

AIAN Education Manager Webinar Series: March 2013

Dawn Williams: Welcome, everyone to our webinar today. This is Dawn William's voice you're hearing. Today, we'll be talking about using data to improve teacher-child interactions. With us today, we have a presenter. Cecilia Robinson will be here with us today, and she has expertise on measuring data and using data in teacher-child interactions, so, she will be presenting with us. Sher'ee and Vanessa, our regular, fabulous presenters, aren't here with us, but it's only because Cecilia has some particular expertise on this topic. So, I'm there with my two girls, they're ages two and four, and it's my voice you hear talking. And then Susan Stewart is also here with us, too. She's the one that's usually responding to your questions and keeping everything running smoothly and really is the magic behind our webinars. So, we all welcome you here with us today. Alright -- so, for our time together, we're going to learn from each other by drawing on your knowledge and experiences.

We'll be also -- we'd like to offer resources to support the work you are already doing. And we also want to take time to reflect on the data collected during CLASS observations and to utilize it for continuous program improvements. Now, for each webinar we like to relate the topic we're covering that day to the house, and the house I'm sure is something you're very familiar with. But, today, we're talking about evaluating and improving the foundation of the house. And when we're talking about measuring teacher and child interactions, that falls into the foundation of the house around engaging interactions and environments. And what we really want to focus on here is that we're looking at an overview on how teacher-child interactions work, and we're going to be talking about measuring those teacher and child interactions and how that relates to the foundation of the house.

So, now I have the pleasure of introducing our speaker for today. Cecilia J. Robinson is an independent Education Consultant who resides in Tulsa, Oklahoma. She is a former senior director of Early Childhood Programs at Community Action Project of Tulsa County -- one of the Head Start Centers for Excellence. Her formal training is as an education administrator and has served as an associate superintendent, school principal, and teacher in public schools in Oklahoma, Connecticut, and Missouri. Working in the field of early education is a passion for her and an area that she feels is vital to the success of public education and underserved children and families. She is currently pursuing her doctorate at the University of Oklahoma in education administration and curriculum supervision. We are very pleased to have her with us today. She's got some great expertise around measuring teacher and child interaction.

Cecilia Robinson: Well, hello. I am Cecilia. And thank you, Dawn, for that great introduction. And I want to start by gauging our audience and just getting a little bit of information about you all. What I'd like to know is if you'd just give us a minute and take this poll for us and just talk to us a little bit about gathering data on teacher-child interactions, whether or not that's a practice that you are participating in, and if so, how frequently? And this can be something as formal as utilizing CLASS, or it can be just informal observations, just, you know, education managers doing site observations or taking video clips on teachers.

Dawn: Okay, here we go. So, it looks like a majority of people are gathering data about twice a year, 63 percent. And it's interesting, about 19 percent, both for "once a year" and "not yet, but we are in process."

Cecilia: Great, thank you so much for that feedback. It helps me tremendously. Glad to know that you guys are already started on the process. So, hopefully, I'll be able to kind of help you learn some new things, a few new things on what to do once you've gathered that data. So, let's talk first about why it's important to assess the effectiveness of teacher-child interactions. Most of you, if you're already collecting data; you probably know why it's important, but I'm going to remind you of a few things maybe. The first one is to target professional development or training and technical assistance funds. If you're wondering what you should be focusing on, gathering data in this area can help you to focus that.

The second one is probably one of the most obvious, is really to support that individual teacher growth to make sure that we're nurturing all of the professionals that work with our children every day. The next one could be to inform stakeholders. These can be stakeholders, in regards to parents, community, funders; but gathering data on teacher and child interactions will help you really inform them and let them know that you have a plan, that you are serious about instruction and that you want to improve. And lastly, obviously, it helps you measure the progress on child outcomes, knowing and understanding that the better child-teacher interactions or teacher-child interactions you have, the better your child's outcomes are likely to be.

So, I'm going to talk a little bit about utilizing CLASS, but not necessarily utilizing CLASS as the instrument to perform your observation, just in case you aren't using CLASS, but really CLASS as a common lens and language for us to talk about continuous improvement in the area of teacher-child interactions. Because CLASS is recognized in the early learning community as a good tool to measure teacher-child interactions, we're going to speak over and over again about utilizing CLASS as the lens and the domains and dimensions within it, so that we can use this data that we're collecting to compare and make improvements in this area.

So, what does CLASS measure? You know, there are three domains within CLASS. The first one is emotional support. And the dimensions within emotional support are positive climate, negative climate, teacher sensitivity, and regard for student perspectives. The next domain is classroom organization. And within that, the dimensions are behavior management, productivity, and instructional learning formats. And the last domain within CLASS is instructional support, which includes the dimensions: Concept Development, Quality of Feedback, and Language Modeling.

So, these are the dimensions -- the domains and dimensions that I'll be referring to, kind of, throughout the presentation; so that we can make sure we're speaking the same language. So, we know we want to use those domains and dimensions to gather data. And, so, why is it important that your program have program-level data? Well, I think the first thing that you really want to focus on is using that data to make comparisons. Having it internal is great. To have program-level comparisons and classroom-level comparisons and to monitor growth at both the program and classroom levels. Having that data is also a good way to monitor progress, if you are a larger program, between centers.

You can use this program-level data to compare yourself to other Head Start programs, maybe in the same town or in the same city or in the same area. You can also use this program-level data to compare yourself to your particular region. And this becomes really important, especially, if you work in a very remote region and you don't have access to a lot of things and/or your children maybe aren't in attendance on a regular basis. And so comparing yourself to programs that have similar patterns, similar strengths, similar challenges is really tremendously helpful, if you're gathering that type of data. And this program-level data is obviously very useful when looking at growth from fall to spring or from your baseline to your end-of-year, especially, since 63 percent of you said you're using it twice a year.

Quite a few of you are probably already looking at growth or monitoring growth over the course of the year -- or I should say measuring growth over the course of the year. You can also use it to target professional development at your program level. So, let me hear back from you guys again. Since, lots of you are using it twice a year: How are you gathering that data? How are you using it, and what type of comparisons are you doing it? At the center level, the program level, at the regional level? And I do believe this is a poll that you can choose "all that apply."

Dawn: Hmm. Lots of people are voting today. Don't want to close it too quickly.

Cecelia: We have a voting crowd today?

Dawn: We do. Alright. It looks like we've plateaued; so, let's share the results. Alright. So, a major-- oh, but it's kind of close. A majority of people, 73 percent are using data to make comparisons "at the program level," but 68 percent are also doing it "at the center level." And about 32 percent are doing it "at the regional level." And nobody's doing it "not at all," everybody's using data to make comparisons.

Cecelia: That is great. Great. Wonderful news. Alrighty. So, I am going to, now, kind of, walk you through some examples of some program comparisons or some different comparisons. And hopefully these will be enlightenment to you, and help you, kind of, as you continue to make comparisons. So, this is an overview of some classroom averages using CLASS at our example program. So, as you can see, we've collected data in all three areas, and we've organized it, so that we can highlight the teachers that are scoring in the high, middle, and low ranges.

So, we've circled instructional support. Probably, and you notice, there's a lot of red there. But it's because we don't have any teachers scoring high in this area, and most of our teachers are scoring in the middle to low ranges in this area. So, it's our area of greatest need; so, we've circled that. So, we're going to take this information and we're going to compare it to our region, because it's really important to know how programs that have similar enrollment, similar strengths, similar concerns are also scoring. And, so, as you can see, instructional support is also the lowest-scoring domain. And this is a pretty savvy crowd, and I'm sure you guys are already aware that instructional support, notably, in early learning, is generally the lowest-scoring area.

So, this is news, but not really news, probably for most of you. So, once again using that common language of CLASS, we are aiming for a "3", understanding that a "3" or better on a CLASS score means that we have increased the amount of early academic and language development. So, we want to make sure that we are promoting that conversation between teachers and children in the classroom. So, we've looked at it on a holistic level, at the program level. We've identified that instructional support is a concern for us and we know that we need to improve in this area. And, so, now we want to look just a little bit deeper, kind of, go one surface below, if you will, and look at this on the classroom level.

So, we're going to ask ourselves, taking the data that we used before, what was that average, because, I just kind of gave you a range of middle and low. And we have identified that the instructional support average score for the fall, in this program, was about 3.01. So, if you recall, it was a little bit higher than the regional average -- that was at "2.85" -- and just about on the average, as a whole, where CLASS would say is a pretty good score, using that common lens again. But as a program, we still know that this

is a concern and an area that we feel like we can improve in. So, to improve, what you want to ask is: How are those scores distributed across the classroom? Because this is where you're really going to start to make a difference and really target some help. And, so, when you look at scores distributed across the classrooms, you see that the bulk of the scores fall within the "3" to "4" range or the "4" to "5" range. You have one classroom who's scoring "1" to "2" and quite a few classrooms -- four -- that are scoring in the "2" to "3" range. If you are using program-level data and you're sharing it with your staff, it would be my recommendation that this is the type of slide you'd share with them. It gives you a very comprehensive view of how scores are distributed across the classrooms. It gives you a little more information than talking about the program average as a whole. But it doesn't identify any individual classes, and so therefore it doesn't really, you know, embarrass anyone. But it informs the program as a whole how you're performing, which can, you know, be used for continuous improvement.

So, now that you know how the scores are distributed, you want to get just a little more granular and really talk about how we target those classrooms and how you identify those classrooms that needed to be targeted. So, here you have the same distribution graph, except this time we've labeled the classrooms. So, you actually see which classrooms are the high fliers, which one needs help, and which ones are, kind of, on the cusp, if you will, of being really good. This is the type of information that, as an ed. manager or a program manager, I wouldn't share with individual teachers.

This is the type of leadership or executive information, if you will, that you only use to target support. Because you want teachers to focus on improving themselves and not worrying about being better than their neighbor or being looked at, because, maybe they're perceived as worse than their neighbor. You want them to get better than their own score each time. So, since we have a great crowd here today, we're going to keep asking you to chime in with us. When you look at this graph and this data that's presented, what kind of habits and practices might these teachers be engaging in, to prepare for interactions with children? So, this is kind of one of those you might have to think a minute.

Susan: Right, and we'll give you some time to think about that question, what habits and practices might these teachers engage in? What are they doing to prepare for interactions with children? And what we'd like you to do, go ahead and use that question box to answer that question and we'll give you some time for that. And we will -- actually, I'm going to be quiet for a second, so you can actually think about your answer and I'll be back on in just a moment.

So, I'm seeing a couple things have come up. One of them has to do with that teachers actually plan for those interactions, like in their teacher plans, their planning forms. And so another person says, "that they have teachers who actually write questions on those planning forms, so, that they begin to think about what -- what they're going to be saying when they are talking to the teachers. "To the children, I'm sorry. Another person said, that "they are reflecting on what the children are interested in and develop activities and even questions to pose based on these interests." That's great, so kind of bringing it all together and making sure that you're thinking about what the children are interested in, so that you can expand upon that and have deeper, richer conversations.

Cecelia: Wow. I'm here. I'm actually really, pretty amazed. and very encouraged at that feedback. I think it's inappropriate to clap just, because it'd be weird that I'm on the webinar, but you guys are pretty awesome. So, if I could clap, I would clap for you.

Susan: And we've got a few more coming in. One says: "Plan for levels of success for each child in preparing the activities."

Cecelia: Wow. Yeah.

Susan: And then another one says: "Planning ahead based on child's interests and using materials and activities that support their learning. And obviously, then, that provides lots of opportunities to have conversations around those materials and activities. So, fantastic. Thanks, everybody, for contributing.

Cecelia: Yes, it sounds like you guys really are working hard and really have been thinking about instructional support in order to provide that kind of feedback. So, thank you very much, for those of you that shared with us. So we've identified -- and thanks to your help -- some promising practices that'll actually really lead me into the next slide. That data that you're gathering is a wonderful, wonderful way to support individual teacher lesson plans. When you're gathering data on the dimensions within instructional support and you run across modeling language, having teachers plan to model language -- and I think somebody shared with us about planning the questions within their lesson plan, so, that they speak to it, you know, in that portion of the lesson is vitally important, especially when you are trying to improve in that area. So, that really piggybacks on what one of our panelists, or one of our participants said. Another way to use this data is to plan for professional development for your entire program.

You have teachers that are just naturals in certain areas, that do amazing jobs with certain dimensions. And you can plan professional development and plan to use them within your center, based on the information that you've gathered from this. And you can also use it to create specific teacher professional development plans. Sometimes, when people are scoring lower, there's lots of reasons that they might be scoring lower. It's not that they're not trying hard; it's not that they don't want to do a good job. Sometimes, they just need more specific help.

So, understanding the reasons that they're scoring low and the areas in which they're scoring low is a good way to use that data to create those individual plans. And then you contrast that with -- the individual plans will allow for you to strengthen people who need to be strengthened and kind of let those fly who can fly. So, you've gathered the data; you understand why it's important and what you should do with it.

Now, it's time to share it with individual teachers or -- and actually this should be classrooms, or people within the classroom. So, the first thing that you want to do is you want to make sure that teachers understand what is meant by high quality teacher-child interactions. It does us absolutely no good to have a conversation with a teacher who doesn't understand the basis of CLASS, if you are utilizing CLASS. If you're not utilizing CLASS and you are expecting certain behaviors, it's really hard to have a conversation with teachers, if they don't know those certain behaviors.

When you share the data with teachers, make sure you just focus on one or two areas at a time. It's hard for everybody to be good at everything, but we can all master one or two things, at a time, and improve upon that. You want to make sure that you focus on the strengths and the areas of challenge. It is vital to tell teachers what they are doing well, so they continue to do that well, and also to tell them where they need support, so, that you can make sure that that's addressed as well. And when you share, you want to make sure that you provide specific behavioral examples of what was observed in each dimension. Just telling someone that they "did good" or your "concerned" won't be sufficient for growth. You need to be more specific. And that last is sharing -- share in an individual meeting.

We all understand that CLASS and teacher-child interactions involve all of the adults in the class, and that's what you should be measuring, the interaction of all adults. However, it's not fun for a teacher to hear that they have areas of concern, in front of peers or in front of others; so you want to make sure that you respect that for teachers. So, you guys can jump in again. Talk to me a little bit about some best practices that have been successful, when you're sharing your classroom-level data. And we're looking for something.

Obviously, I'm telling you the "do's" that I know and the do's that CLASS recommend, but you guys have probably been doing this for a while; so, we'd love to hear from you about what's working. Are you getting some feedback, Susan?

Susan: Yeah, I'm seeing that some folks are saying that it's really important to have an example that you can show about, kind of, what are the behaviors that are in that category of items that you're sharing data about? So, they have a good understanding of what that might be. Let me see, some other things.

Cecelia: Yeah, it's hard to tell a teacher to model more language, if they don't know what modeling language is.

Susan: Right, exactly. So, another person says: "I use it as a tool to coach or mentor, to give the teacher suggestions on how they may be able to change or improve or enhance."

Cecelia: That's great.

Susan: Here's one: "I've been putting video clips on DVD, so that teachers can view them, at their leisure and then go over them when they have time to discuss."

Cecelia: That's great. Wow.

Susan: Somebody said "sharing multiple classrooms." I'm not sure what that means. Maybe, sharing data from multiple classrooms, maybe. I'm not sure. Here's one about overall classroom successes and challenges. "Teachers know which children are having difficulties, are encouraged to have specific activities to address these. Also, for children who are above level for scaffolding purposes." So, kind of individualizing for the kids is what I think that person's getting at.

Cecelia: Great.

Susan: Someone said: "Starting with the strengths of interactions or skills that have improved, even if the improvement is small." So, kind of that positive regard for growth and possibilities. Again, focusing

on positive and being very careful about how to present negatives. Could refer to examples in the QTL 15-minute in-services. Boy, you guys have all kinds of great ideas. "Letting the teachers see the video clips and then get ready to discuss." Fantastic.

Cecelia: Alrighty. Once again, if I could applaud for you all, I would. It just would sound weird, so... All right, so we've learned about our data. We've distilled it down to classroom level. We have decided our area that we want to focus on, and now we have discussed how we want to share it with teachers. So, next is -- you guys have never seen one of these before, I know, right? An action plan. And I want to make clear that this is just a template for me to talk through this. You might have a template you're already using, and you just need to add some of these components that I'm speaking to. So, please just bear with me on this and let me walk you through why I think this action plan is important and how it can help you when you're sharing data about teacher-child interactions.

So, the first thing in this action plan that's really important is I list the lead teacher and the assistant teacher. So, the meeting may only be with the lead teacher, but I want to make sure that in my conversation I'm very clear that we want the other adult or adults in the classroom to be involved in instruction. You want to make sure that you relate the relative strengths. And those are, once again, behaviors. And, so those you can take straight from the dimensions of CLASS that will speak to this. And then you want to identify the areas for growth. And this one I just did one area of growth, because it's a two-part area. But the other one is this is a tough one.

And we are really talking about extending that communication and asking questions. And I am really encouraged, because so many of you spoke to planning for this, which is really the key to this. But I focus just in this one area, because in my experience, this is the area that most teachers have the most trouble with. So, using this template, you are going to have a plan first, for the teachers in the classroom. And here, the example that I used was: "Preparing" -- just like most of you said. I think somebody used the example of writing the exact question. That is absolutely paramount to making sure that you are able to improve in this area. One of the things that I always notice or often notice in observations is, because the topic seems simple, teachers feel like they'll be able to speak to it without a lot of preparation. And I use the example of balls.

And so, if you have a study or a theme of balls and teachers haven't prepared, they are usually limited to five types of balls or a conversation about big, small, and little. And once they get past those conversations, they don't have a lot more. Because in theory, that should be something very simple to speak to, but, you know, we all know, as adults we get into the classroom, things happen, life happens, work starts, children start interacting with you, and those questions that you thought of don't come back to you always when you want to.

And so -- I am so sorry. So, you want to make sure that you plan for those questions and that you have them written and in an accessible location beforehand. Somebody already said put them in the lesson plans. I used to have a teacher that I called her "The Riddler." She had a little belt loop or one of those little key rings with note cards on them, and she prepared all of her cards in advance, and she'd walk around with them, and she always had questions on her. And so, this is not only for the lead teacher. These are also for the assistant teacher in the classroom.

If you place them strategically at different locations in the classroom, then everybody can know that they can pick them up and have access to a clipboard. That'll help them utilize those strategies to make sure they're extending the communication and asking questions. The piece that I add on to this action plan that's a little different from maybe the one that you went over, when you use data with supervisors -- I know that's a webinar that was given earlier this year. I add in the ed. manager actions. And this could be the ed. manager, could be the program coordinator. Whoever oversees teachers and is responsible for supporting instruction in your program, it's really important that we document how that support's going to happen. Because, this is an action plan for improvement.

This is not an action plan because the teacher's in trouble or, you know, we're worried about something else. This is because we want instruction to improve. So, in order for instruction to improve, teachers are doing what they know. And, if that's the case, we need to teach them better. And so the ed. manager's going to have to have a regular role in supporting it.

And so I've given some examples of how the ed. manager or the program manager can support that. They can provide written feedback, regarding the quality of questions in the lesson plan. Somebody already spoke to Bloom's Taxonomy, and here's a place where ed. managers could use that type of feedback in lesson plans. They can provide video clips. And somebody's already said that they're doing that on DVD. And then another example is modeling those question strategies for teachers, during learning centers or small group time. The next step is to put a timeframe to each one of these actions. Very important, providing written feedback, and you put a date of when you're going to start it, so that we hold everybody to it. The next one is you want to schedule that time to model questioning. It's one thing to tell a teacher: I'm going to come into your classroom or, "I'll swing by." It's a whole nother thing to plan your day around it.

You want to make sure you plan the time to come in and model. And then if you have requested that a teacher use video clips or that they are videotaped, then also plan that, the time to come in for the videotaping and then also the time in which you're going to review it. Because you want to make sure that you go back and touch upon the things that you have focused on.

So, now you've developed this action plan to target the area of professional development that you think is needed, and extending communication and asking questions was our target. And so now you want to use this program-level data that you've gathered to measure growth. And we talked about this in the beginning. And a large percentage of you were already looking at growth, or at least using it twice -- administering some type of observation twice a year. So, you want to know: How have your classrooms improved in the area of instructional support, because that's where we targeted our professional development?

And as you can see in our example, we have growth from fall to spring. And one thing that's really important here is you want to make sure that when you are doing this, you keep the data clean and that you only include scores in the spring that were actually included in the fall. And that way you don't have teachers that joined in the middle of the year that never received a baseline; you don't have them in your average. And that way you kind of get a true measure of what's occurred over the course of the year. And then you want to remember: Take those scores. And it's great to know it at the program level and what you did there, but you want to know how you compare to the national and your regional averages. You want to know that your growth is typical of other Head Starts in similar situations. And in this case, the program, the sample program has about the same amount of growth, but they're higher than the national average, so great.

So, after you've looked at that, you want to make sure that those changes that have happened were directly related to that professional development, in that you really want to look down into the dimensions and determine: Were teachers actually improving in the dimensions of modeling feedback and extending questions? You want to evaluate this professional development, or evaluate those areas before and after. So, when we speak directly to those dimensions that you looked at, and in this one, like I said, we use extending communication and asking questions.

So, before, how did teachers respond to this and what was their score in that area? And then, you want to look at after, if you noticed growth in that area. So, to do this, you would, maybe, look at video clips, maybe monitor pre- and post-lesson plans. Maybe, you had lesson plans from when you started the professional development and then you look at the lesson plans, you know, six months later, to determine if teachers are actually, using their lesson plans, kind of, like you all said, to document and prepare questions in advance for children.

And even from there, did they, over the course of the year, go from planning questions for a class to planning questions for individual children? So, I want to ask you guys one more question, and this relates back to what we talked about with extending communication and asking questions. What type of behaviors might you expect to change as a result of this professional development targeted to this area? And you guys have actually given me a lot of examples about this; so, maybe there are some expectations that you've had within your program that you haven't seen and we haven't spoken about today, but you really wish you could get to. If you'll take a moment and share those with us, that'd be great.

Susan: Yeah, so if you have examples that we haven't heard about, or, as Cecelia mentioned, kind of something that you have a wish for, something where you would like to extend into, and enhance your program by seeing your teachers doing. So, why don't you share those things with us in chat -- well, actually in the questions box, and as they come in, I will share them with you. One of the things that was mentioned is that the teacher behaviors they might expect to change as a result of professional development, targeting that question, extending communication and asking questions was more effective in intentional questioning. Someone else said something about teacher confidence becoming a natural way to talk and share with children.

Cecelia: I like that. That's great.

Susan: Let's see. More interactions with the children, and giving the children the chance of free choice. Okay. So, it really seems to be kind of that intentionality comes hopefully with that professional development. And I liked that other piece about teacher confidence. You know, that was, kind of, maybe, something you didn't target in professional development but was a byproduct of giving the teachers the professional development; so, that they could have success and feel more confident about their abilities as teachers. Oh, gosh, somebody else said that was important to them as well.

So, again, more intentional planning, but also this person added that there's more spontaneous discussion with the students. And I think that, kind of, is an interplay between the teacher confidence and that intentionality. Once you plan, intentionally, once you gain confidence, you begin to speak spontaneously with the children in ways that are deeper and richer. So, that is fabulous.

Cecelia: I like that.

Susan: One -- the other person was saying -- oh, somebody else said that, too.

Cecelia: Well, I think that's great, the spontaneous conversation. Some of the conversations I used to have with my staff was: "I feel like when you walk into a classroom, it shouldn't be a library. You should hear the hum and the little buzz of learning happening." And so the more teachers are engaged with children, the more they're engaged with each other, the more conversation is happening and the richer the discussion becomes. And so, those are really great pieces of feedback about how you get to those behaviors that really will lead to changes in teacher-child interactions and really up that level of extending the academic language in a classroom, which will then lead to improved child outcomes.

So, one of the things that I just kind of spoke to was evaluate that PD before and after. Look for those changes directly related to professional development. Because we all are strapped for time, and we all have a big load of things to do. And it's really hard to get to every classroom and measure at this granular level on a regular basis, and I recognize that. And so one of the things that you can do to help yourself is really look at a random sample of teachers that you've targeted this professional development to and just focus on those things that you want to see improved. And so, I'm, by no means suggesting that anybody go out and administer observations more than twice a year, so that you can determine if growth is happening.

You want to be really smart about how your using your time and really specific, but you also don't want to waste your time on professional development, one, if it's not working. If for whatever reason your teachers will not use the videotapes and you can't get them to use the video clips that you've provided, it may not be the best use of your time to continue it. If you notice that teachers respond better after you've modeled a lesson, then it might be a better use of your time to model lessons, as opposed to doing something else. And so you really have to monitor that, otherwise we'd all be running around pretty crazy, trying to meet the needs of lots of different people that may not be yielding the results that we like.

And so, now, I am actually done with my part of the presentation. Thank you all for having me. And I am going to turn you over to Dawn, who is going to take you through some resources that will support the actions that I have spoken about today.

Dawn: All right. Thanks, Cecilia. And with all -- and if you were thinking to yourself that some resources might be helpful to have to work on this as well, we have them for you. There's three of them we're going to cover today. It's the CLASS Brief, the Crosswalk, and a few of the in-services suites that relate to the instructional interactions.

So, here's our product map. And this product map all of your ECE Specialists have. And they have all of these resources that are listed on this map. So, this is the CLASS Brief. The CLASS Brief is about understanding and using the CLASS for program improvement. It is available on the ECLKC, and it addresses three main questions: What do the CLASS results mean, what are the different ways the CLASS results can be used, and how should CLASS results be reported and shared? Much of what we covered today is what this CLASS Brief discusses. So, this is a document that can help you continue that process. Now, for those in-service suites. Here are all the instructional interactions in-service suites that your ECE Specialists have.

There are 11 fully developed and each of these suites provides strategies for teachers to use to, for example, improve on providing feedback or ideas for introducing novel words. As we talked about in previous webinars, in-service suites also have learning activities and tips for teachers and supervisors' tools that support the learning that can take place.

So, if you'd like access to these in-service suites, please call your ECE Specialists, because they have them. But also on the ECLKC, the -- right now there are five instructional interaction suites that are available online, and the staff at the ECLKC is working diligently on getting more up every day. So, check back often to see what's new, because they're working hard to get everyone's materials up. But the ones that those arrows are pointing to are the ones that are on the ECLKC right now.

And next is this Crosswalk. This Crosswalk is something that your ECE Specialist has, and the idea here, it was an effort to pull together the CLASS with the NCQTL in-services we have developed. I'm going to show it to you in a different way on the next slide so I can explain a little bit more about how it works, but I wanted you to see what it looked like. Okay, so this Crosswalk, for example, Concept Development, Quality of Feedback, and Language Modeling are up on the top. And along the side are the names of the instructional interaction suites. And the Crosswalk indicates which of the suites cover Concept Development, for example. So, you could look at Scientific Method and see that it covers Concept Development. Or you could take a look at Extending the Conversations: Novel Words suite, and it covers Concept Development, Quality of Feedback and Language Modeling.

So, this Crosswalk pairs this together to help you target the resources to an area of instructional support your program may identify as needing improvement. This is kind of a cheat sheet to pull that together. Okay, and then also this is just a snapshot of more of the engaging interactions suites that are available on the ECLKC right now. And that CLASS Brief.

So, as we always do, we like to end our time together with a quote. This one is from the Great Law of the Iroquois Confederacy. "In our every deliberation, we must consider the impact of our decisions on the next seven generations." This quote helps to think about the importance of taking our time to allow for careful consideration of the decisions we make today, because, those decisions will have a definite impact on our future. So, I'd like to take some time to give a special thank you to Cecelia and Susan for all their efforts and time in developing this webinar. And thank all of you for your great participation and comments, as we went through. We love that, and we love being able to connect with you to connect with you, in this way, every month. All right, we look forward to seeing you all again, next month. Thanks for joining us.