

# Using the CLASS™ Tool and CLASS-based Professional Development

## Improving Teacher-Child Interactions

(Selected slides from November 2011 NAEYC Conference presentation)

# Objectives

- Understand the CLASS tool, how it's organized, and its connections to children's learning and development
- Learn about three models for using CLASS data to inform professional development
- Identify challenges and real solutions

# What is the CLASS tool?

# The CLASS Tool Is

- A research-based observation tool
- Focused on effective teacher-child interactions
- Used to support teaching and learning



# Uses of the CLASS Tool

- Teacher Preparation and Education
- Professional Development
- Program Monitoring
- Research and Evaluation

# Creating a Shared Lens

The CLASS tool provides a common language and shared lens for

- Teachers
- Coaches
- Observers
- Researchers
- Administrators



# CLASS Tool across Ages and Grades

Infant	Toddler	Pre-K	K-3	Upper Elementary	Secondary
pilot fall 2012	available	available	available	pilot	pilot

All versions of the CLASS tool organize interactions into the same three domains.

The behaviors in each domain vary by age level.

# Supporting Teaching & Learning

Using CLASS data to inform  
professional development decisions

# Why Make Data-Based Decisions?

- Resources are limited and every dollar counts
- Many initiatives focus on using data
- Data assures informed, strategic use of resources
- Data allows effective use of resources and interventions
  - Targeted
  - Sustained
  - Intensive

# How to Link CLASS Data to Professional Development

- Align goals of data collection with how data are collected
  - Proportion of classrooms observed
  - Which classrooms are observed
  - Number of observations per classroom
- Design data collection to inform professional development decisions

# Three Models for Making Data-Based Decisions

1

- Information Gathering

2

- Program-Level Improvement

3

- Classrooms-Level Improvement

# Comparing Models

Model	Goals	Considerations
1	Information Gathering	<ul style="list-style-type: none"><li>• Observe in selected classrooms</li><li>• Use data to inform next steps, including future data collection needs</li></ul>
2	Program-Level Improvement	<ul style="list-style-type: none"><li>• Observe in selected classrooms</li><li>• Use data to match programs (or centers) to professional development</li></ul>
3	Classroom-Level Improvement	<ul style="list-style-type: none"><li>• Observe in every classroom</li><li>• Use data to match classrooms to professional development</li></ul>

# Addressing Issues and Challenges

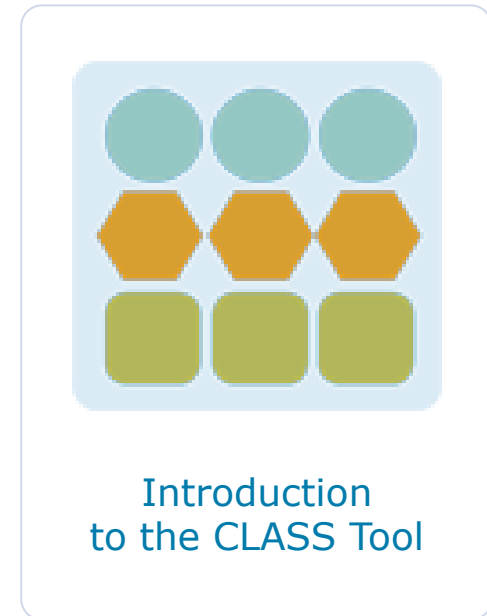
Practical answers to real questions

# Assuring Accurate Data

- Observer training
- Observer certification, recertification
- Objective, reliable, valid observations
- Data collection field guides
- Calibration support

# Building Buy In

- Establish common lens and language
- Demystify the CLASS tool and observation processes
- Provide introduction to the CLASS programs



# Supporting Professional Growth

Provide CLASS-based professional development



Informational

Improving Practice



Introduction to the CLASS Tool



Video Library



Looking at CLASSrooms



MyTeachingPartner™

Learn more.

[www.teachstone.com](http://www.teachstone.com)

[contact@teachstone.com](mailto:contact@teachstone.com)

866.998.8352