Providing a Range of Professional Development to Increase Quality Across Classrooms
Providing a Range of Professional Development to Increase Quality Across Classrooms

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Agenda

- Tiered Approach to Supporting Effective Interactions
- Building Capacity of Administrators
- Introduction to CLASS/CLASS Reliable Observers
- Making the Most of Classroom Interactions
- myTeaching Partner coaching
- Child Development Associate Credential Program
- Wrap Up and Questions
Objectives

1. Reflect on the impact of a tiered professional development system on the effectiveness of classroom interactions.

2. Plan to increase effective interactions across classrooms, with special focus on schools, centers, and classrooms that are approaching proficient and proficient.

3. Describe a system of teacher supports that builds capacity of leaders, including system administrators, school principals, and center directors that are sustainable over time.

4. Discuss strengths and implementation challenges of different types of CLASS training and coaching models.

5. Reflect on challenges to increasing effective interactions across the classrooms in your own system, identify the professional development strategies that have worked for you, and draft next steps to build on what works in your system.
Network of all publicly funded early care & education programs in parish

- School system (LA 4, PEG, 8g, Title 1)
- 12 Early Head Start and 8 Head Start sites
- 61 Type III Child Care Centers
- 8 NSECD funded sites

JPPSS serves as lead agency and fiscal agent

- Serve as coordinating body
- Ensure classrooms observed in fall and spring
- Develop common enrollment system (i.e., single application process)
CLASS Adopted as Primary Measure of Quality

CLASS scores serve as foundation for program's performance profile

Minimum of 2 observations per year: Fall and Spring

- In-house observations conducted by center directors, principals
- Local 3rd party observers, contracted by Local Network, ALL classrooms 2x year
- State 3rd party observers, contracted by State, % of classrooms each year
In CLASS Stage 1, certified observers use myTeachstone to establish a baseline assessment of classroom quality, comply with Head Start or state-level reporting requirements, and identify areas for focused professional development.

CLASS Stage 2 builds on myTeachstone, focused evaluations, and each center's learning to address individual teachers' development needs and build on previously identified impact on learning. The process continues in the classroom.

CLASS Stage 3 establishes a professional development framework based on evidence and research to support ongoing and individual improvement in teaching and learning with an emphasis on ongoing professional development and coaching. The process continues in the classroom.
CLASS Training
Stage One

NETWORK LEADERS
• Affiliate CLASS Trainers
• MMCI Instructors
• MTP Coaches
• myTeachstone Coaches

ADMINISTRATORS
• CLASS Reliable Observers
• MTP Coaches
• myTeachstone Coaches

TEACHERS & ASSISTANTS
• Dimensions Guides
• Introduction (half or full day)
• myTeachstone
Training CLASS Observers

● Observation training offered 4-5 times each year for:
  ○ Principals
  ○ Academic deans
  ○ Master teachers
  ○ Directors
  ○ Consultants

● Observation training also offered for lead teachers for:
  ○ Build CLASS knowledge
  ○ Support formal evaluation system
  ○ Shadow scoring mandates
  ○ Support ongoing professional development
Challenges for Large Systems

- Training CLASS reliable observers and managing observation schedule
- Ensuring all observers re-certify each year
- Completing 10% shadow score/double coding sessions across all observations and targeted for observers whose scores differ from third party
- Ensuring all observers complete calibrations or shadow score activity to improve accuracy rating
- Reporting CLASS results:
  - state for performance profile purposes
  - program leaders so they can provide feedback to staff
Ongoing Professional Development

- Full or half day introduction to CLASS training for new teachers
- Repeated every year for new hires or more frequently to address turnover
- Quarterly deeper dive into CLASS for teachers and annually for assistants based on performance profiles (i.e., lowest domain averages)
- myTeachstone, MMCI series, and MTP coaching available for select teachers
In CLASS Stage 1, certified observers use myTeachstone to establish a baseline assessment of classroom quality, comply with Head Start or state-level reporting requirements, and identify areas for focused professional development.

CLASS Stage 2 uses myTeachstone, hosted trainings, and coach certifications to address individual teacher development needs, and builds the foundation for impactful performance in the classroom.

CLASS Stage 3 builds institutional capabilities necessary for implementing CLASS professional development across an entire teacher population and supports ongoing engagement from certified coaches and trainers within an organization.
What Is MMCI?

Making the Most of Classroom Interactions

- Instructor Training and Certification
- Teacher Training
• Pre-K: 1 session/week over 10 weeks
• Infant/Toddler:
  • 2 sessions per week over 6 weeks
  • 2 session per Saturday over 6 weeks
  • 2 – 2.5 hours/session
• Homework assigned each session
• Written feedback provided
Jefferson Implementation

• Training locations:
  • Onsite (break room, lobby, cafeteria)
  • Offsite (restaurants and other adult environments)
  • Central offices (Eastbank and Westbank of river)

• Training times:
  • During the work day (nap time)
  • After the work day (evenings)
  • Weekends (Saturday mornings)

• Training teams:
  • One to three instructors
  • Different configurations
  • Support staff
<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
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<tbody>
<tr>
<td>Teachers developed relationships</td>
<td>Teacher turn over in child care sites</td>
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<tr>
<td>Teachers were comfortable, which enhanced</td>
<td>Teacher commitment (time and homework)</td>
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<tr>
<td>participation</td>
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<td>Instructors supported teamwork</td>
<td>Maintaining enthusiasm and excitement</td>
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<tr>
<td>Teachers gained a deeper understanding of CLASS</td>
<td>over series</td>
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<td>Scheduling issues</td>
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Teacher’s personal story participating in MMCI

- Successes
- Challenges

Impact on classroom interactions

- Emotional Support Domain
- Instructional Support Domain
MTP Coaching

The Two-Week Cycle

1. Teacher records classroom video
2. Coach reviews and selects video and writes prompts
3. Teacher reviews video and responds to prompts
4. Teacher and coach discuss prompts and practice
5. Summary and action plan inform next cycle
• Initially piloted across 3 networks
• 12 coaches credentialed, 3 in process
• School system specialists, child care directors, master teachers, consultants
• All with full time jobs, adding MTP as additional duties
• Created commitment forms for teachers and directors

• Primary Goal: Meet requirements for credentialing
• Coach minimum of 2 teachers for 10+ cycles across 2 years
• Meet fidelity of implementation criteria set by Teachstone

• New coaches added as part of LA Special Learners Pilot
• Adding new coaches this week for AP Project
Jefferson MTP
Unique Approach

✅ Teacher On Site
- Relationship already established
- Easy to access
- May not be as open, because of role as Director

✅ Teacher Off Site
- Work hard to develop relationship
- Assurance that you are not judging them, you are there to help
- May be more vulnerable because there is no connection
Overall Successes

- Cycles completed across teachers, across sites
- Teachers more reflective about their practices
- Teachers more intentional in their interactions with children
- Better understanding of the Instructional Support dimensions
MTP Goals For Coaches

1. Maintain supportive, non-supervisory relationships with teachers.
2. Use the CLASS tool as a lens to view teaching practices.
3. Provide teachers with individualized, regular feedback about their practices.
4. Collaborate with teachers to make the MTP process most meaningful.
MTP Coach Experiences

Strengths / Benefits / Challenges

**Strengths and Benefits**

- Deeper understanding of CLASS
- Stronger relationships with teachers (another level)
- Coaches with different backgrounds/credentials successful
- Support of Teachstone MTP Coach Specialist
- Collaborative relationship with colleagues (other coaches)

**Challenges**

- Time intensive, Maintaining rhythm with cycles
- Some coaches need more support to meet implementation criteria
- Some coach and teacher matching needed: MTP grounded in teacher-coach relationships and interactions
- Keeping teachers on task and individualizing for teachers
- Teacher turnover
MTP Goals For Teachers

- Become better observers of their own teaching practices.
- Use the CLASS tool to understand and describe teacher-child interactions.
- Feel more effective in their interactions with children and create more learning opportunities.
- Improve their implementation of curricula and lessons.
MTP Teacher Perspectives
Strengths / Challenges

**Strengths**
- Better understanding of CLASS
- Validation of work
- Time to work on MTP at center
- Received PD hours
- Developed stronger relationship with Director

**Challenges**
- Initially averse to being on video
- Had to carve out time to really focus on dimensions to plan interactions within activities (intentionality)
- Lost a few videos
In CLASS Stage 1, certified observers use myTeachingPlan to establish a baseline assessment of classroom quality, comply with Head Start or state-level reporting requirements, and identify areas for focused professional development.

CLASS Stage 2 uses myTeacherPlan, hosted trainings, and coach certifications to address individual teacher development needs, and builds the foundation for impactful performance in the classroom.

CLASS Stage 3 builds institutional capabilities necessary for implementing CLASS professional development across an entire teacher population and supports ongoing engagement from certified coaches and trainers within an organization.
Beginning July 2019, all lead teachers must hold this certificate.

Limited options to earn.

Requires coherent foundational coursework, applied practice, observation and feedback.

Jefferson’s CLASS-based Ancillary Certificate Program.
**TEACHER/CANDIDATE**
- Complete assigned BKC modules and CDA Portfolio assignments
- **KNOW** – Review CLASS DG
- **SEE** – Watch recommended myTeachstone videos and participate in discussion
- **DO** – Practice goals, participate in mini observation

**INSTRUCTOR/COACH**
- Recommend myTeachstone videos and facilitate discussions
- 2-Hour on-site coaching session
- ***MTP Pilot***
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<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>TO DO BEFORE NEXT VISIT</th>
<th>Other</th>
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| JANUARY 20 | REVIEW and REFLECT BKC  
Three Core Concepts in Early Brain Development (CDA 5) 2 HR  
Child Development: An Introduction to Learning Theories (CDA 8) 2 HR  
Foundations of Child Development for Child Care Center Teachers (CDAM) 2 HR  
Preschool Foundations: Understand Physical and Cognitive Development (CDA 2) 2 HR  | Better Kid Care Modules  
How to Turn Good Play into GREAT Play (CDA 2) 2 HR  
Easy Ways to Boost Children's Brain Power (CDA 2) 2 HR  
Executive Function Skills: Foster with Play  
Using Art Materials (CDA 2) 2 HR  | myTeachstone  
Read about Quality of Feedback in your PREK Dimensions Guide  
Review Concept Development in your PREK Dimensions Guide  
Respond to recommended myTeachstone videos  
Feel free to watch more myTeachstone videos, as these will help you see quality interactions between teachers and children, so that you can DO it in your own classroom | Applied Practice  
Practice Building on Your Strengths: Concept Development plan (pgs. XX-XX)  
Describe 1 interaction in your classroom that shows how you support Concept Development  
Participate in a mini CLASS observations focusing on Concept Development | Other |

Class Concept Development

| SATURDAY 20 | REVIEW and REFLECT BKC AND CLASS  
MY PORTFOLIO  
What should be completed  
What is assigned for homework*  | |

Next Steps

Child Development Associate Credential
Administrators certified and credentialed system level

Changing populations require changing systems

Need flexible systems

State funding deficits

Louisiana’s ongoing budget crisis

State level

Policies, mandates, and supports in place

Network level

Built capacity of leadership team and support staff

Need continued investment in young leaders

Aging leadership

System level

Administrators certified and credentialed

State level

Site level

Teacher turnover especially in child care sites

Need continued training for teachers

Principals and directors trained as reliable observers. Teachers coached using MTP and supported through myTeachstone

Sustainability
Take Home Action Steps

1. What are your own challenges to increasing effective interactions within your classrooms?
2. What has worked in your own system?
3. How can you build on your previous successes?
4. What is your step? How do you get started?
Questions