



Using observational data on classroom quality for professional development: The ELLCO and CLASS-PreK

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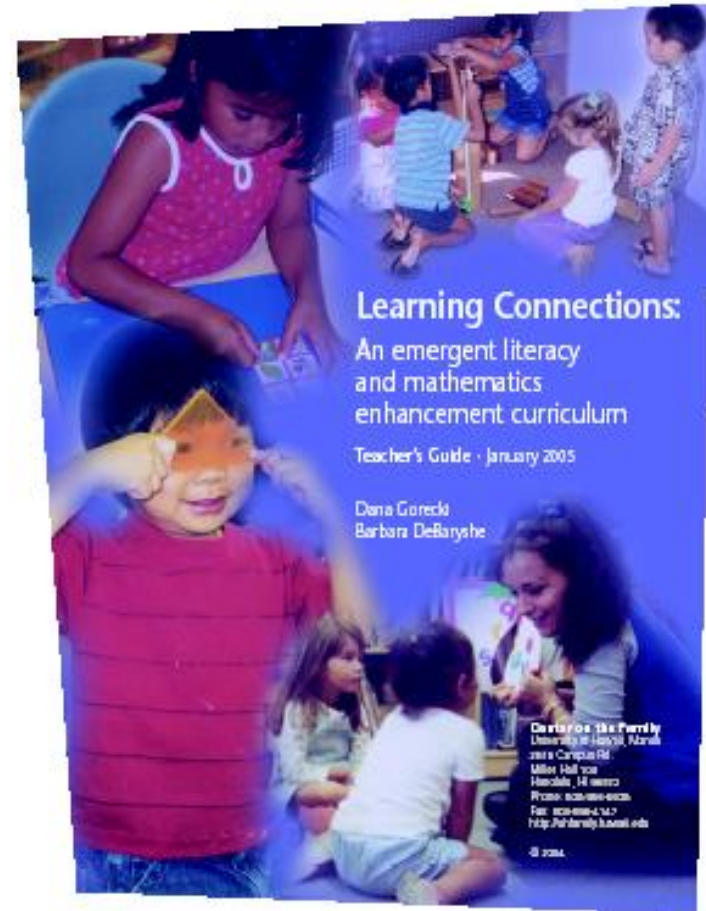
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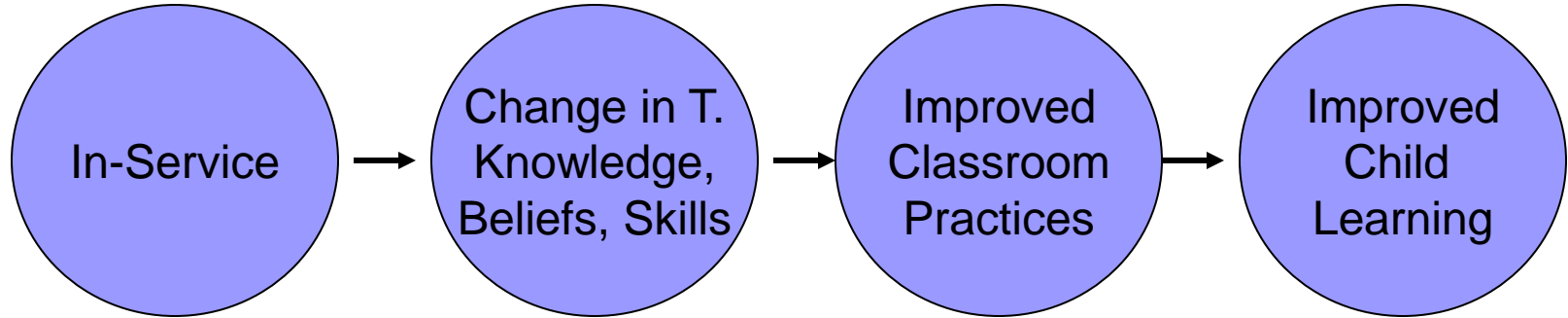
March 12, 2008

Learning Connections ERF

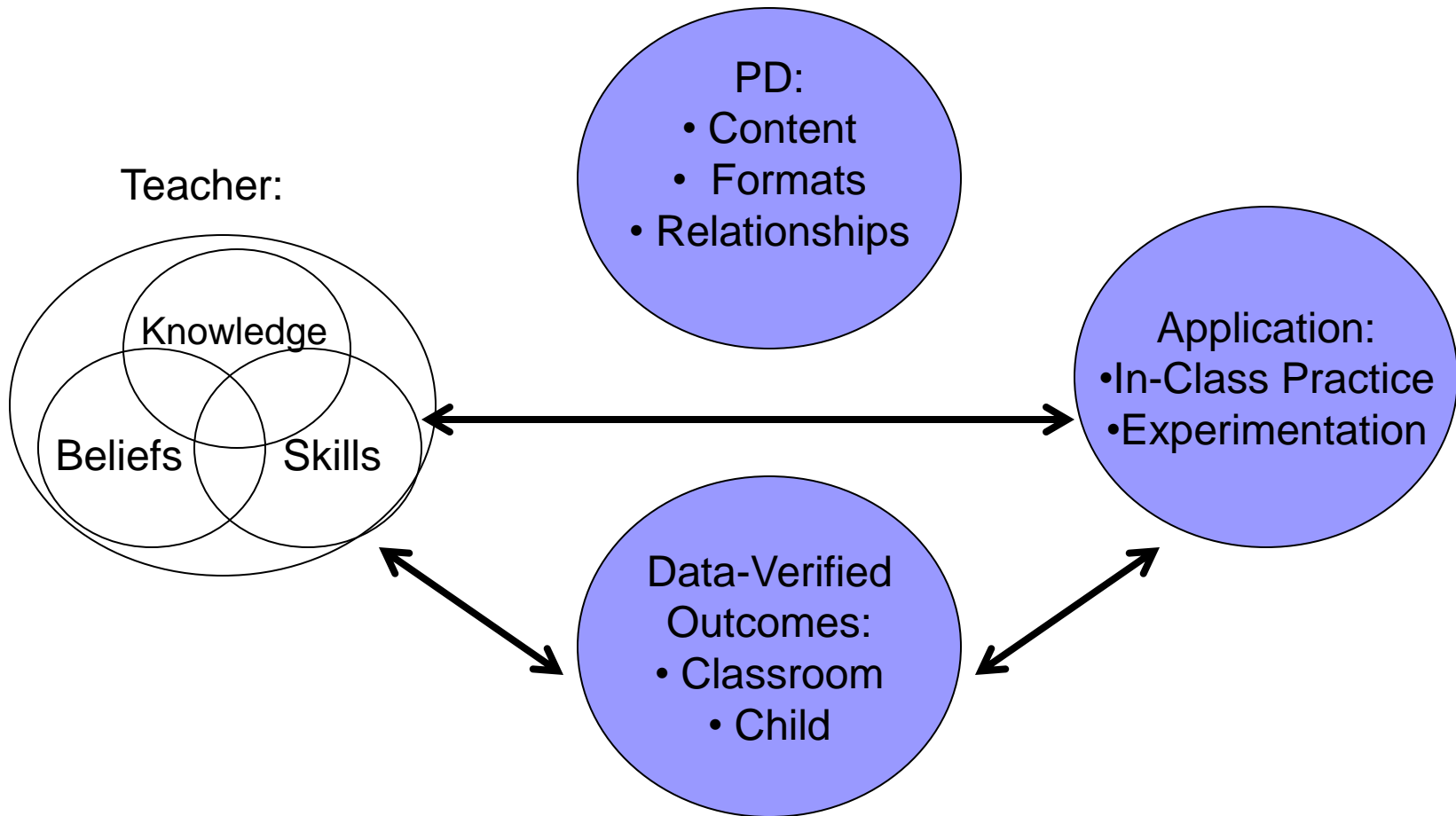
- 10 Head Start classrooms (mixed age)
- 200 children, 25 teachers
- Mix of short/full day and short/full year
- Multiethnic AAPI population
- XX% ELL, 22 languages
- Average teaching experience 10.75 yrs (range 1 yr- 27 yrs)
- Educational Background HS: 17 %, CDA/AA: 35%, BS:48%
- Learning Connections plus Creative Curriculum



Linear PD Model



Dynamic PD Model





Effective PD

- Addresses specific content knowledge
- Covers standards, curriculum, assessment teachers actually use
- Addresses knowledge, skills, and beliefs
- Uses active learning formats, ample hands-on
- Ongoing classroom follow-up, coaching
- Active sharing of data
- Engages teachers in self-reflection
- Strong teacher-trainer relationships
- Empowers teachers



Learning Connections PD

Components

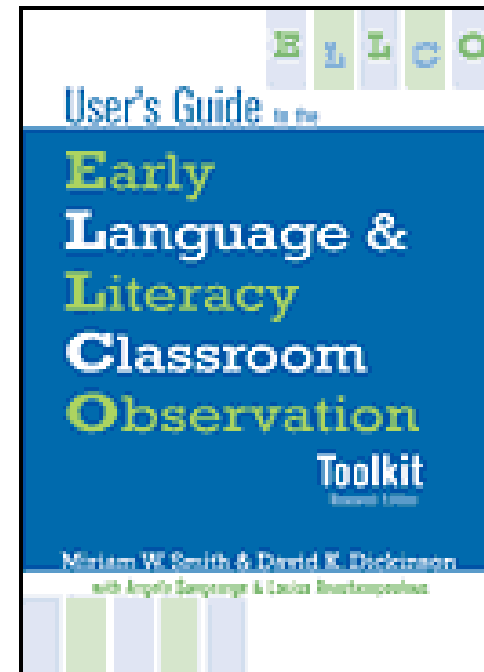
- Quarterly workshops with follow-up
- In-class coaching
- In-class technical assistance
- College courses

Characteristics

- Delivered by project staff
 - Curriculum authors
 - Know teachers & kids
- Integrate all components
- Responsive to classroom needs

ELLCO (Smith & Dickinson, 2002)

- **Literacy Environment Checklist (LEC)**
24 items
- **General Classroom Environment (GCE)**
6 items (rating scale)
- **Language, Literacy & Curriculum (LLC)**
8 items (rating scale)
- **Literacy Activities Rating Scale (LARS)**
9 items



CLASS Pre-K (Pianta, La Paro, & Hamre, 2006)



Emotional Support

- Positive climate
- Negative climate
- Teacher sensitivity
- Regard for student perspectives

Classroom Management

- Behavior management
- Productivity
- Instructional learning formats

Instructional Support

- Concept development
- Quality of feedback
- Language modeling

Student Engagement



Why ELLCO and CLASS?

ELLCO

- Widely used
- Easy for teachers to understand
- Includes specific language and literacy materials

CLASS

- Fit with our view of good teaching
- Psychometric properties
- Predicts growth over the school year on language, literacy, math
- Excellent training materials

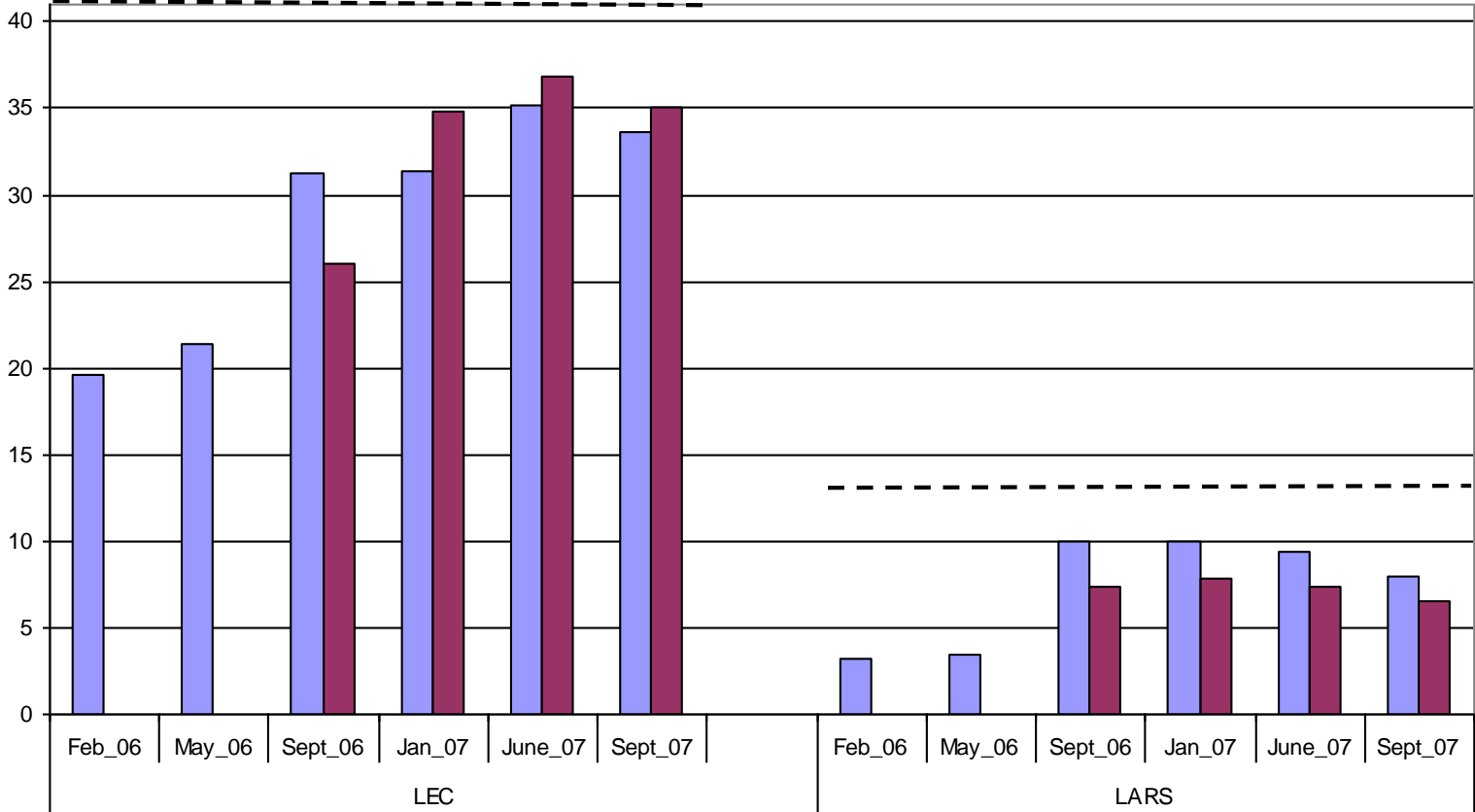


Protocol

- Data collected three times per year
- Use external evaluator
- Must include circle, center time
- Avoid very early, very late in school year
- Share results promptly with teachers

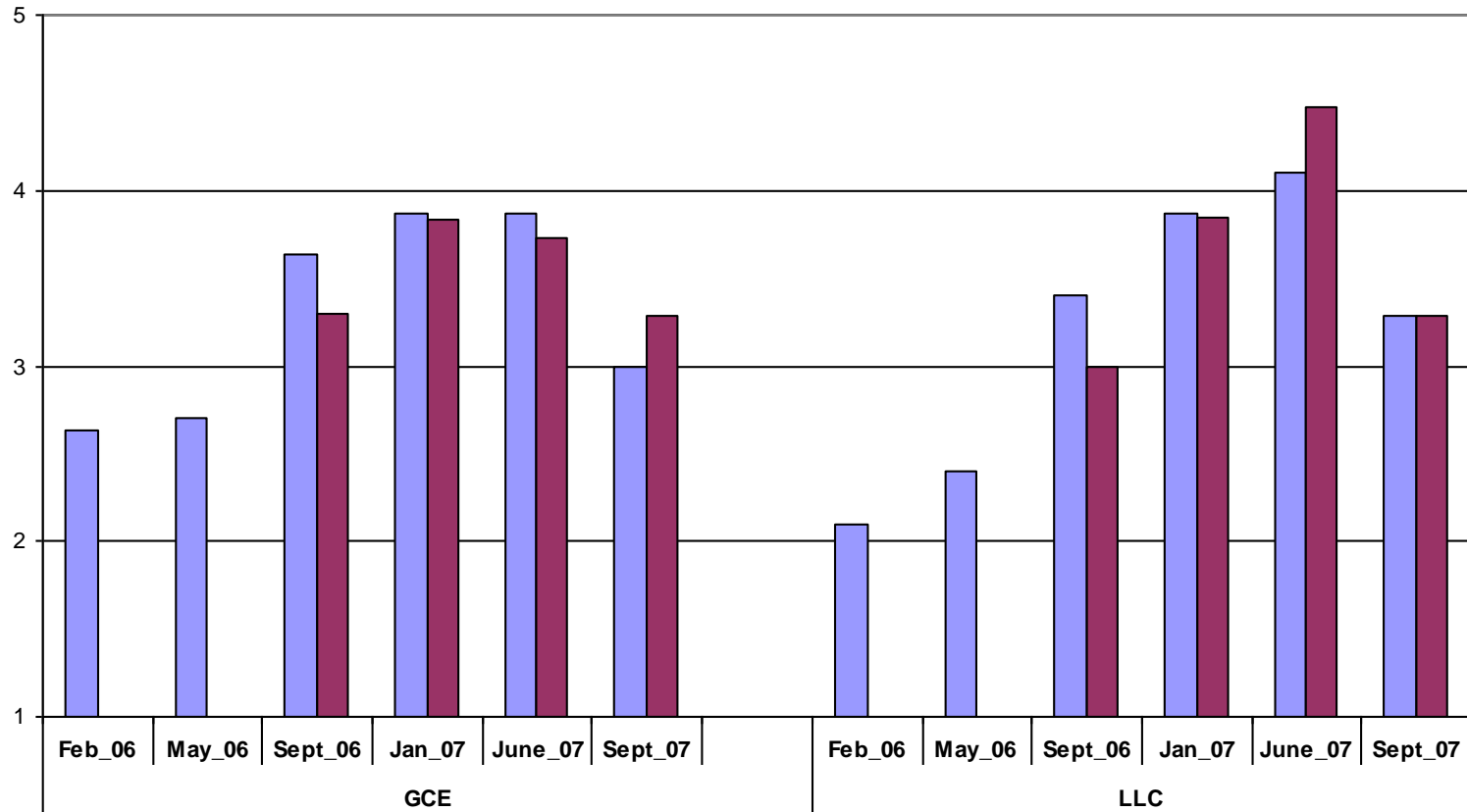
ELLCO: Jan 2006 - Sept 2007

Legend: Cohort 1 (light blue), Cohort 2 (maroon)

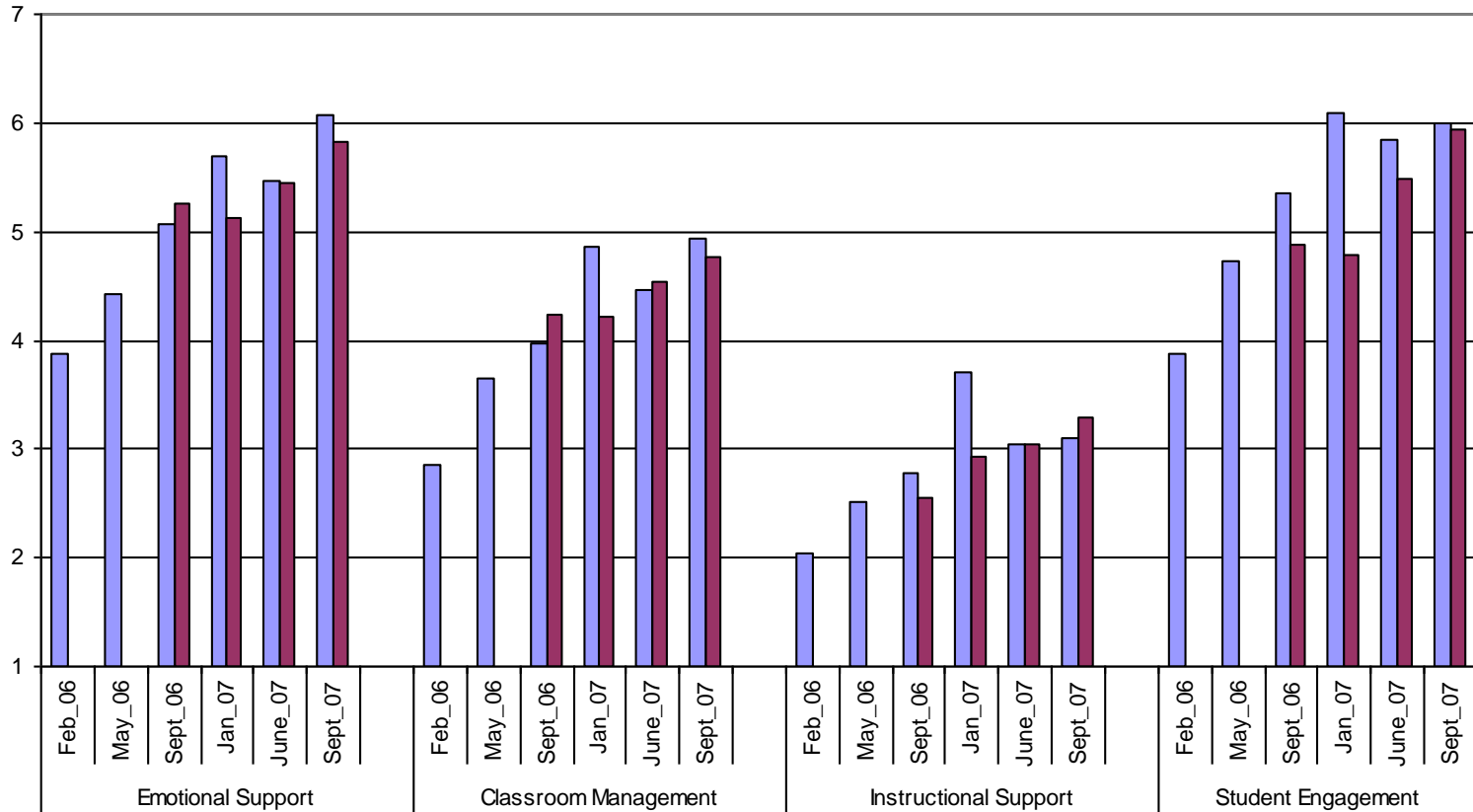
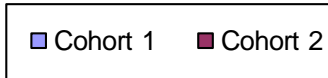


ELLCO: Jan 2006 - Sept 2007

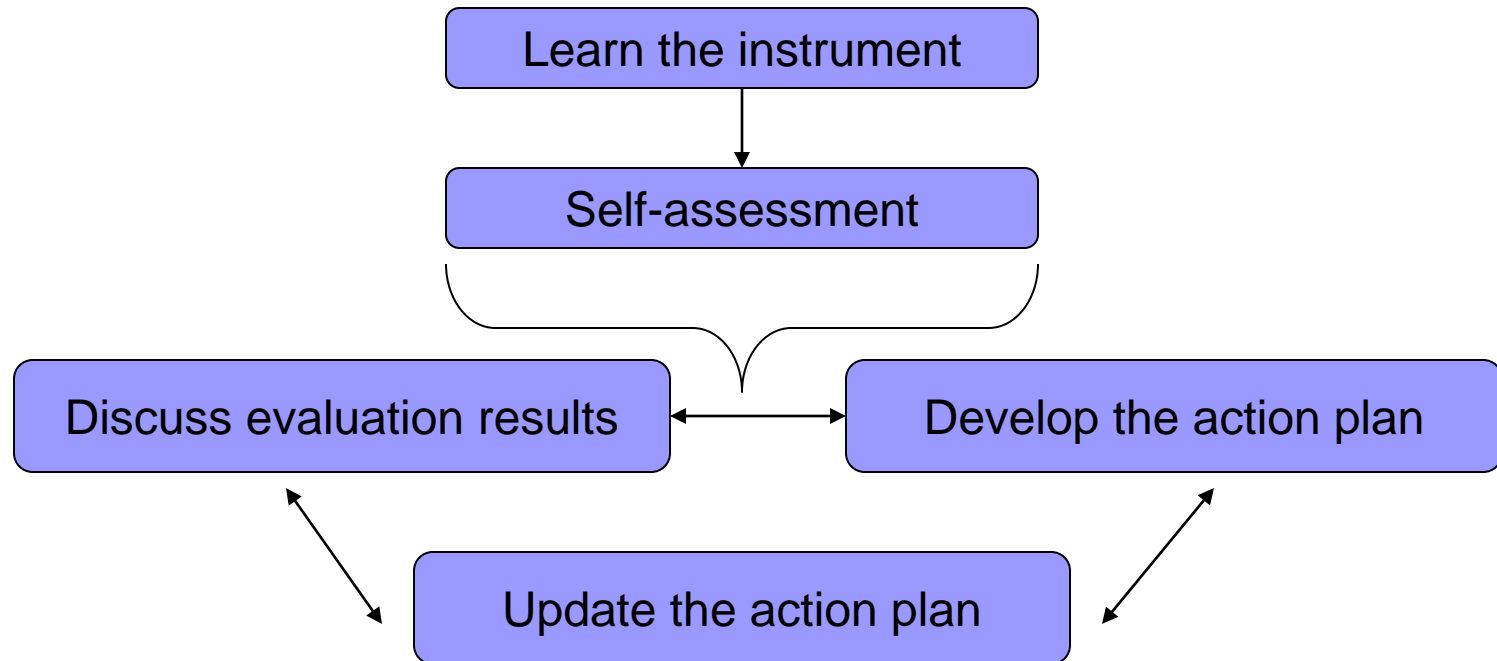
■ Cohort 1 ■ Cohort 2



CLASS: Jan 2006 - Sept 2007



Continuous Improvement Process





Self-assessment

- Who: Coach and teaching staff
- When: Beginning of project
- What: ELLCO LEC
- Informal process



Learn the instrument

- Formal in-service training day
 - Overview of the purpose and content of tool
 - Demonstrate how items reflect good teaching practice
 - Photographs and video examples used to illustrate content
 - Practice administration of instrument


Discuss the data

■ Formal workshops

- Project level results
- Discuss current group data trends

■ Classroom technical assistance

- Team process
- Classroom specific results
- Discuss class trends overtime
- Discuss strengths and weaknesses



Develop an action plan

- Written summary of current strengths and weaknesses
- Include scores for all items overtime
- Identify specific areas for improvement
- Designate responsibilities
- Develop concrete action steps
- Incorporate strategies from training

Action Plan

ELLCO Action Plan

Classroom :
Participants 1:

Observation 1:
Participants 2:

Observation 2:
Participants 3:

Observation 3:

Literacy Environment Checklist (LEC)					General Classroom Environment (GCE)				Language, Literacy & Curriculum (LLC)			
Item	Max	Obs. 1	Obs. 2	Obs. 3	Item	Obs. 1	Obs. 2	Obs. 3	Item	Obs. 1	Obs. 2	Obs. 3
Book Area	3				Organization				Oral Language			
Book Selection	8				Content				Books			
Book Use	9				Technology				Book Reading			
Writing Materials	8				Child Choice				Writing			
Writing Around the Room	13				Management				Integration			
Literacy Activities Rating Scale (LARS)					Climate				Diversity			
Item	Max	Obs. 1	Obs. 2	Obs. 3	For GCE and LLC; 1 = deficient; 3 = basic; 5 = exemplary				Home Support			
Reading	8								Assessment			
Writing	5											

Action Plan

Areas of Strength and Weakness		
Observation 1	Observation 2	Observation 3

Target Area	Date Created	Objective with Action Steps	Who is Responsible	Date Completed

Date Created	Materials to Purchase	Who is Responsible	Date Completed

CLASS Action Plan

Classroom:
Participants 1:

Observation 1:
Participants 2:

Observation 2:

Observation 3:
Participants 3:

Emotional Support				Classroom Management				Instructional Support			
Scale	Obs. 1	Obs. 2	Obs. 3	Scale	Obs. 1	Obs. 2	Obs. 3	Scale	Obs. 1	Obs. 2	Obs. 3
Positive Climate				Behavior Management				Concept Development			
Negative Climate				Productivity				Quality of Feedback			
Teacher Sensitivity				Instr. Learning Formats				Language Modeling			
Regard Student Perspective								Student Engagement			

For all CLASS items: 1-2 = Low; 3-5 = Mid; 6-7 = High

Areas of Strength & Weakness					
Observation 1		Observation 2		Observation 3	
Date	Target Area	Objective with Action Steps		Who is Responsible	Date Completed

Sample action plan

- Target area: Book use
- Score: zero out of nine
- Objective: To increase the use of books and print throughout the classroom
 - Add menus to the dramatic play center
 - Set up a listening center
 - Add relevant books to math, science and block center



Sample action plan

- Target area: Instructional learning formats
- Score: 1.6 out of 7
- Objective: To create a schedule that includes team planning to support ILF
 - Teaching team will designate a weekly meeting time
 - Coach will include time during ERF TA meetings for team planning of activities
 - Teaching team will follow the weekly lesson plans

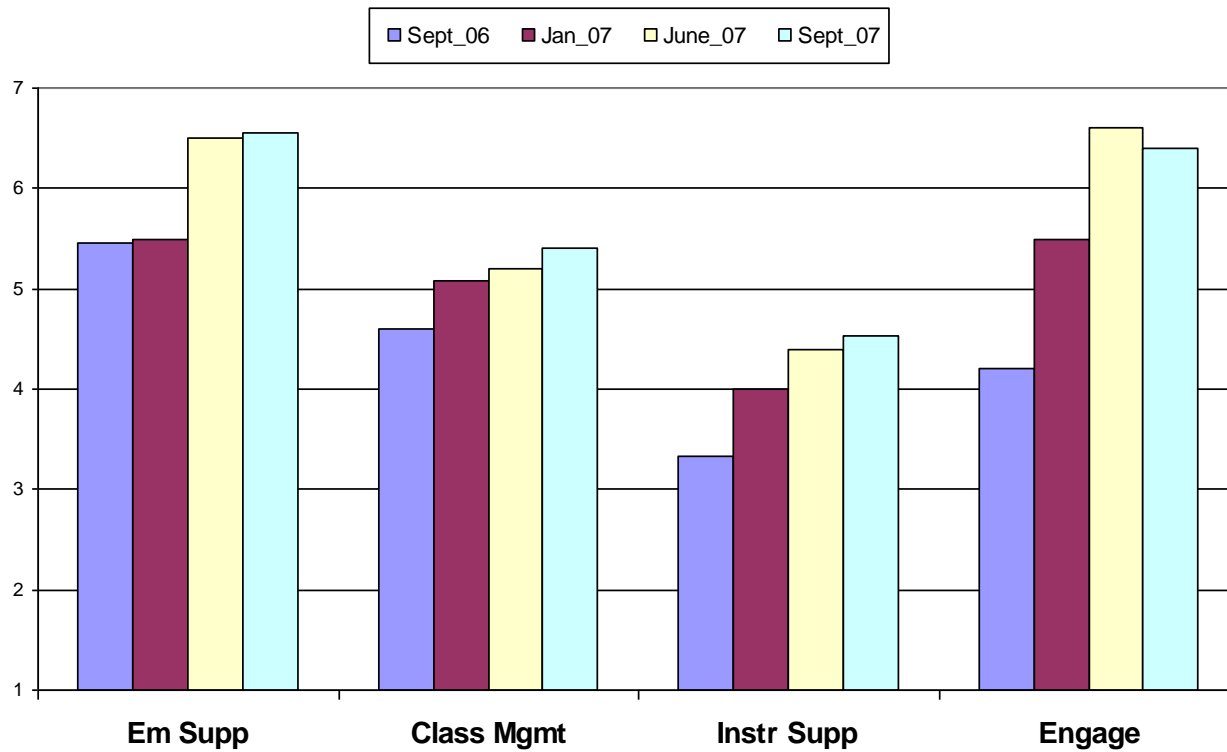


Update the action plan

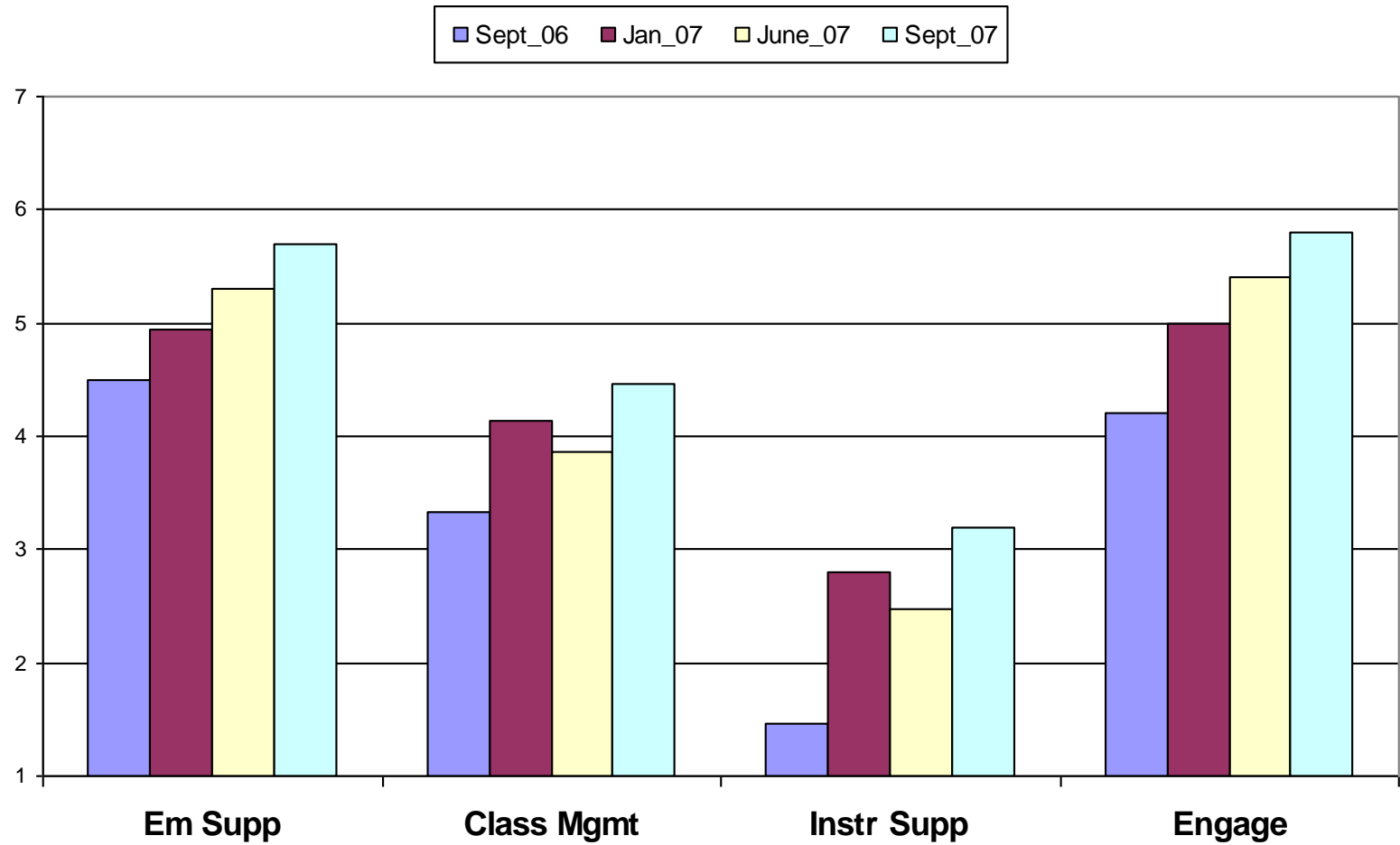
- Every one to two months
- Review action plan
- Update achieved objectives
- Set new objectives

Successes

Palolo 2: CLASS

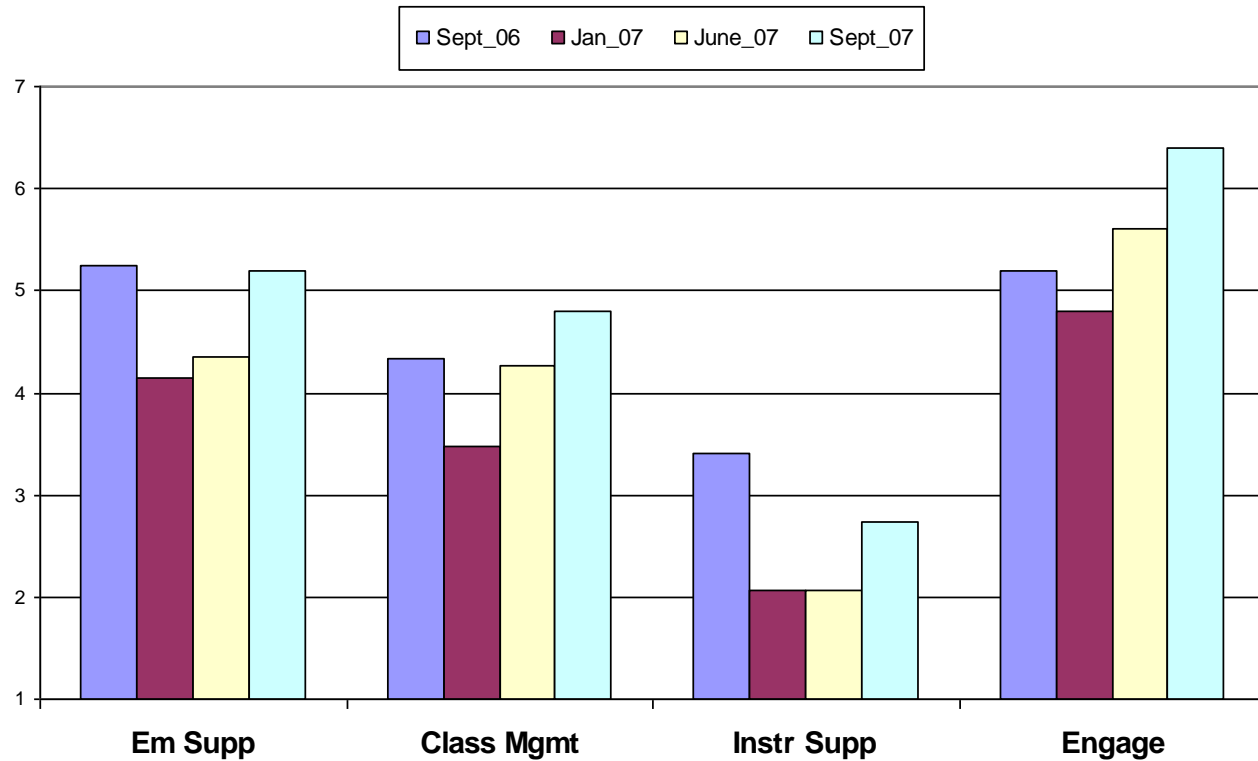


Palolo 1: CLASS



Challenges

Pope: CLASS





Lessons Learned

- System evolved thru trial and error
- Action plans need to be on-going
- Teachers need to feel “safe” in the process
- Teachers empowered to be responsible for self change
- Impact of staff turnover
- Teachers need structured format for substantial self-reflection