



Classroom Assessment Scoring System (CLASS) Supports

The CLASS is an observation instrument developed to assess classroom quality by evaluating teacher-child interactions over multiple domains. The tools were designed to create a common language and metric that could be used to describe the various aspects of quality for early childhood through high school. “When teachers provide high-quality learning formats, [children] are not just passively engaged in learning but are active participants in their learning experience.”

CLASS Professional Learning (PL) Sessions (Steps 1-3)

Intermediate and advanced level professional learning sessions are provided over the program year and listed on the PL Calendar. Introductory sessions are offered online through Teachstone and are geared towards teaching staff and administrators with little to no knowledge of the tools (Infant, Toddler, and Preschool). The Intermediate session is for individuals familiar with the tools, but interested in better understanding the dimensions and strategies for use with each tool. The advanced session is for staff that have been utilizing the tools in their regular teaching practice, and are looking for advanced strategies and planning ideas related to most appropriate practice.

In-person Mentoring (Steps 2 & 3)

A Raising Quality Together (RQT) mentor, or manager, will provide personalized technical assistance and support related to the CLASS tool(s) relevant for the ages of children the program serves. The Infant CLASS tool (ages birth – 18 months), Toddler CLASS tool (18 months – 36 months), and/or Preschool CLASS tool (36 months – kindergarten entry) will be used. The program staff will receive support around best practices, strategies, and preparation for assessments; as identified in the Quality Improvement Plan (QIP).

CLASS Assessments (Steps 2* & 3)

These assessments are completed, free of charge, by an RQT certified assessor. The assessments last approximately two hours, and one-third of the classrooms at a site will be assessed. If more than one age range is served in multiple classrooms, at least one classroom of each age group will be assessed. Results of the assessment(s) are documented in a Summary Report, written by the assessor. The report provides domain scores, areas of strength, and areas for improvement. The report may be used by the program staff to create a detailed action plan on their own; or shared with the RQT mentor while creating a QIP. CLASS assessments are conducted every other year, unless extensive classroom staffing changes have occurred.

*For Step 2 participants, a CLASS Assessment is optional if the program has chosen to identify goals related to the CLASS in the QIP.

Making the Most of Classroom Interactions (MMCI) (Step 3)

This 10-week series, 2 hours per week, takes participants through the Preschool CLASS dimensions and delves more deeply into appropriate and inappropriate interactions. The goal is to assist experienced and less experienced CLASS users with understanding each Preschool CLASS dimension. There are brief homework assignments and multiple videos viewed by the learning group. Sessions are ideally conducted for 10 consecutive weeks, 2 hours per week on a selected day; or for 5 consecutive weeks, with one full day per week. At the end of the series, participants receive a certificate for the number of hours they completed.

myTeachstone (Step 3)

An online resource, which allows program staff to be supported virtually. There is access at the administrator, coach and teacher level. Participants have access to the Teachstone Video Library for all age groups (infant, toddler, preschool); as well as research articles, an interactive blog, topic videos, mini courses, and reports

may be generated. This resource is ideal for program staff that are familiar with the CLASS tools, looking for more specific dimension supports.

myTeachstone (Virtual Mentoring) (Step 3)

This form of mentoring is a virtual, interactive self-study of the dimensions of the CLASS tools selected by participants (based on the primary age group served). The majority of this mentoring is conducted through a cohort model using video, email and phone calls. Participants will initially meet with their mentor in person, likely at an RQT myTeachstone orientation. Participation will then be documented under CLASS-related goals in the site's QIP. The cohort has online assignments each week (about one hour), completed in an RQT-provided workbook and based on the assigned videos and dimension focus for the week. Then there is a monthly, reflective group call (various times will be available). This support is a commitment for the program year from September 2017 through May 2018.