional hours of training and support = 148 hrs.

Third-Party Conflict of Interest Agreement

As a component of a contract with the Louisiana Department of Education, the University of Louisiana at Lafayette requires that all observers contracted to conduct Classroom Assessment Scoring System (CLASS) assessments verify the following conflict of interest assurances prior to commencing CLASS assessments.

- (Please initial each item)

- _____ I assure that I am not related to or do not have a close personal relationship with the adult(s) teaching in the classroom in which I am assigned to observe nor do I have a close personal relationship/friendship with the management staff (principal, director, etc.).

- _____ And, I will notify Picard staff if there is any question as to whether a perceived or potential conflict of interest exists and I will allow them to make the final determination.

- _____I assure that that no conflicts of interest exist with any of the sites observed the month of _____.

- _____I assure that I will notify the Picard Center if I am considering additional work outside of the scope and services I am contracted to complete for ULL.

- _____I understand that if a conflict of interest does arise that I will not be reimbursed for that observation(s).

- I,_____, agree to comply with all conflict of interest requirements through the duration of my contract beginning Sept. 12, 2016 - May 31, 2017.

Note Taking Strategies

General note-taking tips:

- Use abbreviations T1, T2, C or S or tallies (gj for good job)
- If you use short-hand provide a key.
- Write detailed, specific examples and include direct quotes.
- Use CLASS terminology– behavioral markers.
- Write legibly and organize notes by dimension.
- Summary statements should be linked to specific examples.
- Use frequency terminology.
- Provide a context for the interactions (during book reading vs. hand-washing).

Inefficient note-taking:

- Tallying behaviors without providing examples (Rep IIII)
- Providing 1 or 2 examples for scores in the mid-high range
- Not addressing every indicator in notes and summary statements

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Coding Rubric

Yes/No	Overall Comments:
Choose an item.	Is writing is legible?
Choose an item.	Are abbreviations understandable?
Choose an item.	Is the Booklet filled out correctly?
	Missing information: Content/Majority: _____ Format/Majority: _____ Number of Adults/Children:
Choose an item.	20 minute cycles, 10 minute breaks _____
Choose an item.	Scoring Summary Sheet:
Choose an item.	Arrival/ Departure Time
Choose an item.	Summary Statements use Class Language and Frequency Terminology
Choose an item.	Summary Statements are supported with clearly labeled specific examples from the Notes.
Choose an item.	The evidence from Summary Statements and Examples provides STRONG CONSISTENT support for the numerical score.
Choose an item.	The Strengths/Weakness statements followed the selection criteria
Choose an item.	The Strength/Weakness statements provide sufficient information; utilize CLASS language, frequency terminology with specific examples observed during the 2-hour observation.
Choose an item.	The Strength/Weakness form does not contain any errors including misspelled words, unnecessary spacing, or grammatical mistakes.

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Coding Rubric

Quality of Feedback	Scaffolding	☐ Specific examples are provided in the Notes, clearly organized or labeled	☐ Indicator is addressed in a summary statement and specific to behaviors in this cycle.	☐ Frequency terminology is used
	Feedback Loops	☐ Specific examples are provided in the Notes, clearly organized or labeled	☐ Indicator is addressed in a summary statement and specific to behaviors in this cycle.	☐ Frequency terminology is used
	Prompting Thought Processes	☐ Specific examples are provided in the Notes, clearly organized or labeled	☐ Indicator is addressed in a summary statement and specific to behaviors in this cycle.	☐ Frequency terminology is used
	Providing Information	☐ Specific examples are provided in the Notes, clearly organized or labeled	☐ Indicator is addressed in a summary statement and specific to behaviors in this cycle.	☐ Frequency terminology is used
	Encouragement and Affirmation	☐ Specific examples are provided in the Notes, clearly organized or labeled	☐ Indicator is addressed in a summary statement and specific to behaviors in this cycle.	☐ Frequency terminology is used
Support Score: Choose an item.	(1) The evidence (from examples and summary statements) provides **NO** support for the numerical score.	(2) The evidence (from examples and summary statements) provides **LITTLE** support for the numerical score.	(3) The evidence (from examples and summary statements) provides **SOME** support for the numerical score.	(4) The evidence (from examples and summary statements) provides **GOOD** support for the numerical score.	(5) The evidence (from examples and summary statements) provides **STRONG** support for the numerical score.
Comments:				

Feedback Example- Emotional Support High Score

<u>Highest Score: Teacher Sensitivity</u>

The teachers displayed awareness of all children during free play in the most cycles as they regularly checked on children playing in various centers and helped children remain involved in activities. The teachers assisted children when they asked for help or when they saw that the children needed support during activities by helping them get a paper towel during hand washing, find a partner during group time, or complete an activity during small group and free play. They regularly responded to the different needs of the children during activities as they consoled and assisted upset children and acknowledged comments made by the children. Whenever difficulties came up in the classroom during activities, the teachers quickly resolved the issues. The children regularly demonstrated that they felt safe and comfortable with the teachers during activities in the 2nd, 3rd, and 4th cycles as they sought the teachers' help and freely interacted with them.

Feedback Example- Emotional Support Low Score

Lowest Score: Positive Climate

Teacher and children only occasionally showed evidence of connection across most cycles of the observation. There were occasional indicators of warm relationships. The teacher sometimes stood in front of the classroom while children sat in chairs, or sat on the table as children sat on the rug. The teacher sometimes shared activities with children (conversations about the weekend; cutting paper with scissors), and occasionally matched affect with children but these behaviors were not consistent. There was little evidence of peer assistance. Teacher occasionally engaged in social conversations with children (weekend activities). Teacher and children sometimes smiled, but the teacher was sometimes flat. Teacher rarely used positive communication in the form of physical affection, verbal affection, or positive expectations (child, "I can't do it." Teacher, "You can do it."), across most cycles. The teacher was occasionally respectful to children throughout most cycles. She occasionally used a calm voice and made eye contact as she interacted with children. The teacher did use children's names, but it was usually to shout a name and correct them.

Feedback Example- Classroom Organization High Score

Highest Score: Behavior Management

Behavior expectations were consistently clear and consistently enforced. (Children seemed to always know what to do during all four cycles.) The teachers remained proactive during all four cycles. (Both teachers and parent scanned the room remaining proactive; teacher one walked over to the tent and assisted children to handle an issue that was developing. An explanation of how they should be acting and why was always provided as well.) Redirection of misbehavior was consistently effective and positive. ("Listening ears, my friends." Remember we're in the hallway" "Walking feet my friends"; Teacher used positive reinforcement often…pointing out who was listening which redirected all to want to listen: "I see table four is ready!" "If your pencil is down, I know you're listening"). Children were very well behaved during all four sessions. There were no behavior problems observed and the children consistently wanted to please their teachers.

Feedback Example- Instructional Support Low Score

Lowest Score: Quality of Feedback

The teacher sometimes scaffolds by providing the children with physical and verbal assistance during 3 cycles; however, rarely if ever occurred during 1 cycle. For example, the teacher gave a child physical assistance to put on a lab coat during center time. The teacher sometimes provided information during each cycle. For example, the teacher labeled the colors the children were wearing (6 people have on red shirts, and 2 people have on blue shirts) and labeled the children's toys (this is a puppet, this is a fireman, and this is fruit). The teacher complimented the children by using specific encouragement and affirmation during 2 of the 4 cycles. For example, the teacher said, "I like the way you're listening." However, examples rarely occurred during 2 of the 4 cycles when the teacher gave the children nonspecific complements (Good Job).

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Fidelity

- Let's Become Reliable Together.

  When this occurs we will, as a system, have fidelity to the CLASS model and to the Louisiana ACT- 3.

- The benefits of which include improving child outcomes with access to high quality early childhood programs across the state.

Louisiana Video Pilot

- Create a usable series of preK and toddler videos and a set of scoring justifications

- 80 "Examples of Excellence" that reflect the indicators of all dimensions with the exception of Negative Climate

    Today, we will use one of these videos to code and demonstrate our reliability process.

    35-40 minute exercise

Conclusions

- What is the relationship between reliability and valid inferences?

- What is the most effective way to ensure CLASS reliability?

- What are some specific strategies that can be utilized to improve fidelity?

Thank You for Attending Today's Presentation