


ENHANCING INSTRUCTIONAL STRATEGIES:

Learning from ECE Teachers Everyday Practice and CLASS Observation Reports.



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Meet Your Presenters!

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- Sandi Director Global Language Acquisition Supports (GlasSliper)
- Susan CEO Early Childhood Assessment Professionals (ECAP)
- Both joined SDCOE Early Ed PD Initiative 20 years ago
- Managers for PFA and QPI coaching and review teams.
- CLASS Affiliate Trainers and Observers 2008-present



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ENHANCING INSTRUCTIONAL STRATEGIES:

Learning from ECE Teachers Everyday Practice through Reflections on CLASS Observations in California Quality Improvement System.



Using CLASS to improve Interactions

FIRST Connect

Recognize how Emotional Support (ES) affects the sense of BELONGING that allows children to connect to their learning community.


SECOND Engage

Consider how Classroom Organization (CO) provides the structure to feel safe and COMPETENT in the learning community.

THIRD Inspire Learning

Learn Instructional Support (IS) strategies to increase CREATIVITY in learning that builds innovation and discovery.

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Learning Objectives

By the end of this training, learners will be able to:

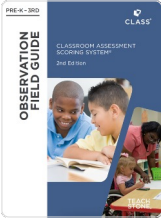
- Understand how External Reviews Provide Observation and Documentation of Teachers' Effective Instructional Practice.
- Use Examples of Quality Teacher-Child Interactions to increase effectiveness in all classrooms.
- Build Self-efficacy in the Workforce through Practicing New Skills that Promote Children's Engagement for Learning.

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Field Guide

Resource Materials

Emotional Support

Often +	Often -	Some +	Some -	Seldom +	Seldom -

Domain Sheets

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Welcome to CLASS

What is CLASS and why is it important?



ROSEMARIE ALLEN | President & CEO, Institute for Racial Equity & Excellence

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Focus, Measure, and Improve

A tool for continuous professional learning and improvement.

What do we want to focus on?


We can look at lower scores to focus on where to improve.

We can focus on high scores to find examples of what is effective.

We can focus on a challenging issue and find answers in each of the domains.

What do you see as your most challenging issue today?

How can CLASS interactions provide us with strategies to improve outcomes?




CLASS[®] Interactions


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Child Outcomes




Educator-Child Interactions



CLASS[®] 2nd Edition



Environment
Supports for
Teaching and
Learning



Activity
Settings
Content & Process

What CLASS Measures

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The CLASS Lens Focuses on Interactions within a Variety of Learning Environments



- This is our shared professional language for Early Education.
- Funders and Administrators understand data
- CLASS has enhanced the lens to recognize cultural differences
- Interaction indicators are valid among typically developing and neurally diverse learners because we look at the child's response.

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The Pre-K-3rd

- Head Start programs across California are experiencing a rise in challenging behaviors and neural diversity.
- What is different today? We have always had children born with different brains, different learning styles and special needs.
- Now, those brains are making neural connections in a new way...Virtual Reality.

Digital Natives Need More Human Interaction

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The CLASS Measure:
how do we educators use it to observe and direct learning?




- Effective interactions provide the foundations for learning.
- We need to develop professional skills.
- Behaviors described within each CLASS age level are developmentally appropriate.
- Look at the response to see if the child is capable and if not, build competency.
- CLASS gives a common metric that can be used in different educational settings.
- Use the indicators to communicate professionally among teachers, assistants, SPED, and administration.

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Pre-K-3rd CLASS Domains

The CLASS framework organizes effective interactions into three domains.




EMOTIONAL SUPPORT

CONNECT



CLASSROOM ORGANIZATION

ENGAGE



INSTRUCTIONAL SUPPORT

INSPIRE LEARNING

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Emotional Support

- Connect with peers and adults

Classroom Organization

- Engage meaningfully in their learning

Instructional Support

- Be inspired to think deeply and communicate understanding

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TO BELONG


Warm connections
Sensitive
Individualized

TO BE COMPETENT

Proactive
Predictable
Engaging

TO BE CREATIVE

Inspiring
Responsive
Language-rich



**EFFECTIVE
EDUCATOR-CHILD
INTERACTIONS**

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Pre-K-3rd CLASS Dimensions

Emotional Support	Classroom Organization	Instructional Support
Positive Climate	Behavior Management	Concept Development
Negative Climate	Productivity	Quality of Feedback
Educator Sensitivity	Instructional Learning Formats	Language Modeling
Regard for Child Perspectives		

16 SCORE SHEETS FIELD GUIDE Page 6.5

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Low, Mid, High Descriptors

LOW RANGE	MID RANGE	HIGH RANGE
Few	Sometimes	Many
Barely	Generally	Often
No	But	Frequent
None	However	Consistent
Never	Occasional	Always
Seldom	Less	Clear
Unclear	Some	Effective
Absent	At times	Fully
Ineffective	Limited	Activity
Cursory	Inconsistent	Well-oiled machine
Perfunctory		

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Helping children develop

- Strong relationships
- A love for learning
- Feelings of acceptance and safety
- A willingness to try new things
- An ability to seek and offer help
- A strong sense of identity



What is Emotional Support?

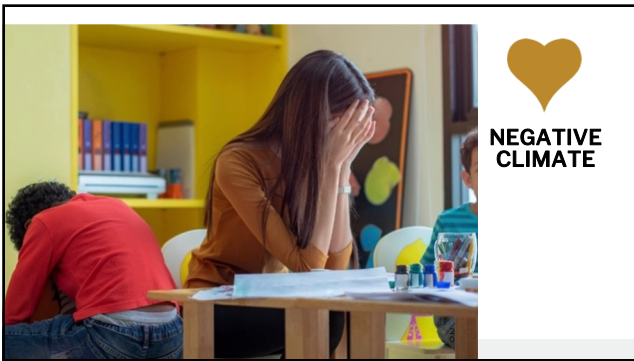
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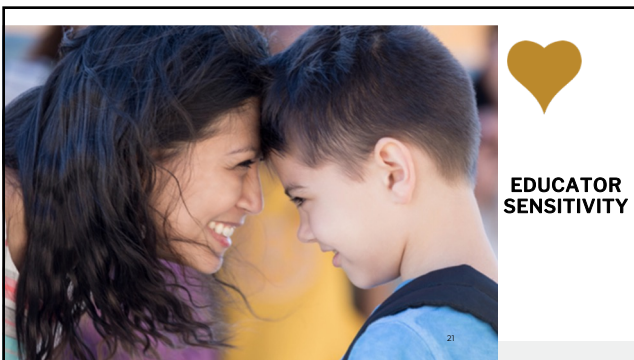
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What do we observe?

Emotional Support

Often +	Often -	Some +	Some -	Seldom +	Seldom -

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What is working? What is a challenge?

Emotional Support

- Positive Climate
- Negative Climate
- Educator Sensitivity
- Regard for Child Perspectives

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EXAMPLES

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Why are scores mid-range in RCS

How Can We Increase Child Participation and Leadership During Group Lessons?

- CHILD reads the story, turns the pages, or places the felt pieces.
- Everyone gets a turn and waiting children lose interest

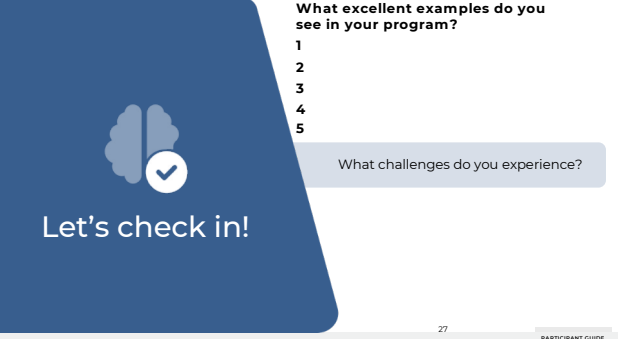
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EXAMPLES

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What excellent examples do you see in your program?

- 1
- 2
- 3
- 4
- 5

What challenges do you experience?

Let's check in!

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A gift is a personal quality that –when its brought into relationship in a valued way– allows an opportunity to emerge.



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Helping children develop

- Skills to help them regulate their own behavior
- The ability to get the most out of each school day
- Focused attention and interest in learning activities



What is Classroom Organization?

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BEHAVIOR MANAGEMENT

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What do we observe?					
Classroom Organization					
Often +	Often -	Some +	Some -	Seldom +	Seldom -

Classroom Organization

Behavior Management

Productivity

Instructional Learning Formats

What is working? What is a challenge?

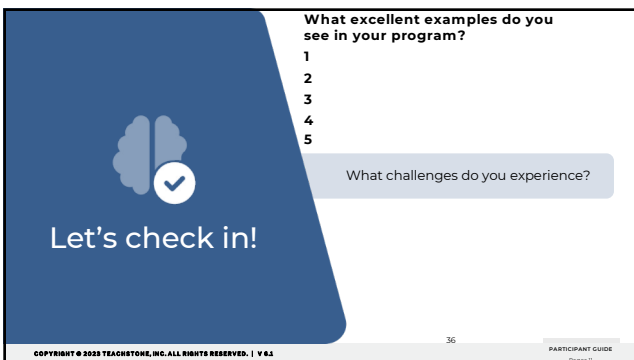
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Helping children develop

- Problem-solving, reasoning, and thinking skills
- Complex language skills

Helping educators provide

- Feedback to expand children's skills and knowledge



What is Instructional Support?


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Instructional Support

Concept Development

- Analysis and reasoning
- Creativity
- Integration
- Connections to everyday lives

Quality of Feedback

- Scaffolding
- Feedback loops
- Prompting thought processes
- Providing information
- Encouragement and affirmation

Language Modeling

- Frequent conversation
- Open-ended prompts
- Communication extensions
- Narration
- Advanced language

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CONCEPT DEVELOPMENT

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What do we observe?

Instructional Support

Often +	Often -	Some +	Some -	Seldom +	Seldom -

What is working? What is a challenge?

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Instructional Support

Concept Development

Quality of Feedback

Language Modeling

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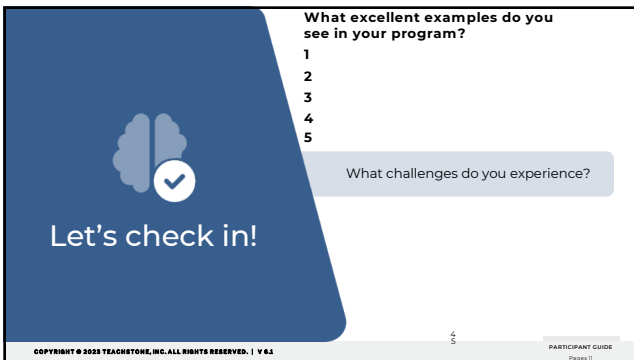
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Triangle: What are three big points you are taking from today's session?



Circle: What is a question or topic that is still circling in your mind?



Square: What is something that is "squaring" (resonating) with you from this session?

Reflection

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