The CLASS™ System and Teacher Education

Why It Matters. How It Works.
What is your knowledge of the CLASS™ measure and related resources?

- New to the CLASS measure
- Know a little
- Use occasionally
- Use frequently and feel comfortable with the CLASS lens and language
Objectives

• Understand why effective teacher-child interactions are important to early childhood education and policy

• Explore how the CLASS framework organizes effective teacher-child interactions

• Align aspects of the CLASS system with your programs or curricula

• Learn strategies for helping students learn about effective interactions
Policy and Research

What do we know about the current state of early childhood education?
Quality Rating and Improvement Systems (QRIS)

Five components

• Program standards
• Accountability measures and procedures
• Program outreach and support
• Financial incentives
• Parent and consumer education
QRIS and the CLASS System
QRIS and the CLASS System

*As of September 2013*
QRIS and the CLASS System

*As of September 2013*
QRIS and the CLASS System
Of the five individual quality indicators, the CLASS measure of teacher-child interaction quality consistently was the strongest predictor of children’s learning.

Standards

• **National Council on Teacher Quality Survey**
  - Poor ratings for majority of teacher education programs
  - Highlights logistical barriers and pressures
  - Elementary and secondary programs only

• **Teacher education**
  - NAEYC
  - NCATE/CAEP/Regional bodies
  - Early Learning Standards
  - Common Core
Research

• **Teacher education and classroom quality**
  - Mixed results relating amount of education and quality scores
  - Need to focus on content of education, especially field experiences and interactions

• **Student teacher requirements and evaluation**
  - Focus of feedback – language and literacy, child development, planning, teacher-child interactions
  - Tools for feedback – ERS, CLASS, local tools based on standards
Effective Teacher-Child Interactions

How do we define effective interactions and how are these related to children’s development?
Research & Theory → Early Childhood Programs
Policy
History: 1980s – Early 2000s

• Debate over early childhood programs
• Intensive programs had been very successful
  o Abecedarian, Perry Preschool Project, Chicago Child-Parent Centers
• Concerns about “fade-out” and scaling
• Increasing focus on what goes on inside classrooms
Attachment and Ecological Systems
Young children experience the world in the context of relationships. In turn, these relationships influence all areas of development. These relationships also lay the foundation for later developmental outcomes including self confidence, mental health, motivation to learn, achievement in school, and conflict resolution.

stronger vocabulary and reading outcomes

greater student behavioral engagement

increased math achievement

higher CLASS scores

CLASS

Teachstone
stronger **vocabulary** and **reading** outcomes

greater student **behavioral engagement**

increased **math** achievement

**teacher**
Why focus on interactions?

• They affect children’s learning more than other factors.
• They are **HOW** we improve student outcomes.
Why focus on interactions?

- They define and clarify what we already know about effective teaching.
- They are **WHAT** teachers are already doing that can be done more consistently and more intentionally.
Why focus on interactions?

• They represent the heart of teaching.
• They are **WHY** we come to work every day.
Establish a Common Lens and Language
The CLASS System

effective teacher-child interactions
The CLASS System

Learn about the CLASS framework

Measure effective teacher-child interactions

Improve teaching and learning

Use the CLASS System to increase learning
Effective teacher-child interactions:

- Warm
- Sensitive
- Individualized

- Predictable
- Proactive
- Engaging

- Stimulating
- Language-rich
- Responsive
Effective Interactions
Developmentally Appropriate Interactions
Infant CLASS Dimensions

Infant

- Relational Climate
- Teacher Sensitivity
- Facilitated Exploration
- Early Language Support
Toddler CLASS Dimensions

Infant
- Relational Climate
- Teacher Sensitivity
- Facilitated Exploration
- Early Language Support

Toddler
- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Child Perspectives
- Behavior Guidance
- Facilitation of Learning and Development
- Quality of Feedback
- Language Modeling
Pre-K CLASS Dimensions

Infant
- Relational Climate
- Teacher Sensitivity
- Facilitated Exploration
- Early Language Support

Toddler
- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Child Perspectives
- Behavior Management
- Productivity
- Instructional Learning Formats
- Concept Development
- Quality of Feedback
- Language Modeling
K-3 CLASS Dimensions

**Infant**
- Relational Climate
- Teacher Sensitivity
- Facilitated Exploration
- Early Language Support

**Toddler**
- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Child Perspectives
- Behavior Guidance
- Facilitation of Learning and Development
- Quality of Feedback
- Language Modeling

**Pre-K**
- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives
- Behavior Management
- Productivity
- Instructional Learning Formats
- Concept Development
- Quality of Feedback
- Language Modeling

**K-3**
- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives
- Behavior Management
- Productivity
- Instructional Learning Formats
- Concept Development
- Quality of Feedback
- Language Modeling
Infant Teacher Sensitivity
Toddler Teacher Sensitivity
Pre-K Teacher Sensitivity
K-3 Teacher Sensitivity
Learning from Others
How have other teacher education programs implemented the CLASS system?
Face-to-Face
Course Scenario

Introduce concepts using CLASS Dimensions Guide as supplemental text.

Students study and discuss the domains, dimensions, indicators, and behavioral markers.

Students review the classroom suggestions and generate related ideas and examples.
Online or Blended Course Scenario

1. Use Video Library exemplars to introduce CLASS concepts.
2. Students watch additional exemplars using their online Video Library subscriptions.
3. Students write reflections or engage in online discussions related to the videos and their experiences.
Integrated Approach
Scenario

1. Use CLASS Discussion Toolkit to introduce CLASS concepts.
2. Students participate in guided discussions about the videos and classroom examples.
3. Students in internships share video of themselves for instructor review or class discussion.
Case Study

Case Studies

Denver Preschool Program (DPP)
We are diligent in our focus on research, quality improvement measures, and school readiness. In 2010, we began evaluating tools that focus on teacher-child interactions because of the wealth of research pointing to these interactions as a central predictor of child outcomes.

Read more »

Guiding Stars of Duval Florida
Transitioning from a focus on the ECERS to the more nuanced CLASS measure was challenging. We all had to unlearn the ECERS and understand the CLASS measure and how it organizes and assesses effective interactions.

Read more »

Richard Stockton College
We needed an instrument that would measure the effects of our (teacher education) program on teaching practice. We wanted to focus specifically on the ways that teachers interact with students in the classroom and the ways they provide feedback to boost content understanding.

Read more »
Richard Stockton College

We needed an instrument that would measure the effects of our (teacher education) program on teaching practice. We wanted to focus specifically on the ways that teachers interact with students in the classroom and the ways they provide feedback to boost content understanding.

Read more »
Application of the CLASS System

What does this mean for your teacher education program?
## CAEP Accreditation Standards and CLASS Connections

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<tr>
<th>CAEP Standards</th>
<th>CLASS Connections to CAEP Standards Recommendations</th>
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| Standard 1: Content and Pedagogical Knowledge | • Focus on research and evidence-based practices  
• Promote cognitive, social, and emotional growth |
| Standard 2: Clinical Partnerships and Practice | • Apply theory to practice  
• Demonstrate practices linked to positive impact |
| Standard 3: Candidate Quality, Recruitment, and Selectivity | • Monitor and guide candidate’s growth  
• Ensure valid, reliable, and fair decision making |
| Standard 4: Program Impact | • Use multiple measures to assess growth  
• Use validated observation instruments |
| Standard 5: Provider Quality Assurance and Continuous Improvement | • Support continuous, evidence-based improvement  
• Evaluate effectiveness of program completers |
### CA Early Childhood Education Competencies and the CLASS Tool

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Your Courses and the CLASS Tool

1. Select a course from the following list:
   - Introduction to ECE
   - The Exceptional Individual
   - Child Observation and Guidance
   - Math and Science for the Young Child
   - Language Arts in ECE

2. List the course title, key points from the course description, and 3-5 primary course objectives.

3. Brainstorm ways to integrate a focus on effective interactions within Teacher Sensitivity within this course.
Teacher Sensitivity—Pre-K

**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
Unless a teacher has an appropriate, alternative teaching strategy that she determines is better than the one she is currently using, she will not change her behavior.

—Downer, Jamil, & Maier (in press)
Information Processing

Moving conscious learning to automaticity through

- Reviewing old schemas and creating new ones
- Observing and reflecting on interactions
- Practicing and evaluating new behaviors
The Challenge

• Teachers in training come with beliefs about
  o Teaching
  o Adult and child roles
  o What children should learn

• Beliefs are formed across their lifespans

• This results in schemas for interacting with children

• **How do we modify teachers’ schemas?**
Proven Approaches

- Direct instruction
- Practice-based coaching
- Video models
Effective Strategies

**Use/analysis of video**
- Watching others and selves

**Reflection**
- Journal writing
- Group reflection/discussion

**Field experiences**
- Lesson planning and implementation
- Evaluating interactions
- Problem-solving based on classroom scenarios
What’s likely to work for you?

I think we might try...

Great idea! And what about...
# Action Plan

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<th>How will I apply this information to my program?</th>
<th>What specific steps will I take?</th>
<th>How will I measure my success?</th>
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The CLASS System

What resources are available to help us focus on effective teacher-child interactions?
using the CLASS™ System
The CLASS System

effective teacher-child interactions

Learn

Measure

Improve
The CLASS System

Learn about the CLASS framework

Learn effective teacher-child interactions

Measure effective teacher-child interactions

Measure teaching and learning

Improve teaching and learning

Use the CLASS System to increase learning
Learn about the CLASS framework
A Foundation for Improvement

Dimensions Guide

Introduction to the CLASS Tool
Measure effective teacher-child interactions
Fair and Accurate Data

CLASS Observation Training
CLASS Train-the-Trainer Program
CLASS Double Coding
CLASS Calibration
Improve teaching and learning
Evidence-Based Resources

- Video Library
- CLASS Discussion Toolkit
- Instructional Support Strategies
- MyTeachingPartner™ Coaching
- Making the Most of Classroom Interactions
- Looking at CLASSrooms
I’m curious about ...

I think it might work to ...
Keep in touch!

Teachstone
www.teachstone.com

http://teachstone.com/blog/
866.998.8352

Presenter name here
phone
email