



QUALITY COUNTS

Striving for Five Star Early Learning



Quality Counts
System Partners Meeting
Monday May 23, 2011
1:00-4:00pm

- Welcome & Introductions
- CLASS overview – Dr. Michele Kaplan
- CLASS pilot study results – Dr. Christine Hughes
- WELS applications for CLASS – Muriel Wong
- CLASS & Technical Assistance – Pam Hollingsworth
- Palm Beach CSC's CLASS project – Erin Gallagher & Karen Brandi
- Closing Remarks

Handouts:

CLASS overview - Devereux

PB Quality Counts CLASS project - Palm Beach CSC



QUALITY COUNTS
Striving for Five Star Early Learning



CLASS

By Robert C. Pianta, Ph.D., Karen M LaParo, Ph.D., & Bridget K. Hamre, Ph.D.

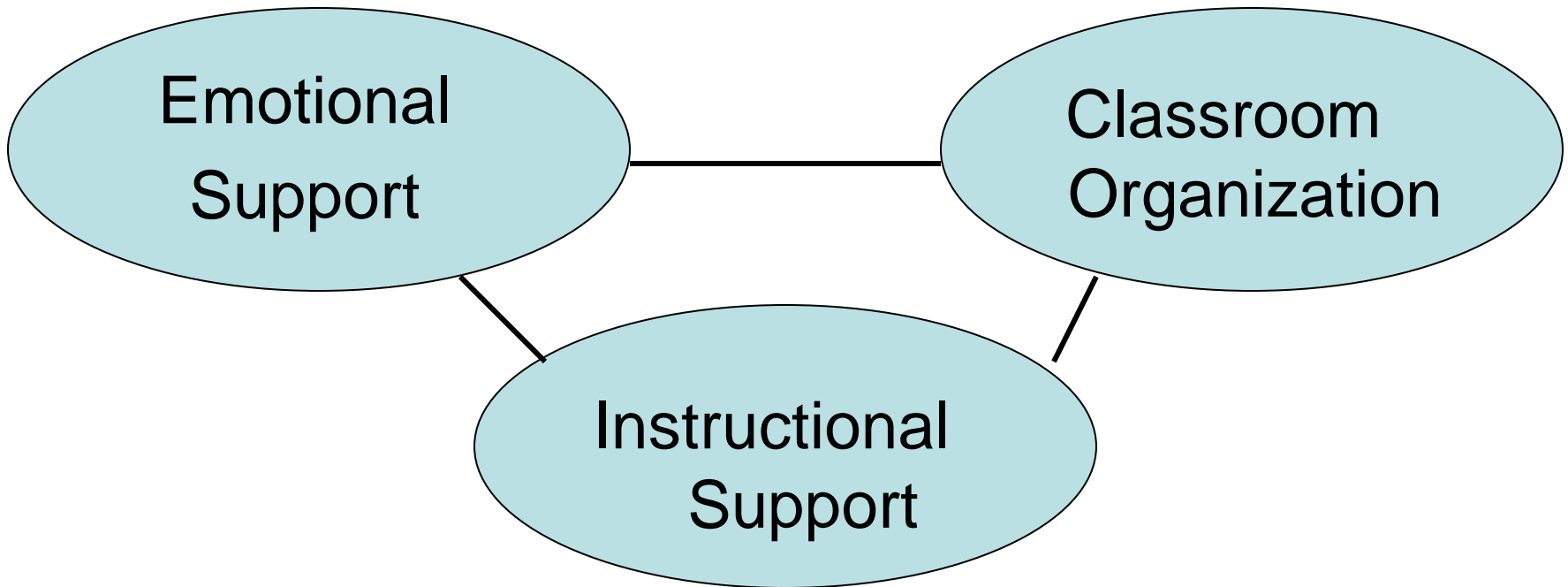
Classroom Assessment Scoring System

- “The CLASS dimensions are based on developmental theory and research suggesting that interactions between students and adults are the primary mechanism of student development and learning.”

Gleamed from studies:

- National Institute of Child Health and Human Development (NICHD) Study of Early Care
- National Center for Early Development and Learning (NCEDL) Multistate Pre-K Study

DOMAINS



THREE DOMAINS CONSISTING OF TEN DIMENSIONS

Emotional Support

- *Positive Climate
- *Negative Climate
- *Teacher Sensitivity
- *Regard for Student Perspective

Classroom Organization

- *Behavior Management
- *Productivity
- *Instructional Learning Formats

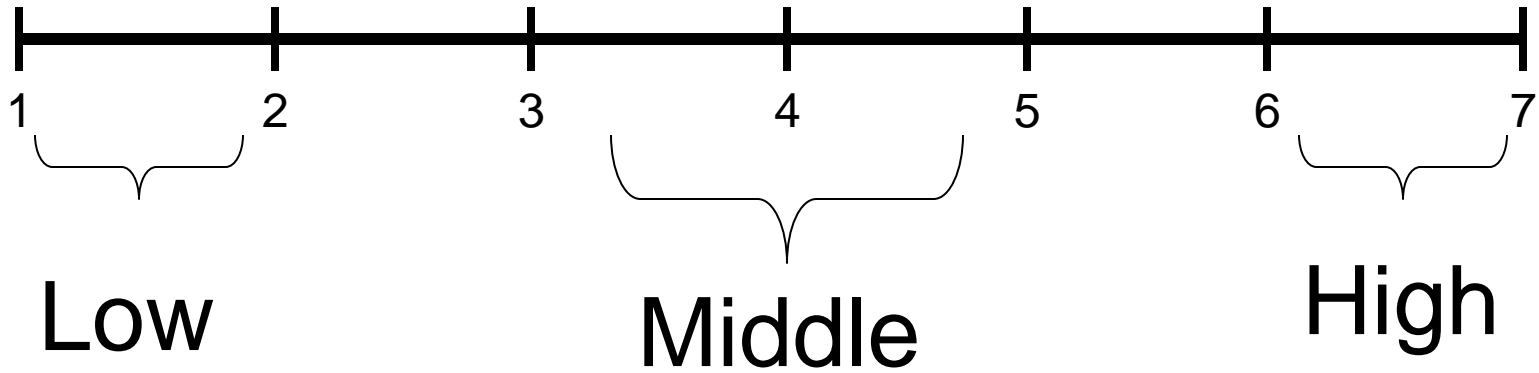
Instructional Support

- *Concept Development
- *Quality of Feedback
- *Language Modeling

Classroom Assessment Scoring System



SCORING





SCORING

- **4 to 6 rounds of observation for 20 minutes followed by a 10 minute scoring section.**
- **Average out each dimension to calculate the domain scores.**
- **No one overall score.**
- **Typically the Emotional Support domain score will be the highest and the Instructional Support score will be the lowest. Related to the degree of difficulty to obtain.**
- **Domain scores compared to national average (can be by city, center, and agency).**

ERS COMPARISONS

Overlap with staff/child interactions, greet/depart, encouraging communication, language for reasoning skills, & informal use of language

SUGGESTION

Used as a way to improve - look at strengths and areas to grow

DOMAIN: EMOTIONAL SUPPORT

- Focused on social and emotional functioning in a classroom setting
- Early positive connections set future directions
- Especially important for at-risk children



Dimension: Positive Climate

“The emotional connection, respect, and enjoyment demonstrated between teachers and students and among students”

Relationships - physical proximity, shared activities, peer assistance, matched affect, & social conversation

Positive Affect – smiling, laughter, & enthusiasm

Positive Communication – verbal affection, physical affection, & positive expectations

Respect - eye contact, warm or calm voice, respectful language, & cooperation and/or sharing



Dimension: Negative Climate

“The level of expressed negativity such as anger, hostility, or aggression exhibited by teachers and/or students on the classroom”

Negative Affect – irritability, anger, harsh voice, peer aggression, & disconnected or escalating negativity

Punitive Control - yelling, threats, physical control, & harsh punishment

Sarcasm/Disrespect – sarcastic voice or statement, teasing, humiliating

Severe Negativity - victimizing, bullying, & physical punishment

Dimension: Teacher Sensitivity

“Teachers’ awareness of and responsivity to students’ academic and emotional concerns”

Awareness – anticipates problems and plans appropriately & notices lack of understanding and/or difficulties

Responsiveness – acknowledges emotions, provides comfort and assistance, & provides individualized support

Addresses problems – helps in an effective and timely manner & helps resolve problems

Student comfort – seeks support and guidance, freely participates, & takes risks

Dimension: Regard for Student Perspectives

“The degree to which teachers’ interactions with students and classroom activities place an emphasis on students’ interests, motivations and points of view”

Flexibility and student focus – shows flexibility, incorporates student ideas, & follows lead

Support for autonomy and leadership – allows choice, allows students to lead lessons, & gives students responsibilities

Student expression – encourages student talk & elicits ideas and/or perspective

Restriction of movement – allows movement & is not rigid

DOMAIN: CLASSROOM ORGANIZATION

- Examines students' behavior, time spent actively participating, and their attending abilities
- Well organized classrooms result in children's ability to regulate their behavior
- Promoting engaged children leads to maximizing learning



Dimension: Behavior Management

“How effectively teachers monitor, prevent, and redirect behavior”

Clear behavior expectations – clear expectations, consistency, & clarity of rules

Proactive – anticipates problem behavior or escalation, low reactivity, & monitors

Redirection of misbehavior – effective redirection of misbehavior, attention to the positive, uses suitable cures and redirect, & efficient redirection

Student behavior – frequent compliance & little aggression and defiance

Dimension: Productivity

“How well the classroom runs with respect to routines and the degree to which teachers organize activities and directions so that maximum time can be spent in learning activities”

Maximizing learning time – provision of activities, choice when finished, few disruptions, effective completion of managerial tasks, & pacing

Routines – student knows what to do, clear instructions, & little wandering

Transitions – brief, explicit follow-through, & learning opportunities within

Preparation – materials ready and accessible & knows lessons

Dimension: Instructional Learning Formats

“How teachers facilitate activities and provide interesting materials so that students are engaged and learning opportunities are maximized”

Effective facilitation – teacher involvement, effective questioning, & expanding children’s involvement

Variety of modalities and materials – range or auditory, visual, and movement opportunities, interesting and creative materials, & hands-on opportunities

Student interest – active participation, listening, & focused attention

Clarity of learning objectives – advanced organizers, summaries, reorientation statements

DOMAIN: INSTRUCTIONAL SUPPORT

- How the teacher implements is more important than the curriculum or activity
- Supportive of cognitive and language acquisitions
- Evidence that this domain plays an important role for children at-risk for school failure



Dimension: Concept Development

“How teachers use instructional discussions and activities to promote students’ higher-order thinking skills in contrast to a focus on rote instruction”

Analysis and reasoning – why and/or how questions, problem solving, prediction/experimentation, classification/comparison, & evaluation

Creating – brainstorming, planning, & producing

Integration – connect concepts & integrated with previous knowledge

Connections to the real world – real-world applications & related to students’ lives

Dimension: Quality of Feedback –

“How teachers extend students’ learning through their responses to students’ ideas, comments, and work”

Scaffolding – hints & assistance

Feedback loops – back-and-forth exchanges, persistence by teacher, & follow-up questions

Prompting information – expansion, clarification, & specific feedback

Encouragement and affirmation – recognition, reinforcement, & student persistence

Dimension: Language Modeling

“The extent to which teachers facilitate and encourage students’ language”

Frequent conversations – back-and-forth exchanges, contingent responding, & peer conversations

Open-ended questions – questions require more than a one-word response & student respond

Repetition and extension – repeats & extends/elaborates

Self and parallel talk – maps own actions with language & maps student actions with language

Advanced language – variety of words & connected to familiar words and/or ideas

For Success

To support the use of CLASS

- Provide enough training that the community becomes familiar with CLASS concepts
- Ensure that MDC and community-based education & training include teaching teachers the behaviors/competencies valued by CLASS
- Make effective coaching available

FL OEL is expected to provide plentiful training opportunities

Teachstone PD resources

www.teachstone.org/professional-development

- Video library: clips (2-3 mins) demonstrating each CLASS Dimension with real teachers and classrooms
 - Text focuses attention on key teacher behaviors
 - Individual subscription cost:
 - intro \$25 for 1 month. \$120/year- discounts for multiple subscriptions
- Trainings onsite and online -many being developed

Teachstone PD resources (FYI)

“My Teaching Partner”

- Teachers and coaches work together to
 - Observe
 - Reflect upon, and
 - Improve effective classroom interactions defined by CLASS

(10-month program via contract)
- Based on studying video footage the teacher films and supplies to the coach
- Teachstone coaches offer support to teachers or to local coaches

Note this video-based strategy in Palm Beach pilot

Teachstone PD recommendations

- CLASS-focused professional development should guide teachers to:
 - Become better OBSERVERS of their interactions with children using the CLASS lens
 - Increase their abilities to REFLECT on teaching practices using CLASS
 - Become more INTENTIONAL in their interactions and more effective in their work with children

Principles for Effective CLASS Implementation

- Take time for thoughtful planning. Stakeholder involvement is crucial to the development of systems of evaluation and of teacher support
- Invest time and resources in using the tool well
- Invest in evaluation(s) to inform future program development
- There is no magic bullet—be thoughtful about how CLASS fits into the larger picture of quality improvement efforts
- **Continually work toward building an aligned system of evaluation and professional development**

PHASE I: CLASS DIRECT ENTRY

Fields marked with (*) are required

Save

Assessment Type:	CLASSPK ▾
Date of Observation:	05/04/2011 * (mm/dd/yyyy)
Room:	VPK CLASS ▾ *
Age Group:	4 Years ▾
Teacher:	--select one -- ▾ *
Assessor:	STEPHANIE DELGADO (2) ▾ *
Phase:	Research Assessment ▾ *
Comments:	No comments

Number of Staff Present:	2 *	Number of Children Enrolled:	20 *	Number of Children Present:	18 *
Time Observation Began:	09:00 AM *	Time Observation Ended:	01:00 PM *		

Emotional Support	Score	
01. Positive Climate (Relationships, Positive Affect, Positive Communication, Respect)	4	<input checked="" type="checkbox"/>
02. Negative Climate (Negative Affect, Punitive Control, Sarcasm/Disrespect, Severe Negativity)	1	<input checked="" type="checkbox"/>
03. Teacher Sensitivity (Awareness, Responsiveness, Addresses Problems, Student Control)	4	<input checked="" type="checkbox"/>
04. Regard for Student Perspectives (Flexibility and Student Focus, Support for Autonomy and Leadership, Student Expression.	3	<input checked="" type="checkbox"/>

Subscale or Area: Emotional Support

Total Score: 0 0

Rating: 0 0

Results from direct entry of CLASS observation

CLASS DIMENSIONS SUMMARY PROFILE

Teacher: _____ Classroom Name: _____ Date of Observation: _____ Start time: _____ End Time: _____

HIGH		MED		LOW	
EMOTIONAL SUPPORT	6	CLASSROOM ORGANIZATION:	4	INSTRUCTIONAL SUPPORT	2
<i>Positive Climate</i> <ul style="list-style-type: none"> Relationships Positive Affect Positive Communication Respect 	6	<i>Behavior Management</i> <ul style="list-style-type: none"> Clear behavior expectations Proactive Redirection of misbehavior Student behavior 	4	<i>Concept Development</i> <ul style="list-style-type: none"> Analysis and reasoning Creating Integration Connections to the real world 	2
<i>Negative Climate</i> <ul style="list-style-type: none"> Negative Affect Punitive Control Sarcasm/Disrespect Severe Negativity 	1	<i>Productivity</i> <ul style="list-style-type: none"> Maximizing learning time Routines Transitions Preparation 	4	<i>Quality of feedback</i> <ul style="list-style-type: none"> Scaffolding Feedback loops Prompting thought processes Providing information Encouragement and affirmation 	3
<i>Teacher Sensitivity</i> <ul style="list-style-type: none"> Awareness Responsiveness Addresses Problems Student Comfort 	7	<i>Instructional learning formats</i> <ul style="list-style-type: none"> Effective facilitation Variety of modalities and materials Student interest Clarity of learning objectives 	4	<i>Language Modeling</i> <ul style="list-style-type: none"> Frequent conversation Open-ended questions Repetition and extension Self-and parallel talk Advanced Language 	2

CLASS Observation

Strength and Need – Med and Low considered NEED

STRENGTH (Subscales)				NEED (Subscales)			
STRENGTH (Items)		NEED (Items)		STRENGTH (Items)		NEED (Items)	
Instructional Support	6	Concept Development (Analysis and Reasoning, Creating, Integration, Connections to the Real World)	6	4.75	Positive Climate (Relationships, Positive Affect, Positive Communication, Respect)	4	
		Quality of Feedback (Scaffolding, Feedback Loops, Prompting Thought Processes, Providing Information, Encouragement and Affirmation)	6		Negative Climate (Negative Affect, Punitive Control, Sarcasm/Disrespect, Severe Negativity)	2	
		Language Modeling (Frequent Conversation, Open-Ended Questions, Repetition and Extension, Self and Parallel Talk, Advanced Language)	6		Teacher Sensitivity (Awareness, Responsiveness, Addresses Problems, Student Control)	5	
				Regard for Student Perspectives (Flexibility and Student Focus, Support for Autonomy and Leadership, Student Expression, Restriction of Movement)	4		
				4.67	Behavior Management (Clear Behavior Expectations, Proactive, Redirection of Misbehavior, Student Behavior)	4	
					Productivity (Maximizing Learning Time, Routines,	5	
				Classroom Organization			

CLASS QIP – results from direct entry

[Main](#)
[Features](#)
[Rooms](#)
[Staff](#)
[CheckList](#)
[Assessments](#)
[QRIS](#)
[QIP](#)
[Notes](#)
[Funding](#)
[VPK](#)

[QIP List](#)
[REPORT](#)

Not Completed ▾
 Not Completed
 All
 Not Started
 In Progress
 Completed

CLASS PREK

Goal: [To improve the learning environment of the Preschool classes according to children's needs. Providing a safe environment, appropriate experiences and positive social relationships.](#)

[New Action Plan](#)

Action plan	DOMAIN Dimension	Dimension Score	Person responsible	Progress	Date started	Target completion date	Notes
Work with teacher in developing more consistency in helping children with rules and classroom expectations throughout the day.	CLASSROOM ORGANIZATION Behavior Management	3	Specialist)	In Progress	08/03/2009	8/30/2010	NOTE Edit ✘

PHASE II – Report – Dimension
 Indicators - available after IPAD
 CLASS App Promoted

CLASS DIMENSIONS INDICATORS PROFILE

Teacher: _____ Classroom Name: _____ Date of Observation: _____ Start time: ____ End Time: _____

HIGH	MEDIUM	LOW
<p>EMOTIONAL SUPPORT: 6</p> <p><u>Positive Climate (PC)</u></p> <p><i>Relationships</i></p> <p><i>There are many indications that the teacher and students enjoy warm, supportive relationships with one another.</i></p> <p><i>Positive Affect</i></p> <p><i>There are sometimes displays of positive affect by the teacher and/or students.</i></p> <p><i>Positive Communication</i></p> <p><i>There are sometimes positive communications, verbal or physical, among teachers and students.</i></p> <p><i>Respect</i></p> <p><i>The teacher and students consistently demonstrate respect for each other.</i></p> <p><i>Negative Climate (NC)</i></p>	<p>CLASSROOM ORGANIZATION: 4</p> <p><i>Behavior Management (BM)</i></p> <p><i>Clear Behavior Expectations</i></p> <p><i>Rules and expectations may be stated clearly but are inconsistently enforced.</i></p> <p><i>Proactive</i></p> <p><i>The teacher uses a mix of proactive and reactive responses; sometimes he or she monitors and reacts to early indicators of behavior problems but other times misses or ignores them.</i></p> <p><i>Redirection of Misbehavior</i></p> <p><i>Attempts to redirect misbehavior are ineffective; the teacher rarely focuses on positives or uses subtle cues. As a result, misbehavior continues and/or escalates and takes time away from learning.</i></p> <p><i>Student Behavior</i></p>	<p>INSTRUCTIONAL SUPPORT: 2</p> <p><u>Concept Development (CD)</u></p> <p><i>Analysis and Reasoning</i></p> <p><i>The teacher rarely uses discussions and activities that encourage analysis and reasoning.</i></p> <p><i>Creating</i></p> <p><i>The teacher rarely provides opportunities for students to be creative and/or generate their own ideas and products.</i></p> <p><i>Integration</i></p> <p><i>Concepts and activities are presented independent of one another, and students are not asked to apply previous learning.</i></p> <p><i>Connections to the Real World</i></p> <p><i>The teacher makes some attempts to relate concepts to the students' actual lives.</i></p>

CLASS Pilot

May 23, 2011



QUALITY COUNTS

Palm Beach County's Quality Rating Improvement System



CLASS in Palm Beach County - History

- **2008/2009** - Opportunity to participate in a study led by UVA and Dr. Pianta through NCRECE (National Center for Research in Early Childhood Education) focused on professional development supports around teacher interaction and curriculum implementation. Due to the short turnaround time, capacity and technology issues, the project was not a fit at the time. However, Palm Beach was intrigued by the process and began to consider a pilot incorporating pieces of the project design
- **2009** – A committee was created and an initial CLASS training was conducted with community stakeholders
- A debrief with a group of participating QC Directors showed an interest level in participating in a pilot project
- The community stakeholder group worked through design and project management to conceptualize the year one pilot

CLASS in Palm Beach County – Informing the Work

- *“It’s really about producing a better teacher and by doing that, we have to focus on teacher’s behavior in the classroom and have to give them supports that move them along.”* – Dr. Pianta on Education Nation, MSNBC, February 1, 2011
- *“Just as parents who are warm and responsive are more likely to promote strong social and emotional skills in their children so too are early childhood educators and caregivers who provide this environment.”* Promoting Children’s Social Emotional Development Through High-Quality Preschool, NIEER
- Building a framework of supports that would ensure the practitioners would be open to the new ideas and the change behind them, practitioner as a partner so they could understand their teaching style
- According to Dr. Shen’s year two evaluation of the Palm Beach County’s Quality Improvement System, *“More evaluation efforts, particularly those on outcome measures, should be built in to the system design.”*

CLASS in Palm Beach County – Pilot Model and Program Selection

Model:

- Use of the CLASS with a cycle of classroom video-recording and reflective feedback sessions with Coach participation
- Role of Coaching- assignment of new Coach vs. training of existing site Coach
- Role of the Facilitator – PBSC Education Coordinator
- Use of the Teacher Belief Q-Sort pre/post to measure potential for practitioner change related to the process
- Pilot for 2010/2011 – 5 programs selected – all with QC for a minimum of 5 years, currently at a 4 or 5 star rating with consistent past performance. One preschool classroom from each program.

CLASS in Palm Beach County – Project Rationale

- Importance of creating a support model to move practitioners along the CLASS continuum with intensive Director involvement
- Importance of a collaborative approach between the School District (Coaching), Palm Beach State College (Facilitation and Training) and CSC (Project Management and funder)
- Selection of higher performing programs that had mastered the concrete concepts of the ERS and could potentially tackle concepts in the CLASS
- Coaching moving from ERS focus to domains within the CLASS
- Realization that year one would be a combination of “building the plane and flying it”

CLASS in Palm Beach County - Training and Support

- At the start of the project, the Project Manager, Facilitator and participating Directors and practitioners participated in the one day CLASS training, (several members had participated in the previous 2 day session). Training on video cameras was held at the end of the training day.
- Project Manager, Facilitator, Coaches and staff participated in a monthly CLASS Community discussions to review progress and discuss success and opportunities for improvement
- Midway through the project, 12 hours of support training in custom-created Conscious Discipline training was offered to all participants as a classroom “bag of tricks” that would support CLASS growth

CLASS in Palm Beach County - Protocol



Original Cycle

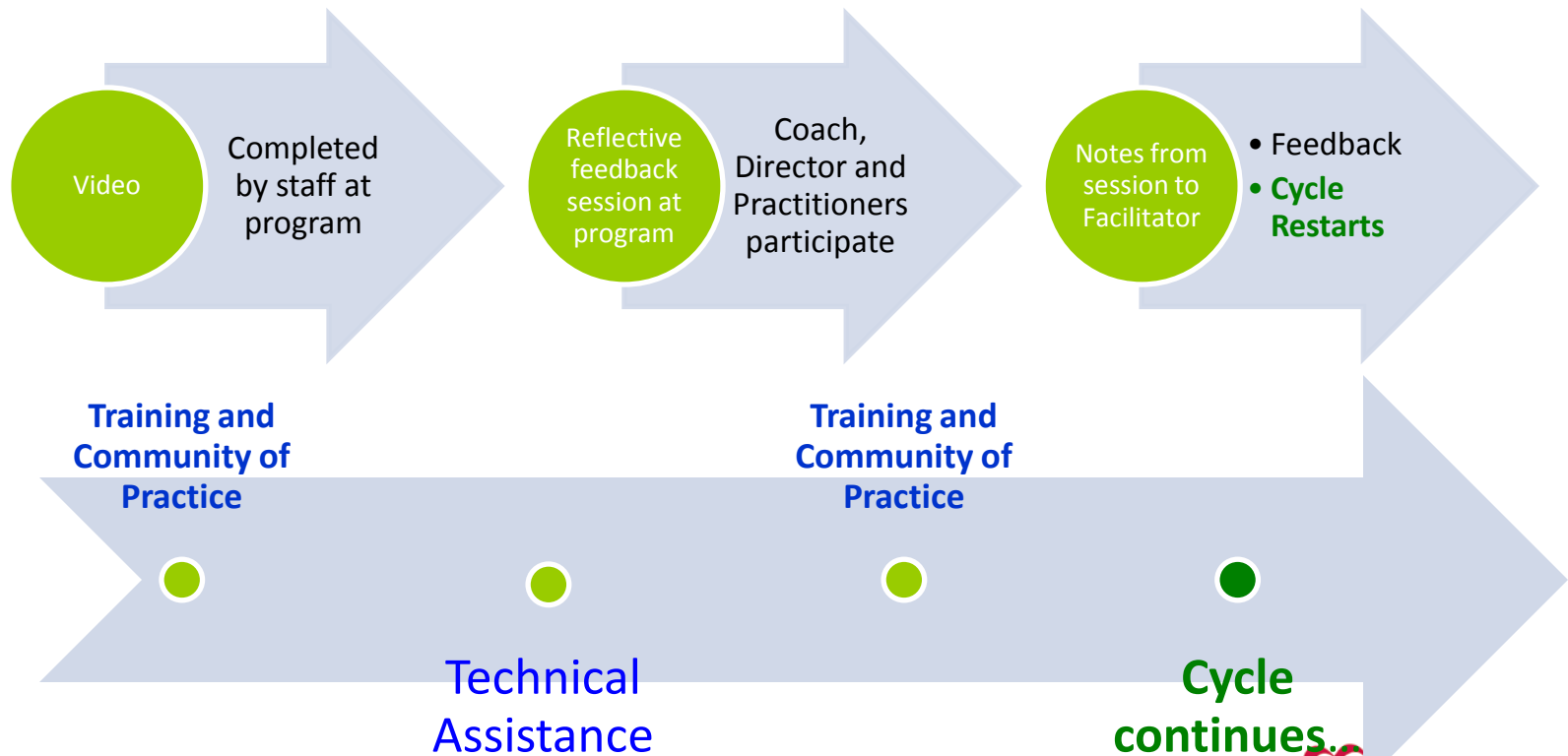
- **Lessons Learned:**
 - Video recording took time
 - Video pickup and drop-off was logistically difficult
 - Programs were not comfortable with videos being added to a library that could live on “forever”



Revised Cycle

CLASS in Palm Beach County – 2011/2012 Model

- Proposed Model – Combination of Cycle and Ongoing Training/COP Support



Questions?

