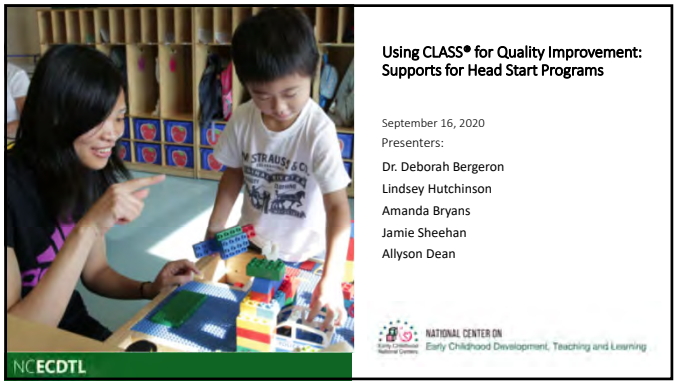
Using CLASS® for Quality Improvement: Supports for Head Start Programs
September 16, 2020
Presenters:
Dr. Deborah Bergeron
Lindsey Hutchinson
Amanda Bryans
Jamie Sheehan
Allyson Dean
NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning
NCECDTL

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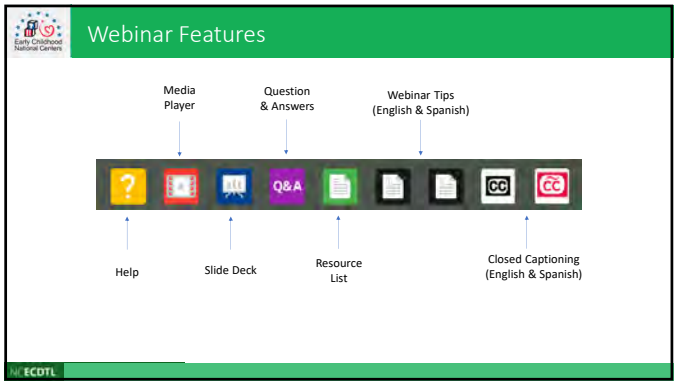
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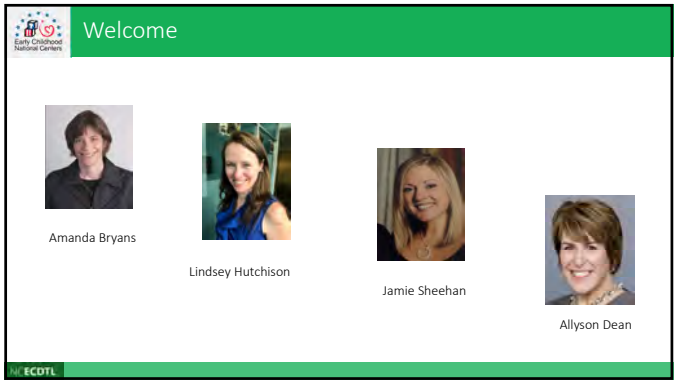
Welcome
Amanda Bryans
Lindsey Hutchison
Jamie Sheehan
Allyson Dean
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Session Objectives

Share with national Head Start audience:

- How the DRS final rule supports using CLASS® for quality improvement
- Program level strategies used by highly effective grantees to support continuous quality improvement (CQI) efforts aimed at effective teacher child interactions
- Resources on the ECLKC and how to use them to support your program's CQI efforts

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OHS Commitment

OHS Commitment
(Dr B's Video)

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Designation Renewal System (DRS) Final Rule

- DRS final rule published Friday August 28 in the *Federal Register*
- Revised DRS conditions go into effect 60 days after publication
- Effective date of the final rule is:

October 27, 2020

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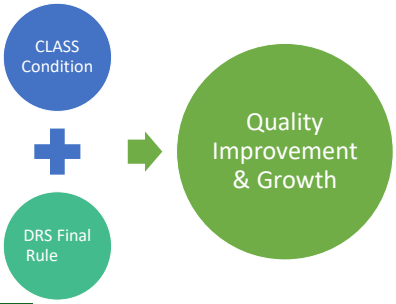
DRS Conditions Requiring Competition

The final rule changes 3 of the 7 DRS conditions:

1. Deficiency condition
2. CLASS condition
3. Failed to establish and achieve School Readiness Goals
4. Revocation of License
5. Suspension by OHS
6. Debarment by another Federal or State agency or disqualification from CACFP
7. Fiscal/audit condition

7

DRS Conditions Requiring Competition



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Revised CLASS Condition in the DRS

Two sets of thresholds for CLASS: *competitive thresholds* and *quality thresholds*

- A score below a **competitive threshold** in any CLASS domain triggers competition
- A score below a **quality threshold** in any CLASS domain triggers OHS support for the grantee to implement quality improvement efforts

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CLASS Competitive Thresholds

Score below a **competitive threshold** in any CLASS domain requires competition:

- **Emotional Support** – below a **5**
- **Classroom Organization** – below a **5**
- **Instructional Support** – below a **2.3** through July 31, 2025, and below a **2.5** starting on August 1, 2025

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CLASS Quality Thresholds

Score below a **quality threshold** in any CLASS domain leads to support from OHS for grantee to implement quality improvement:

- Emotional Support – below a **6**
- Classroom Organization – below a **6**
- Instructional Support – below a **3**

CLASS quality thresholds are not related to competition.

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CLASS Quality Thresholds

- CLASS quality thresholds represent shift to "growth mindset" in DRS
- Goal: Facilitate growth of classroom learning environments over time to support stronger child outcomes
- Grantees should take advantage of this opportunity to re-examine professional development, TTA systems, and overall supports for classroom education staff

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OHS TTA Support for CLASS Quality Improvement

- OHS will proactively connect grantees with resources that target areas of teacher-child interactions in need of improvement
  - Many TTA resources already available on ECLKC that target improving classroom learning environments
- National TTA Centers and Regional TTA will support grantees through targeted TTA efforts to improve classroom quality

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Effective Interactions: Emotional Support

Supportive Relationships

Comfort

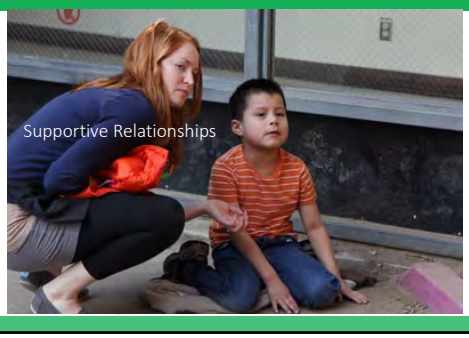
Autonomy

Excitement about Learning

Flexibility

14

Effective Interactions: Emotional Support



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Effective Interactions: Emotional Support
Excitement about Learning
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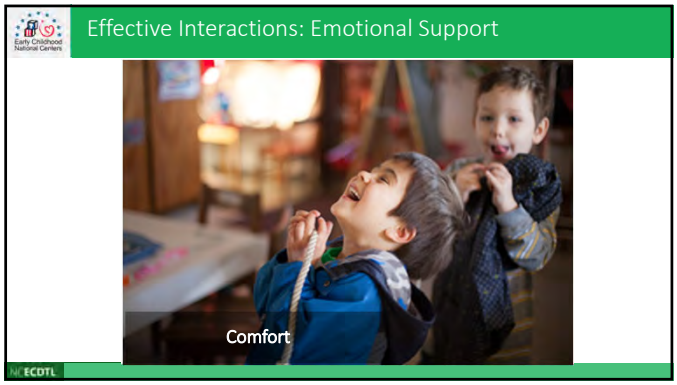
Effective Interactions: Emotional Support
Comfort
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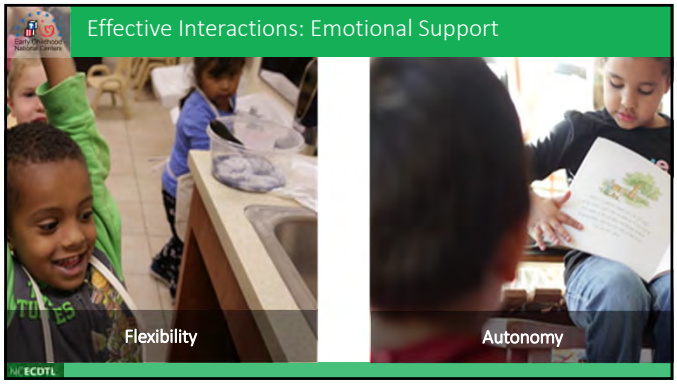
Effective Interactions: Emotional Support
Flexibility
Autonomy
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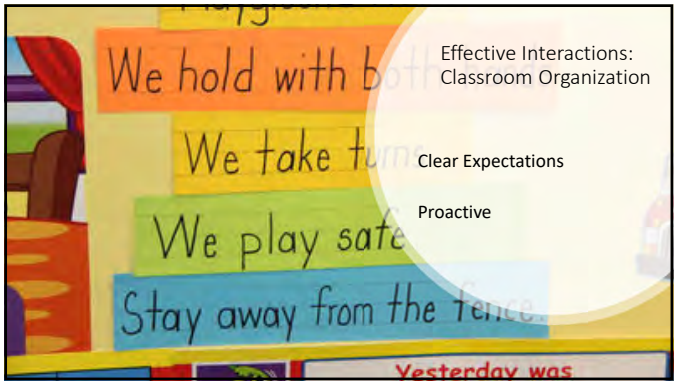
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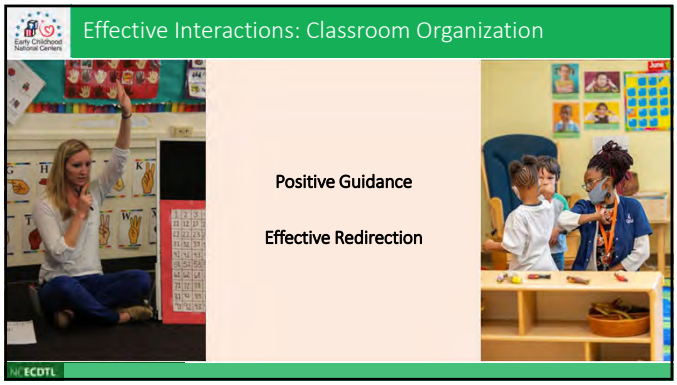
We take tu
We play safe
Stay away from the fence.
Yesterday was
Effective Interactions:
Classroom Organization
Clear Expectations
Proactive

19


Effective Interactions: Classroom Organization
Positive Guidance
Effective Redirection
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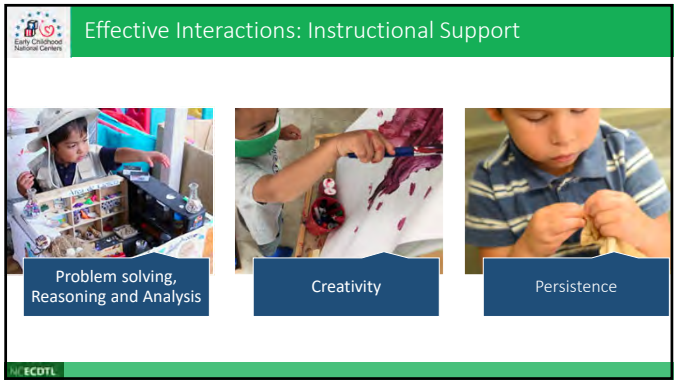
Effective Interactions: Instructional Support
Problem solving, Reasoning and Analysis
Creativity
Persistence
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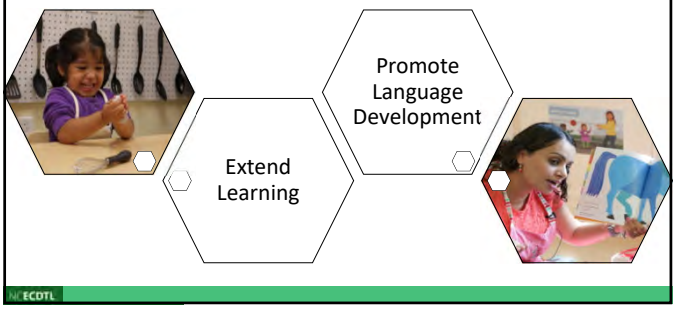
Effective Interactions: Instructional Support



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Effective Instructional Supports for Children who are DLLs

Support **home language** *intentionally* to help children:

Support **English language** *intentionally* to help children:

Express what they know and can do

Comprehend content across all learning domains

Build learning connections

23

Instructional Supports for Children Who Are DLLs

FRONT PORCH BROADCAST SERIES

BROUGHT TO YOU BY NCECDTL

Topics

- Understanding First and Second Language Development to Inform High Quality Instructional Interactions
- Intentional Language Support in the Preschool Classroom
- Elevating the Role of Cultural Responsiveness in Effective Teaching Practices

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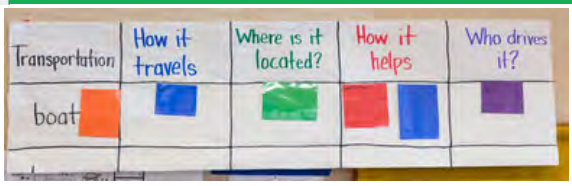

What are your questions?

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How do we get there?

Resources and Strategies

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Coaching and other Professional Development (PD) Strategies

- Implementing the practice-based coaching (PBC) model with expert coaching and Together Learning and Collaborating groups (TLCs).
- Planning PD focused and building on education staff strengths by
  - Observing other teachers on staff or using peers to brainstorm around instructional supports.
  - Sharing "what it looks like".
- Simplify CLASS® Pre-K language to help teachers understand and implement practices measured by CLASS® Pre-K versus just focusing on CLASS® Pre-K scores.

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Job-Embedded Supports

- Combining of training with job-embedded supports (environmental props; peer, coach, and supervisor feedback; etc.).
- Use of video with:
  - supportive feedback,
  - opportunities for peer observation and debrief, and
  - specifically scaffolding teachers' interactions and activities with questions they could ask to promote deeper thinking.

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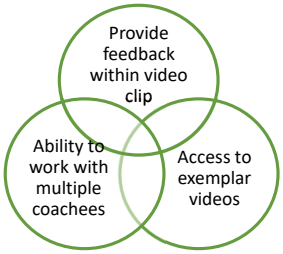
Head Start Coaching Companion



https://eclkc.ohs.acf.hhs.gov/professional-development/article/head-start-coaching-companion

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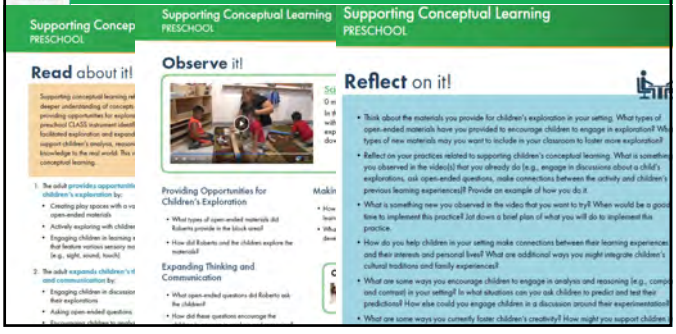
Head Start Coaching Companion Video Guides



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Trainings Specific to CLASS® Pre-K

- Regional T/TA providing CLASS® Pre-K trainings—overviews and/or trainings focusing on specific CLASS® Pre-K components.
- Education management providing CLASS® Pre-K mini-training on CLASS® components for teachers and setting up scenarios for teachers to have the opportunity to practice.
- Collaborating with universities to provide training on CLASS® components.
- Collaborating with LEAs to participate in joint trainings on CLASS® components.

We have one day per month for intensive training for teachers based on needs they identified, those in their PD plans, and just from talking with them.

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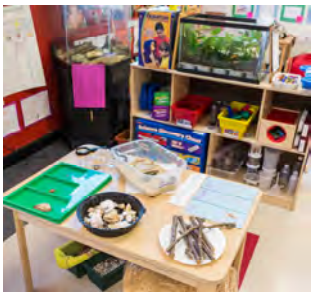
Curriculum Strategies



- Curriculum training—both initial and ongoing refresher training.
  - Tailored to areas where teachers are struggling (e.g., math or science components of the program's chosen curriculum).
- Front loading lesson plans for implementing a curriculum activity.

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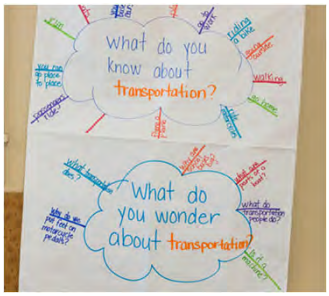
Curriculum Strategies

- Placing critical thinking questions around the classrooms to remind staff to ask open-ended questions that promote inquiry skills.
- Creating environments where children feel important and know that their thoughts and ideas are valued.



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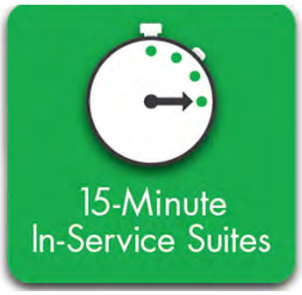
1

15-minute In-Service Suites on Curriculum

- Implementing a Curriculum Responsively: Supporting Children's Development and Learning
- Implementing a Curriculum Responsively: Supporting Children's Interests
- A Culturally Responsive Approach to Curriculum Implementation



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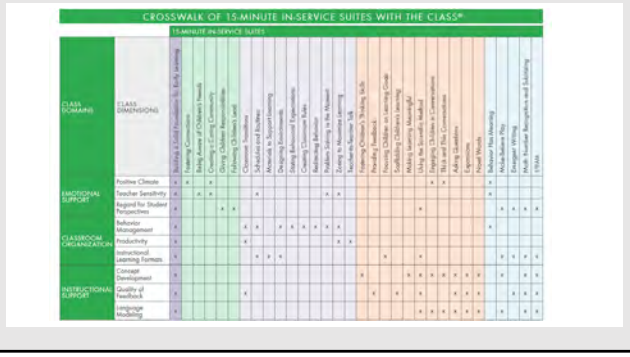

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Live Q & A

What are your questions?

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Workplace Conditions

Creating	Creating a culture where all staff feel supported, part of a team, and encouraged to share thoughts and ideas.
Making	Making time for teachers to self-reflect, collaborate, and plan in teams.
Implementing	Implementing smaller group sizes and teacher–child ratios to maximize staff capacity to provide effective interactions.

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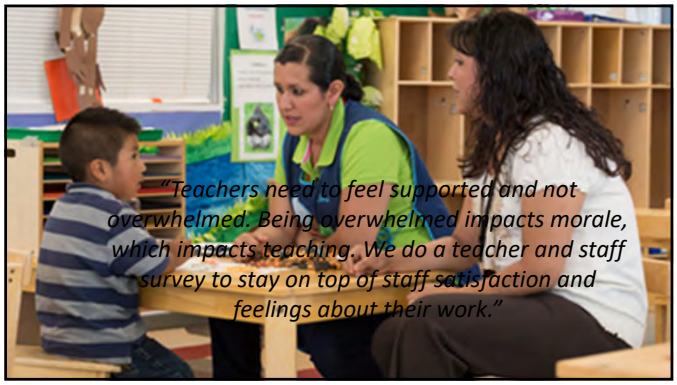

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Instructional Leadership Strategies

- Supporting ALL staff to understand CLASS® Pre-K, instructional supports, and the connection to positive outcomes for children.
- Ensuring CLASS® Pre-K observers are well-trained in CLASS® Pre-K and participate in dual coding in classrooms.
- Meeting with teachers within 24-48 hours after an observation to discuss CLASS® Pre-K results.

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Instructional Leadership Strategies

- Having a CLASS® Pre-K reliable consultant or internal education manager meet with teachers to discuss strengths and areas for improvement.
- Ongoing meetings between education management and teachers to talk about CLASS® Pre-K Data.
- Education managers and/or coaches model teaching practices, provide specific teaching strategies, and give meaningful feedback on lesson plans, as well as observed practices.

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Other Management Systems Mentioned

Program Planning & Service System Design

- Developing and executing a CLASS® Pre-K strategic plan

Technology & Information Systems

- Head Start Coaching Companion and ECLKC
- Other existing technology sites
- Program designed CLASS® Pre-K Portal

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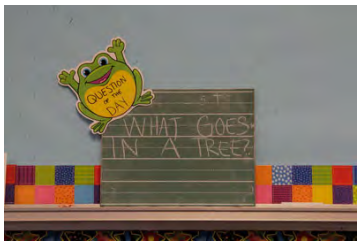
Live Q & A



What are your questions?

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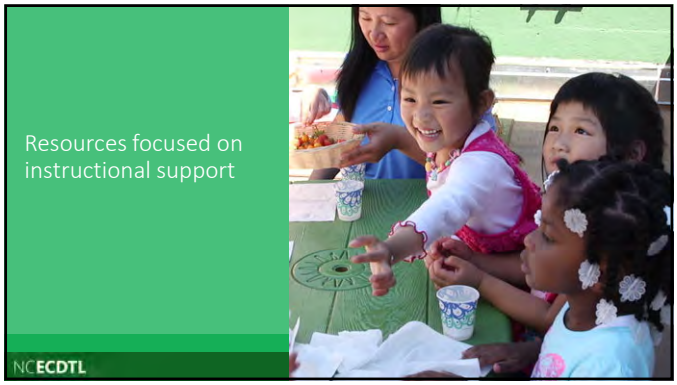
Resources focused on instructional support
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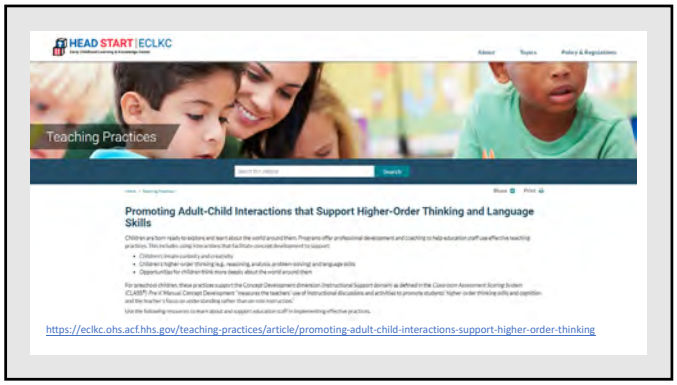
HEAD START | ECLKC
Teaching Practices
Promoting Adult-Child Interactions that Support Higher-Order Thinking and Language Skills
https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/promoting-adult-child-interactions-support-higher-order-thinking

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Animated Case Study
Techniques for Improving Instructional Support
Introduction
HOW CAN ED MANAGERS SUPPORT TEACHERS IN EFFECTIVE INSTRUCTION?
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MyPeers
HEAD START
SCHOOL CONNECTIONS
Education Leaders Community
HOME VISITING
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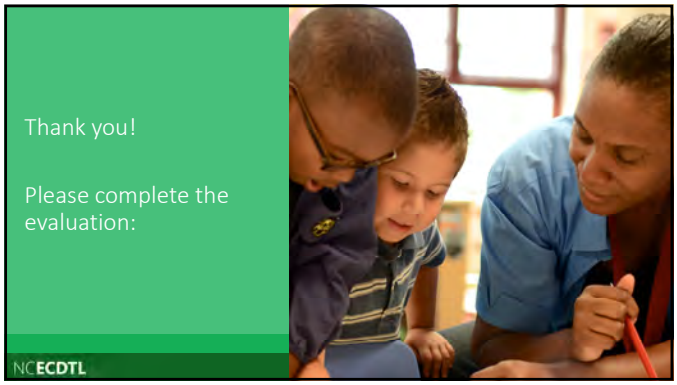
Thank you!
Please complete the evaluation:
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Reset