

Unified Measurement and Improvement System

Preparing for Practice Year 1

PDG Office Hour Support Topics related to CLASS implementation

Tentative Schedule

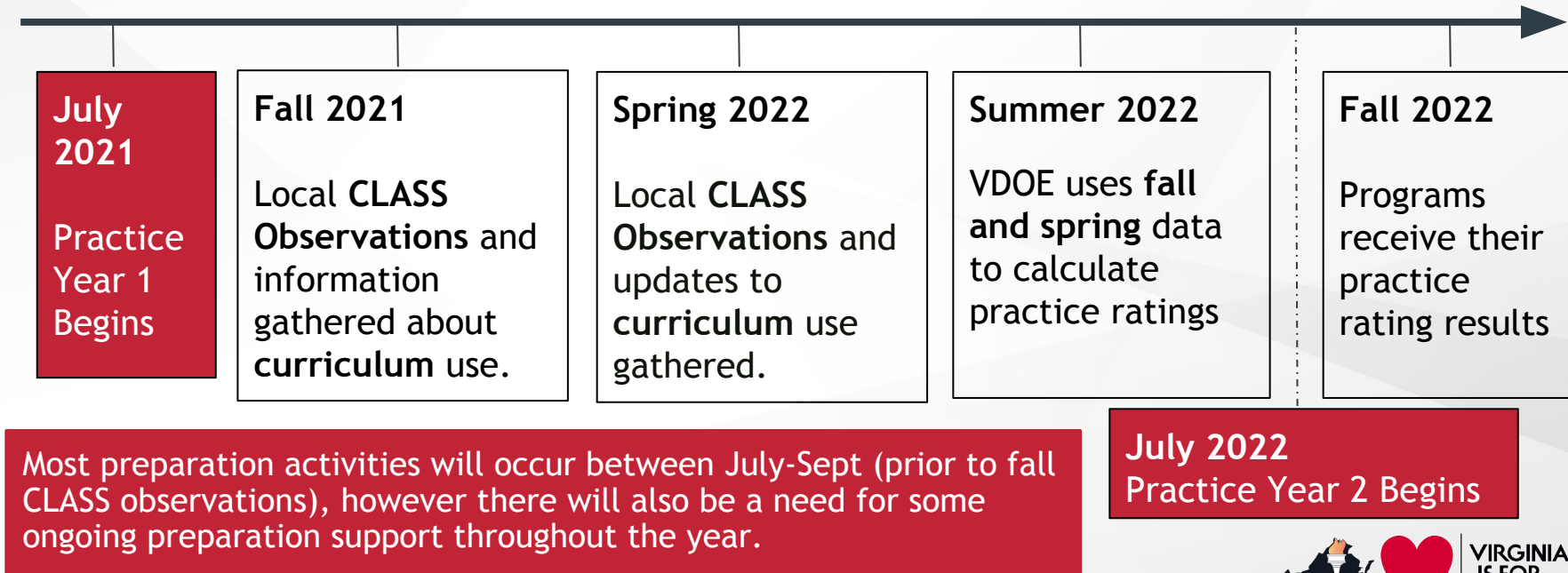
- **May 4th - Preparing Teachers and Leaders for CLASS Observations**
- May 11th - Providing PD for Improving Teacher-Child Interactions
- May 18th - Building and Maintaining Local CLASS Observer Capacity
- May 25th - Strengthening the Observation Skills of Local Observers
- *June 1st - Providing Effective Feedback after CLASS Observations*

Supporting Improvement in Every Classroom



Practice Year 1 Timeline

Here is the timeline for Practice Year 1 for programs participating in PDG.



Preparing for CLASS Observations (July-September)

Important Considerations for planning.....

- Addressing the needs of leaders and educators who are brand new to CLASS (i.e. Foundational Training)
- Addressing the needs of leaders and educators who have a wide range of previous experience with CLASS
- Addressing equity needs for diverse settings and educators
 - Cultural and/or Linguistic needs
 - Classrooms serving children with special needs
 - Family Day Homes
- Addressing time constraints & learning style needs of leaders and educators (i.e. options for flexibility)

Breakout Group Discussion

- *What worked well this past year to help prepare leaders and educators for CLASS Observations in your PDG community?*
- *What adjustments are you considering for next year to address challenges or gaps in CLASS preparation?*
- *How will you ensure CLASS preparation support is equitable for all of the settings & educators in your PDG community?*
- *What other improvement partners could help prepare leaders and educators for CLASS Observations in your PDG community?*

Whole Group Sharing & Debrief

- Share a couple of key ideas or strategies that you think would be helpful for others to hear about (share via the chatbox too!)
- Any questions or clarifications needed based on what was discussed?
- Next Steps
 - Review resources from **Preparation Tip Sheet**
 - Reach out to state team if you need follow up assistance
 - Continue this conversation with your PDG teams and partners as you plan for practice year 1.
 - Topic for next week - *Providing PD for Improving Teacher-Child Interactions*

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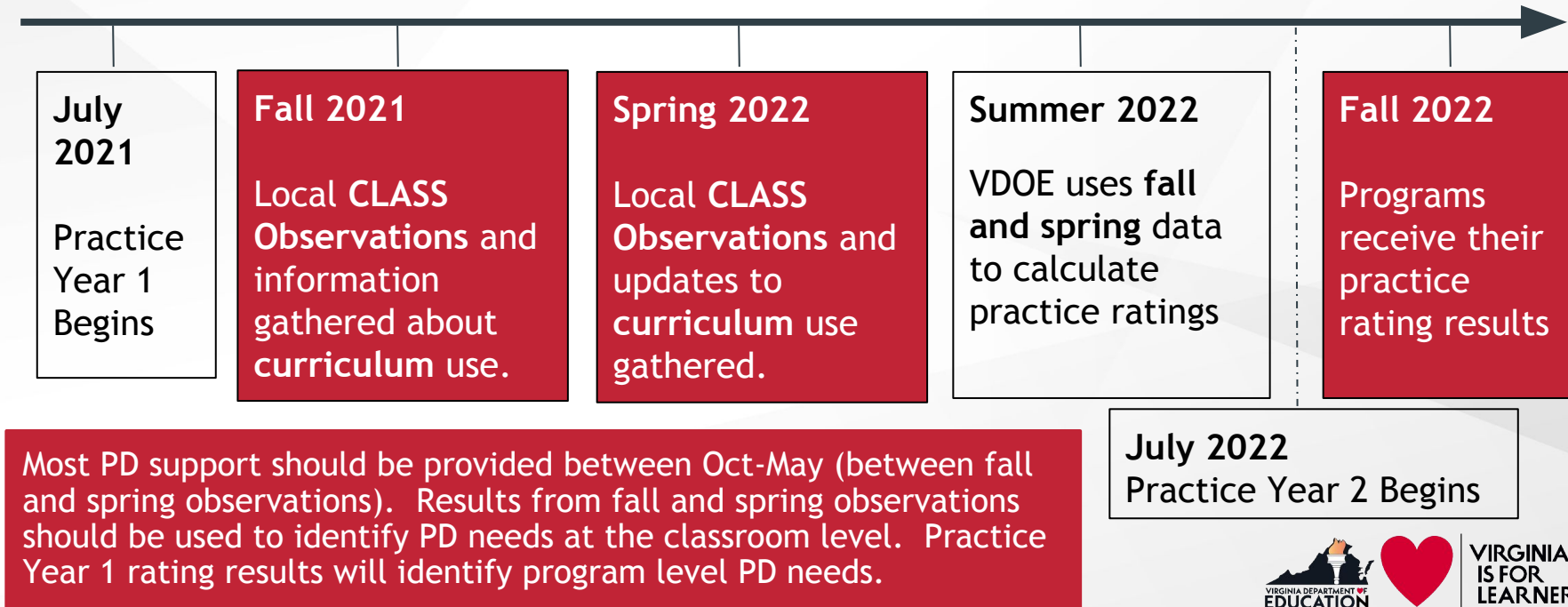
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6 Elements of Effective Professional Development

- **Data-Driven** - *PD offerings are relevant, sufficient and effective*
- **Specific Articulated Objectives** - *clearly outlines what teachers should get out of their PD experience*
- **Practice Focused** - *teachers are actively engaged (Know-See-Do)*
- **Feedback & Analysis loops** - *opportunities to implement a new practice, receive feedback and reflect on teaching.*
- **Coherence** - *PD efforts are integrated and aligned with state standards and child assessments*
- **Access for all teachers** - *everyone in the classroom has an opportunity to engage in PD*

From [AEI website](#)

Providing PD Support for Improvement

Important Considerations for planning.....

- Offering PD support and resources by **age-level** of children served.
- Offering PD support and resources that are closely **aligned** with CLASS domains and/or dimensions
- Offering PD support that addresses **equity** needs for diverse settings and educators
 - Cultural and/or Linguistic needs
 - Classrooms serving children with special needs
 - Family Day Homes
- Offering support for **PD providers** for increased effectiveness

Breakout Group Discussion

- *What worked well this past year to help support leaders and educators based on their CLASS needs in your PDG community?*
- *What adjustments are you considering for next year to address challenges or gaps in PD CLASS Support?*
- *How will you ensure CLASS PD support is equitable for all of the settings & educators in your PDG community?*
- *What other improvement partners could help support leaders and educators (and PD Providers) with CLASS needs in your PDG community?*

Whole Group Sharing & Debrief

- Share a couple of key ideas or strategies that you think would be helpful for others to hear about (share via the chatbox too!)
- Any questions or clarifications needed based on what was discussed?
- Next Steps
 - Review resources from **PD Support Tip Sheet**
 - Reach out to state team if you need follow up assistance
 - Continue this conversation with your PDG teams and partners as you plan for practice year 1.
 - Topic for next week - *Building and Maintaining Local CLASS Observer Capacity*

Unified Measurement and Improvement System

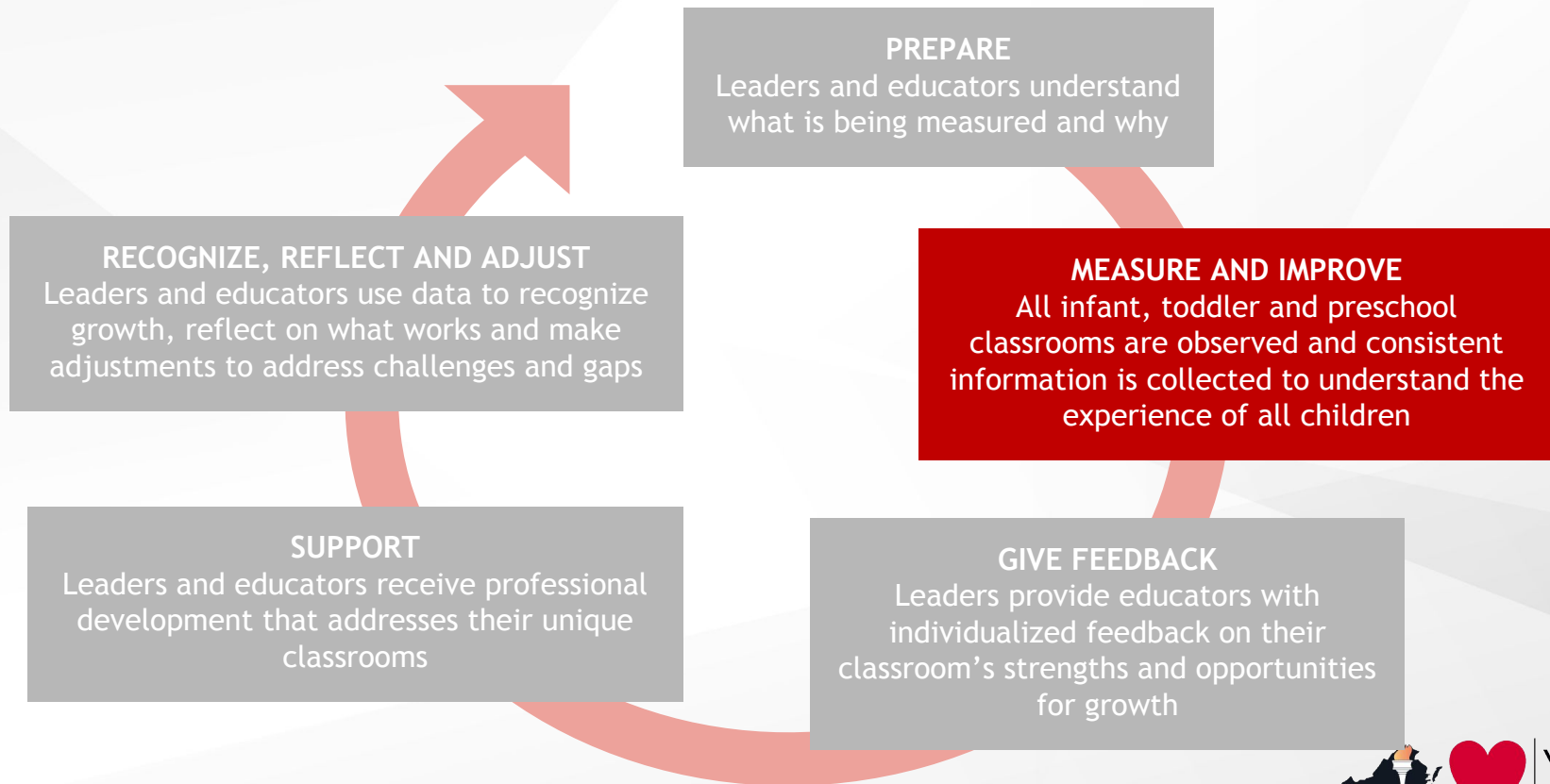
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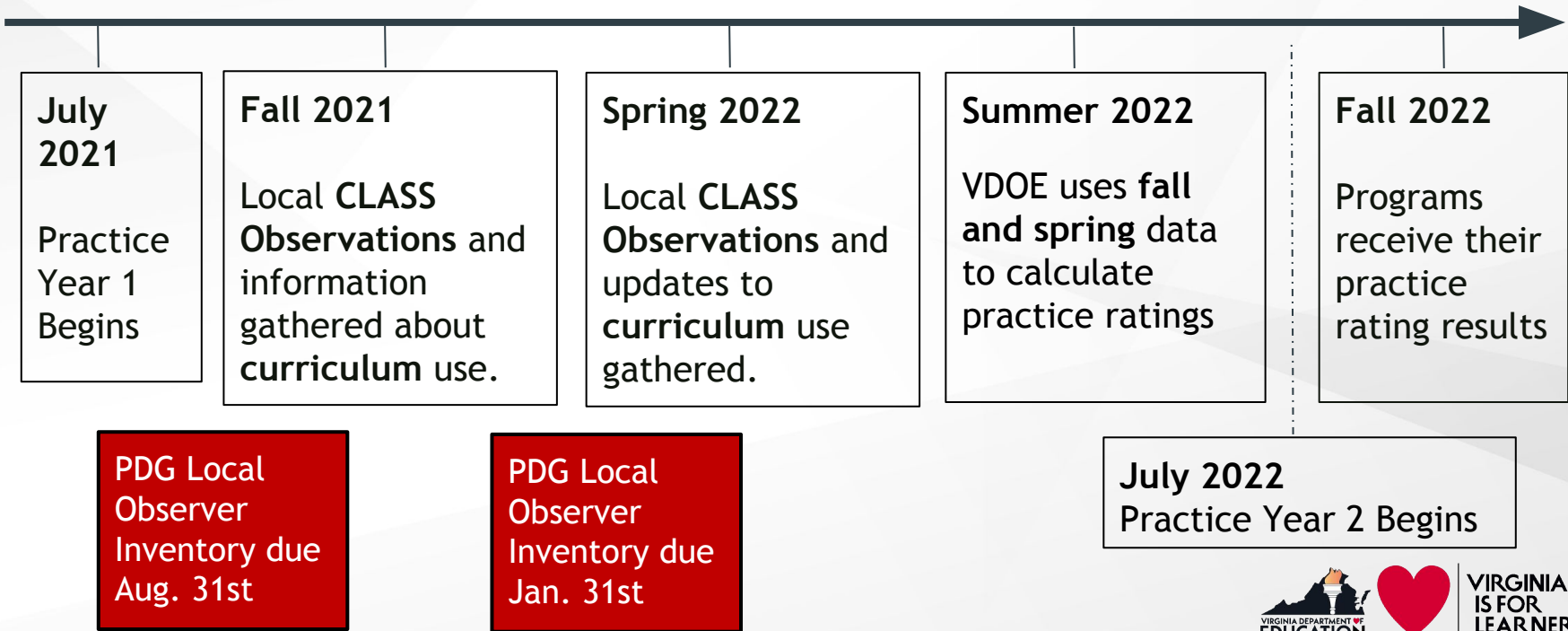
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Building and Maintaining Local Observer Capacity

Important Considerations for planning..

- Age-level observer coverage based on # of classrooms
 - As a *very general reference*, aim for a maximum ratio of 1 to 10 (observers to classroom ratio)
- Observer Availability & Capacity
 - How many observations can each observer realistically conduct in the fall/spring?
 - Do local observers have time to provide individualized feedback?
- Observers experience with diverse settings
 - Cultural and/or Linguistic needs
 - Classrooms serving children with special needs
 - Family Day Homes

Tips for Using Teachstone's Online Observer Directories

- Two online observer directories:
 - [CLASS Observer Directory for Organizations](#)
 - Observers must request to be included in this directory by filling out [this form](#)
 - [Certified CLASS Directory](#)
 - Includes more observers than the CLASS Observer Directory for Organizations
 - If an observer does not appear in the Certified CLASS Directory, they can update their privacy settings to be included in member directory
- Both directories can filter CLASS observers by state, age level, and languages spoken

Whole Group Sharing

- Share a tip or strategy for
 - Recruiting new local observers particularly related to equity needs
 - Keeping track of local observers and certification expiration dates ([sample inventory](#); forms can be shared via Zoho)
- **Announcement** - Upcoming Observation Trainings to be offered monthly for 2021-2022 (registration portal coming soon!)
 - Primarily PreK for school division personnel due to GEER Funding
- **Next Steps**
 - Review resources from **Building and Maintaining Local Observer Capacity**
 - Reach out to state team if you need follow up assistance
 - Continue this conversation with your PDG teams and partners as you plan for practice year 1.
 - Topic for next week - *Strengthening the Observation Skills of Local Observers*

Local and External CLASS Observations

There will be two types of CLASS observations conducted in Virginia's Unified Measurement and Improvement System; local and external observations.

	LOCAL OBSERVATIONS	EXTERNAL OBSERVATIONS
Purpose	Primary method for gathering classroom level information about the quality of teacher child interactions	Secondary method to gather information about the accuracy and consistency of local observations and to provide additional feedback.
Definition	Coordinated and scheduled at the local level, with results recorded in Link B5. Conducted by locally identified reliable observers.	Coordinated, scheduled, and recorded by an external organization. Conducted by externally identified reliable observers.
Annual Cycle	All birth-to-five classrooms will get two local observations each year. One in the fall and one in the spring.	Only some birth-to-five classrooms will get an external observation.

How will AEII/CASTL work with PDG during 2021-2022?

During Practice Year 1, AEII/CASTL will expand their work to include birth to five programs, focusing on the following....

- 1) Coordinating, scheduling and recording of **external observations** to gather information about the accuracy and consistency of local observations.
 - External observations will no longer be required for VPI/ECSE on a bi-annual basis. Instead external observations will be randomized across a bigger sample of birth to five programs.
- 2) Providing data-driven **professional development support and resources** for improving interactions and curriculum across birth to five settings.
 - PD support will be responsive to information we learn about needs across all birth to five programs.

Building and Maintaining Local Observer Capacity

Both PDG and VPI are responsible for ensuring adequate local observer coverage based on program funding agreements.

During Practice Year 1, it will be important that there is a shared effort between PDG communities and school divisions to make sure local observations are completed.

To support local efforts, VDOE will be offering **monthly** PreK & Toddler CLASS Observer trainings online through Teachstone.

- Trainings will begin in August and run through June 2022 using a hybrid format. (i.e. 10 hours of trainer-facilitated instruction online and 7.5 hours of independent work).
- Training and materials fees covered by VDOE for school divisions and PDG participants.
- Online registration portal will open in mid-June.

PDG funds and school division program PD funds can also be used to support local observers with costs related to purchasing score sheets, calibrations and annual recertification fees.

Questions

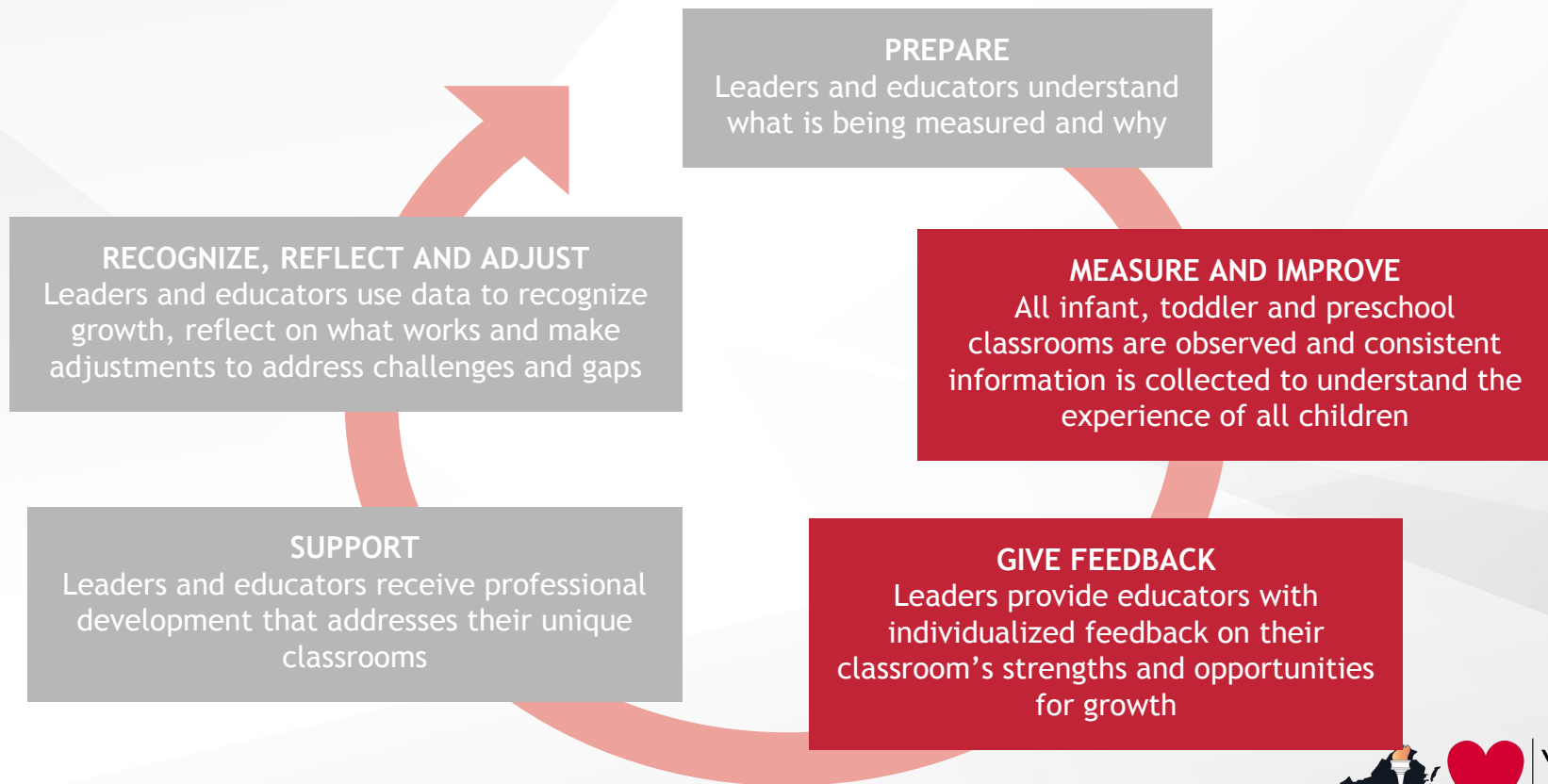
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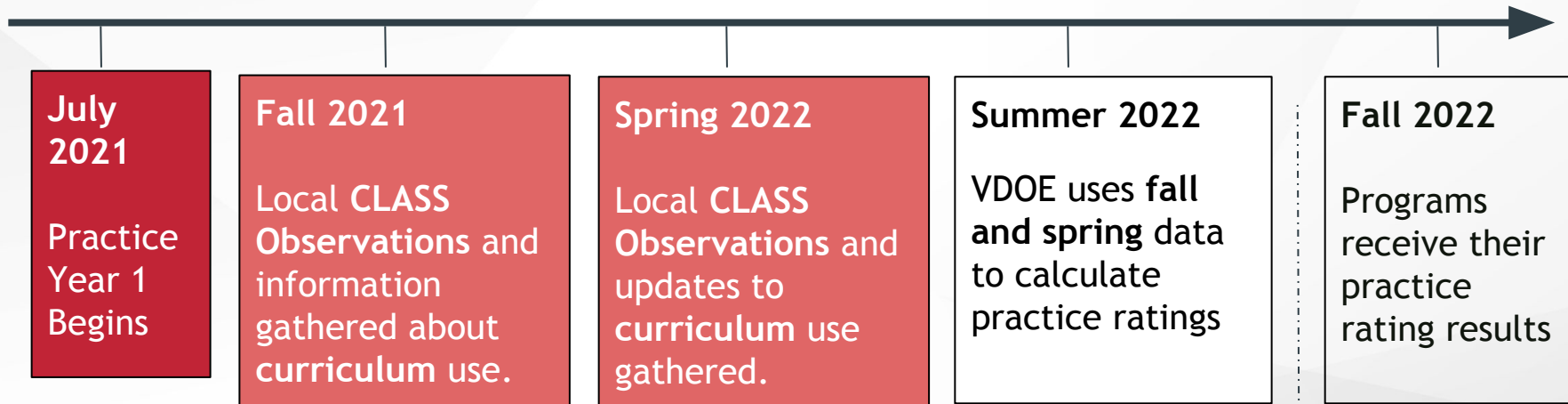
Coming this Summer - Updates to Local Observation Guidebook and CLASS modules for PDG Communities. New Program Leader Implementation Guide for programs participating in Practice Year 1.

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Reliable CLASS observers must participate in routine practice to maintain accuracy in their scoring. PDG Community Networks are responsible for assisting the selected local CLASS observers in maintaining accuracy.

CASTL/AEII will also conduct external observations in some classrooms to help gather baseline info about observation accuracy to guide the development of future guidelines and protocols for CLASS observations.

July 2022
Practice Year 2 Begins

Ensuring Observer Accuracy

There are three main strategies that are used to maintain accuracy:

- Annual recertification through Teachstone helps ensure continued accurate use of the CLASS observational measure.
- Double coding, also referred to as shadow scoring, occurs when two reliable CLASS observers conduct at least one cycle of a CLASS observation at the same time to compare scores and practice their skills. *Observations conducted for double-coding would not be used for the official fall or spring observation.*
- Online CLASS calibrations through Teachstone provide an avenue for observers to check themselves between annual recertification tests. Participants practice coding classroom videos online and receive immediate feedback on their scoring.

The practice of double coding or calibrations are encouraged for new observers, as well as for more practiced observers, at least once every six months to remain consistent.

Strengthening Observation Skills

Important Considerations for planning.....

- Offering **certification** support for successful completion of initial reliability testing
- Offering opportunities for local observers to practice and get feedback prior to **recertification**.
- Offering observation practice and support that addresses **equity** needs for observing diverse settings and educators
 - Cultural and/or Linguistic needs
 - Classrooms serving children with special needs
 - Family Day Homes
- Offering **peer-learning opportunities** for local observers to connect, ask questions and share tips with each other.

Breakout Group Discussion

- *What worked well this past year to help support local observers with initial certification AND/OR recertification in your PDG community?*
- *What adjustments are you considering for next year to strengthen observation skills in your PDG community?*
- *How will you ensure the support you provide to local observers addresses equity issues?*
- *How could partners help local observers strengthen their observation skills?*

Whole Group Sharing & Debrief

- Share a couple of key ideas or strategies that you think would be helpful for others to hear about (share via the chatbox too!)
- Any questions or clarifications needed based on what was discussed?
- Next Steps
 - Review resources from **Strengthening Observation Skills Tip Sheet**
 - Reach out to state team if you need follow up assistance
 - Continue this conversation with your PDG teams and partners as you plan for practice year 1.
 - Review EC Coordinators May 26th Webinar ([recording](#))