



On the Road to School Readiness

*Office of Head Start
Summit*

February 15 – 17, 2011

Baltimore, MD

**Access to Quality:
Ensuring Impacts
and Benefits of
Head Start
Investments**

*Presented by
Robert C. Pianta, Dean
Curry School of Education
University of Virginia*

Quality matters...

- **What is quality?**
- **How can we assess it in a way that will have the biggest impact on children's development?**
- **How can we use data to tie quality assessment/ monitoring into quality improvement?**

Child-adult relationships/interactions

- **Early history of relationships with adults forms “infrastructure” for school success:**
 - ❑ Social competence with peers
 - ❑ Self-regulation, emotional self-control
 - ❑ Task orientation, persistence, following directions
- **Readiness is, in part, a social process:**
 - ❑ Interactions and relationships with teachers are a “medium”
- **Relationships and interactions with teachers and caregivers become a vehicle for elevating quality and value of early education and improving readiness.**
- **Standardized, observational assessments**

**Teacher-Child Interactions
(these matter)**

**Emotional
Support**

**Classroom
Organization**

**Instructional
Support**

The CLASS and effective teacher-child interactions

The CLASS focuses on effective teacher-child interactions as one measure of classroom quality.

CLASS versions and development

- **Infant (CLASS-I) – presently in validation studies**
- **Toddler (CLASS-T) – fully supported**
- **Pre-Kindergarten (CLASS-Pre-K) – deployed at scale**
- **Elementary (CLASS-K-3) – fully supported**
- **Upper-Elementary (CLASS-4 to 6) – in validation**
- **Secondary (CLASS-S) – in validation**
- **Reliability/Validation/Training/Scale-Up**

CLASS and Head Start

- **Levels of assessment – grantee, center, classroom**
- **Consequences and actions – accountability (grantee), capacity development (center), professional development (teacher)**
- **Data collection, feedback systems, quality improvement resources need to align levels and actions**
- **Don't confuse level of assessment and action**

CLASS and Head Start monitoring

- **Monitoring samples classrooms in grantees and provides broadest picture**
- **Monitoring provides a “target” or focus for quality improvement – should drive decisions about choice/allocation of resources for program capacity and individual PD for teachers**
- **Quality control (reliability, standardization)**

CLASS and HS quality improvement

- **Monitoring is only a small window**
- **Key to quality improvement is building internal capacity in program -- reliable observers and more regular observation, trained coaches, implementation supports**
- **Train personnel to use effective tools (observation, PD resources) well.**

CLASS PK – Dimensions of interaction

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

**Emotional
Support**

- Effective behavior management
- Learning formats/engagement
- Productivity

**Organization/
Management**

- Concept development
- Quality of feedback
- Language modeling

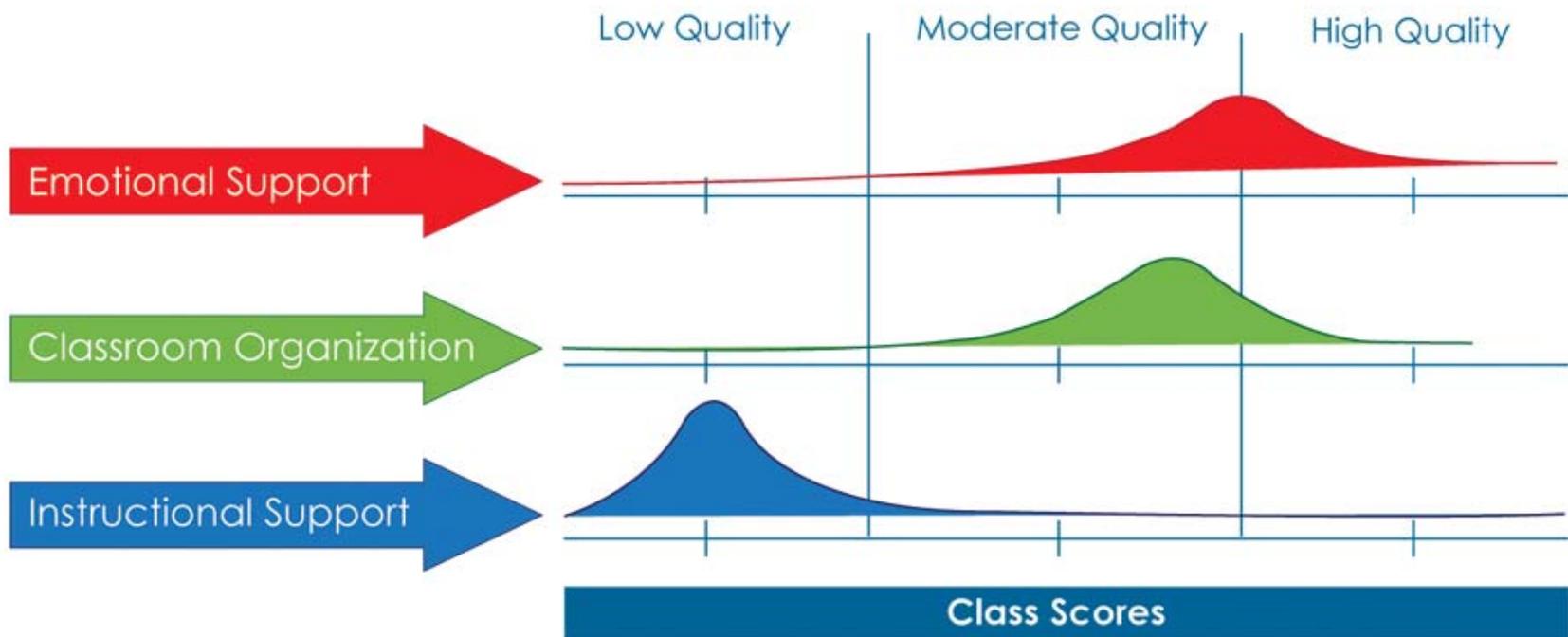
**Instructional
Support**

In thousands of classroom settings...

...levels of effective interactions vary greatly for children in early childhood education settings.

What's happening nationwide?

Average Ratings of Interactions in Pre-K - 3rd Classrooms



Interactions and children's development

	Emotional Support	Instructional Support	ECERS-R Total	Structural
Receptive Language		✓		
Expressive Language		✓	✓	
Rhyming		✓		
Letter Naming		✓		
Math Skills		✓		
Social Competence	✓			
Behavior Problems	✓			

Changes in children's development from beginning to end of preschool

Mashburn, et al. (in press)

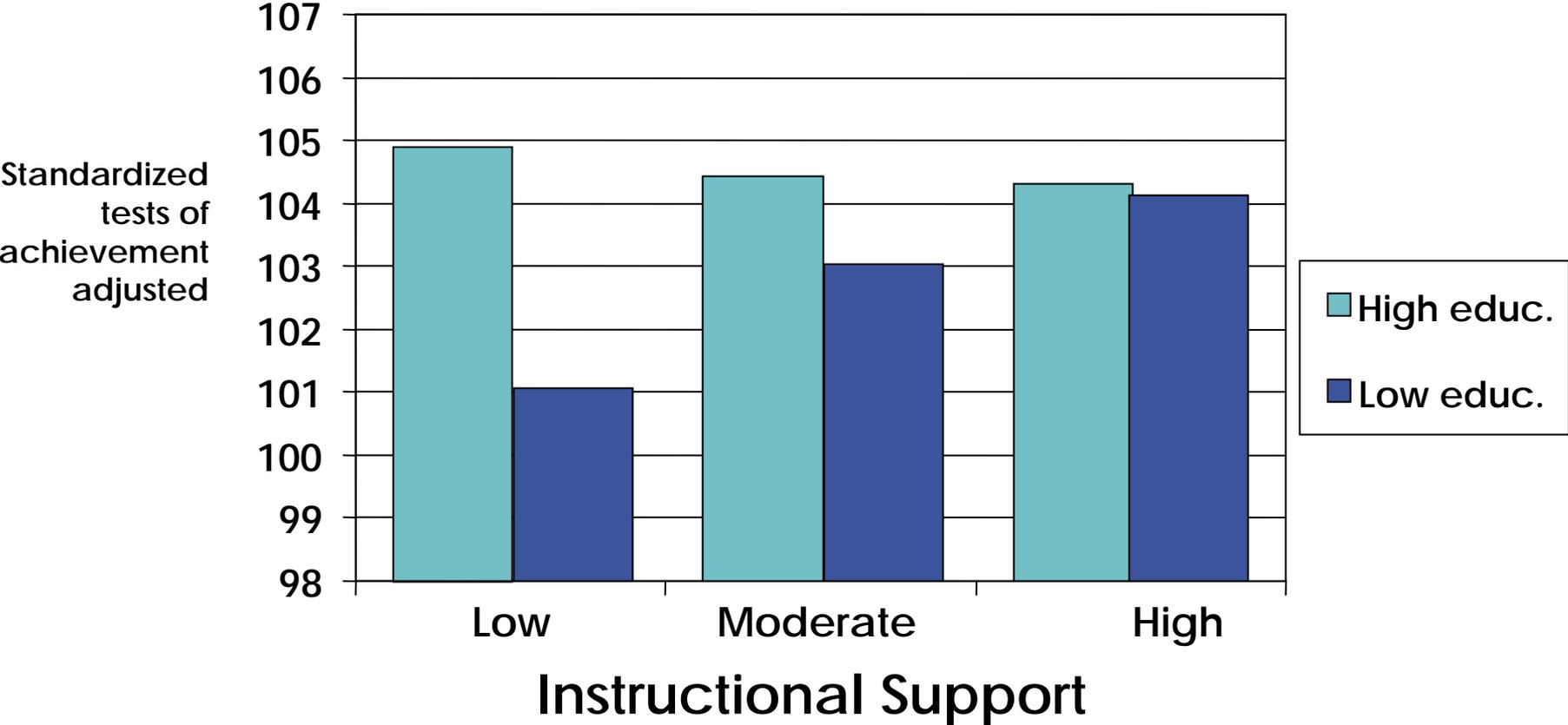
Do benefits of preschool interactions persist into kindergarten?

- Yes, children in pre-k classrooms offering higher levels of Instructional Support displayed better language skills at the end of the kindergarten year
- Kindergarten Instructional Support scores made an independent contribution to gains in children's language and math abilities
- One-point differences in observed instructional supports appear linked to shifts in child outcomes

Interactions are really important for...

...children from low-income families and those who have difficulty adjusting to classroom environments may particularly benefit from exposure to high-quality early learning environments as defined by the CLASS.

Gains in Early Literacy in Instructionally Supportive Classrooms



“Active range” for effects

- **Analysis of “thresholds” – points on distribution where impacts are evident**
- **Emotional Support – “4.5” and above**
- **Instructional Support – “2” and above**
- **For IS, the active range appears linked to teachers’ increased support for cognitive skills**

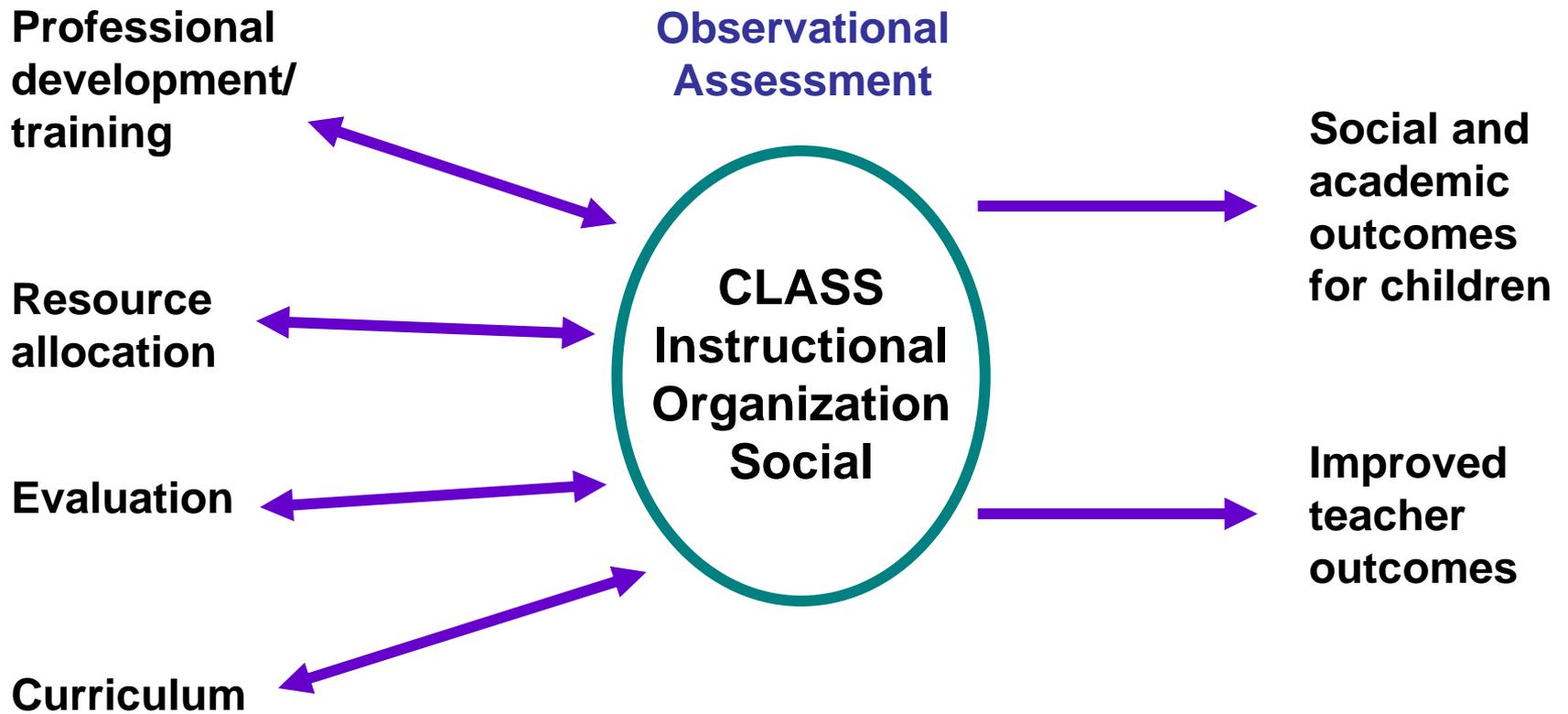
Dual-language learners and CLASS

- **Two major studies**
- **Does CLASS describe interactions in language-diverse settings?**
- **Does CLASS predict outcomes similarly?**
- **CLASS 3-factor structure and psychometric properties same across diverse classrooms**
- **Predicts outcomes similarly for DLLs**
- **Evidence supports use in diverse settings**

Implications of CLASS research for professional development

- **Teacher-child interactions are the components of classrooms that matter MOST to children's social and academic development**
- **Children need consistent, ongoing exposure to high-quality effective interactions with adults**
- **Therefore, aligned professional development needs to focus on adults' interactions with children**
 - **Support adults to improve interactions in all domains, with sustained attention on the lower-scoring Instructional Support dimensions**

Support for high-quality interactions



Improving Caregiver-Child Interactions: ***MyTeachingPartner***

Coaching, Video Library, Course

Aligned professional development

- **Connecting outcomes and inputs - Alignment**
- **CLASS – specific definitions of interactions**
- **Video Library – analysis of others’ interactions**
- **Coaching – ongoing analysis/feedback on own interactions**
- **Course – knowledge and analytic skills**
- **All tested in RCTs**

CLASS Video Library

Welcome to our video library of CLASS constructs. Listed below are the 11 areas of CLASS that we have chosen to focus on and explain further through video demonstrations. You'll get a chance to view teachers interacting with their students in a real-life class setting, while displaying some of the positive behaviors we associate with the various CLASS categories.

CLASS Construct List

** Use pulldown menu to select

Positive Climate

GO

Select from the pulldown or pick one of the main categories below.

[Teacher Sensitivity](#)



[Positive Climate](#)



[Regard for Student Perspectives](#)



[Behavior Management](#)



[Productivity](#)



[Concept Development](#)



[Instructional Learning Formats](#)



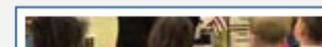
[Literacy Focus](#)



[Quality of Feedback](#)



[Children's Engagement](#)



[Language Modeling](#)



CLASS examples: PK-3

[Home](#) > [Quality Teaching](#) > [CLASS Video Examples](#) > [Teacher Sensitivity](#) > Video Details

Class Video Details: Teacher Sensitivity

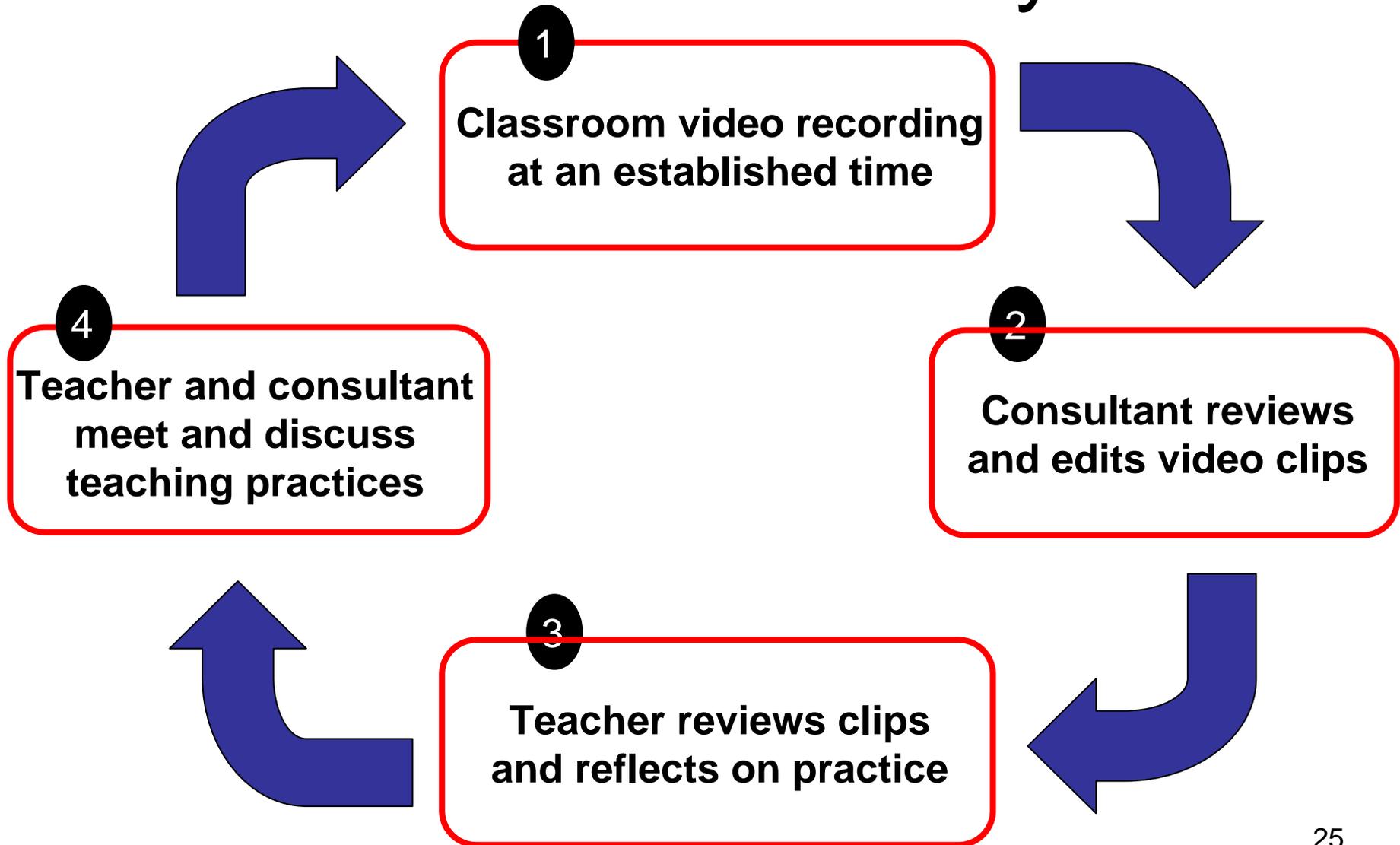


Teacher Sensitivity to Child's Shyness

A child who is asked to talk to the group is reluctant to respond in front of the group. To maximize the child's feeling of success and encouragement, the teacher uses verbal and non-verbal strategies, such as touch and a gentle tone of voice. The teacher's close physical proximity appears reassuring to the child. The teacher begins with an open-ended question and moves to a yes/no question when the child is hesitant to respond. The teacher goes further to provide the information to the class on behalf of the child. She ends the child's turn with an extra touch of reassurance, and a thank you. This child is probably more likely to respond to these types of requests than if she was not offered this support, and maybe the next time she will speak more.

<< GO BACK

MTP consultation cycle



MyTeachingPartner research

- 240 participating pre-K teachers split into groups based on three conditions:
 - ❑ Materials (traditional)
 - ❑ Website access, Materials
 - ❑ Website access, Materials, MTP
- Support high-quality teacher-child interactions with the CLASS as the frame
- Specificity of focus and rigor of implementation



Findings: Effects of MTP support

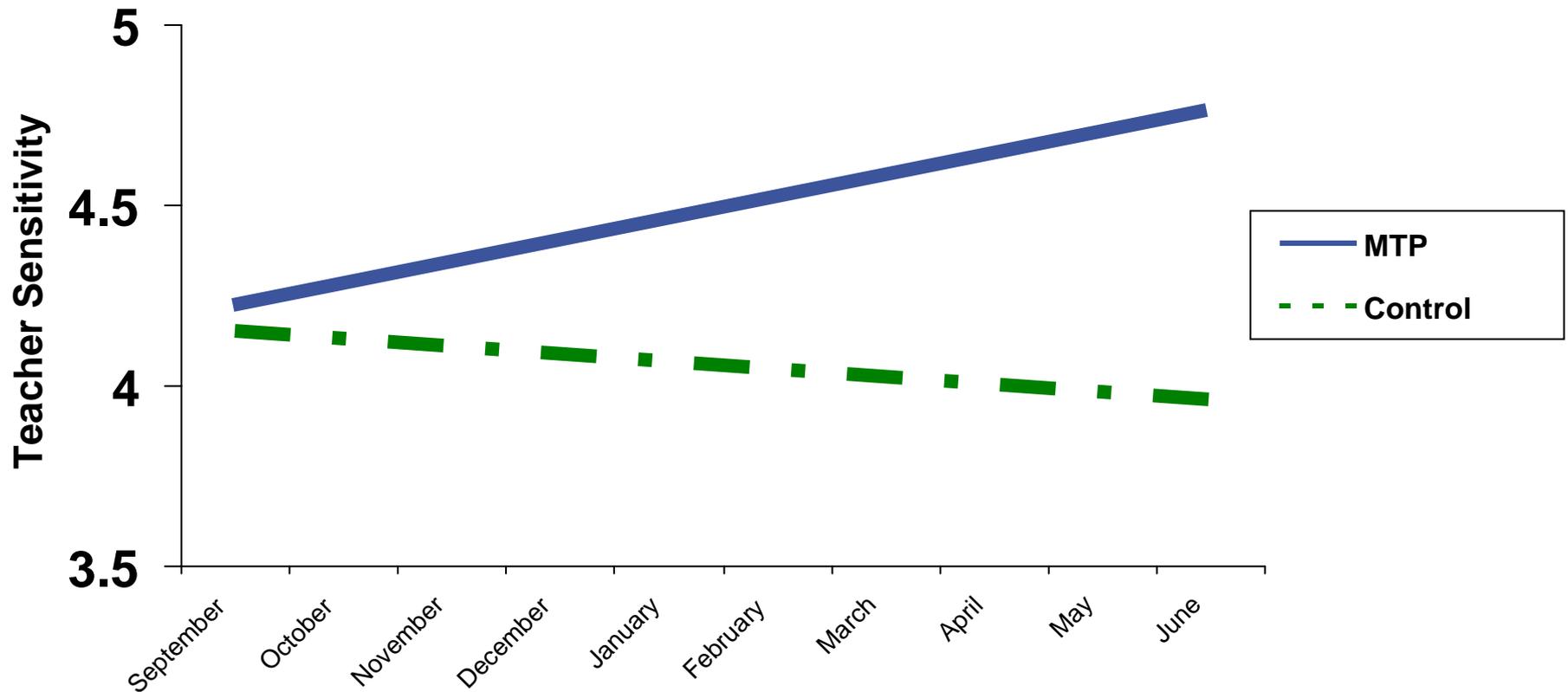
■ Teachers with MTP coaches

- ❑ Grew more sensitive in interactions with students
- ❑ Increased students' engagement in instruction
- ❑ Improved language stimulation techniques
- ❑ High-poverty classrooms benefit a great deal
- ❑ Early career teachers benefit from coaching and video

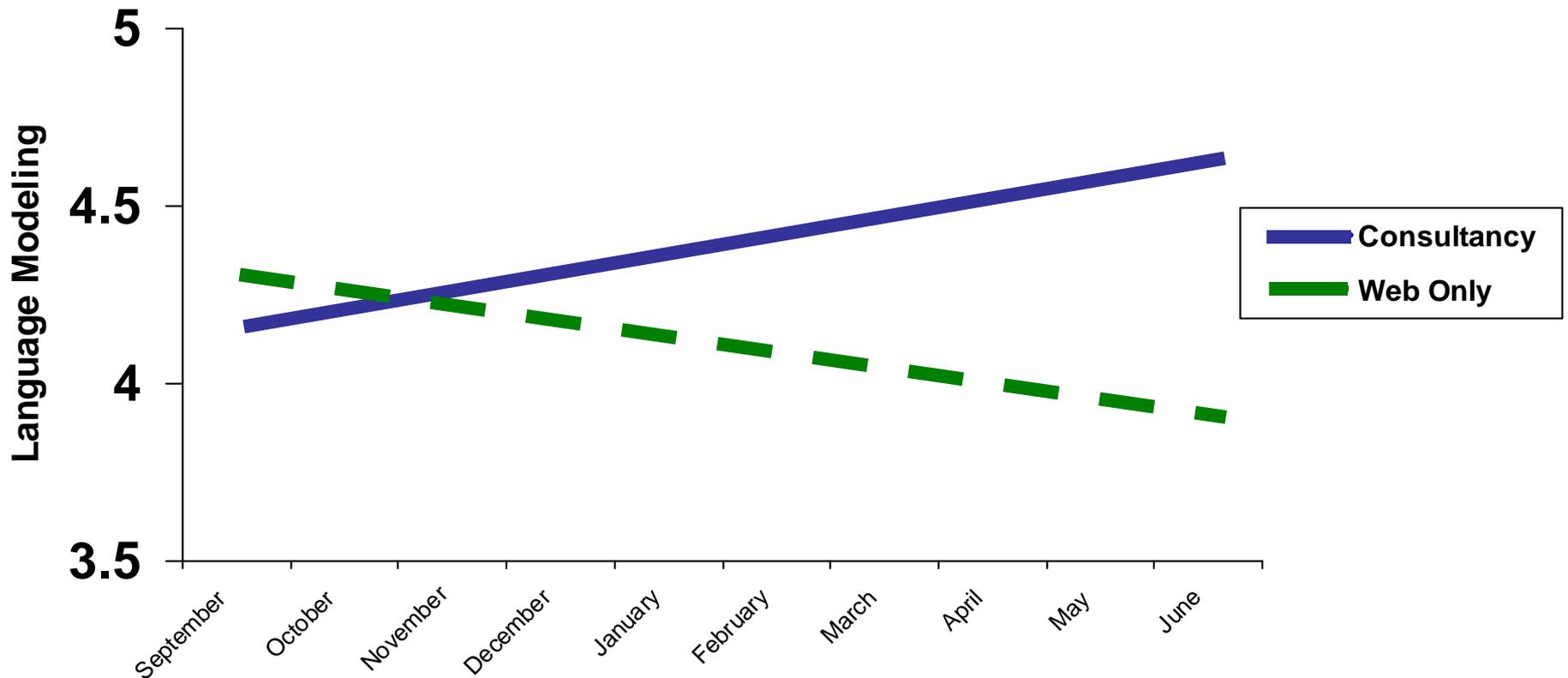
■ Children with MTP teachers

- ❑ Made greater gains in tests of early literacy
- ❑ Experienced lower levels of problem behavior
- ❑ Made greater gains in expressive language

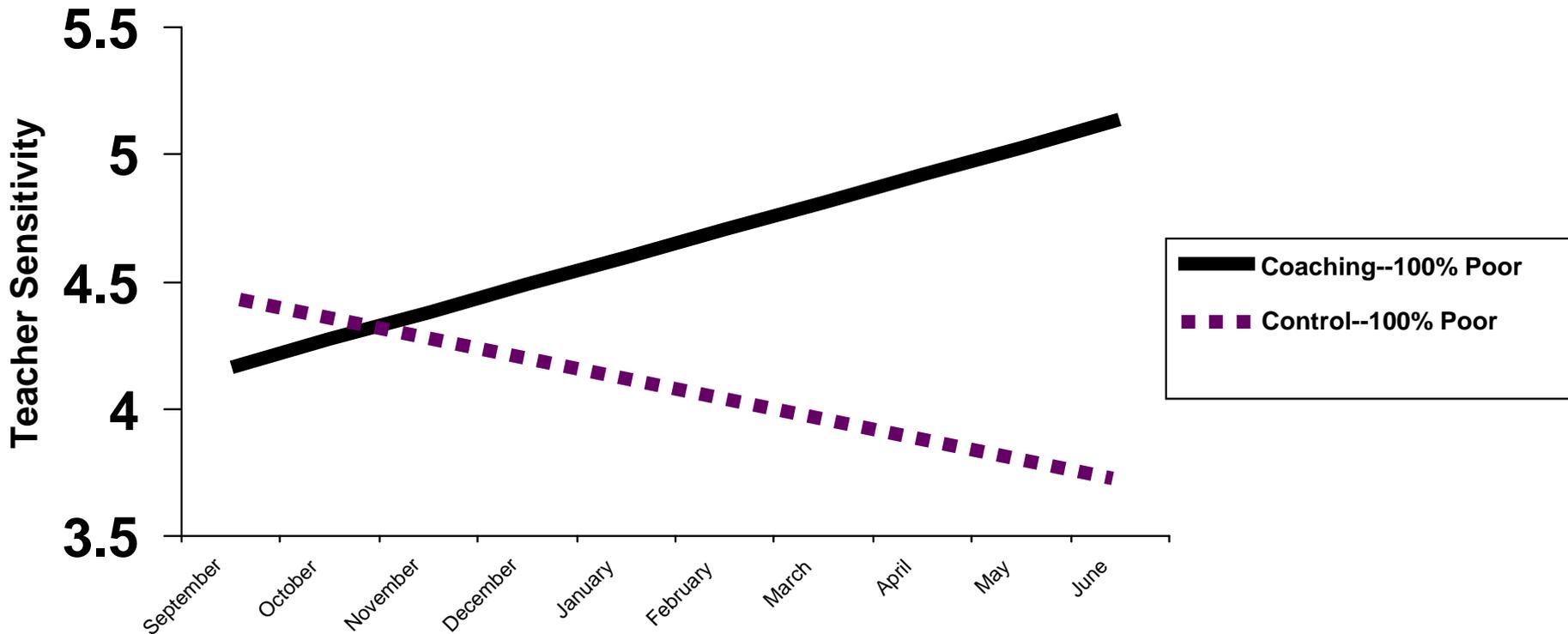
Findings: Improvements in teacher sensitivity for MTP teachers



Improvements in language stimulation for teachers receiving MTP coaching



Classrooms with high poverty benefit most from MTP coaching for teachers



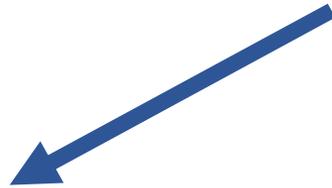
National Center for Research on Early Childhood Education



Professional Development Study

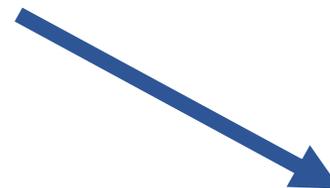
NCRECE professional development study

NCRECE evaluates two PD supports to teachers (N=450) :



**In-service course
on effective support
of language/literacy
development**

**Course improves
CLASS Instr. Qual.**



**In-service consultation
using *MyTeachingPartner***

Multi-year rollout – One grantee’s story

- HS program in small city interested in quality improvement. No experience with CLASS
- Step 1: Train local observers to reliability, provide regular support for observations, make results available. Takes a year
- Step 2: Start planning PD. Video library, coaching, start training coaches. Takes a year
- Step 3: Full implementation and extension to k-3
- PK-3 integration, quality improved, local capacity in place. Community college credit being awarded

Future directions

- **Video Assessment of Interactions and Learning (VAIL): tool for predicting teacher practices.**
- **Feedback systems to districts/states**
- **On-line version of the MTP course**
- **MTP-Math/Science curriculum and supports**
- **inCLASS – Observed child adjustment**

Quality monitoring and improvement

- **Align “levels” of data with feedback to systems/individuals and PD resources to improve**
- **PD for teachers can “move” quality into “active range.” Decisions and incentives should reflect effective PD**
- **Not all coaching or video-watching is alike**
- **Local capacity (reliable observers, trained coaches); high-quality implementation (focus, intensity) of PD; use data to inform resource allocation and focus**
- **It takes a couple years**



On the Road to School Readiness

*Office of Head Start
Summit*

February 15 – 17, 2011

Baltimore, MD

**Access to Quality:
Ensuring Impacts
and Benefits of
Head Start
Investments**

*Presented by
Robert C. Pianta, Dean
Curry School of Education
University of Virginia*