

Advancing Effective Interactions & Instruction (AEII) Initiative

What It Means for You (ECE Teachers & Leaders)

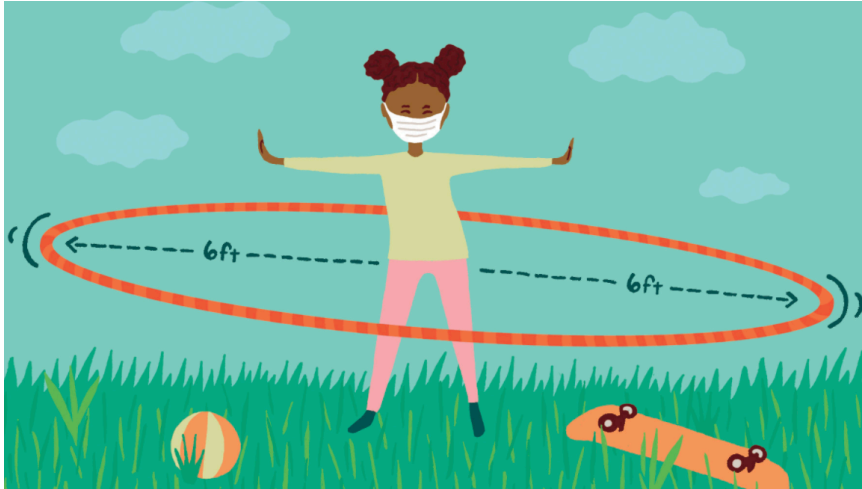


Today's Agenda

1. Give an overview of the Advancing Effective Interactions & Instruction (AEII) initiative
Plans for observations 2020-2021
2. **Introduction to CLASS[®] tool and reflect on applications**
3. Walk through what to expect before-during-after observations
4. Q&A

COVID Impacts

Much is different this year...



COVID Impacts

Some things remain the same: **interactions still matter!**



What do kids need from us (now)?



Steps to annotate:

1. Move cursor up to the top of the screen where it says “You Are Viewing XXX’s Screen / View Options”
2. Click down carrot to the right of “View Options”
3. Scroll down to Annotate
4. Click on “text” to type or “stamp” to put a check, heart etc beside something you agree with

What do *teachers* need to meet *kids'* needs?

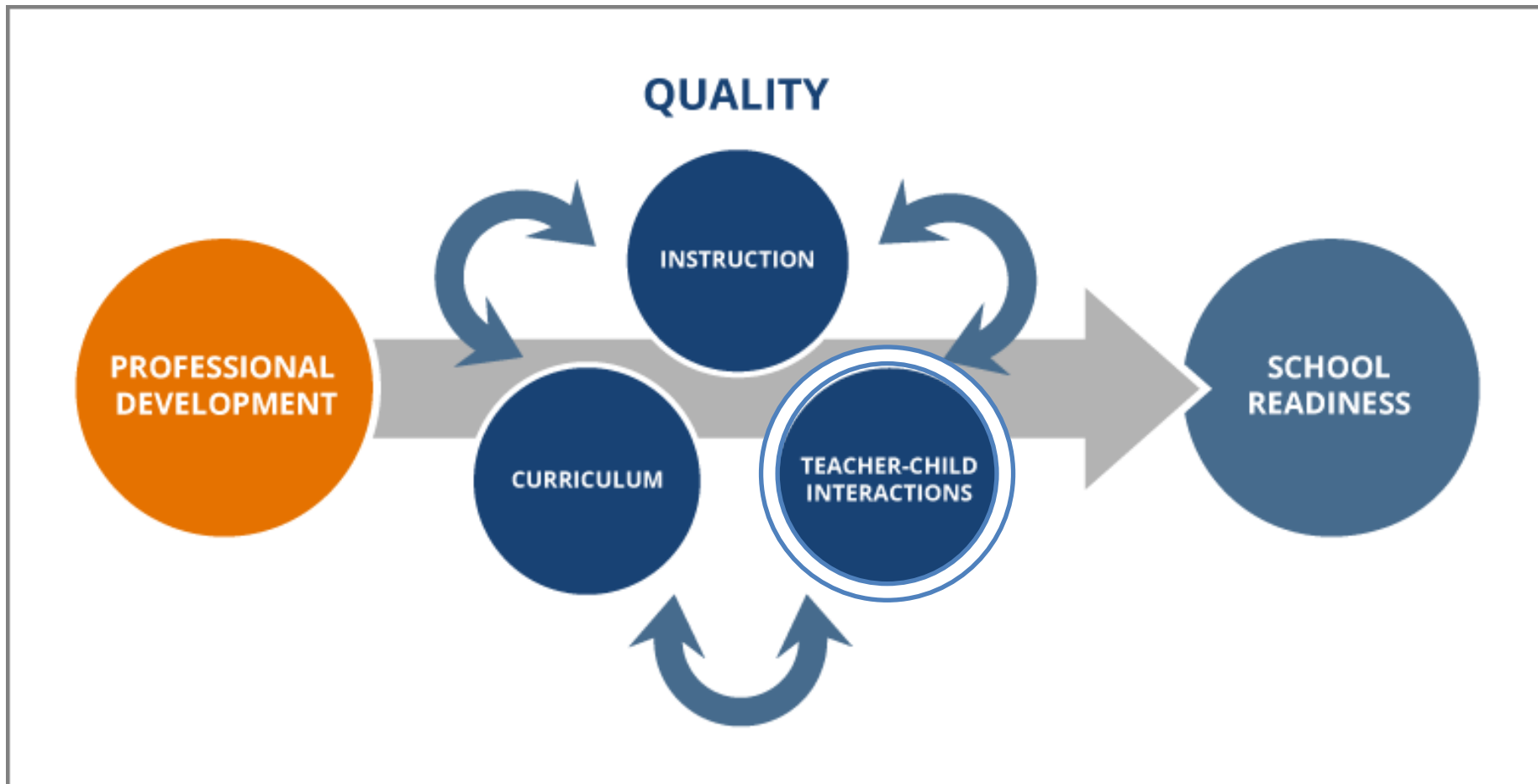


Advancing Effective Interactions & Instruction (AEII) Initiative Overview

How Does AEI Support Kids and teachers?

1. All teachers supported to use a vetted, evidence-based **curriculum** in their classrooms
2. All classrooms' **teacher-child interactions** observed using the CLASS (when in-person) and adapted tool (when remote)
3. All teachers receive **high-quality, individualized PD** that supports their knowledge, skills, and practice





School Readiness & Interactions: Did you know?

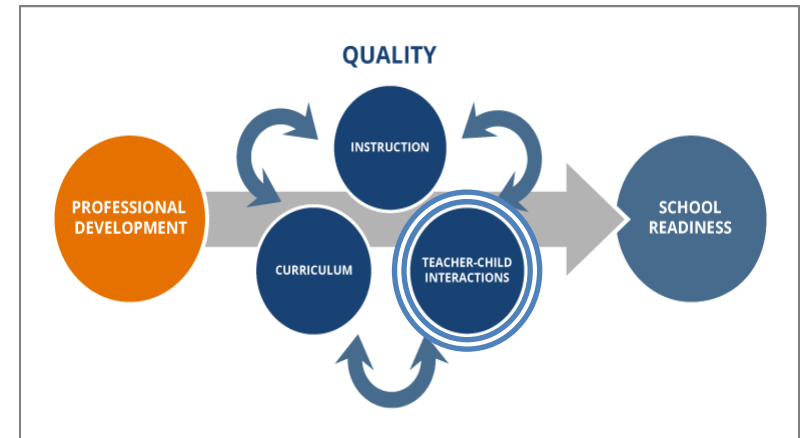
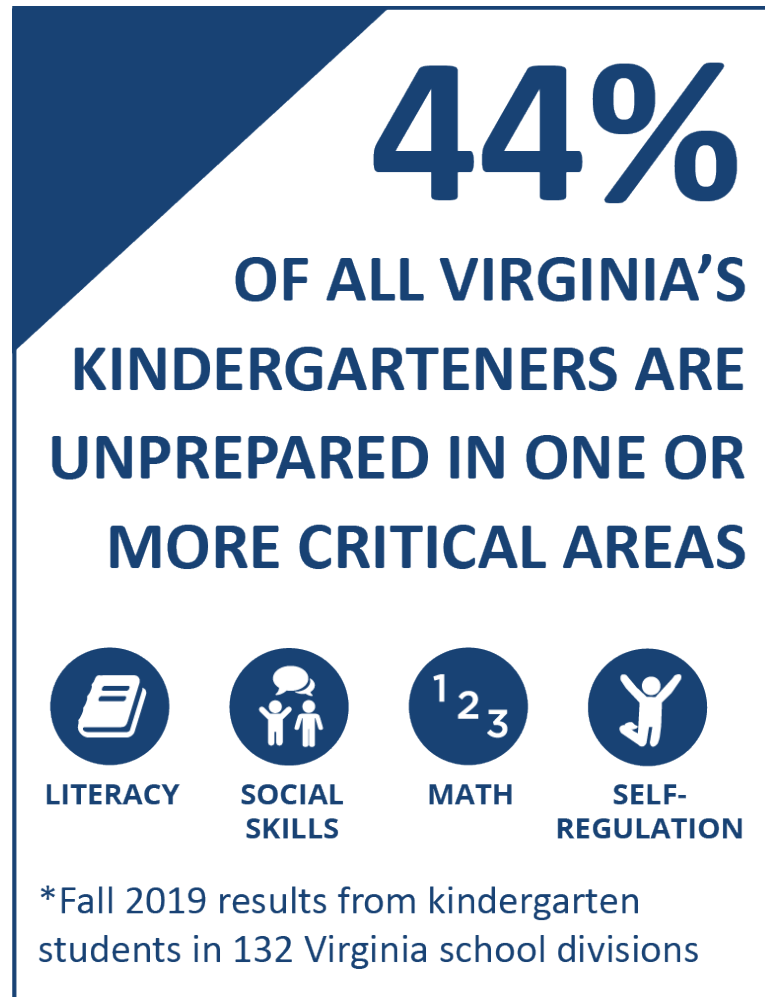
Improving teacher-child interactions in early childhood classrooms leads to which of the following improvements in outcomes for children?

- A. Self-regulation skills (including fewer challenging behaviors)
- B. Social skills
- C. Math skills
- D. Literacy skills
- E. All of the above

Improving teacher-child interactions in early childhood classrooms leads to which of the following improvements in outcomes for children?

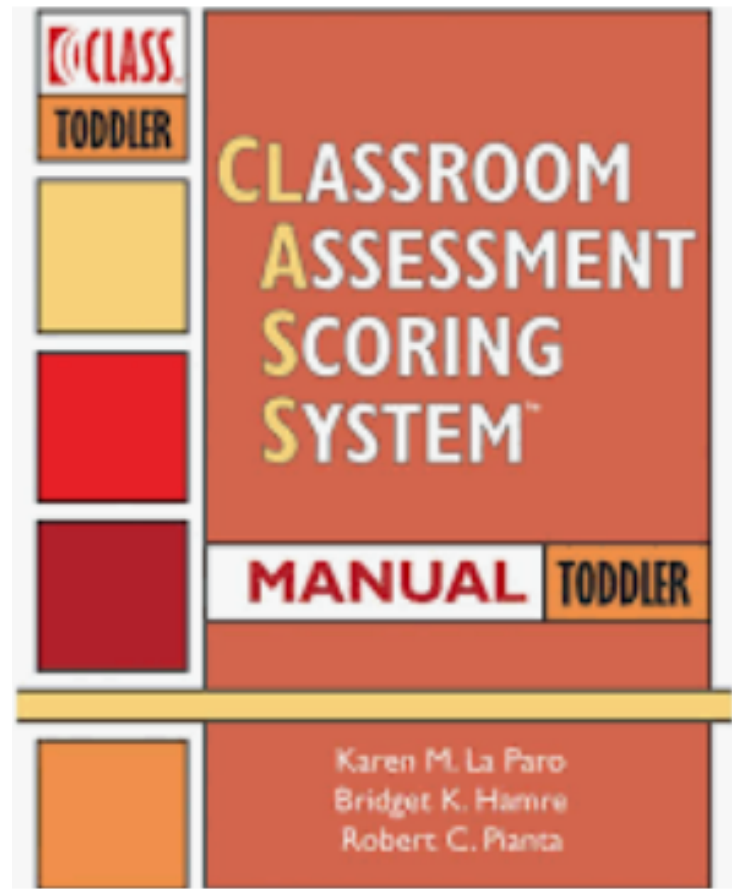
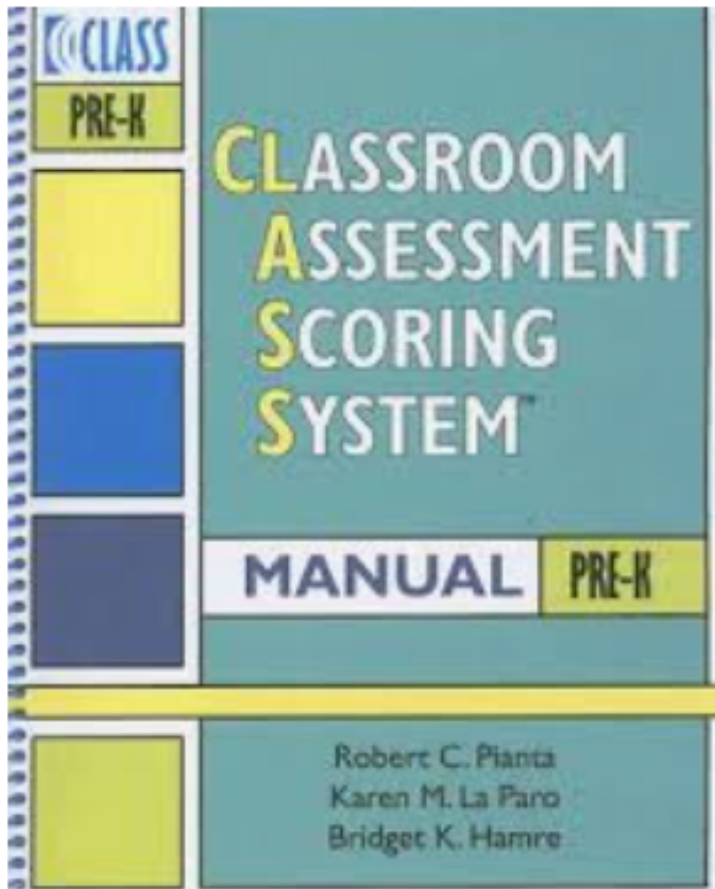
- A. Self-regulation skills (including fewer challenging behaviors)
- B. Social skills
- C. Math skills
- D. Literacy skills
- E. All of the above

Why focus on improving teacher-child interactions?

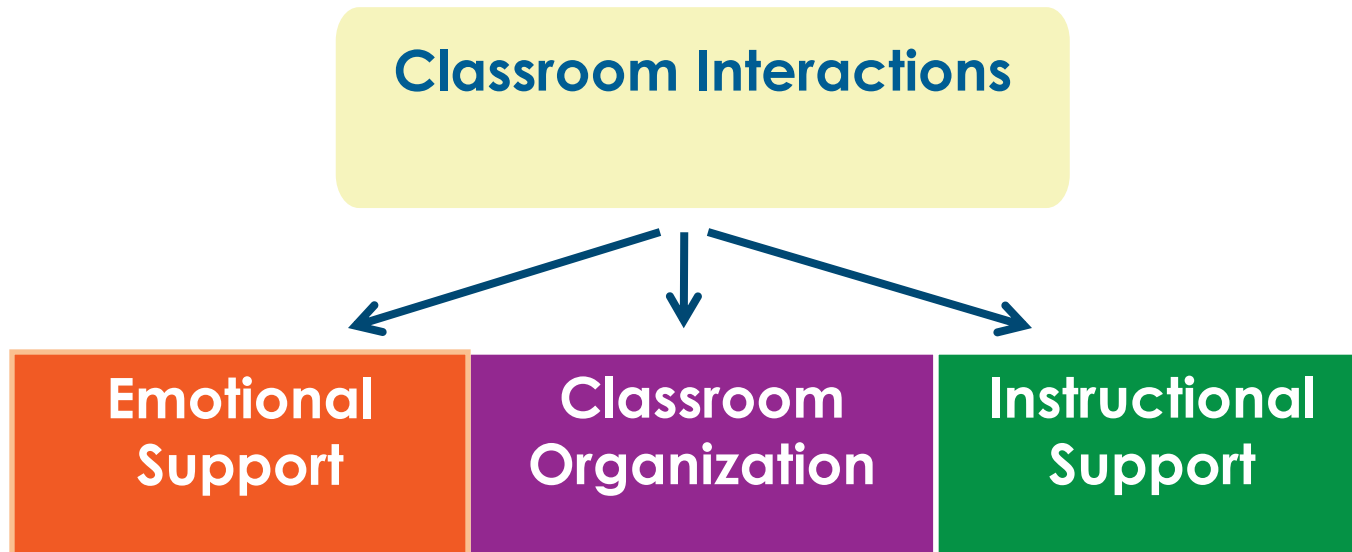


*Help **MORE** kids be kindergarten-ready*

Observations of Teacher-Child Interactions 2020-2021



Observations with CLASS® focus on:



Observations are non-evaluative;
intended to be supportive and
inform individualized PD goals.

There are a couple complimentary ways that CLASS data will be collected: “external” and “local”

The purpose of having complementary observations is to support growth.

What's the Difference?

External Observations

- **AEII** coordinates with your leaders
- Every other year

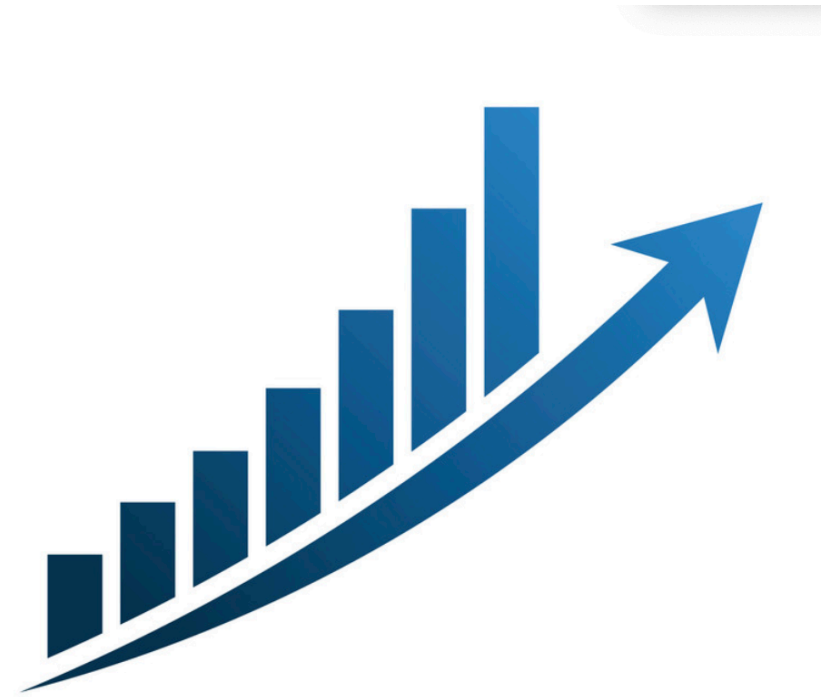
Local Observations

- Coordinated **within your division**
- Typically at least twice per year

External Observations + Local Observations = Growth!

Every other year **external** observations serve as a baseline and marker for growth.

More frequent **local** observations help make the growth happen by providing more frequent feedback loops and opportunities to action plan.



Expectations 2020-2021

External:

- *Only* when in-person instruction occurring
- Flexibility in formats (live, zoom, recorded) to adhere to local health and safety protocols

Local:

- This is coordinated, scheduled, and recorded by the local school division.
 - When meeting in person - **at least** one local CLASS[®] observation during the school year, when local health and safety protocols permits.
 - When fully virtual - use the *Local Observation Tool for Virtual Pre-K Instruction* in place of a standard CLASS[®] observation.

When in-person, which classrooms will have External Observations this year?

- VPI classrooms last observed 2018-2019
- VPI classrooms delayed by COVID
- 1st observations begin in **ECSE self-contained, Title I, and 3-year-old pilot classrooms**

CLASS[®] in ECSE classrooms



Why?

- Interactions matter for all children!
- CLASS tool aligns with the DEC Recommended Practices for teaching children with disabilities

How?

- CASTL partnering with VDOE and Teachstone to plan protocols, learning from what's working in other states

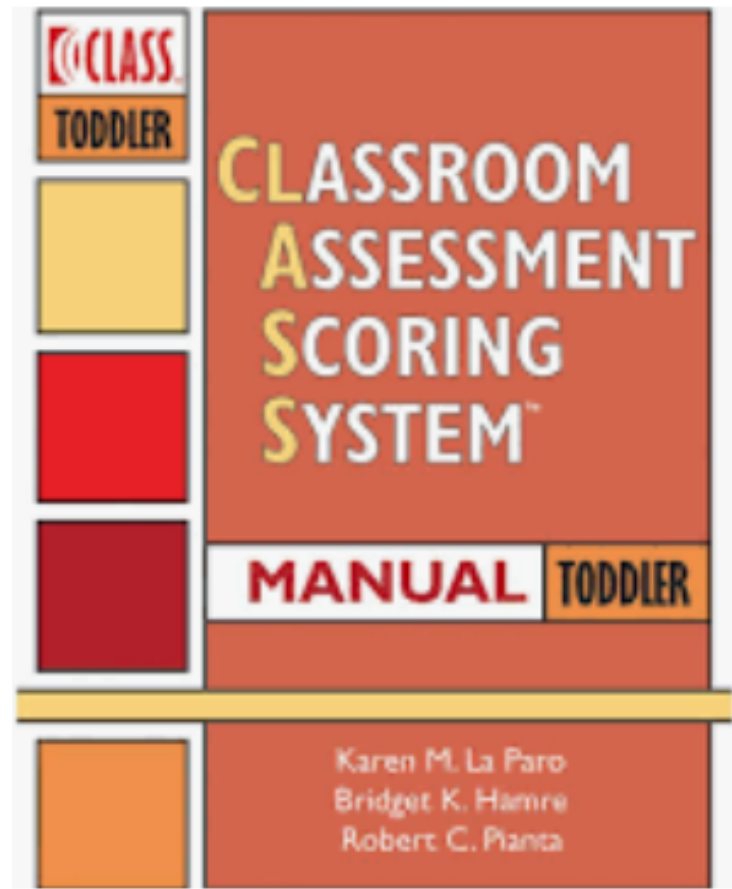
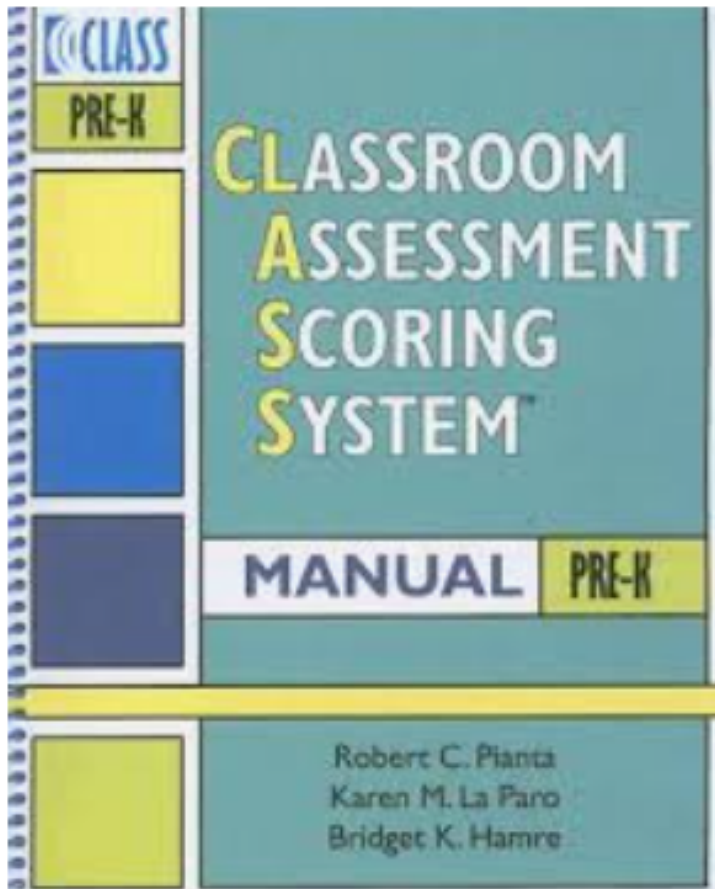
Introduction to CLASS[®] tool

We know that interactions matter

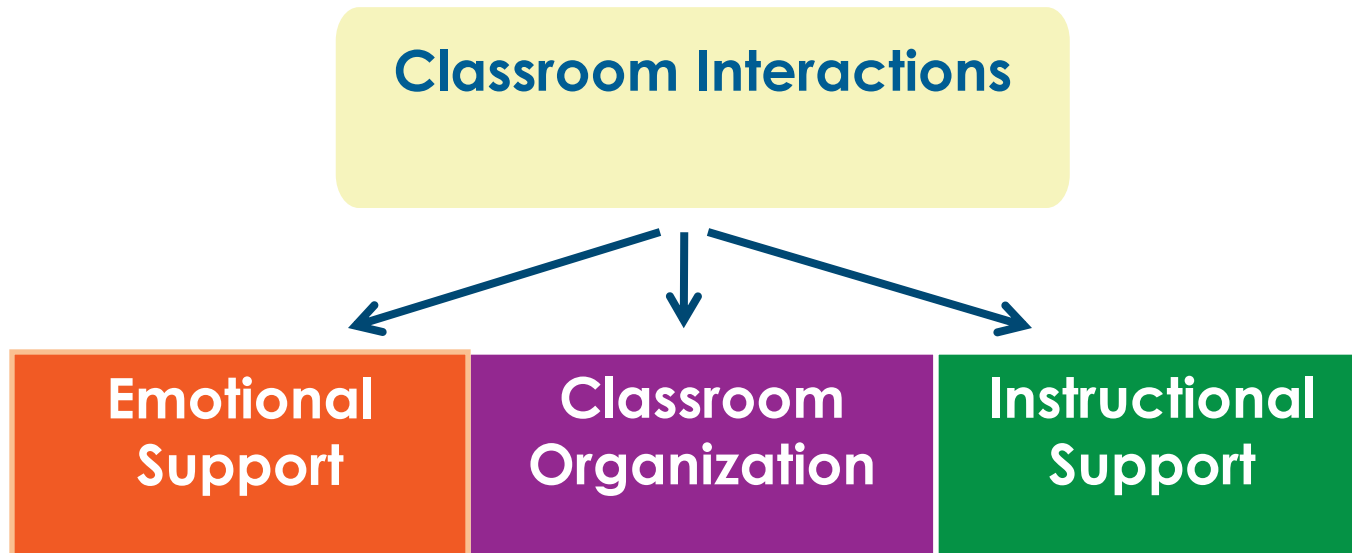


How do we know where our strengths lie and where to grow?

- Classrooms are complex places
- We need a lens through which to view them
- The lens we choose impacts what we see



CLASS[®] PreK: 3 CLASS Domains



Each Domain is Made Up of More Specific Dimensions



Emotional Support Domain



How teachers help children develop positive relationships, enjoyment in learning, comfort in the classroom, and appropriate levels of independence.

Classroom Organization Domain



How teachers help children develop skills to regulate their own behavior, get the most learning out of each school day, and maintain interest in learning activities.

Instructional Support Domain



How teachers promote children's thinking and problem solving, use feedback to deepen understanding*, and help children develop more complex language skills.

**of concepts across content areas and curricular activities*

Let's Look for Powerful Interactions

Using the CLASS[®] lens

Before we watch please keep in mind

- This is a real classroom, the teacher has volunteered to share a couple of minutes to help us all learn to use the CLASS lens to view interactions. It is essential that we approach all teachers with respect as we discuss our observations.
- This is a video of in-person, not distanced interactions. Its still good practice for identifying the kinds of interactions the CLASS tool captures.

Calendar Center Conversation



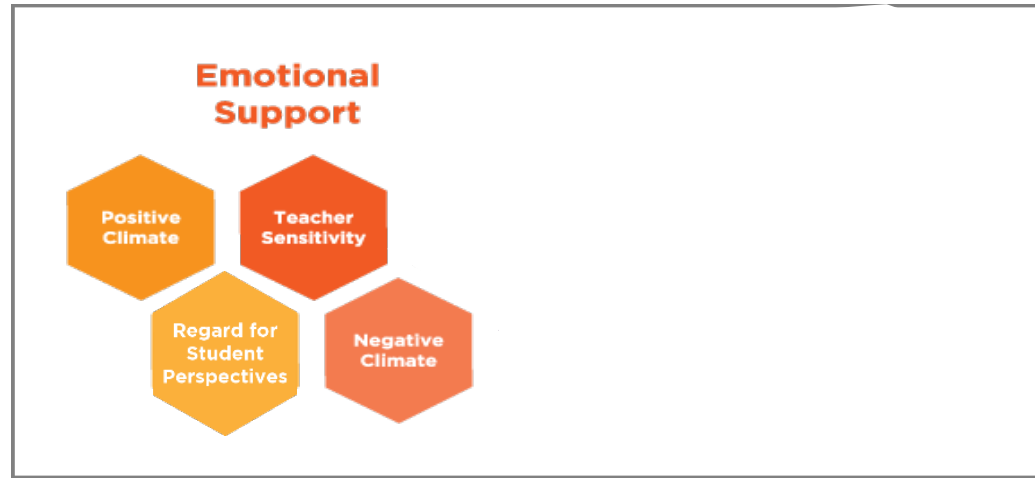
[Video Link](#)

Share and Sort Observations



Applying CLASS to Our Current Situations

Emotional Support Domain



How teachers help children develop positive relationships, enjoyment in learning, comfort in the classroom, and appropriate levels of independence.

Reflect and Discuss

How can we embed
Emotionally Supportive
interactions this year,
whether we are teaching
in-person or remotely?

Classroom Organization Domain



How teachers help children develop skills to regulate their own behavior, get the most learning out of each school day, and maintain interest in learning activities.

Reflect and Discuss

How can we embed interactions related to Classroom Organization this year, whether we are teaching in-person or remotely?

Instructional Support Domain

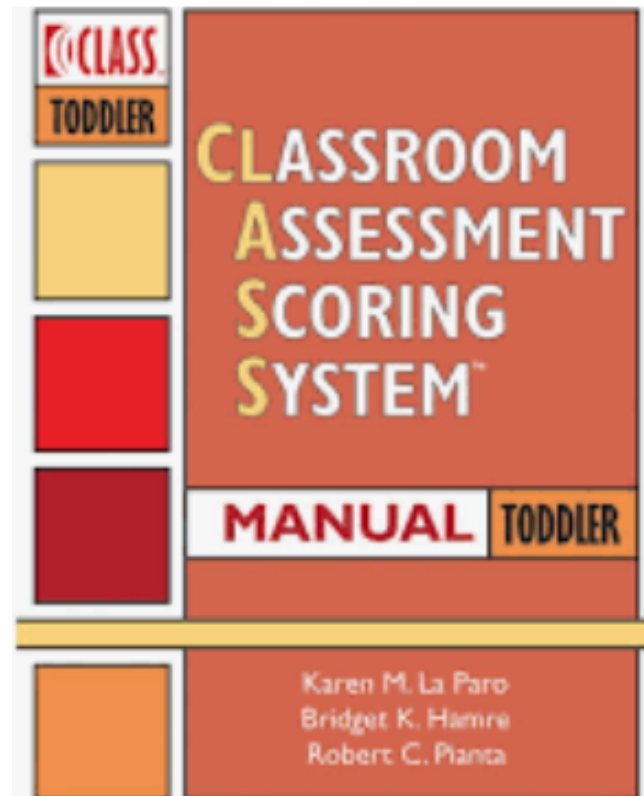
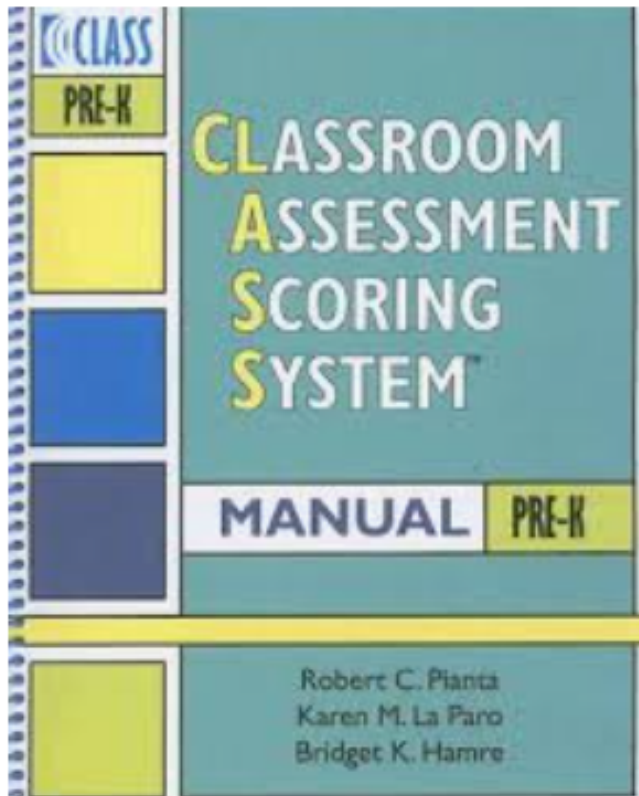


How teachers promote children's thinking and problem solving, use feedback to deepen understanding*, and help children develop more complex language skills.

**of concepts across content areas and curricular activities*

Reflect and Discuss

How can we embed interactions related to Instructional Support this year, regardless of whether we are teaching in person or remotely?



If you want to continue your learning about what CLASS is all about, Teachstone is offering several deeper dive sessions – link in chat or click [<<here>>](#)

2020-2021

AEII CLASS Observations

**What to expect before,
during, and after**

Classroom Observations

BEFORE

- Teachers will receive an email from Teachstone asking for specific classroom information
- Teachers and leaders will be notified of observation time frame about 1 week ahead of observation
- Let your division leader know if you will not be in the classroom during that time (i.e., you are out sick)

How do I prepare for the observation?

What do I need to do to
get ready for the
observation?

Nothing!

Keep doing what you're
doing. Teach, talk, work,
and play with kids!

Classroom Observations

DURING

Observers will comply with local health and safety protocols

- CLASS[®]-certified observer
- 4 20-minute observations in a row (~ 2 hours)
- Observer aims to minimize disruption to you and your students
- Observers are there only to observe

Classroom Observations

AFTER

- Observer will let you know they are done/log out.
- Approximately 3-4 weeks later CASTL sends your coordinator your classroom's observation report.
- Your division's chosen feedback provider (from YOUR division) will schedule a meeting to discuss the report with you.

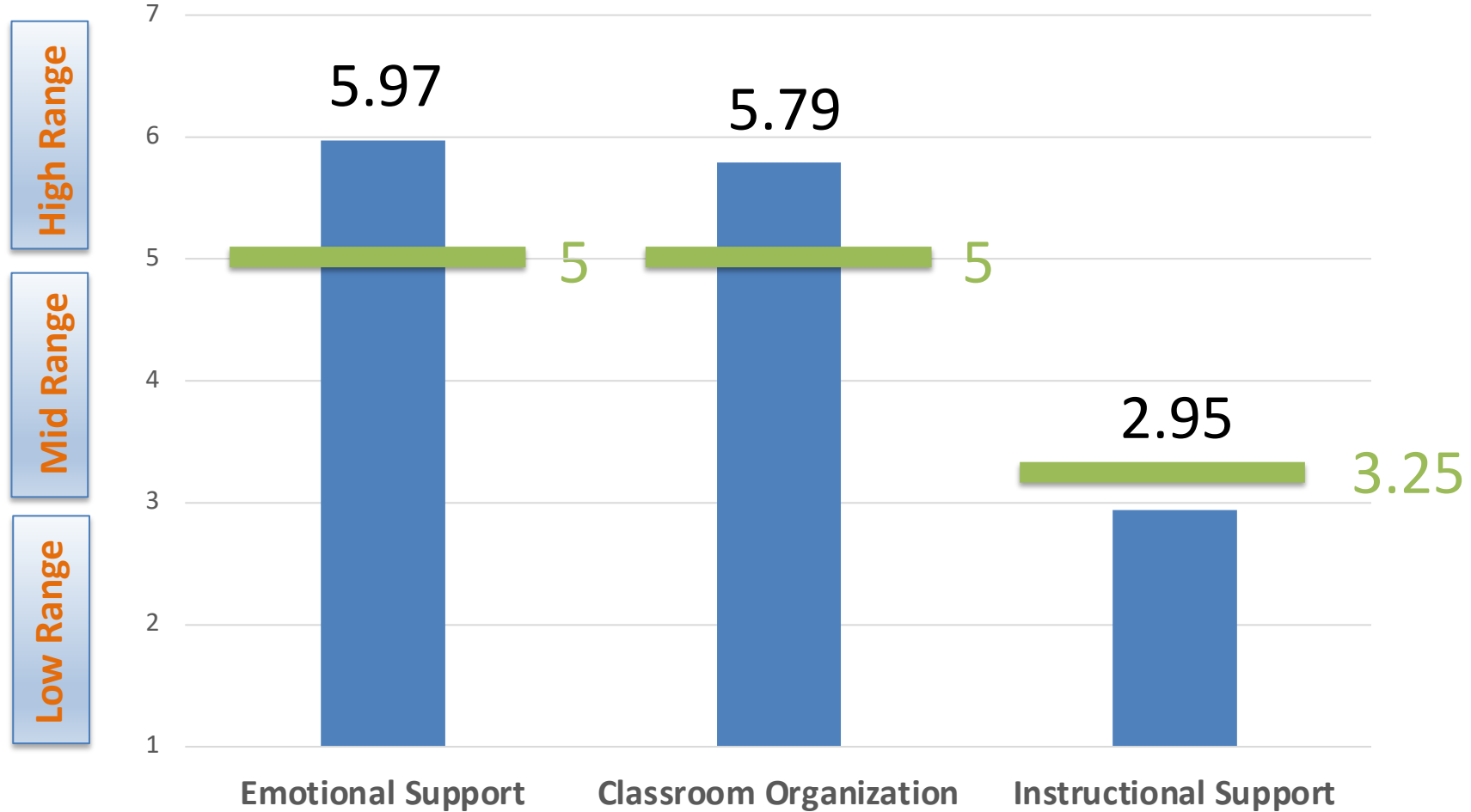
What have teachers said about CLASS reports?

94% of teachers surveyed in 2018-20
say they will use the data in their
report to inform how they can grow
their practice

“This format of reporting I found to be so clear and supportive of teacher growth.”

“...it demonstrates there’s always room to grow. The children are different year to year, but we are consistent and can always grow.”

CLASS[®] Observation Scores 2018-2020 and VDOE Benchmarks



Feedback Meetings



Feedback Meetings

- Occur within about a month of getting your report
- Teachers have found it helpful!
 - In 2018-2020, **8 out of 10 teachers surveyed** agreed that feedback meetings helped them:
 - Understand their report
 - See their interactive strengths
 - Identify growth areas

Recap of CLASS Observations Before-During-After



Classroom-Level CLASS Observation Report

You were recently observed using the Classroom Assessment Scoring System (CLASS®) as part of your participation in the Virginia Preschool Initiative (VPI) Plan to Ensure High-Quality Instruction in All VPI Classrooms, administered by the Virginia Department of Education. The CLASS® is a measure of teacher-child interactions. All teachers have areas of strength and areas that show room for growth. The purpose of this report is to highlight key areas of strength and an area for growth in each CLASS® domain. Using the CLASS®, observers note the evidence of warmth, engagement, and cognitive stimulation in each classroom, and use their observations to assign scores.

The CLASS® assesses teacher-child interactions in **three domains**:

- **Emotional Support (ES)**: The degree of warmth, respect, and evidence of close relationships; sensitivity and responsiveness to children's needs; support for children's autonomy; lack of negativity.
- **Classroom Organization (EO)**: The teacher's management of class time and attention to get the most learning out of every day; efficient routines and transitions; proactive behavior management; active facilitation of learning.
- **Instructional Support (IS)**: The teacher's use of strategies that support higher order thinking and connections between concepts; use of scaffolding (hints) and individual feedback to support learning; use of strategies to promote language.

The three domains of the CLASS® are broken down into 10 different dimensions of teacher-child interactions.

Emotional Support	Classroom Organization	Instructional Support
Teacher's Warmth	Teacher's Responsiveness	Teacher's Instructional Quality
Teacher's Sensitivity	Teacher's Management of Class Time	Teacher's Instructional Quality
Teacher's Respect	Teacher's Management of Class Time	Teacher's Instructional Quality
Teacher's Support for Autonomy	Teacher's Management of Class Time	Teacher's Instructional Quality
Teacher's Support for Autonomy	Teacher's Management of Class Time	Teacher's Instructional Quality
Teacher's Support for Autonomy	Teacher's Management of Class Time	Teacher's Instructional Quality



Bringing It Back to the Big Picture

Three Key Ingredients



Curricula



Teacher-Child Interactions



Instruction

CLASS data is one of several pieces of useful information about what is happening between teachers and children.

If you are looking for more information on AEI, click [HERE](#)

Wrapping Up: The WHY of AEII



Goal: To support and recognize the value of the crucial work that teachers do to support children

Are you feeling the support?

Survey

Please take a few minutes before you go to [complete a short survey](#) about this workshop to help us improve our support of divisions.

Contact us!
aeii@virginia.edu

Thank you!



Questions?



FAQS

- 1) How do social distancing requirements impact what observers look for?
- 2) I have children with communications disorders, how does CLASS take that into account?
- 3) I have a child who has disruptive behaviors, how does CLASS account for that?
- 4) How can I learn more about exactly what observers are looking for?

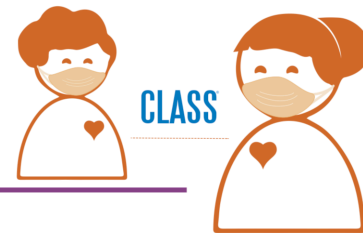
1) HOW DO SOCIAL DISTANCING REQUIREMENTS IMPACT WHAT OBSERVERS LOOK FOR?

Some interactions won't look the same with social distancing. For example, Positive Climate won't be seen through hugs or smiles. Observers know this! They are being trained to look for effective interactions in other ways. Some ways Positive Climate can be seen: air hugs, thumbs-ups, friendly talk, and getting down on children's eye level.

Teachstone has provided a [resource](#) with many more examples that you can access from [aeiionline.org websiate](#)

EFFECTIVE INTERACTIONS

in Socially Distanced Classrooms during COVID-19, Pre-K–K-3

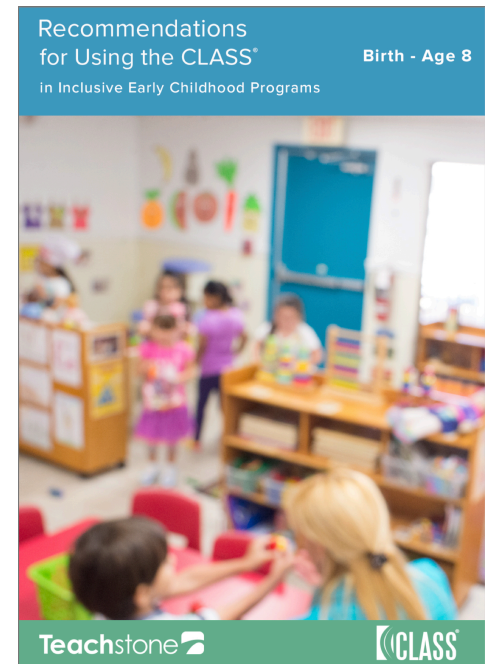


2) I HAVE CHILDREN WITH COMMUNICATION DISORDERS AND OTHER DISABILITIES. HOW DOES CLASS ACCOUNT FOR THOSE?

There is guidance for how teachers supporting children with a variety of special learning needs enact interactions for each of the CLASS dimensions.

Ex: Language Modeling

- Observe and narrate play
- Respond to children's communicative attempts, including nonverbal attempts
- Encourage children to use whatever vocal speech they have and expand on their attempts



<https://aeiionline.org/wp-content/uploads/sites/5/2020/03/recommendations-for-using-the-class.pdf>

3) I HAVE A CHILD WHO HAS DISRUPTIVE BEHAVIORS. HOW DOES CLASS ACCOUNT FOR THAT?

CLASS looks at how a teacher supports and adapts when children demonstrate challenging behaviors.

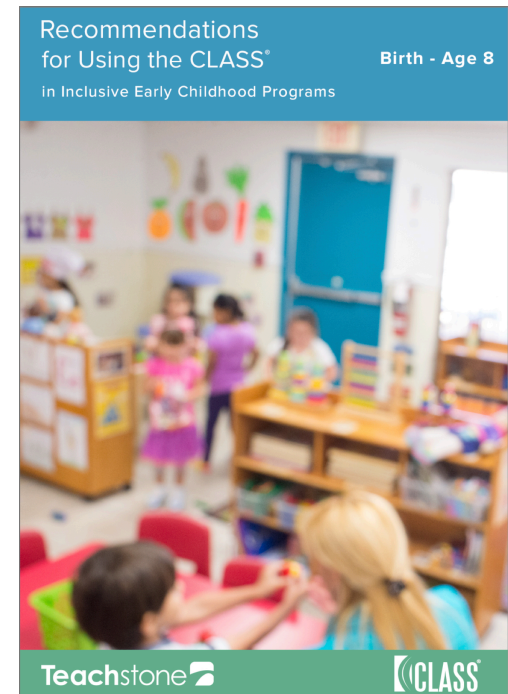
There is guidance for how teachers supporting children with a variety of special learning needs enact interactions for each of the CLASS dimensions.

Ex: Teacher Sensitivity

- Teachers attend to and respond to behavioral cues

Ex: Behavior Management

- Teachers proactively monitors and redirects behavior



<https://aeiionline.org/wp-content/uploads/sites/5/2020/03/recommendations-for-using-the-class.pdf>

4) HOW CAN I LEARN MORE ABOUT EXACTLY WHAT OBSERVERS ARE LOOKING FOR?

This handout you received today has more details

Want more info and resources?
Check out:

- [AEIonline.org](https://aeionline.org)
- www.Teachstone.org

Domain	Dimension	Description
Emotional Support	POSITIVE CLIMATE	Considers the comfort, warmth, and respect displayed in teachers' and students' interactions with one another and the degree to which they display enjoyment during learning activities.
	NEGATIVE CLIMATE	Reflects the level of expressed negativity such as anger, hostility, or aggression demonstrated by teachers and/or children.
	TEACHER SENSITIVITY	Encompasses teachers' awareness of and responsiveness to students' individual academic and social-emotional needs.
	REGARD FOR STUDENT PERSPECTIVES	The degree to which teachers' interactions with students emphasize students' interests and ideas and promote child autonomy rather than being very teacher-directed.
Classroom Organization	BEHAVIOR MANAGEMENT	Encompasses teachers' use of effective methods to prevent and redirect misbehavior by communicating clear behavioral expectations and minimizing time spent reacting to behavioral issues.
	PRODUCTIVITY	Considers how well teachers manage instructional time, transitions, and routines so that students have maximal opportunities to learn.
	INSTRUCTIONAL LEARNING FORMATS	The degree to which teachers maximize students' engagement by providing clear learning objectives, interesting materials, and facilitation.
Instructional Support	CONCEPT DEVELOPMENT	The degree to which instructional discussions and activities promote students' higher-order thinking skills versus rote learning.
	QUALITY OF FEEDBACK	Involves how teachers provide feedback focused on expanding children's learning and understanding versus correctness.
	LANGUAGE MODELING	Involves teachers using language-facilitation techniques including: self- and parallel talk, open-ended questions, repetition and extension, and use of advanced vocabulary.

https://aeionline.org/wp-content/uploads/sites/5/2020/03/CLASS-Summary-for-VPI-CLASS_PD.pdf

How do DEC Recommended Practices on Interactions align with CLASS?

DEC Recommended Practice	Pre-K CLASS Dimension
Observe, interpret, and respond contingently to children's emotions	Teacher Sensitivity
Encourage positive interactions with children & other adults	Positive Climate
Interpret communicative attempts, respond contingently, and use language to label and expand	Language Modeling
Interpret & respond contingently to children's exploration, play, & social interactions	Teacher Sensitivity, Instructional Learning Formats, Language Modeling
Promote problem-solving by observing, interpreting, and scaffolding	Concept Development, Quality of Feedback, Teacher Sensitivity

Resources, Links and Contact Info

Resources

- [Guidance](#) for supporting children with a variety of special learning needs
- [CLASS dimensions handout](#)
- Examples of [effective socially distance interactions organized by CLASS dimensions](#) – scroll all the way down for several links
- [Sign up for a no-cost-to-you deeper dive into CLASS webinar with Teachstone in November-December 2020](#)
- Aeiionline.org has lots of resources

Division Consultants

- Megan Stuhlman maw8b@virginia.edu
- Caitlin Powell cef4m@virginia.edu
- Ann L'hospital aes3n@virginia.edu

CLASS External Observation coordination

- Caroline Chamberlain cmc8ew@virginia.edu