

Louisiana Believes

***The Classroom Assessment Scoring System (CLASS) in
Grades K-2***

Session Objectives

By the end of this session, participants will be able to

- Summarize the K-2 goal and vision
- Describe how the *CLASS* tool is organized and what it measures
- Identify and discuss effective teacher-student interactions
- Interpret a *CLASS* report
- Develop two strategies to improve teacher-student interactions in the Instructional Support Domain

Agenda

- K-2 Goal and Vision
- *CLASS* Framework and Measures
- *CLASS* Scoring
- *CLASS* Pilot and Training
- Next Steps

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K-2 Goal

Ensure all young children are ready to master grade-level skills and content knowledge to achieve reading and math proficiency in third grade and beyond.

K-2 Vision

Teachers provide strong, active instruction to make sure *all* students

- learn through purposeful play and exploration;
- read and write about texts to build knowledge and fluency;
- engage in meaningful conversations around read-alouds of complex texts; and
- solve real-world math problems that require them to apply their understanding in increasingly sophisticated ways...EVERY DAY.

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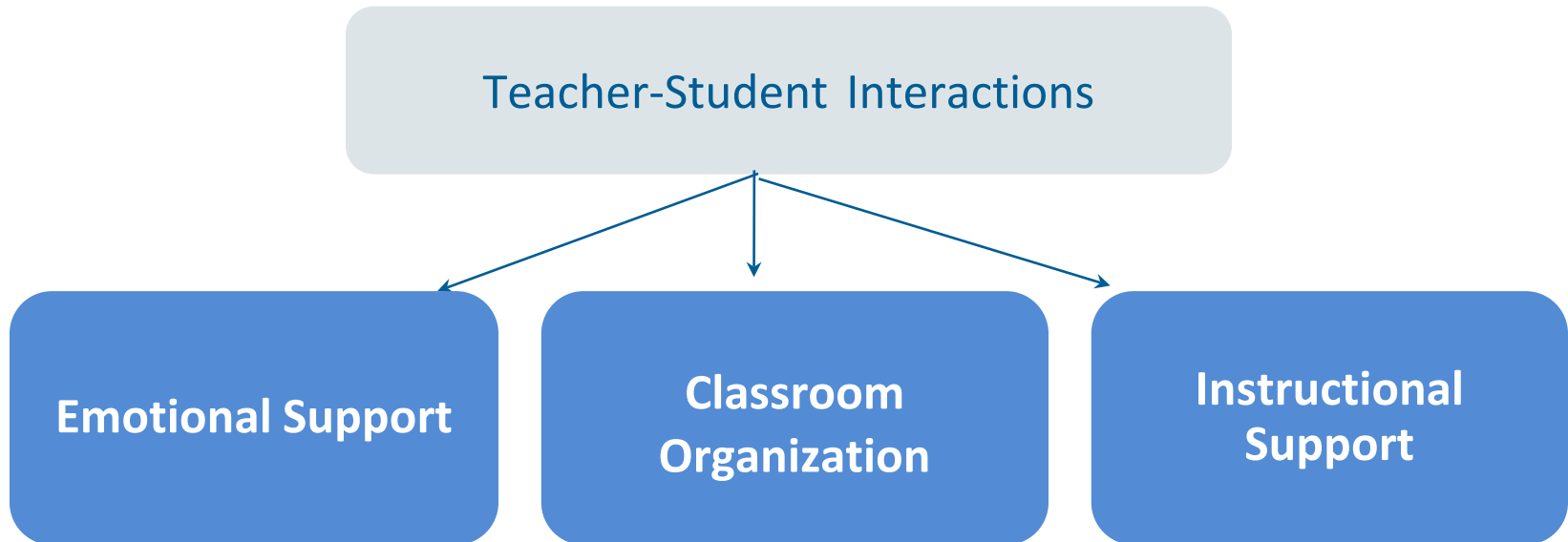
How *CLASS* is Organized and What it Measures

- Work with a partner.
- List ten components of an effective teacher.
- Write them down in a place where you can revisit them later.



How *CLASS* is Organized and What it Measures

The K-3 *CLASS* tool measures effective teacher-student interactions across three broad categories or **Domains**.



What *CLASS* Measures and How it is Organized

With a partner, sort the 10 components of an effective teacher under the three Domains of the *K-3 CLASS* tool.

Emotional
Support

Classroom
Organization

Instructional
Support



What *CLASS* Measures and How it is Organized

Emotional Support Dimensions

- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives

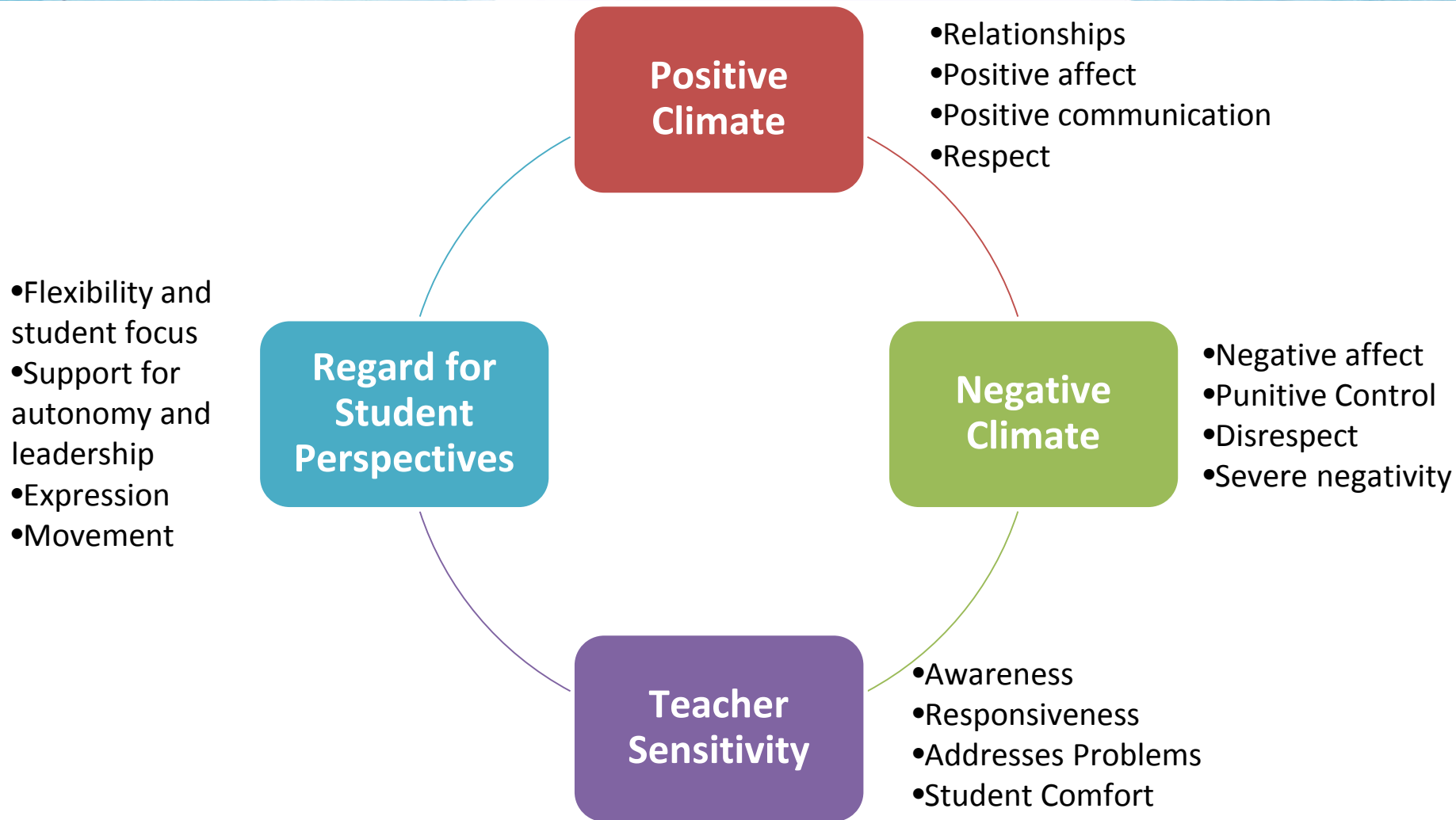
Classroom Organization Dimensions

- Behavior Management
- Productivity
- Instructional Learning Formats

Instructional Support Dimensions

- Concept Development
- Quality of Feedback
- Language Modeling

Emotional Support Dimensions and Indicators

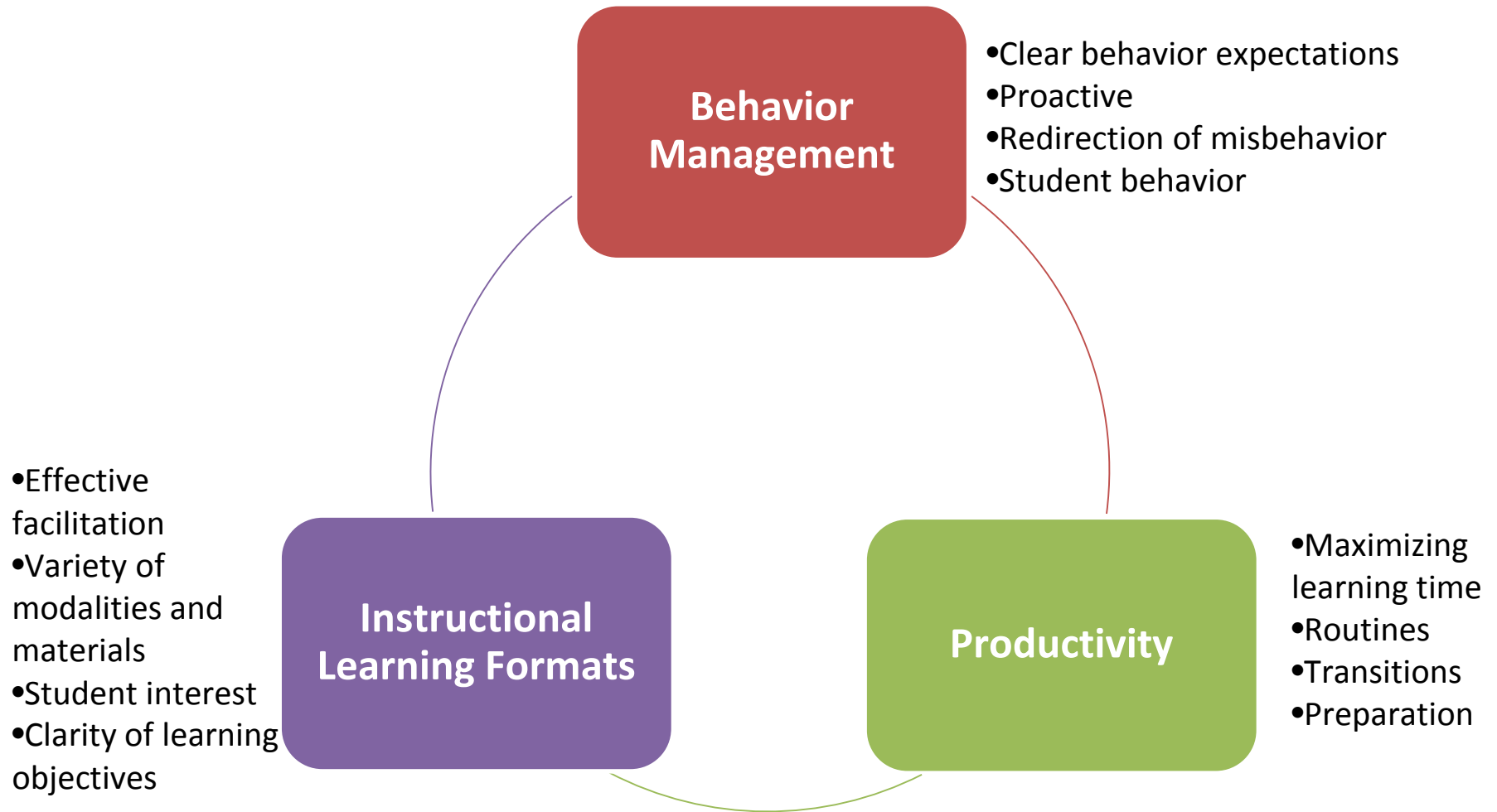


Emotional Support

- Watch the video.
- With a partner, describe observable behaviors of the teacher that make her effective in supporting social and emotional functioning of the classroom.



Classroom Organization Dimensions and Indicators

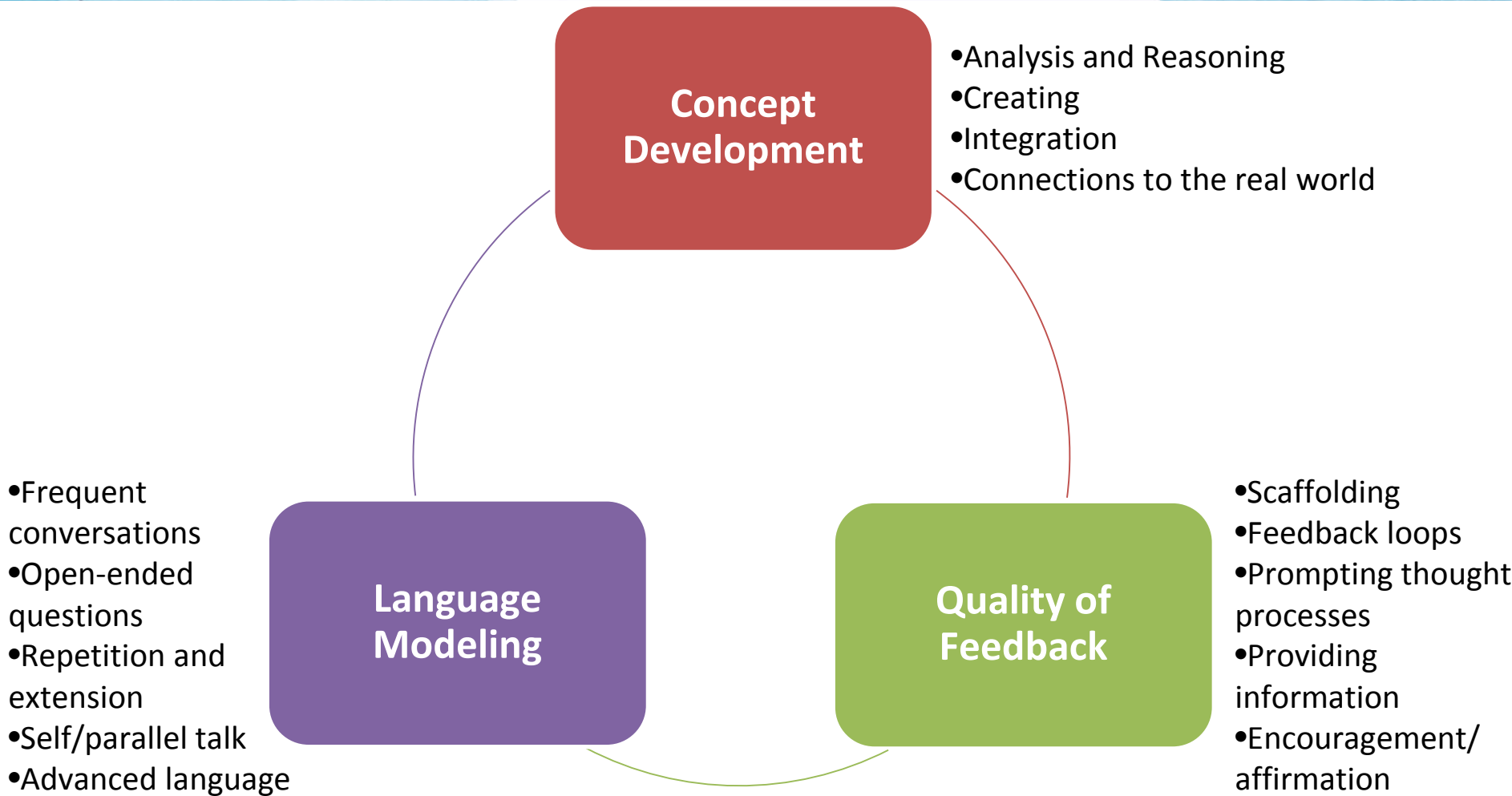


Classroom Organization

- Watch the video.
- With a partner, describe observable behaviors of the teacher that make her effective in managing students' behavior, time and attention/engagement.



Instructional Support Dimensions and Indicators



Instructional Support

- Watch the video.
- With a partner, describe observable behaviors of the teacher that make her effective in scaffolding learning and supporting students' thinking processes.



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CLASS Scoring Protocol

| Low | | Mid | | | High | |
|-----|---|-----|---|---|------|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- Indicators are assigned a Low, Mid, or High rating.
- A numeric score between 1-7 is assigned to each Dimension.
- Dimension scores are averaged to determine a Domain score.
- Domain scores are averaged to determine a final score.

CLASS Scoring

How CLASS scores are correlated with COMPASS ratings:

| Overall Doman Average | Performance Rating | |
|-----------------------|-----------------------|---|
| 5.20 - 7.00 | Highly Effective | 4 |
| 4.30 - 5.19 | Effective -Proficient | 3 |
| 3.40 - 4.29 | Effective - Emerging | 2 |
| 1.00 - 3.39 | Ineffective | 1 |

Activity

1. Work with a partner.
2. Read the *CLASS* score report.
3. Determine areas of strengths and weaknesses.
4. Develop two strategies to improve teacher-student interactions in the Instructional Support Domain.

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Pilot Sites and Contacts

| Participating Program | Contact | Participating Program | Contact Information |
|----------------------------|--|--------------------------|---|
| Morris Jeff Charter | Lisa Sirgo lsirgo@morrisjeffschool.org | Iberia | Pamela Landry palandry@iberia.k12.la.us |
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| Terrebonne | Sandra Larose sandralarose@tpsd.org | Washington | Leslie Hodges Leslie.hodges@wpsb.org |
| East Baton Rouge | Christian Simpson CSimpson1@ebschools.org | Rapides | Cindy Rushing crushing@rpsb.us |
| Glencoe Charter | Kimberly Roberts kroberts@vbglencoecharter.org | Red River | Kelley Lee klee@rrbulldogs.com |
| Vernon | Ann Smith asmith@vpsb.k12.la.us | Sabine DeSoto | Participated in Year 1 of Pilot |

CLASS Training and Support

Pilot

- Information disseminated through LDOE newsletter, District Planning Calls and LDOE Network staff in late spring

Expectations

- Secure interested participants (e.g. Principals/Assistant Principals, etc.)
- Attend 2-day *K-3 CLASS* Observer training and pass reliability certification
- Conduct fall and spring observations and report scores to LDOE
- Allow for third party visits in randomly selected classrooms

Tentative Dates/Training Locations

| Dates | Location | Dates | Location | Dates | Location |
|-------------|---|--------------------|---|---------------|--|
| Late August | Baton Rouge Lafayette New Orleans Alexandria | Early September | Lafayette Lake Charles Shreveport Monroe | Mid-September | Baton Rouge Natchitoches Ruston Covington |

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Reflection and Next Steps

1. Use the graphic organizer.
2. List 3 big “ahas” you gained during the session.
3. Choose at least one “aha” you want to try or learn more about.
4. Develop at least two next steps you will implement as a result.
5. Share with a neighbor.

Final Questions

