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

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March 12, 2008
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

- In-Service
- Change in T. Knowledge, Beliefs, Skills
- Improved Classroom Practices
- Improved Child Learning
Dynamic PD Model

Teacher:
- Knowledge
- Beliefs
- Skills

PD:
- Content
- Formats
- Relationships

Application:
- In-Class Practice
- Experimentation

Data-Verified Outcomes:
- Classroom
- Child

Knowledge
Beliefs
Skills
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

GCE

Cohort 1

Cohort 2

LLC

Feb_06 May_06 Sept_06 Jan_07 June_07 Sept_07

Feb_06 May_06 Sept_06 Jan_07 June_07 Sept_07
Continuous Improvement Process

1. Learn the instrument
2. Self-assessment
3. Discuss evaluation results
4. Develop the action plan
5. Update the action plan
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
### ELLCO Action Plan

#### General Classroom Environment (GCE)

<table>
<thead>
<tr>
<th>Item</th>
<th>Max</th>
<th>Obs. 1</th>
<th>Obs. 2</th>
<th>Obs. 3</th>
<th>Item</th>
<th>Obs. 1</th>
<th>Obs. 2</th>
<th>Obs. 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Area</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Organization</td>
<td></td>
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<tr>
<td>Book Selection</td>
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<td></td>
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<td>Content</td>
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<tr>
<td>Book Use</td>
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<td></td>
<td></td>
<td></td>
<td>Technology</td>
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<tr>
<td>Writing Materials</td>
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<td>Child Choice</td>
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<td>Writing Around the Room</td>
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<td>Management</td>
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#### Language, Literacy & Curriculum (LLC)

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<th>Obs. 3</th>
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<tr>
<td>Oral Language</td>
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<td>Books</td>
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<td>Book Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Integration</td>
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#### Literacy Activities Rating Scale (LARS)

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<th>Obs. 3</th>
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</thead>
<tbody>
<tr>
<td>For GCE and LLC;</td>
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<tr>
<td>Home Support</td>
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<tr>
<td>Assessment</td>
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1 = deficient; 3 = basic; 5 = exemplary
# Action Plan

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<tr>
<th>Areas of Strength and Weakness</th>
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<tbody>
<tr>
<td>Observation 1</td>
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<td>Observation 2</td>
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</table>

<table>
<thead>
<tr>
<th>Target Area</th>
<th>Date Created</th>
<th>Objective with Action Steps</th>
<th>Who is Responsible</th>
<th>Date Completed</th>
</tr>
</thead>
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<table>
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<tr>
<th>Date Created</th>
<th>Materials to Purchase</th>
<th>Who is Responsible</th>
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# CLASS Action Plan

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<thead>
<tr>
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<th>Classroom Management</th>
<th>Instructional Support</th>
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<tbody>
<tr>
<td>Scale</td>
<td>Obs. 1</td>
<td>Obs. 2</td>
</tr>
<tr>
<td>Positive Climate</td>
<td>Behavior Management</td>
<td>Concept Development</td>
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<tr>
<td>Negative Climate</td>
<td>Productivity</td>
<td>Quality of Feedback</td>
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<td>Teacher Sensitivity</td>
<td>Instr. Learning Formats</td>
<td>Language Modeling</td>
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<td>Regard Student Perspective</td>
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For all CLASS items: 1-2 = Low; 3-5 = Mid; 6-7 = High

## Areas of Strength & Weakness

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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

Em Supp  Class Mgmt  Instr Supp  Engage

Sept_06  Jan_07  June_07  Sept_07
Challenges

Pope: CLASS

<table>
<thead>
<tr>
<th></th>
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<th>Jan_07</th>
<th>June_07</th>
<th>Sept_07</th>
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![Bar chart showing Em Supp, Class Mgmt, Instr Supp, and Engage categories across different months with September 06, January 07, June 07, and September 07 data points.](chart_image)
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