

Office of Head Start
Regional TTA Network

Head Start Regional TTA Network

Using CLASS® for Quality Improvement: Designing an Effective Path Forward

Presented by:
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These materials were developed for OHS/Region III under Contract No. HHSP140D0420C0084 by ICF Inc.
Region III ACF Office of Head Start: 801 Market Street, Philadelphia PA, 19107 / TTA Office: 215-981-4017

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Who Is Here?

Office of Head Start
Regional TTA Network



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Participants Will:

Office of Head Start
Regional TTA Network

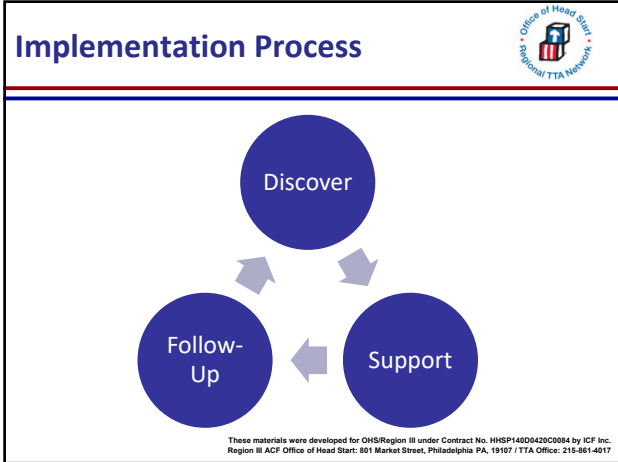
- Explore ECLKC resources related to using CLASS® for quality improvement
- Formulate strategies to create and/or strengthen their program's approach to professional development related to supporting effective teaching practices



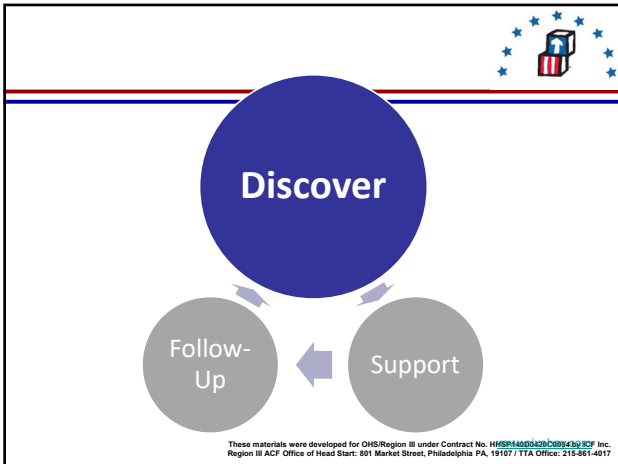
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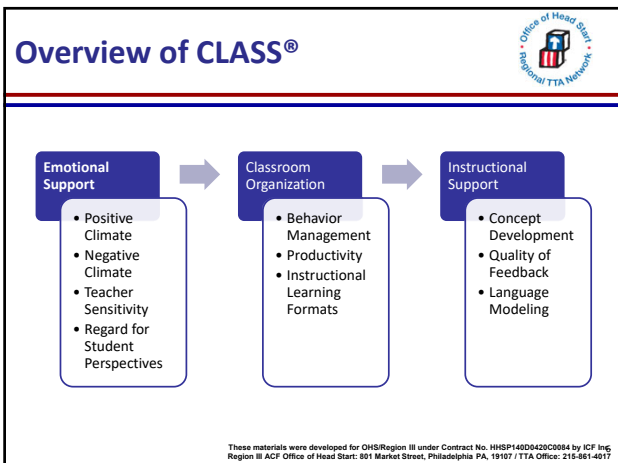
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Ongoing Monitoring

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Parts of an Ongoing Monitoring Plan

Parts of an Ongoing Monitoring Plan:

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/10-parts-of-an-ongoing-monitoring-plan-handout-f-102219.pdf>


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Leaders in Head Start




- CLASS Quality Improvement for Leaders Website:
 - <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/class-qi-leaders>
- Head Start and CLASS Quality Improvement:
 - <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/head-start-class-quality-improvement>

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Direct Services Staff




- Emotional Support:
 - <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/class-qi-emotional-support>
- Classroom Organization:
 - <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/class-qi-classroom-organization>
- Instructional Support:
 - <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/class-qi-instructional-support>

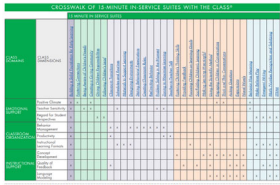
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Additional Resources




- Crosswalk of the 15-Minute In-Service Suites with the CLASS:
 - <https://eclkc.ohs.acf.hhs.gov/professional-development/article/crosswalk-15-minute-service-suites-class>



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CLASS and Professional Development




Model for Aligning "WHY" of PD to "HOW" of PD

Adapted from: McCollum Collier (1997)

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Additional Supports




- Safe and Nurturing Learning Environments
 - <https://eclkc.ohs.acf.hhs.gov/learning-environments/teacher-time-series/safe-nurturing-learning-environments>
- Responsive Teaching and Learning Environments for Dual Language Learners
 - <https://eclkc.ohs.acf.hhs.gov/video/responsive-teaching-learning-environments-dual-language-learners>

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Additional Support




- Implementing Curriculum and an Inclusive Environment
 - <https://eclkc.ohs.acf.hhs.gov/children-disabilities/disability-services-coordinator-orientation-guide/implementing-curriculum-inclusive-environment>
- Program Leaders' Guide to Practice-Based Coaching
 - <https://eclkc.ohs.acf.hhs.gov/document/program-leaders-guide-practice-based-coaching>


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Use of CLASS® in Head Start



- About CLASS® Review Scores in the DRS
 - <https://eclkc.ohs.acf.hhs.gov/designation-renewal-system/article/use-classroom-assessment-scoring-system-class-head-start>



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National Center Support



- Region III and the National Center on Early Childhood Development Teaching and Learning (NCECDTL) will present three sessions focusing on the Pre-K CLASS tool:
 - Emotional Support: December 11 (1-3pm)
 - Classroom Organization: December 13 (1-3pm)
 - Instructional Support: December 15 (1-3pm)

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Questions?



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Moving Forward

- What is squared away?
- What is still circling?
- What are you putting in play moving forward?



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Parts of an Ongoing Monitoring Plan (Sample)

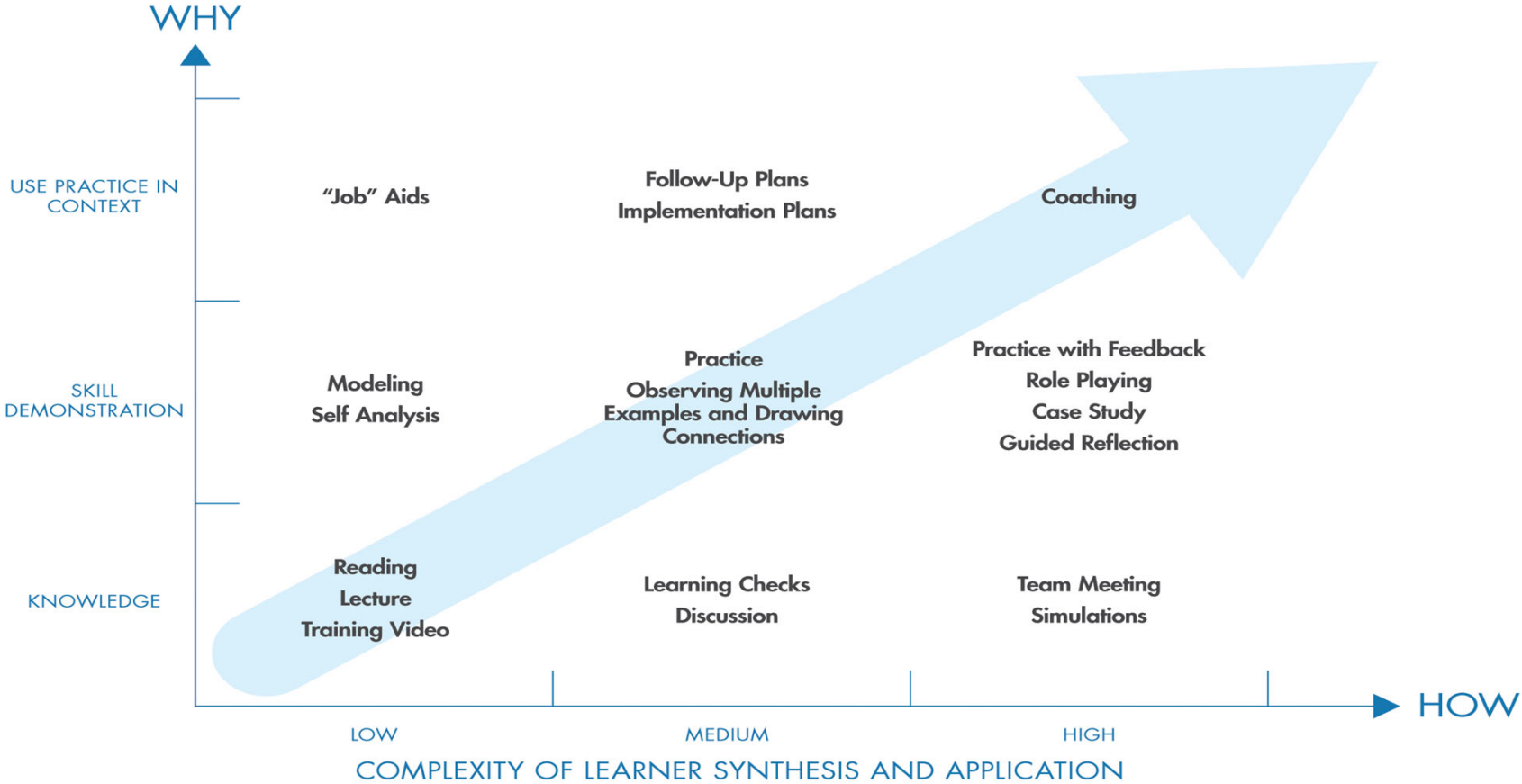
What are you monitoring?
Why are you monitoring it? <i>Draw from regulations, goals, and objectives.</i>
Who is responsible?
Who collects and enters the data?
How often will you collect and enter the data?
How do you know you are collecting the data you need?
How is the data aggregated and analyzed?
What is the plan for responding to issues and making course corrections?
How are the results shared?



CLASS and Professional Development



Model for Aligning "WHY" of PD to "HOW" of PD



Adapted from: McCollum Catlett (1997)

CROSSWALK OF 15-MINUTE IN-SERVICE SUITES WITH THE CLASS®

CLASS DOMAINS		15 MINUTE IN SERVICE SUITES																																
		<i>Building a Solid Foundation for Early Learning</i>	<i>Fostering Connections</i>	<i>Being Aware of Children's Needs</i>	<i>Creating a Caring Community</i>	<i>Giving Children Responsibilities</i>	<i>Following Children's Lead</i>	<i>Classroom Transitions</i>	<i>Schedules and Routines</i>	<i>Materials to Support Learning</i>	<i>Designing Environments</i>	<i>Stating Behavioral Expectations</i>	<i>Creating Classroom Rules</i>	<i>Redirecting Behavior</i>	<i>Problem Solving in the Moment</i>	<i>Zoning to Maximize Learning</i>	<i>Teacher-to-Teacher Talk</i>	<i>Fostering Children's Thinking Skills</i>	<i>Providing Feedback</i>	<i>Focusing Children on Learning Goals</i>	<i>Scaffolding Children's Learning</i>	<i>Making Learning Meaningful</i>	<i>Using the Scientific Method</i>	<i>Engaging Children in Conversations</i>	<i>Thick and Thin Conversations</i>	<i>Asking Questions</i>	<i>Expansions</i>	<i>Novel Words</i>	<i>Behavior Has Meaning</i>	<i>Make-Believe Play</i>	<i>Emergent Writing</i>	<i>Math: Number Recognition and Subitizing</i>	<i>STEAM</i>	
EMOTIONAL SUPPORT	Positive Climate	x	x		x																		x	x					x					
	Teacher Sensitivity	x		x	x			x						x	x														x					
	Regard for Student Perspectives	x				x	x																x							x	x	x	x	
CLASSROOM ORGANIZATION	Behavior Management	x						x	x		x	x	x	x	x														x					
	Productivity	x						x								x	x																	
	Instructional Learning Formats	x							x	x	x								x				x							x	x	x	x	
INSTRUCTIONAL SUPPORT	Concept Development	x																x				x	x	x	x	x	x	x		x		x	x	
	Quality of Feedback	x						x											x		x		x			x	x	x			x	x	x	
	Language Modeling	x																					x	x	x	x	x	x		x		x	x	

FOR MORE INFORMATION, CONTACT NCECDTL AT: ECDTL@ECETTA.INFO OR CALL (TOLL-FREE) 1-844-261-3752

WINTER 2020



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- **Parts of an Ongoing Monitoring Plan:**
 - <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/10-parts-of-an-ongoing-monitoring-plan-handout-f-102219.pdf>
- **CLASS Quality Improvement for Leaders Website:**
 - <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/class-qi-leaders>
- **Head Start and CLASS Quality Improvement:**
 - <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/head-start-class-quality-improvement>
- **Emotional Support:**
 - <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/class-qi-emotional-support>
- **Classroom Organization:**
 - <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/class-qi-classroom-organization>
- **Instructional Support:**
 - <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/class-qi-instructional-support>
- **Crosswalk of the 15-Minute In-Service Suites with the CLASS:**
 - <https://eclkc.ohs.acf.hhs.gov/professional-development/article/crosswalk-15-minute-service-suites-class>
- **Safe and Nurturing Learning Environments**
 - <https://eclkc.ohs.acf.hhs.gov/learning-environments/teacher-time-series/safe-nurturing-learning-environments>
- **Responsive Teaching and Learning Environments for Dual Language Learners**
 - <https://eclkc.ohs.acf.hhs.gov/video/responsive-teaching-learning-environments-dual-language-learners>
- **Implementing Curriculum and an Inclusive Environment**
 - <https://eclkc.ohs.acf.hhs.gov/children-disabilities/disability-services-coordinator-orientation-guide/implementing-curriculum-inclusive-environment>
- **Program Leaders' Guide to Practice-Based Coaching**
 - <https://eclkc.ohs.acf.hhs.gov/document/program-leaders-guide-practice-based-coaching>
- **About CLASS[®] Review Scores in the DRS**
 - <https://eclkc.ohs.acf.hhs.gov/designation-renewal-system/article/use-classroom-assessment-scoring-system-class-head-start>