

Tennessee Department of Education

CLASS Presentation
7-23-18

Sedra Spano, Regional Director
Amy Marciniak, Client Success Manager
Teachstone

Developing Life-Changing Early
Childhood Teachers



We unlock the potential of great teaching by focusing on teacher-child interactions—the most important driver of classroom engagement.



What Sets the CLASS Apart



It's proven.

CLASS is the mostly highly researched assessment tool for measuring and improving teaching quality.



It's established.

Over 7,400 programs in all 50 US states and 30 countries worldwide have used CLASS to improve teaching quality.



It's flexible.

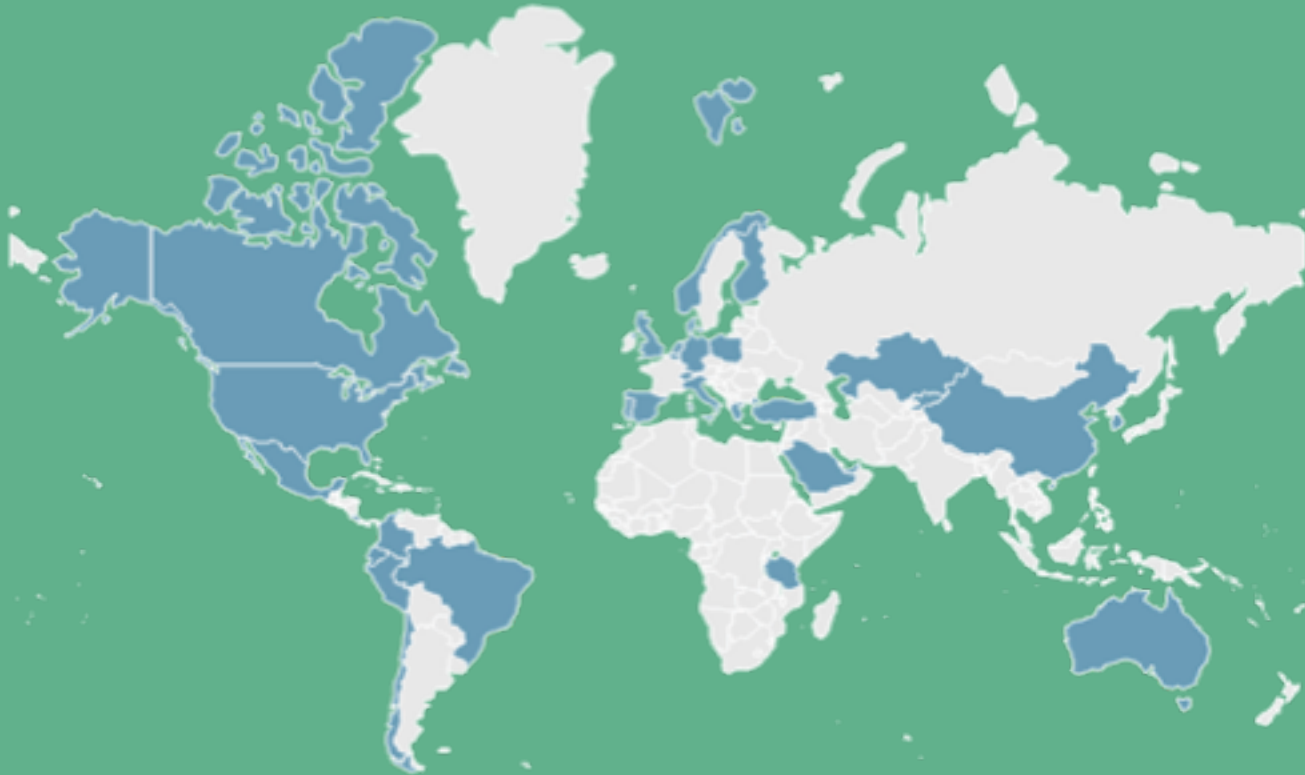
CLASS can be used effectively in programs of all sizes, at all age levels (infant–secondary), and alongside any curriculum.



It's systematic.

CLASS provides a structured approach to teacher improvement through a proven methodology of teacher assessment and intervention.

CLASS around the World



All 50 US states

+

**39 countries around
the world, including:**

- Australia
- Brazil
- Canada
- China
- Germany
- Greece
- Italy
- Israel
- Mexico
- Norway
- Saudi Arabia
- Spain
- UK
- Vietnam

Research Connecting CLASS & Child Outcomes



Emotional Support

IMPROVEMENTS IN CHILD OUTCOMES

- Social Competence
- Relationships with Teachers
- Language & Literacy Skills



Classroom Organization

IMPROVEMENTS IN CHILD OUTCOMES

- Executive Functioning
- Inhibitory Control
- Behavior Competence
- Language & Literacy Skills
- Math Skills



Instructional Support

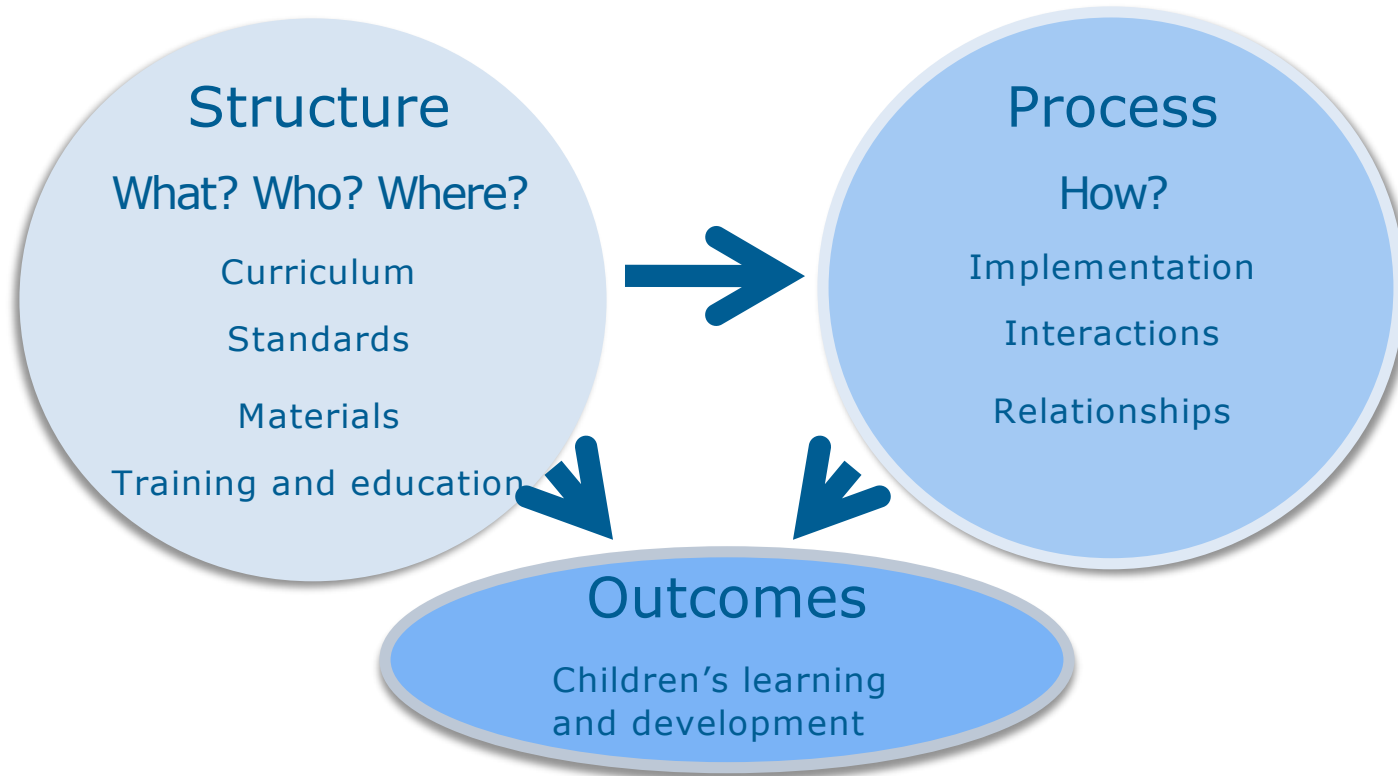
IMPROVEMENTS IN CHILD OUTCOMES

- Behavior Competence
- Language & Literacy Skills

Closing the Achievement Gap

- Findings suggest that highly effective teacher-student interactions help close the gap between advantaged and disadvantaged children.
- Emotionally supportive classrooms
 - Boost student achievement
 - Close the gap between students with adjustment problems and those with no identified adjustment problems
 - Third grade students with poor attention skills made greater reading & math gains in emotionally supportive classrooms (Rudasill et al., 2010)

Elements of Classrooms Influencing Learning



Infant

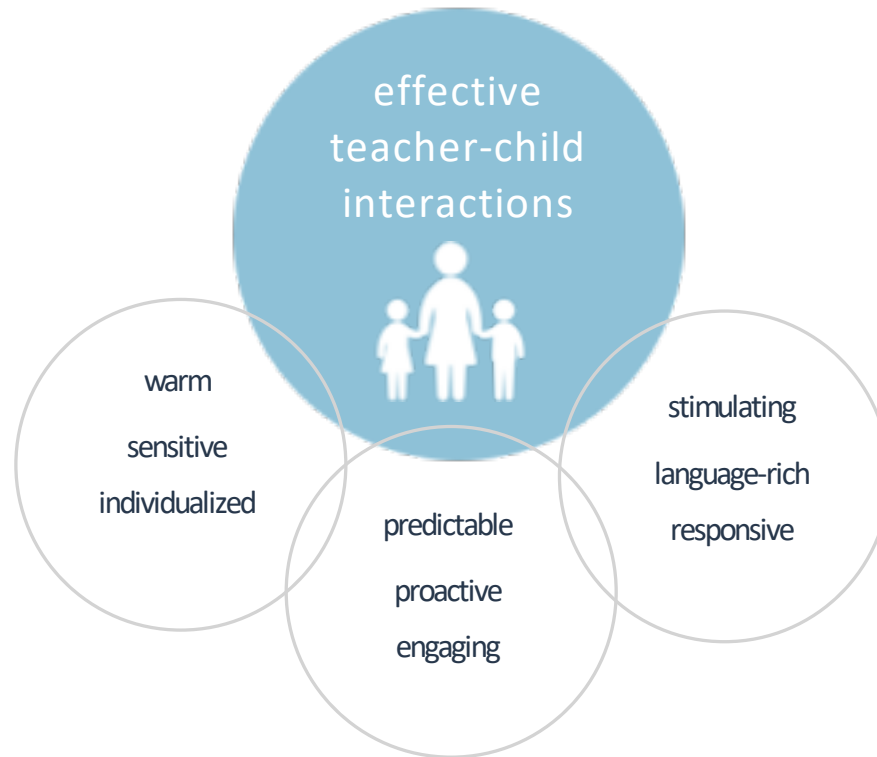
Toddler

Pre-K

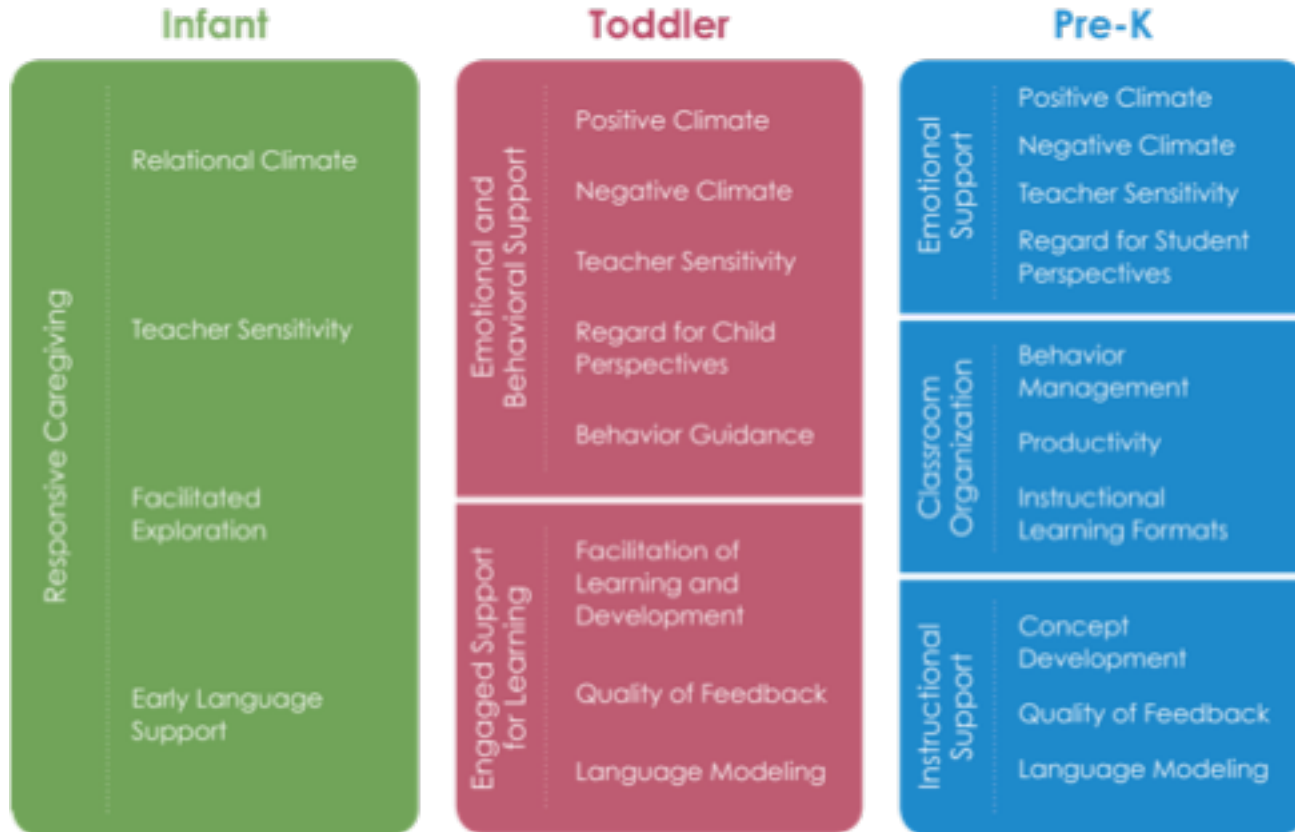
K-3

Upper
Elementary

Secondary



CLASS Domains and Dimensions





ASSESSMENT

Captures the social and academic interactions teachers have with students proven to impact classroom engagement.

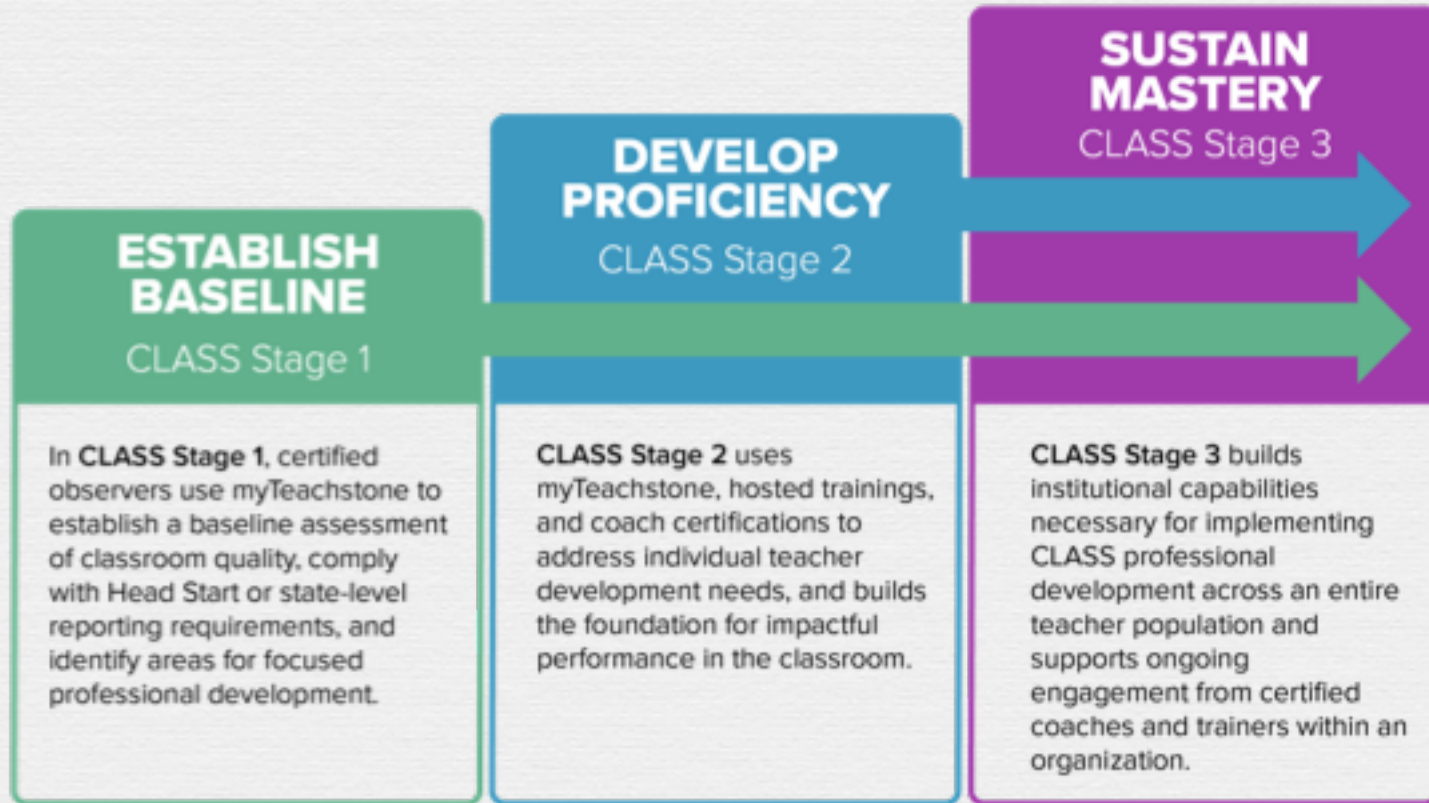


PROFESSIONAL DEVELOPMENT

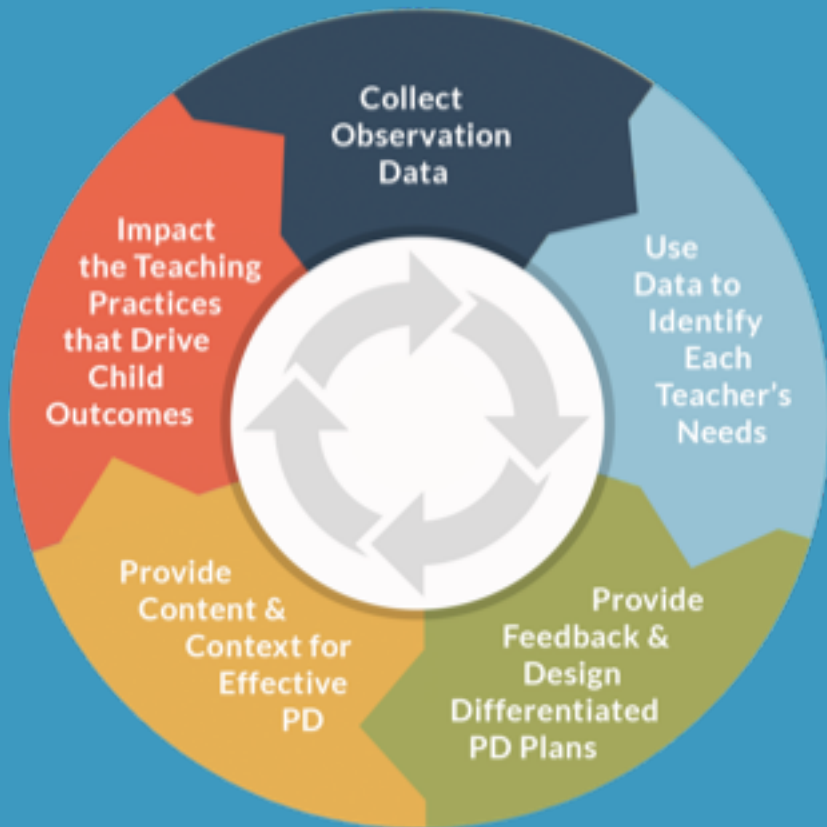
Helps teachers become more intentional in their interactions with students, creating more dynamic, supportive, and engaging classrooms.

The CLASS Journey

The Teachstone-enabled Path to Excellence for your Schools



Here's What We Recommend.



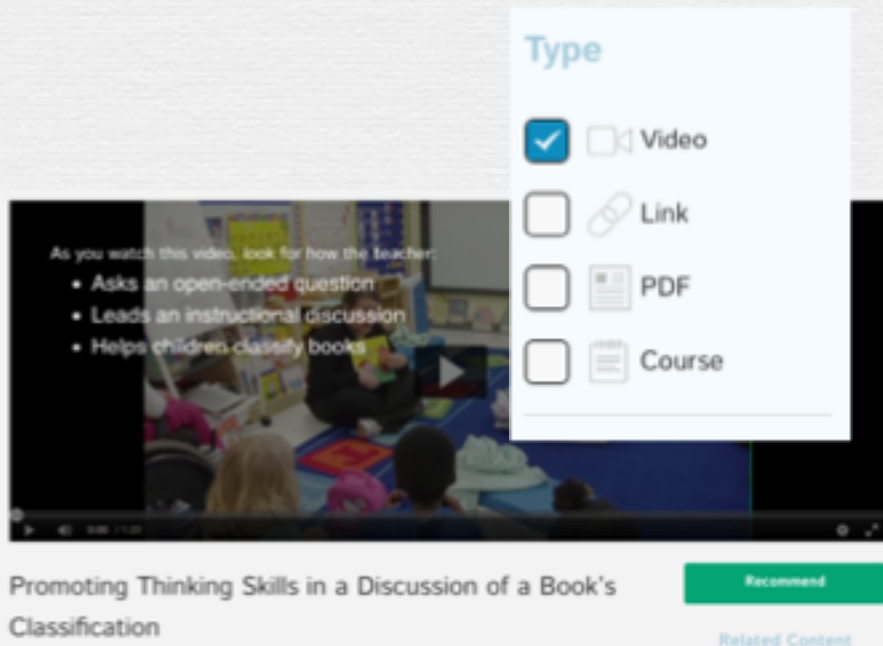
*my*Teachstone™

What does myTeachstone do?

myTeachstone is an online platform combining CLASS observation data with individualized professional development resources

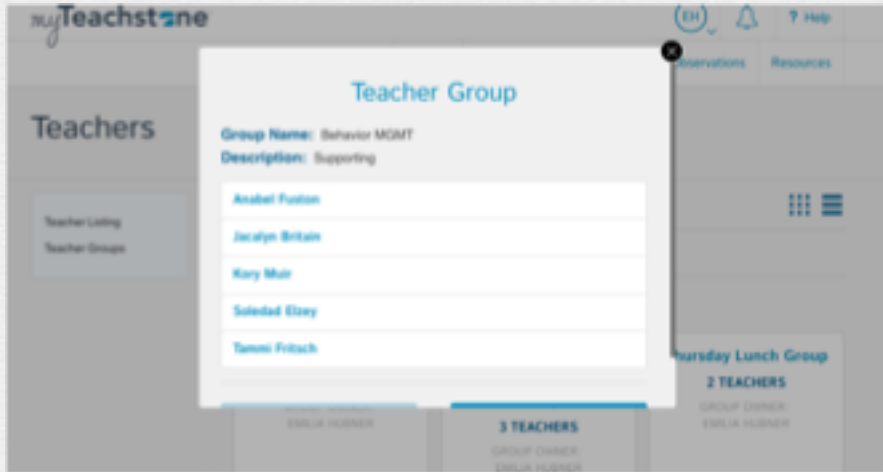
- Coaches – provide individualized or group PD to teachers based on CLASS observation scores
- Teachers – see examples of a specific CLASS dimensions through exemplar videos, articles, and courses
- Observers - CLASS observations have never been easier to conduct. Make notes, set a cycle timer, assign ranges to indicators, and send finalized scores all within one app.
- Administrators – can pull reporting on CLASS observation data (program to individual level), view observers are CLASS reliability status, and learn exactly how much time your coaches and teachers are spending on professional development.

Choose from hundreds of videos



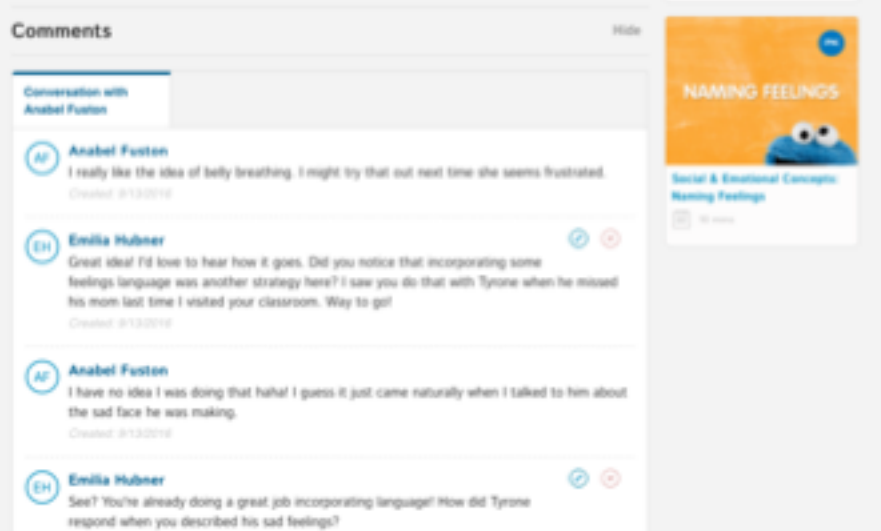
- Choose from hundreds of real classroom videos
- Videos are organized and searchable
- Recommend videos to teachers
- It's not enough to just assign videos. Begin a conversation by posing a question when you recommend
- Hint: pre-written reflective questions are available with every video!

Create teacher groups



- Create online teachers groups to connect teachers to one another
- Recommend PD resources for the whole group
- Pose reflective questions
- Let the teachers use online and/or in-person discussions to dive in

Use online discussions



- Use online discussions to build on face-to-face relationship building.
- Get conversations going by using the pre-written reflective questions that *come with every PD resource*

Use Teacher Surveys

Survey Results

1. Which of the following best describes you?

I like learning new ideas independently. I enjoy reading, watching video, and reflecting on my own.

I like learning new ideas face-to-face. I enjoy discussing new information with peers or a coach.

2. Which of the following is most descriptive of you?

I enjoy structuring my own learning. I like to set my own tasks and deadlines.

I enjoy having a lot of support when I learn. Reminders and frequent contact are valuable to me.

3. I am actively doing things now to improve my interactions with children.

- Gain insights into teacher readiness, learning preferences, teaching style
- Take the coach course!
 - *Using Data to Support Teachers: Teacher Surveys*

This course will help you:

- Make relevant recommendations on myTeachstone, using teachers' survey responses
- Use comments to initiate and extend conversations about resources

Use CLASS Observation Reports



- Identify areas of strength and growth
- Recommend aligning resources
- Take the coach course!
 - *Using Data to Support Teachers: Formal Observation Reports*



Use PD Completion Reports

Professional Development Completion

Export

Teachers

5

[VIEW TEACHERS](#)

Recommended

2.33

HOURS
COMPLETED

9.97

HOURS
TOTAL

Self Study

24

MIN COMPLETED

Completion by Teacher

Date Range: 09/13/2015 - 09/13/2016

Filter

Teacher	Recommended (hours)	Completed Recommended (hours)	% Completed Recommended	Completed Self Directed (hours)	Center
Anabel Fuston	5.167	1.467	28.4%	0.400	Early Learning and Kis...
Jacalyn Britain	1.333	0.483	36.3%	0.000	Little Minds Early Care

- Monitor teacher progress through the resources you recommend
- Check out the PD teachers are doing *on their own* (self-study)
- Celebrate PD completion and milestones

Questions or comments?

Thank you!

Amy.Marciniak@Teachstone.com

Sedra.spano@Teachstone.com

CLASS® Age Levels

CLASS is used in classrooms of all ages (birth–secondary) to measure and improve teacher-child interactions—the single most important influence on children’s learning and development.

Birth–18 Months	15–36 Months	3–5 Years	5–8 Years	4th–6th Grade	7th–12th Grade
INFANT	TODDLER	PRE-K	K-3	UPPER ELEMENTARY	SECONDARY
RESPONSIVE CAREGIVING	EMOTIONAL & BEHAVIORAL SUPPORT	EMOTIONAL SUPPORT	EMOTIONAL SUPPORT	EMOTIONAL SUPPORT	EMOTIONAL SUPPORT
Relational Climate	Positive Climate	Positive Climate	Positive Climate	Positive Climate	Positive Climate
Teacher Sensitivity	Negative Climate	Negative Climate	Negative Climate	Teacher Sensitivity	Teacher Sensitivity
Facilitated Exploration	Regard for Child Perspectives	Teacher Sensitivity	Teacher Sensitivity	Regard for Student Perspectives	Regard for Adolescent Perspectives
Early Language Support	Behavior Guidance	Regard for Student Perspectives	Regard for Student Perspectives		
	Teacher Sensitivity			CLASSROOM ORGANIZATION	CLASSROOM ORGANIZATION
	ENGAGED SUPPORT FOR LEARNING	CLASSROOM ORGANIZATION	CLASSROOM ORGANIZATION	Behavior Management	Behavior Management
	Facilitation of Learning & Development	Behavior Management	Behavior Management	Productivity	Productivity
	Quality of Feedback	Productivity	Productivity	Negative Climate	Negative Climate
	Language Modeling	Instructional Learning Formats	Instructional Learning Formats	INSTRUCTIONAL SUPPORT	INSTRUCTIONAL SUPPORT
		INSTRUCTIONAL SUPPORT	INSTRUCTIONAL SUPPORT	Instructional Learning Formats	Instructional Learning Formats
		Concept Development	Concept Development	Content Understanding	Content Understanding
		Quality of Feedback	Quality of Feedback	Analysis & Inquiry	Analysis & Inquiry
		Language Modeling	Language Modeling	Quality of Feedback	Quality of Feedback
				Instructional Dialogue	Instructional Dialogue
				Student Engagement	Student Engagement

Infant CLASS Birth–18 months



Unique Needs of Infants

- Dependence on adults
- Sensorimotor learning
- Face-to-face interaction
- Other-regulation

CLASS Professional Development

Includes a focus on how caregivers:

- Provide infants a secure base for exploration
- Respond to infants' needs in developmentally appropriate ways
- Encourage early language development

Toddler CLASS 15–36 months



Unique Needs of Toddlers

- Exponential growth
- Dependence on adults
- Self-regulation
- Whole-body learning

CLASS Professional Development

Includes a focus on how caregivers:

- Help children establish autonomy
- Support children as they make connections between things they learn
- Guide children as they learn to regulate behavior

Pre-K CLASS 3–5 Years



Unique Needs of Preschool Children

- Greater independence
- Gross & fine motor skills
- Language/creativity
- Emergent literacy & math
- Observations of the world

CLASS Professional Development

Includes a focus on how teachers:

- Foster a secure, supportive base for children's learning and exploration
- Help children develop language and cognitive skills
- Construct environments and experiences that help children develop their abilities

K-3 CLASS 5–8 Years



Unique Needs of Elementary School Children

- Connection to teacher
- Self-regulated learning
- Interesting & engaging activities
- Development of metacognitive skills

CLASS Professional Development

Includes a focus on how teachers:

- Develop warm, supportive relationships with children
- Manage children's time, attention, and behavior
- Use high quality learning formats
- Provide opportunities to express existing skills & scaffold more complex skills

UE CLASS 4th–6th Grade



Unique Needs of Upper Elementary School Students

- School motivation
- Greater autonomy
- Engagement with learning
- Additional skill development

CLASS Professional Development

Includes a focus on how teachers:

- Develop strong relationships with students
- Provide meaningful choices
- Present activities and directions to maximize learning time
- Guide learning through modeling, multiple examples, and practice

Secondary CLASS 7th–12th Grade



Unique Needs of Secondary Students

- Positive academic performance
- Peer relationships & cooperation
- Goal-setting
- Deeper understanding of material

CLASS Professional Development

Includes a focus on how teachers:

- Create a challenging yet supportive environment
- Build opportunities for collaborative work
- Provide a well-regulated classroom environment
- Help students see how information is organized and interconnected

Research Confirming Improved Outcomes with CLASS[®]

The Research Origins of CLASS

Research leading to the current version of the CLASS tool began in 1991 as a part of the NICHD Study of Early Child Care and Youth Development, which examined the influence of early environments and classroom processes on the development of children from a variety of family backgrounds. Study findings clearly indicated that classroom processes impact student outcomes (NICHD EECRN, 2002; Pianta et al., 2005).

With this knowledge, the research team further refined the initial observational tool (the Classroom Observation System: COS) for use in the National Center for Early Development and Learning (NCEDL) study. This large-scale study examined the quality of publicly funded preschool programs to learn how variations in quality impacted children's academic and social outcomes.

Data from both the NICHD and NCEDL studies clearly show that students who attend classrooms with higher CLASS scores have better social and academic outcomes (Early et al., 2008; NICHD EECRN, 2002). However, research on the CLASS did not stop with those two studies. Indeed, the CLASS tool is the most highly researched assessment tool for measuring the quality of teacher-child interactions.

Research Connecting CLASS with Improved Child Outcomes

Multiple research studies indicate that students who attend classrooms that are rated higher on the CLASS have better social and academic outcomes. This holds true across the three domains of Emotional Support, Classroom Organization, and Instructional Support.



Emotional Support

IMPROVEMENTS IN CHILD OUTCOMES

- Higher social competence
- Improved relationships with teachers
- Increased skills in language & literacy



Classroom Organization

IMPROVEMENTS IN CHILD OUTCOMES

- Better executive functioning
- Improved inhibitory control
- Increased behavior competence
- Increased skills in language & literacy
- Improved mathematics skills



Instructional Support

IMPROVEMENTS IN CHILD OUTCOMES

- Increased behavior competence
- Increased skills in language & literacy
- Improved relationships with teachers

Students in pre-K classrooms with high levels of Emotional Support display higher social competence and positive engagement with their teachers (Burchinal et al., 2010; Curby et al., 2009; Mashburn et

al., 2008). Furthermore, students enrolled in classrooms that provide a high level of Emotional Support demonstrate higher achievement in language and literacy (Curby & Chavez, 2013; Guo et al., 2010), as well as mathematics (Burchinal et al., 2014).

Effective Classroom Organization leads to better executive functioning (Hamre et al., 2014), improved inhibitory control (Hamre et al., 2014; Weiland et al., 2013), and increased behavior competence (Burchinal et al., 2014). In addition, higher levels of Classroom Organization are associated with better language and literacy skills (Hamre et al., 2014; Maier, et al., 2012; Xu, 2014;) and mathematics skills (Keys, et al., 2013).

Instructional Support is positively associated with behavior competence (Burchinal et al., 2014) and teacher closeness (Hamre et al., 2014; Howes et al., 2008). Students in classrooms that provide higher levels of Instructional Support demonstrate increased skills in language and literacy (Hamre et al., 2014; Mashburn, et al., 2009). Moiduddin, et al., 2012).

Citations

Burchinal, M., Field, S., López, M. L., Howes, C., & Pianta, R. (2012). Instruction in Spanish in pre-kindergarten classrooms and child outcomes for English language learners. *Early Childhood Research Quarterly*, 27(2), 188-197.

Burchinal, M., Vernon-Feagans, L., Vitiello, V., Greenberg, M., & Family Life Project Key Investigators. (2014). Thresholds in the association between child care quality and child outcomes in rural preschool children. *Early Childhood Research Quarterly*, 29(1), 41-51.

Curby, T. W., & Chavez, C. (2013). Examining CLASS dimensions as predictors of pre-k children's development of language, literacy, and mathematics. *NHSA Dialog*, 16, 1-17.

Curby, T. W., LoCasale-Crouch, J., Konold, T. R., Pianta, R. C., Howes, C., Burchinal, M., Bryant, D., Clifford, R., Early, D., & Barbarin, O. (2009). The relations of observed pre-K classroom quality profiles to children's achievement and social competence. *Early Education and Development*, 20(2), 346-372.

Guo, Ying, Piasta, S. B., Justice, Laura M., & Kaderavek, Joan N. (2010). Relations among preschool teachers' self-efficacy, classroom quality, and children's language and literacy gains. *Teaching and Teacher Education*, 26(4), 1094-1103.

Hamre, B., Hatfield, B., Pianta, R., & Jamil, F. (2014). Evidence for general and domain-specific elements of teacher-child interactions: associations with preschool children's development. *Child Development*, 85(3), 1257-1274.

Howes, C., Burchinal, M., Pianta, R., Bryant, D., Early, D., Clifford, R., & Barbarin, O. (2008). Ready to learn? Children's pre-academic achievement in pre-kindergarten programs. *Early Childhood Research Quarterly*, 23(1), 27-50.

Keys, T. D., Farkas, G., Burchinal, M. R., Duncan, G. J., Vandell, D. L., Li, W., ... & Howes, C. (2013). Preschool center quality and school readiness: Quality effects and variation by demographic

and child characteristics. *Child Development*, 84(4), 1171-1190.
Maier, M. F., Vitiello, V. E., & Greenfield, D. B. (2012). A multilevel model of child- and classroom-level psychosocial factors that support language and literacy resilience of children in Head Start. *Early Childhood Research Quarterly*, 27(1), 104-114.

Mashburn, A. J., Justice, L. M., Downer, J. T., & Pianta, R. C. (2009). Peer effects on children's language achievement during pre-kindergarten. *Child Development*, 80(3), 686-702.

Mashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., Bryant, D., & Burchinal, M. (2008). Measures of classroom quality in pre-kindergarten and children's development of academic, language, and social skills. *Child Development*, 79(3), 732-749.

Moiduddin, E., Aikens, N. Tarullo, L., West, J., & Xue, Y., (2012). Child Outcomes and Classroom Quality in FACES 2009. OPRE Report 2013-37a. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

NICHD Early Child Care Research Network (2002). Early child care and children's development prior to school entry: Results from the NICHD Study of Early Child Care. *American Educational Research Journal*, 39, 133-164.

Pianta, R.C., Howes, C., Burchinal, M., Bryant, D., Clifford, R., Early, C., et al. (2005). Features of pre-kindergarten programs, classrooms, and teachers: Do they predict observed classroom quality and child-teacher interactions? *Applied Developmental Science*, (3), 144-159.

Weiland, C., Ulvestad, K., Sachs, J., & Yoshikawa, H. (2013). Associations between classroom quality and children's vocabulary and executive function skills in an urban public prekindergarten program. *Early Childhood Research Quarterly*, 28(2), 199-209. doi:10.1016/j.ecresq.2012.12.002