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
• K-2 Goal and Vision
• CLASS Framework and Measures
• CLASS Scoring
• CLASS Pilot and Training
• Next Steps
• K-2 Goal and Vision
• CLASS Framework and Measures
• CLASS Scoring
• CLASS Pilot and Training
• Next Steps
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.
Agenda

- K-2 Goal and Vision
- **CLASS Framework and Measures**
- **CLASS** Scoring
- **CLASS** Pilot and Training
- Next Steps
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.
The K-3 CLASS tool measures effective teacher-student interactions across three broad categories or **Domains**.

**Teacher-Student Interactions**

- Emotional Support
- Classroom Organization
- Instructional Support
With a partner, sort the 10 components of an effective teacher under the three Domains of the K-3 CLASS tool.
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

- **Positive Climate**
  - Relationships
  - Positive affect
  - Positive communication
  - Respect

- **Negative Climate**
  - Negative affect
  - Punitive Control
  - Disrespect
  - Severe negativity

- **Regard for Student Perspectives**
  - Flexibility and student focus
  - Support for autonomy and leadership
  - Expression
  - Movement

- **Teacher Sensitivity**
  - Awareness
  - Responsiveness
  - Addresses Problems
  - Student Comfort
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

Behavior Management
- Clear behavior expectations
- Proactive
- Redirection of misbehavior
- Student behavior

Instructional Learning Formats
- Effective facilitation
- Variety of modalities and materials
- Student interest
- Clarity of learning objectives

Productivity
- Maximizing learning time
- Routines
- Transitions
- Preparation
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

Concept Development

- Analysis and Reasoning
- Creating
- Integration
- Connections to the real world

Language Modeling

- Frequent conversations
- Open-ended questions
- Repetition and extension
- Self/parallel talk
- Advanced language

Quality of Feedback

- Scaffolding
- Feedback loops
- Prompting thought processes
- Providing information
- Encouragement/affirmation
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.
• K-2 Goal and Vision
• CLASS Framework and Measures
• CLASS Scoring
• CLASS Pilot
• Next Steps
CLASS Scoring Protocol

<table>
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<th>Mid</th>
<th>High</th>
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<tr>
<td>1</td>
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<td>2</td>
<td>4</td>
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- 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.
### How CLASS scores are correlated with COMPASS ratings:

<table>
<thead>
<tr>
<th>Overall Domain Average</th>
<th>Performance Rating</th>
<th>Rating</th>
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<tr>
<td>5.20 - 7.00</td>
<td>Highly Effective</td>
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<tr>
<td>4.30 - 5.19</td>
<td>Effective - Proficient</td>
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<td>3.40 - 4.29</td>
<td>Effective - Emerging</td>
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<td>1.00 - 3.39</td>
<td>Ineffective</td>
<td>1</td>
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</table>
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.
Agenda

• K-2 Goal and Vision
• CLASS Framework and Measures
• CLASS Scoring
• CLASS Pilot and Training
• Next Steps
## Pilot Sites and Contacts

<table>
<thead>
<tr>
<th>Participating Program</th>
<th>Contact</th>
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<tr>
<td>Morris Jeff Charter</td>
<td>Lisa Sirgo</td>
<td>Iberia</td>
<td>Pamela Landry</td>
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<tr>
<td></td>
<td><a href="mailto:lsirgo@morrisjeffschool.org">lsirgo@morrisjeffschool.org</a></td>
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<td><a href="mailto:palandry@iberia.k12.la.us">palandry@iberia.k12.la.us</a></td>
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<tr>
<td>Plessy Charter</td>
<td>Jennifer Flinn</td>
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<td>Kristy LaCoste</td>
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<td></td>
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<td>Patricia Haydel</td>
<td>St. Helena</td>
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<td>Beth Laine</td>
<td>Vermilion</td>
<td>Ann Hardy</td>
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<td><a href="mailto:Ann.hardy@vpsb.net">Ann.hardy@vpsb.net</a></td>
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<td>Terrebonne</td>
<td>Sandra Larose</td>
<td>Washington</td>
<td>Leslie Hodges</td>
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<td>Christian Simpson</td>
<td>Rapides</td>
<td>Cindy Rushing</td>
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<td>Red River</td>
<td>Kelley Lee</td>
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<td><a href="mailto:klee@rrbulldogs.com">klee@rrbulldogs.com</a></td>
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<tr>
<td>Vernon</td>
<td>Ann Smith</td>
<td>Sabine</td>
<td>Participated in Year 1 of Pilot</td>
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<td><a href="mailto:asmith@vpsb.k12.la.us">asmith@vpsb.k12.la.us</a></td>
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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

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<th>Dates</th>
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</table>
Agenda

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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.