

# Advancing Effective Interactions and Instruction Final Report

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Prepared for the Virginia Department of Education

By UVA-CASTL

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# 1. Executive Summary

The [Advancing Effective Interactions and Instruction](#) (AEII) team at the University of Virginia's Center for Advanced Study of Teaching and Learning (CASTL) worked in partnership with the Virginia Department of Education (VDOE) to provide coaching and consultation to Virginia's early childhood teachers and leaders in publicly-funded birth-to-five early childhood programs. The services aimed to improve the quality of teachers' interactions to support children's learning and development as part of [Virginia's Quality Measurement and Improvement System \(VQB5\)](#).

## Professional Development Supports

In 2023-2024, AEII continued to provide professional development (PD) supports to early childhood programs to promote positive teacher-child interactions (as measured by CLASS®) and social-emotional instruction. The supports included AEII Coaching, a practice-based coaching model for teachers in birth-to-five classrooms, and Leader Professional Development and Consultation, a pilot consultation model comprised of group PD and one-on-one consultation to support program leaders with their understanding and use of CLASS® data. Early childhood programs and classrooms were identified as eligible for services by the VDOE or based on CLASS® observation data, and services were prioritized for those that demonstrated the highest need for support. After receiving lists of prioritized programs and classrooms from the VDOE, AEII recruited 183 classrooms for coaching and 142 leaders for consultation.

## Key Takeaways from 2023-24

AEII targeted services to publicly-funded, birth-to-five classrooms and programs with demonstrated need. Services included coaching to strengthen teacher-child interactions and equitable social-emotional instruction and consultation to strengthen leader practices related to using CLASS® data.

Key takeaways from data on coaching and consultation include:

- Teachers in birth-to-five classrooms who participated in AEII Coaching demonstrated improvement in their teacher-child interactions as measured by CLASS®.
- Site leaders were satisfied with the pilot of AEII Leader Professional Development and Consultation services and felt it helped them grow their practices related to CLASS®.
- Collaboration with the VDOE, Virginia's nine Ready Regions, and other VQB5 improvement partners continued to be key to building and sustaining relationships with programs and classrooms across the state.

## 2. Overview

### Background

AEII has provided a set of professional development (PD) resources and supports to early childhood educators across a variety of settings and age groups since 2019. In 2023-2024, AEII offered coaching and consultation services to programs participating in VQB5, supporting leaders' efforts to provide data-informed feedback and professional development opportunities for their staff, as well as teachers' efforts to provide effective and responsive classroom interactions. Birth-to-five classrooms and programs demonstrating need for teacher-child interactions support (identified by the VDOE or CLASS® scores) were prioritized for services. Detailed descriptions of the history of AEII and the virtual coaching model can be found on the [AEII Website](#) and in the [June 2023 AEII Annual Report](#).

### AEII Objectives

In collaboration with the VDOE, AEII's focus in 2023-24 supported the implementation of VQB5's first year by engaging Virginia's early childhood education (ECE) leaders and teachers in coaching and consultation to promote equitable, high-quality early learning experiences for all children. AEII's main objectives were to:

1. **Provide individualized coaching for select birth-to-five teachers** in publicly-funded early childhood programs (school-based, center-based, and family day homes) participating in VQB5.
2. **Provide group and individualized consultation for select birth-to-five leaders** in publicly-funded early childhood programs participating in VQB5.
3. **Coordinate with other VQB5 improvement partners to support the implementation of VQB5** (e.g., Virginia's Ready Regions [RR], Infant Toddler Specialist Network [ITSN], Training and Technical Assistance Centers [T/TAC], and Early Childhood Mental Health Consultation [ECMHC]) through planning and delivering aligned services and resources for participating and eligible birth-to-five programs.

### Contents of this Report

This report was prepared by AEII for the Virginia Department of Education. It summarizes AEII's activities, outcomes, and lessons learned regarding services and collaboration in 2023-24 during VQB5 Year 1.

### 3. AEII Coaching

AEII provided professional development (PD) resources and support to teachers in publicly-funded early childhood programs (school-based, center-based, and family day homes) and classrooms (birth-to-five) participating in VQB5. In 2023-24, AEII's resources and supports focused on predominantly virtual coaching for teachers, along with a hybrid (blend of in-person and virtual) pilot in Ready Region 5 - Southeastern. This section includes a summary of AEII's progress on coaching for teachers and other collaborative work with partners.

#### Overview of Coaching Model

The AEII Coaching model was developed in 2019-2020 to mitigate children's heightened social-emotional needs and inequities resulting from COVID-19 by bolstering teachers' well-being and helping teachers to use effective social-emotional teaching practices with every child. AEII Coaching aimed to improve teacher-child interactions, especially as measured by CLASS®, and support children's social skills, self-regulation skills, and overall learning.

#### Model Revisions

In 2023-24, AEII made modifications to the AEII Coaching model to further integrate the CLASS® tool and improve teachers' understanding of the connection between their teaching practices and their CLASS® scores. Coaches were provided with a *CLASS® Summary Sheet* (see Figure 1 in the Appendix) identifying each classroom's CLASS® dimensions of strength (highest scoring dimension per domain) and growth (lowest scoring dimension per domain and any dimension 3.99 or below) to guide coaching focus and goal-setting.

As with the previous year's model, educators chose two or three of the six offered social-emotional learning (SEL) topics (see Table 1) and the length of their coaching track: accelerated track (two topics, four sessions) on a weekly basis, the regular track (two topics, four sessions) on a biweekly basis, or the extended track (three topics, six sessions) on a biweekly basis (not including the Kickoff or Reflection and Exploration sessions). Building on the teacher's choices, the AEII coaches used the [AEII Teacher Self-Assessments](#) and *SEL Crosswalk* (see Figure 2 in the Appendix) to link their SEL areas for growth with their CLASS® areas for growth to co-create action plans and goals.

**Table 1.** AEII Coaching Social-Emotional Learning Topics

Topics Offered
Building Teacher-Child Relationships
Developing Empathy and Sense of Self
Supporting Children’s Emotions
Supporting Children's Behavior
Strengthening Peer Relationships
Supporting Social Problem-Solving

When possible, coaches held Leader Kickoff sessions to promote leader engagement and support with coaching, and Leader Wrap-Up sessions to reflect on a teacher’s growth and discuss next steps for professional development. See Table 2 for an outline of the intended coaching sequence.

**Table 2.** AEII Coaching Intended Sequence

Intended Sequence of Sessions
Leader Kickoff Session (if applicable)
Teacher Kickoff Session
Selected Topic 1: Two sessions
Selected Topic 2: Two sessions
Selected Topic 3: Two sessions <i>(Optional; extended track only)</i>
Reflection and Exploration (Wrap-Up) Session
Leader Wrap-Up Session (if applicable)

Historically a fully virtual coaching model, AEII piloted hybrid services in Ready Region 5 - Southeastern where the team's two Virginia-based coaches reside. The hybrid coaching model included one in-person cycle (i.e., Session 1 and Focused Observation 1), plus additional in-person activities upon teacher request and coach availability. See the Coaching Implementation section for more information on hybrid services.

## **Formats and Flexibility**

In 2023-24, AEII Coaching continued to use the TORSH Talent HIPAA Secure (TORSH Talent HS) platform as a video coaching system to conduct all parts of the Practice-Based Coaching cycle, including focused observations. Coaches provided flexibility by offering alternative observation formats (i.e., emailing videos directly to coaches, live observations via Zoom, audio files, photos with descriptions) for teachers who experienced challenges with videotaping or using TORSH Talent HS. If providing feedback in TORSH Talent HS was not an option, coaches used a written feedback form. While uploading video footage to TORSH Talent HS was preferred, the flexibility in formats still allowed for coach observation and teacher reflection.

"Teacher Engagement Check-Ins" were used between sessions to promote teacher engagement and well-being. For example, coaches would text a teacher with reminders of their action plans and to offer encouragement, resources, and help with videotaping. In instances of session cancellations, coaches were encouraged to use these check-ins to keep services moving forward.

## **Training and Support for AEII Coaches**

AEII coaches received ongoing support designed to promote implementation fidelity and coach-to-coach collaboration. Monthly one-on-one meetings with a Lead Coach included review of recorded sessions, followed by completion of a fidelity tool and coach self-assessment, and then goal-setting for areas of growth. Collaborative group supervision meetings (3x per month) included case studies and professional development on specific themes and topics (i.e., Effective Feedback & Teacher Analysis, Teacher Well-Being).

## **Collaboration and Recruitment Efforts**

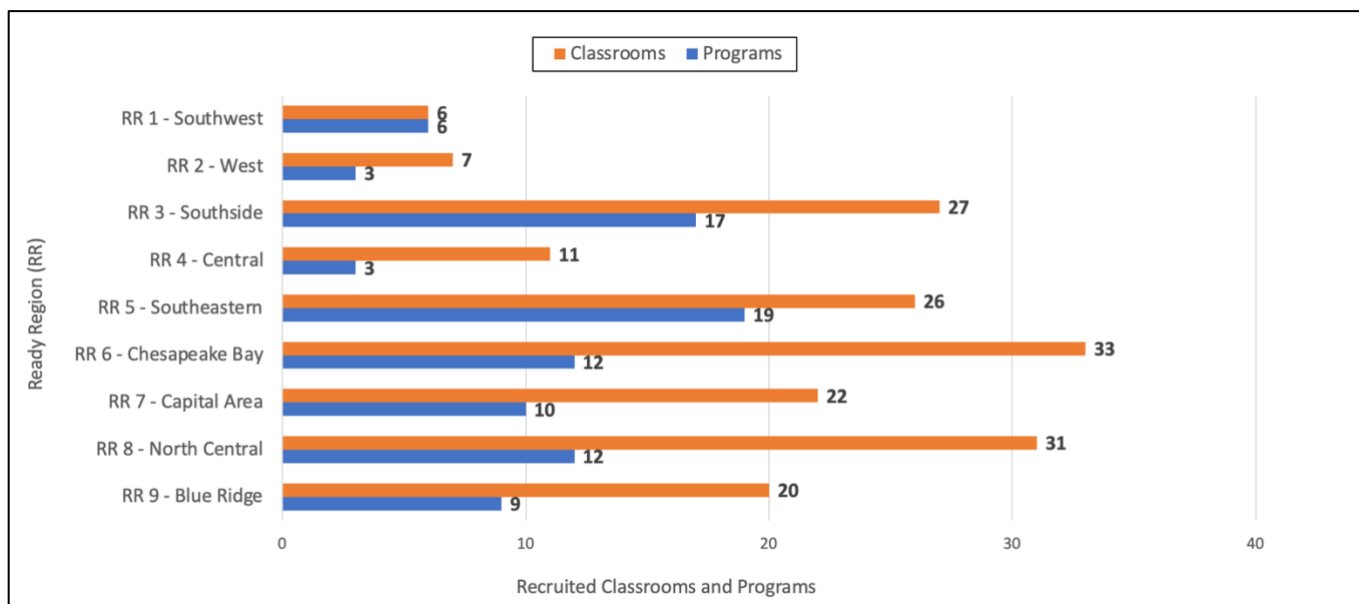
AEII worked closely with representatives from the VDOE, Virginia's nine Ready Regions (RRs), and the VQB5 improvement partners to align supports and maximize statewide impacts. Per the VDOE's request, AEII team members coordinated with each Ready Region's team to meet quarterly (at minimum) and discuss outreach plans and status of recruited programs. The regular touchpoints and ongoing, asynchronous collaboration enabled AEII to provide services to the programs and teachers who needed it most.

## **Recruitment Efforts**

In August 2023, AEII began targeted recruitment efforts with the identified priority programs and classrooms (based on their VQB5 Practice Year 2 CLASS® scores and Site Ratings). Recruitment efforts continued on a rolling basis throughout the fall and included emails to site leaders, distribution of recruitment materials (e.g., e-flyer, informational video, mailed postcard, written and video testimonials), and virtual and in-person informational sessions. Building on the relationships created with the Ready Regions in 2022-23, AEII also attended and occasionally presented on coaching services

at the weekly Ready Region Office Hours hosted by VDOE, and all nine Ready Region teams invited AEII to present an overview of AEII Coaching services in their regional meetings with program leaders and teachers. Select Ready Regions utilized soft handoff methods (e.g., emails connecting programs with AEII), which proved to be successful and resulted in higher recruitment numbers in those regions (i.e., RR Southside, RR Southeastern, RR Blue Ridge). See Figure 1 for recruited classrooms and programs per Ready Region.

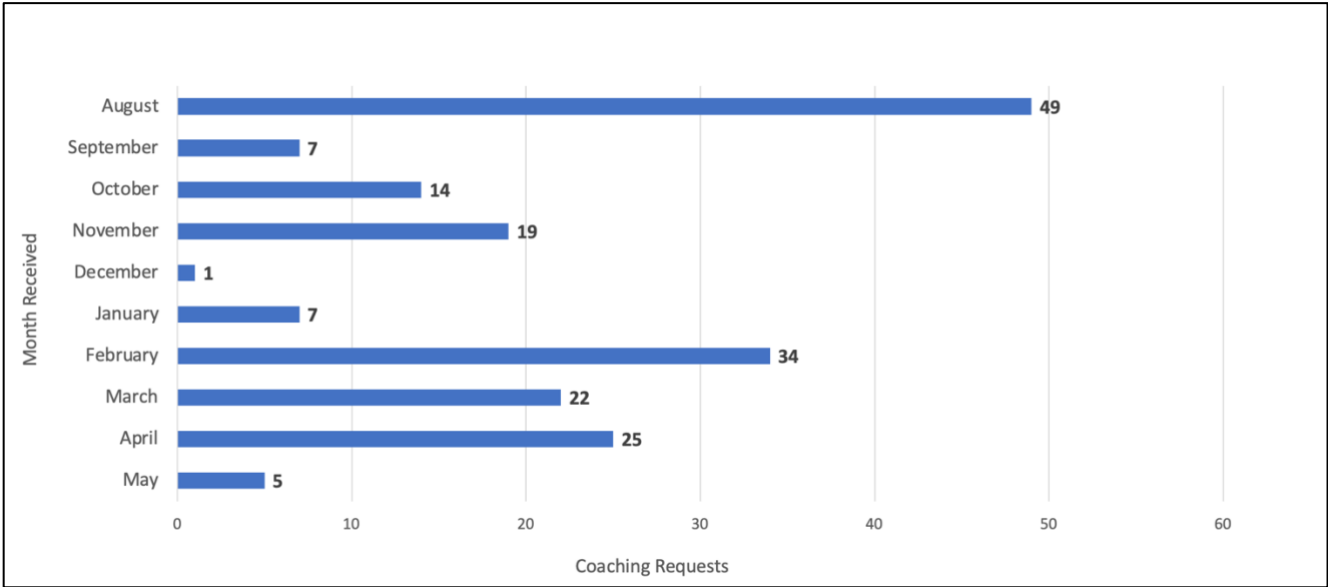
**Figure 1. AEII Coaching Recruitment per Ready Region**



AEII met recruitment targets in fall 2023 and continued successful strategies for spring recruitment beginning in January 2024. Through persistent and collaborative outreach and recruitment efforts with the Ready Regions, AEII received coaching requests for 183 classrooms in 2023-2024. The biggest upticks in recruitment occurred in August and February, which corresponded with increased AEII recruitment activities after receiving CLASS® Data from the VDOE and identifying programs with the highest needs. See Figure 2 for the number of coaching requests per month.



**Figure 2.** Total AEII Coaching Requests per Month in 2023-2024



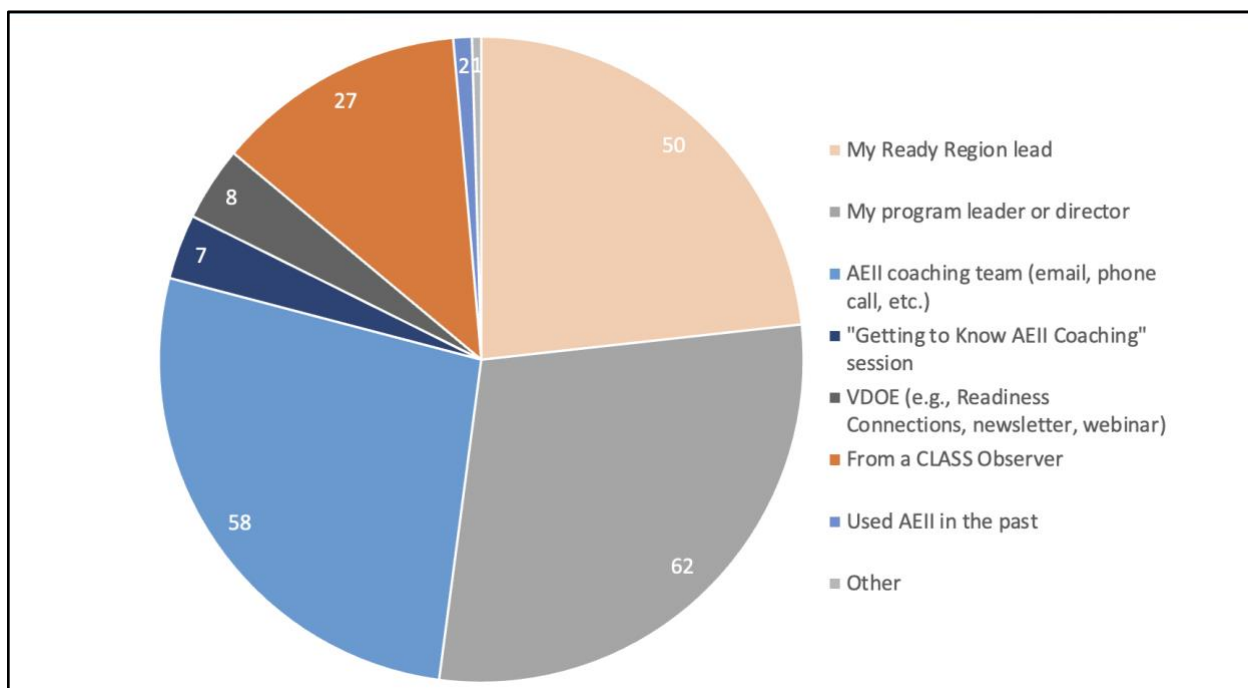
## Teacher Recruitment and Participation in Coaching

### Teacher Recruitment

Over the course of the year, AEII recruited 183 classrooms. The majority (109, 59%) of requests came from leaders, 73 (40%) teachers signed up themselves, and the VDOE connected 1 (<1%) classroom with AEII. Of the 183 classrooms recruited from 91 sites across all nine Ready Regions, 80 (44%) scored <3.99 on their fall and/or spring CLASS® observation and 70 (38%) scored between 4.00-4.99. Based on guidance from the VDOE, thirty-three classrooms were deemed ineligible for services due to scoring above 4.99 (31 classrooms, 17%) or not having CLASS® data available (2 classrooms, 1%).

The request form asked how the respondent had heard about AEII Coaching, with the ability to select more than one option. “My Program Leader or Director” was selected the most (62), closely followed by “AEII Coaching Team” (58) and “My Ready Region Lead” (50). This aligns with recruitment efforts which were primarily targeted to program leaders and the Ready Region teams. See Figure 3 for the number of selections for each response option.

**Figure 3.** Responses to “How Did You Hear about AEII Coaching?”



### Description of Recruited Teachers and Classrooms

The 183 classrooms represented 91 sites: 67 (74%) Center-Based, 13 (14%) School-Based, and 11 (12%) Family Day Homes.

Recruited teachers who completed the Pre-Coaching Survey ( $n=136$ ) identified as female (97%), male (1%), and less than 1% identified as non-binary or preferred not to say. Teachers described their race/ethnicity with the ability to select more than one option; 42% of teachers identified as Black/African American, 42% as White/Caucasian/European origin, 16% as Hispanic, Latino, or Spanish origin, 4% as Asian, and 2% as Other. Educational attainment varied widely, ranging from not completing high school (<1%); high school diploma or equivalent (21%); some college but no degree (23%), high school diploma or equivalent with technical training or certificate (10%); two-year degree (e.g., AA, AS) (13%); bachelor's degree (25%) or master's degree (6%). Years of teaching in early childhood education also varied widely, with most teachers having significant experience ( $M=9$  years, range: 0-35 years). Seven teachers received coaching services in Spanish (provided by a bilingual coach).

Demographic data indicated that children served in these classrooms ranged from infants to age five and were racially and ethnically diverse. Teachers indicated the race and ethnicity of the 1,628 children in their classrooms as: 40% White/Caucasian/European origin, 32% as Black/African American, 10% as Hispanic, Latino, or Spanish origin, 10% as Multiracial or Other, 2% as Asian, and less than 1% as Middle Eastern or North African, Native American, American Indian or Alaska Native, or Native Hawaiian or Other Pacific Islander. The remaining children (5%) were not identified. 34% of teachers indicated that two or more languages were spoken by children in the classroom. The average class size was 12 children (ranging from 3-24 children).

## Coaching Implementation and Outcomes

The following data on coaching implementation and outcomes were collected via coaching logs and surveys from teachers ( $n=116$ ) throughout the coaching process, whether they stopped services ( $n=9$ ), completed coaching ( $n=71$ ), or continued to participate beyond June 1, 2024 ( $n=36$ ).

### Coaching Implementation: Classrooms Served

As of June 1, 107 classrooms had either completed coaching ( $n=71$ ) or were still actively participating ( $n=36$ ). This was more than half (71%) of the original recruited and eligible classrooms ( $n=150$ ). At least one classroom participated in coaching in all but one Ready Region (West). See Table 3 for classrooms served per Ready Region.

**Table 3.** Classrooms and Programs Served per Ready Region

Ready Region	Classrooms Served (% of Classrooms Recruited)
Ready Region 1 - Southwest	1 (17%)
Ready Region 2 - West	0 (0%)
Ready Region 3 - Southside	18 (67%)
Ready Region 4 - Central	4 (36%)
Ready Region 5 - Southeastern	16 (62%)
Ready Region 6 - Chesapeake Bay	26 (79%)
Ready Region 7 - Capital Area	14 (64%)
Ready Region 8 - North Central	14 (45%)
Ready Region 9 - Blue Ridge	14 (70%)

### Coaching Implementation: Hybrid Pilot

AELL implemented its first hybrid pilot in Ready Region Southeastern, offering hybrid services to most teachers (some sites were outside the local coaches' bounds). 26 classrooms from 19 sites in the region requested AELL Coaching. Of those, 13 classrooms (across 8 sites) opted into 100% virtual services, 6 classrooms (across 6 sites) had 100% virtual as their only option (due to either their location or coach availability at the time), 5 classrooms (across 5 sites) were unresponsive and never selected a format or received services, and 2 classrooms (across 2 sites) selected hybrid. Both classrooms that selected the hybrid format completed coaching services.

## Coaching Implementation: Dosage and Focus

At the Kickoff session, teachers chose their track (accelerated, regular, or extended) and their topics (two topics for the accelerated or regular tracks, three topics for the extended track). Of the 116 teachers who initiated services, most selected the regular track ( $n=68$ ) and focused on completing two topics on a biweekly basis (4 total coaching sessions). The remaining teachers chose the accelerated track ( $n=32$ ) to complete two topics on a weekly basis (4 coaching sessions), the extended track ( $n=10$ ) to complete three topics on a biweekly basis (across 6 coaching sessions) or had not yet completed the Kickoff and chosen their track ( $n=6$ ) as of June 1, 2024. Selected topics varied from those who made their selections ( $n=110$ ), but most teachers (65%) chose to focus on Supporting Children’s Behavior as one of their topics (see Table 4).

**Table 4.** AEII Coaching Topics Selected by Teachers ( $n=110$ )

Topic	Teachers’ Topic Selections
Building Teacher-Child Relationships	23 (21%)
Developing Empathy and Sense of Self	14 (13%)
Supporting Children’s Emotions	37 (34%)
Supporting Children's Behavior	71 (65%)
Strengthening Peer Relationships	21 (19%)
Supporting Social Problem-Solving	46 (42%)

*Note.* Teachers selected two or three topics depending upon their coaching track (i.e., service length).

Once teachers selected their SEL topics, coaches used the *SEL Crosswalk* (Figure 2 in the Appendix) and the teachers’ identified CLASS® dimension areas for growth to determine which CLASS® dimensions to target for their goals and action plans. The most common CLASS® dimensions for infant classrooms were Facilitated Exploration (FE) and Early Language Support (ELS). There were similarities between toddler and PreK teachers’ goals when considering CLASS® Toddler and PreK tool alignment; Regard for Child Perspectives (RCP) and Behavior Guidance (BG) were the most common dimensions for toddler classrooms, and Regard for Student Perspectives (RSP) and Behavior Management (BM) for PreK. In infant classrooms, AEII coaches most often helped teachers with supporting infant communication and engagement. In toddler and PreK classrooms, coaches most often focused on proactive behavior management and promoting children’s autonomy. Table 5 displays the number of goals that included each CLASS® dimension per age group for teachers who co-created at least one goal with their coach before June 1, 2024 ( $n=96$ ). The dimensions are ordered to show alignment across age groups (see the [AEII CLASS® Birth-to-Five CLASS Tools Alignment & Summary resource](#)).

**Table 5.** Total Teacher Goals per CLASS® Dimension by Age Group

Infant CLASS® Dimensions	RC	TS	FE	ELS						
Total Goals	4	5	8	11						
Toddler CLASS® Dimensions	PC	TS	FLD	LM	NC	RCP	BG	QF		
Total Goals	2	9	3	6	1	18	18	12		
PreK CLASS® Dimensions	PC	TS	ILF	LM	NC	RSP	BM	QF	PR	CD
Total Goals	15	26	22	10	2	46	49	19	24	33

*Note.* In coaching logs, AEII Coaches indicated the CLASS® dimensions of focus for each goal. The number of times a dimension was indicated is reflected in the table (e.g., the Infant dimension Relational Climate [RC] was used in 4 total goals across all teachers). The dimensions are ordered to show alignment across age groups (see the [AEII CLASS® Birth-to-Five CLASS Tools Alignment & Summary resource](#)). Relational Climate (RC), Teacher Sensitivity (TS), Facilitated Exploration (FE), Early Language Support (ELS); Positive Climate (PC), Negative Climate (NC), Regard for Child Perspectives (RCP), Behavior Guidance (BG), Facilitation of Learning & Development (FLD), Quality of Feedback (QF), Language Modeling (LM); Regard for Student Perspectives (RSP), Behavior Management (BM), Productivity (PR), Instructional Learning Formats (ILF), Concept Development (CD).

Coaching data indicated that teachers who completed coaching services ( $n=71$ ) had an average of 4 coaching sessions ( $SD=1.59$ , range: 1-7) after completing the Kickoff session. Additionally, coaching completion took longer than expected, with the average teacher participating for 12 weeks ( $SD=4.38$ ) and variation in duration across tracks (See Table 6). Common reasons for delays included session cancellations due to staffing shortages and periods of teacher unresponsiveness to coach scheduling attempts. Coaches were flexible and adapted services to teachers' needs, including extending time between sessions and communicating with site leaders to request protected time for coaching sessions.

**Table 6.** Average Coaching Length for Completed Teachers (n=71) by Track

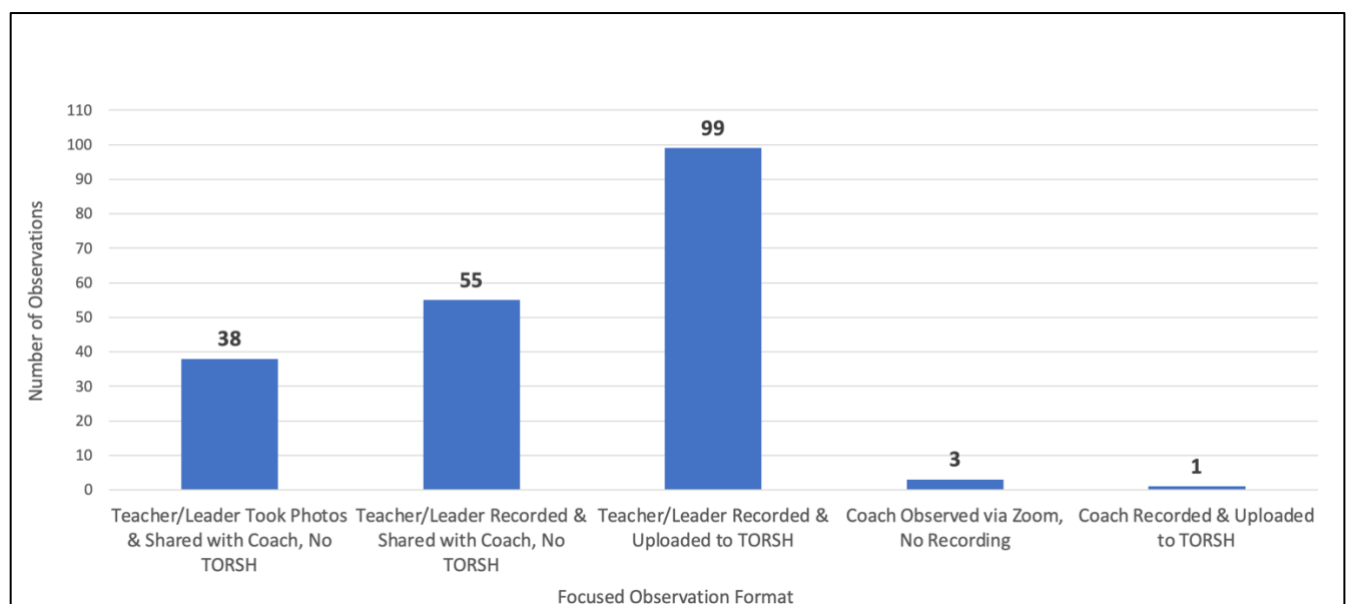
Track	Anticipated Length	Average	Range
Accelerated (n=15)	6 weeks	12 weeks	6-24 weeks
Regular (n=47)	8 weeks	12 weeks	4-21 weeks
Extended (n=9)	12 weeks	15 weeks	8-22 weeks

*Note.* Teachers chose from three tracks to determine coaching length and dosage: the accelerated track (two topics, four sessions) on a weekly basis, the regular track (two topics, four sessions) on a biweekly basis, or the extended track (three topics, six sessions) on a biweekly basis.

## Coaching Implementation: Video Observations

After creating an action plan with a specific goal, teachers were asked to upload one video of their practice to TORSH Talent HS before their next session. The coach then provided time-stamped feedback on the video within TORSH Talent HS and requested the teacher review and respond to the feedback before or in their next session. Across their coaching, teachers who completed at least one session before June 1, 2024 (n=96) had an average of 2 (range: 0-7; *SD*=1.86) observations of any format. Coaches accommodated teachers' comfort and abilities with video-recording, offering several observation formats. The most common observation format was the teacher or leader recording and uploading a video to TORSH Talent HS, which is the preferred format for ease of providing written feedback. This was closely followed by teachers or leaders recording and sharing a video outside of TORSH (e.g., via email), which still allowed for video-based observation and feedback (whether live or written). Figure 4 shows the total number of observations per format.

**Figure 4.** Total Number of Focused Observations per Format Across Teachers (n=96)



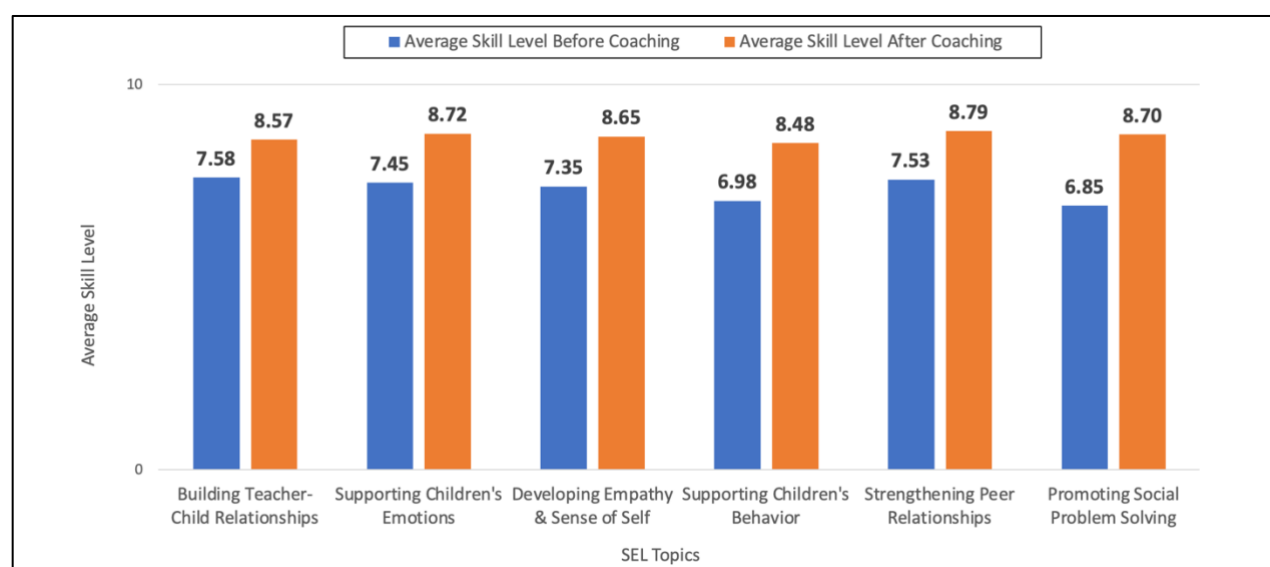
## Coaching Outcomes

As part of the pre-coaching survey, teachers self-reported their skill level for all six SEL coaching topics aligned with CLASS® (1=not very skilled and 10=highly skilled). On average, teachers who completed the pre-survey ( $n=136$ ) indicated they were least skilled in Supporting Social Problem-Solving and Supporting Children's Behavior, which were the most selected topics by teachers (see Table 4 above).

After completing coaching, teachers were invited to complete the post-coaching survey which included items related to growth in teaching practices and coaching barriers and benefits. On average, teachers who completed both the pre-coaching and the post-coaching survey ( $n=53$ ) self-reported growth in all six equitable social-emotional instructional topics (mean increases of .98-1.85 on a 10-point scale).

Figure 5 shows the average reported growth across the topics.

**Figure 5.** Teacher Self-Report of Growth on Supporting Children's Social-Emotional Skills



*Note.* Teachers ( $n=53$ ) self-reported their skill level pre- and post-coaching for all six SEL coaching topics aligned with CLASS® (where 1=not very skilled and 10=highly skilled). On average, teachers reported growth in all six social-emotional instructional topics.

Teachers also completed an emotional exhaustion scale<sup>1</sup> on the pre- and post-surveys. They indicated their agreement with two statements (where 1=strongly disagree and 5=strongly agree): 1) I am emotionally exhausted by my work and 2) I am emotionally exhausted by children's behaviors. Coaches incorporated teacher well-being strategies into teachers' action plans with the goal of reducing teacher stress. In the post-coaching survey, 53 teachers (on average) reported a slight change in how emotionally exhausted they felt by work (mean decrease of .21) and by children's behaviors (mean decrease of .25). See Table 7 for changes in the pre- and post-coaching responses from 53 teachers.

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<sup>1</sup> Jeon, L., Buettner, C. K., and Grant, A. A. (2018). Early childhood teachers' psychological well-being: exploring potential predictors of depression, stress, and emotional exhaustion. *Early Educ. Dev.* 29, 53–69. doi: 10.1080/10409289.2017.1341806

**Table 7.** Teachers' ( $n=53$ ) Self-Report of Emotional Exhaustion

Statement	Average Pre-Coaching Response (SD)	Average Post-Coaching Response (SD)
I am emotionally exhausted by my work.	3.00 (1.13)	2.79 (1.20)
I am emotionally exhausted by children's behaviors.	3.04 (1.13)	2.79 (1.21)

*Note.* Teachers ( $n=53$ ) indicated their agreement with two statements pre- and post-coaching (where 1=strongly disagree and 5=strongly agree).

On average, classrooms who completed coaching ( $n=71$ ) demonstrated growth from their fall to spring CLASS® observations. Compared with infant and PreK classrooms, less growth was demonstrated for toddler classrooms. This could be attributed to toddler classrooms having a higher fall average score than infant and PreK classrooms or factors specific to teachers and their site leaders. Anecdotally, coaches noted that teachers and leaders in the represented toddler classrooms were less familiar with CLASS® at the start of coaching, so perhaps they were still developing an understanding of these teacher-child interactions and may have been less ready to start implementing new CLASS®-aligned practices. Coaches perceived that many of the represented toddler teachers were less engaged and occasionally showed less motivation and higher stress, which could have contributed to their lower growth in CLASS® scores. Tables 8-10 provide the average (preliminary) CLASS® dimension and overall scores per age group using fall and spring local observation scores. Six classrooms are excluded due to changing tools (age groups) from fall to spring, and one is excluded for missing 2023-24 CLASS® data.

**Table 8.** Average Infant ( $n=7$ ) CLASS® Scores from Fall to Spring

Dimension	Overall	RC	TS	FE	ELS
Fall Average	4.21	4.75	4.54	3.96	3.57
Spring Average	4.77	5.64	5.54	4.07	3.82
Average Growth	0.56	0.89	1.00	0.11	0.25

*Note.* Relational Climate (RC), Teacher Sensitivity (TS), Facilitated Exploration (FE), Early Language Support (ELS). On average, CLASS® scores increased for infant classrooms ( $n=7$ ) overall and in each dimension.



**Table 9.** Average Toddler ( $n=16$ ) CLASS® Scores Across from Fall to Spring

Dimension	Overall	PC	NC	TS	RCP	BG	FLD	QF	LM
Fall Average	4.40	5.55	6.75	5.27	4.17	4.55	3.39	2.50	3.06
Spring Average	4.50	5.56	6.83	5.11	4.55	4.61	3.67	2.53	3.11
Average Growth	0.10	0.01	0.08	-0.16	0.38	0.06	0.28	0.03	0.05

*Note.* Positive Climate (PC), Negative Climate (NC), Teacher Sensitivity (TS), Regard for Child Perspectives (RCP), Behavior Guidance (BG), Facilitation of Learning & Development (FLD), Quality of Feedback (QF), Language Modeling (LM). On average, CLASS® scores increased for toddler classrooms ( $n=16$ ) overall and in all but one dimension.

**Table 10.** Average PreK ( $n=41$ ) CLASS® Scores from Fall to Spring

Dimension	Overall	PC	NC	TS	RSP	BM	PR	ILF	CD	QF	LM
Fall Average	4.16	5.30	6.54	4.66	4.18	4.51	4.46	3.85	2.51	2.70	2.84
Spring Average	4.66	5.77	6.78	5.30	4.87	5.16	5.05	4.40	2.73	3.17	3.30
Average Growth	0.50	0.47	0.24	0.64	0.69	0.65	0.59	0.55	0.22	0.47	0.46

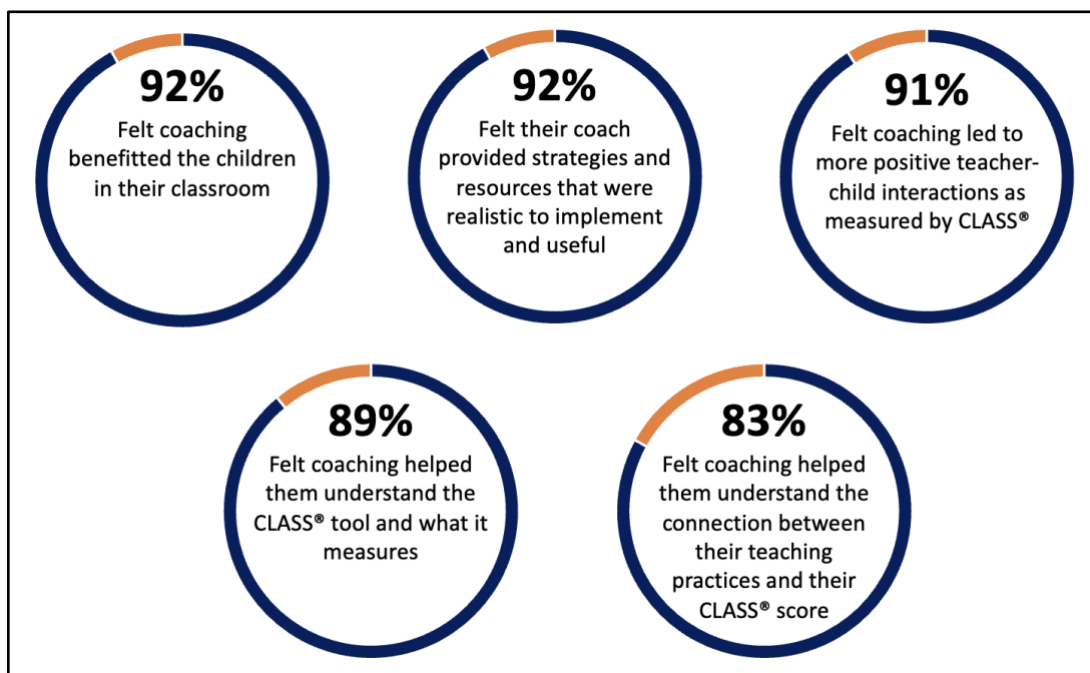
*Note.* Positive Climate (PC), Negative Climate (NC), Teacher Sensitivity (TS), Regard for Student Perspectives (RSP), Behavior Management (BM), Productivity (PR), Instructional Learning Formats (ILF), Concept Development (CD), Quality of Feedback (QF), Language Modeling (LM). On average, CLASS® scores increased for PreK classrooms ( $n=41$ ) overall and in each dimension.

Facilitated Exploration (FE) and Early Language Support (ELS) were the most represented Infant CLASS® dimensions in goals for teachers in infant classrooms, aligning with the greatest areas of need (see Table 8). Regard for Child Perspectives (RCP) was one of the most common Toddler CLASS® dimensions for toddler teachers' goals and was one of the dimensions that saw the highest growth from fall to spring CLASS® scores (see Table 9). Similarly, Regard for Student Perspectives (RSP) and Behavior Management (BM) were the most represented PreK CLASS® dimensions in PreK teachers' goals, and saw the highest growth from fall to spring (see Table 10). Coaches also provided the site leaders and teachers with the [AEII CLASS® Summary Tool](#) to help understand the dimensions and how they may look in their classroom, and this greater understanding of the connection between teaching practices and CLASS® may have contributed to growth from fall to spring.

## Teacher Feedback

On average, teachers who completed the post-coaching survey ( $n=53$ , 75% of teachers who completed coaching) reported that they were satisfied with their coach in all areas assessed (mean scores ranged from 4.64-4.74 on a scale with 1=strongly disagree to 5=strongly agree). See Figure 6 for teacher feedback on satisfaction and Figure 7 for teacher quotes on their growth from AEII Coaching.

**Figure 6.** Teacher Feedback on Perceived Benefits of Coaching



**Figure 7.** Sample Teacher Feedback from the Post-Coaching Survey: Self-Assessed Growth from AEII Coaching

*"It has helped me connect my CLASS® scores to the classroom and has given me new ideas on what to implement."*

*"The resources I have gotten from this program, I have input into my classroom and it has made a very positive impact in so many ways."*

*"With little experience I suddenly became the head teacher. Coaching made me focus on one thing at a time rather than everything at once, which was overwhelming. I had a time free of judgment to focus on what was best for my students. I didn't feel so overwhelmed as things were broken down."*

*"I have grown in so many ways. The most important one is building a better relationship with my students and taking steps back to listen to their wants and needs."*

The majority (60%) of teachers indicated that using TORSH Talent HS was beneficial for video-coaching, and video upload to TORSH was the most used observation format (see Figure 4 above). Still, challenges with technology and TORSH Talent were anticipated, and coaches offered alternative formats to increase the rate of observations. Teachers appreciated this flexibility; one teacher shared "[I] could not get TORSH to work. Thanks to my coach we went a different direction to make sure she received videos." Meanwhile, some teachers appreciated the ability to use TORSH and receive time stamped feedback from their coaches. One teacher shared, "[It] was a nice experience uploading videos...and getting tips from my coach."

## Reflections on Coaching Services

1. The variety of recruitment efforts used by AEII in collaboration with the Ready Regions resulted in AEII exceeding the targeted deliverable of 100 classrooms served.
2. The increased integration of CLASS® into the AEII Coaching model promoted teachers' understanding of CLASS®.
3. Flexibility with observation formats increased the rate of focused observations, with 41 being completed in a format other than video-recording.
4. Consistent with previous years, teachers continue to find AEII a helpful support for their teaching practices and well-being.
5. Teachers participating in AEII Coaching reported improved skills to support children's social-emotional skills and slightly decreased emotional exhaustion from pre- to post-coaching.
6. Teachers participating in AEII coaching were observed to have increased CLASS® scores from fall to spring, with the greatest growth in infant and PreK classrooms.

## 4. Leader Professional Development and Consultation

### Overview of Leader Model

In 2023-2024, AEII developed a Leader Professional Development (PD) and Consultation model to offer program-level, virtual consultation services to VQB5 site leaders. AEII offered this new service in two formats: 1) monthly virtual group PD sessions (October-May, excluding December and March) covering one of two topics: Understanding and Analyzing CLASS® Data and Effective Feedback Using CLASS® Data and 2) one-on-one (1-1) consultation for identified priority site leaders who requested additional support after the group PD sessions.

Earlier AEII work (2019-2022) centered on support for early childhood leaders, including development of resources focused on improving interactions and instruction. The resources included videos, webinars, the ECE Resource Hub, and guides for leaders to plan effective professional development for teachers. In summer and fall of 2023, the team built on AEII's successful previous work with leaders to develop new materials to facilitate implementation of the AEII Leader PD and Consultation model. The *AEII Leader Professional Development and Consultation Guide* (see Figure 3 in the Appendix) clearly defines goals for services and guidance for coaches to provide effective group PD to leaders on the chosen topics. AEII also developed engaging and content-rich slide decks for both group session topics and two leader self-assessments (Figure 4 in the Appendix) to encourage self-reflection and identify areas of practice strengths and areas for growth. Registered leaders received these materials plus a comprehensive list of linked resources (including those sourced from the VDOE [see *Resources for AEII Leader Professional Development and Consultation Guide*, Figure 5 in the Appendix]) during the group sessions.

### Collaboration and Recruitment Efforts

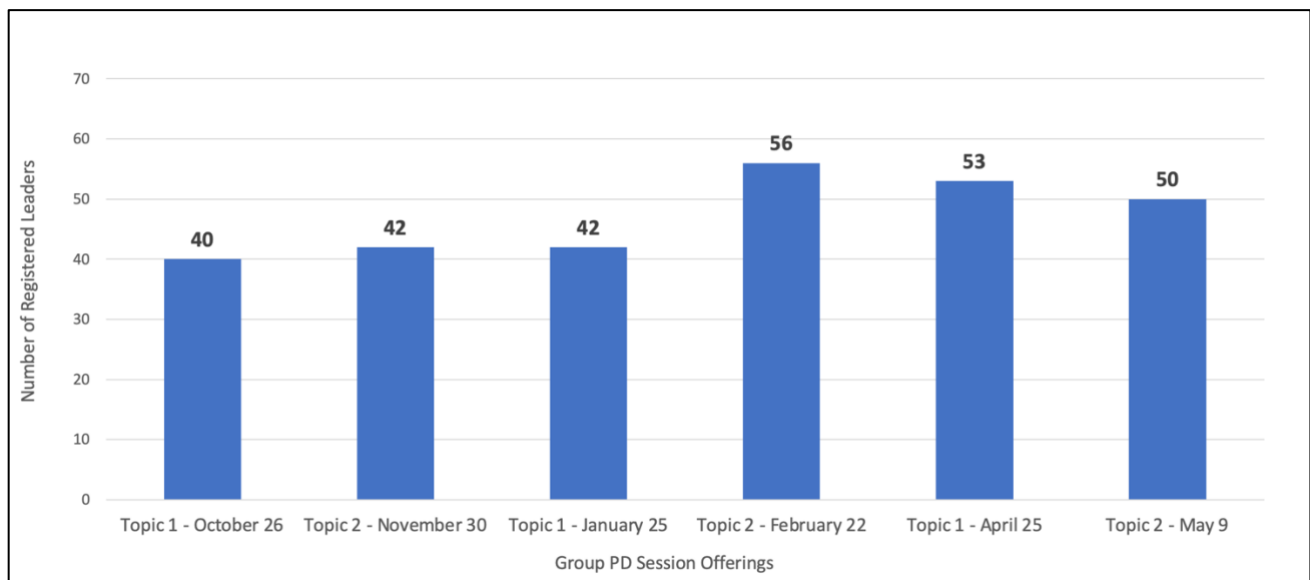
#### Recruitment Efforts

In early October 2024, AEII notified the nine Ready Regions of the new leader service, asking them to help spread the word prior to the first group PD session on October 26. Soon after, AEII sent an email blast with a digital flyer to all priority sites. AEII then incorporated leader recruitment into all teacher recruitment efforts for the remainder of the 2023-24 year.

#### Leader Recruitment

AEII offered six group PD sessions from October to May (three per topic). 142 leaders across Virginia registered for at least one session. Some leaders registered for more than one offering of a session. See Figure 8 for the number of registrants per session.

**Figure 8.** Number of Registered Leaders per Group PD Session

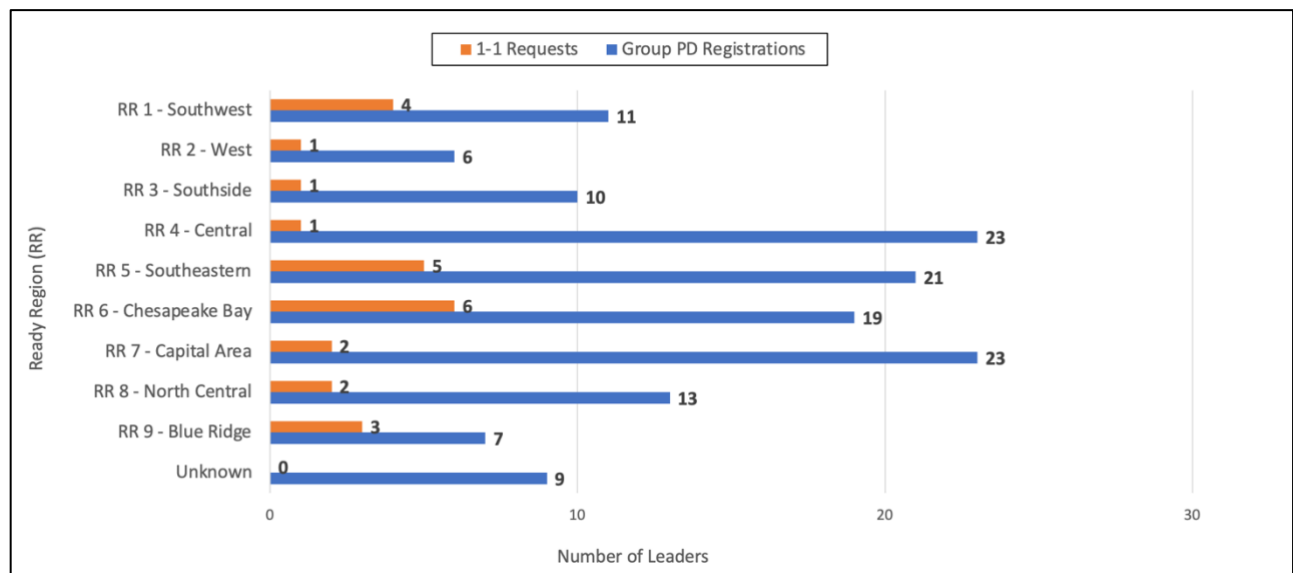


*Note.* Topic 1=Understanding and Analyzing CLASS® Data; Topic 2=Effective Feedback Using CLASS® Data.

## Description of Recruited Leaders

On the registration form, leaders were asked to provide basic information such as their role at their site, their site type, and their Ready Region. 128 (90%) leaders identified themselves as a Site Leader (Director, Principal, Assistant Director, etc.), whereas the remainder (10%) selected “Other” and noted roles such as Education Coordinator and Early Childhood Specialist. Most leaders ( $n=88$ , 62%) were from Center-Based sites, with 38 (27%) from School-Based and 13 (9%) from Family Day Homes. The remaining three leaders (2%) were from larger organizations (e.g., a Ready Region) and thus did not provide a site type. Of the 139 leaders at ECE sites, 6 (4%) were at sites identified as priority by the VDOE for their VQB5 Practice Year 2 Rating (499 points or lower). Figure 9 displays group PD registrations and 1-1 requests per Ready Region.

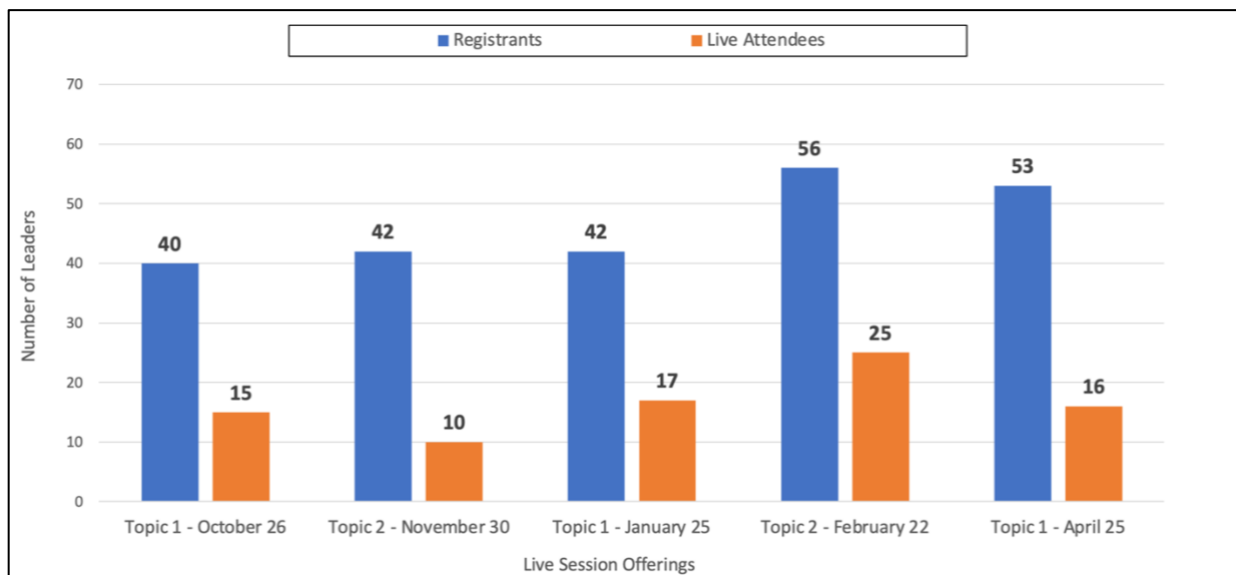
**Figure 9. Leader Interest in AEII Group PD and 1-1 Consultation per Ready Region**



## Group PD Implementation

AEII hosted five live sessions from October to April, while the May session was canceled due to a severe weather event. On average, 35% (range: 24%-45%) of leaders attended their selected sessions live. Leaders were encouraged to register for the group sessions even if they would be unable to attend live as all registrants would receive the session materials, which could explain the lower-than-expected attendance rates. For example, 16 leaders completed an exit survey but did not attend the session live, indicating they likely reviewed the session asynchronously. Despite low attendance, the leaders who did join live were engaged (e.g., added their thoughts in the chat box and stayed on after the session to ask questions). See Figure 10 for live attendance rates.

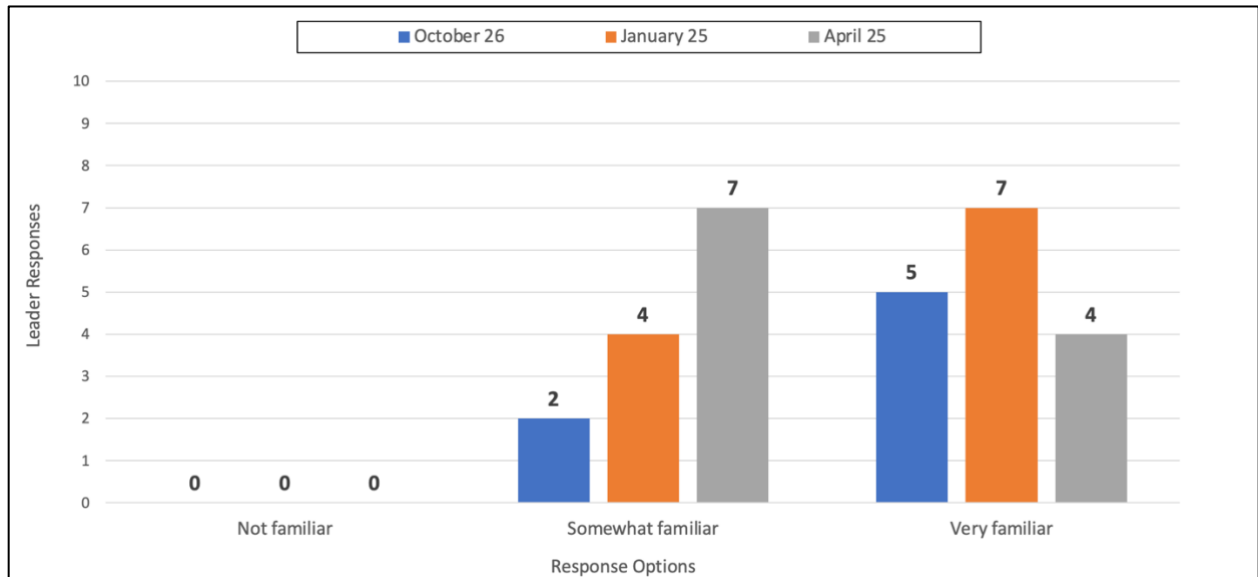
**Figure 10.** Live Leader Attendance per Group PD Session



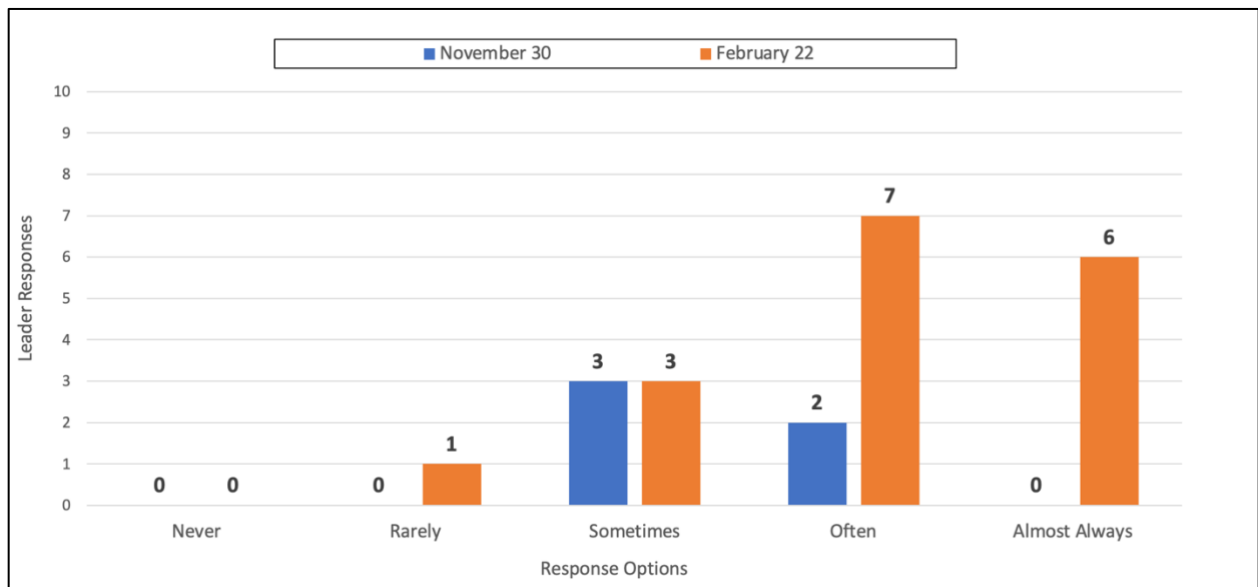
*Note.* Topic 1=Understanding and Analyzing CLASS® Data; Topic 2=Effective Feedback Using CLASS® Data.

All sessions included polls to gather information from the leaders and increase engagement. Topic 1 sessions polled leaders on their familiarity with the CLASS® tool, and Topic 2 sessions polled leaders on their use of CLASS® language. All sessions included a poll asking leaders to identify which of the AEII Leader Practices they considered their strengths. Poll data indicated that ECE leaders were familiar with the CLASS® tool and used CLASS® language with their teachers. The most selected leader practice strengths from Topic 1 sessions were *“I understand the CLASS® Tool and what quality teacher-child interactions look like”* and *“I identify key areas of strength and areas for growth in teacher-child interactions using the CLASS® scores.”* In Topic 2 sessions, the most selected leader practice strengths were *“I provide CLASS® feedback in the context of supportive relationships; my feedback is positive and motivating”* and *“I provide teachers feedback that is specific, observable and nonjudgmental.”* See Figures 11-14 for complete poll data.

**Figure 11.** Leader Responses to “How familiar are you with the CLASS® Tool?”

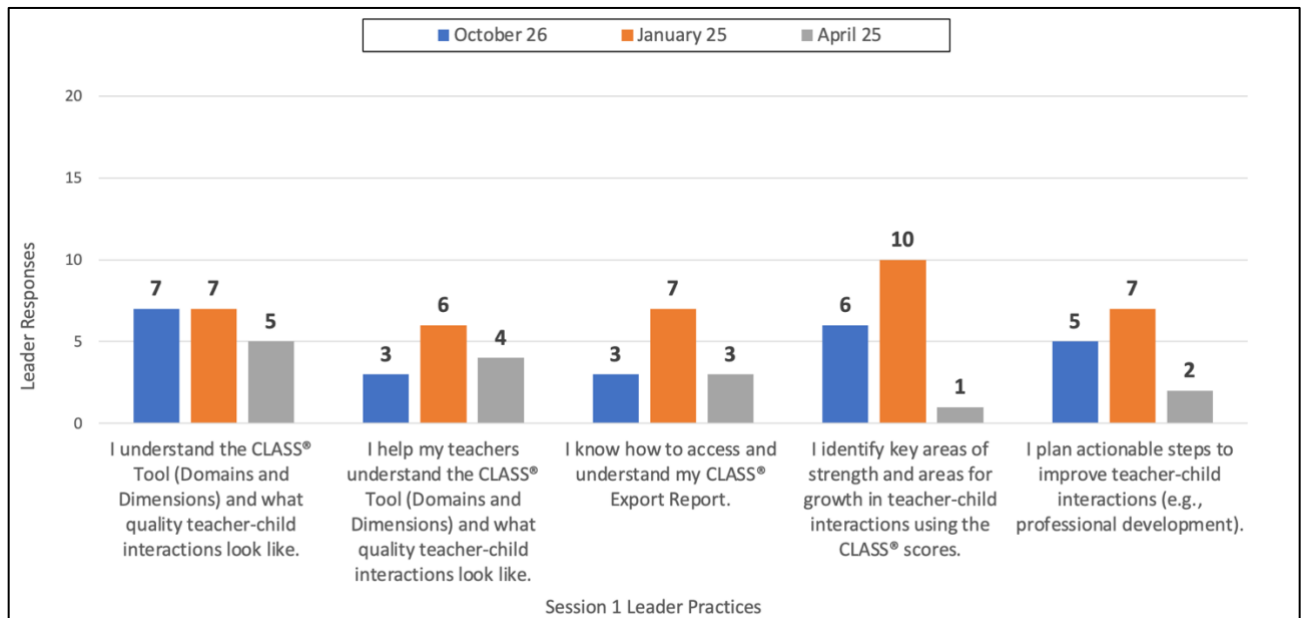


**Figure 12.** Leader Responses to “How often do you use CLASS® language with your teachers?”

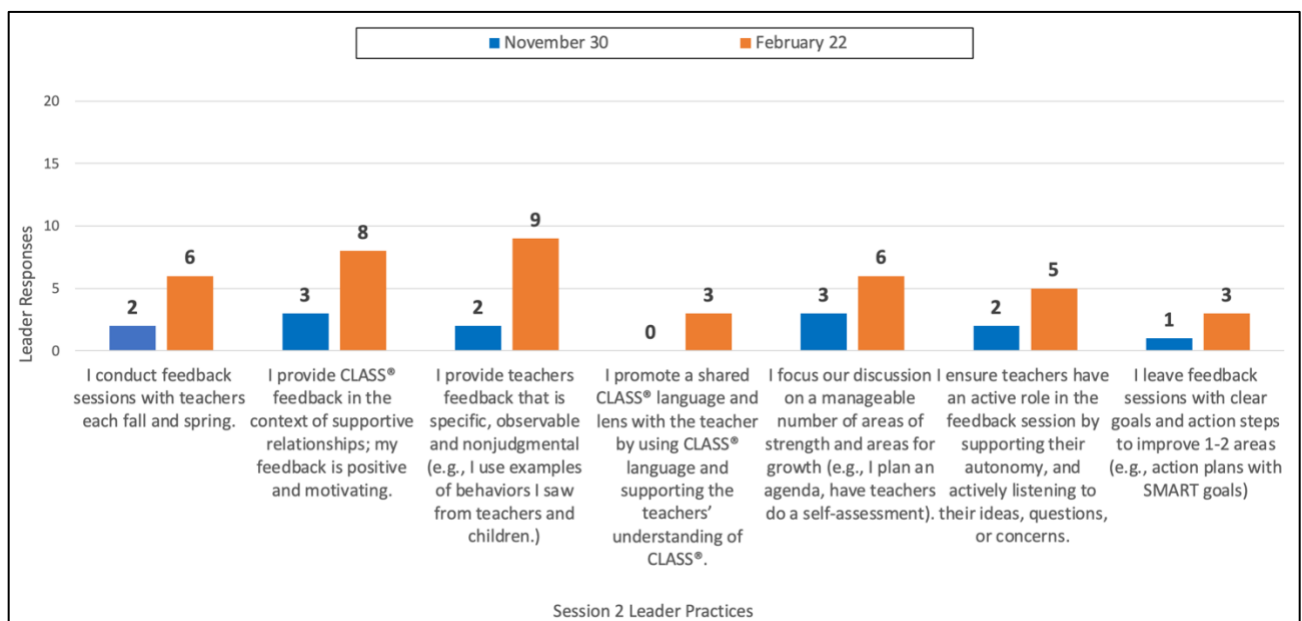




**Figure 13.** Leader Responses to “Which of these practices are a strength of yours?” from Topic 1 Sessions

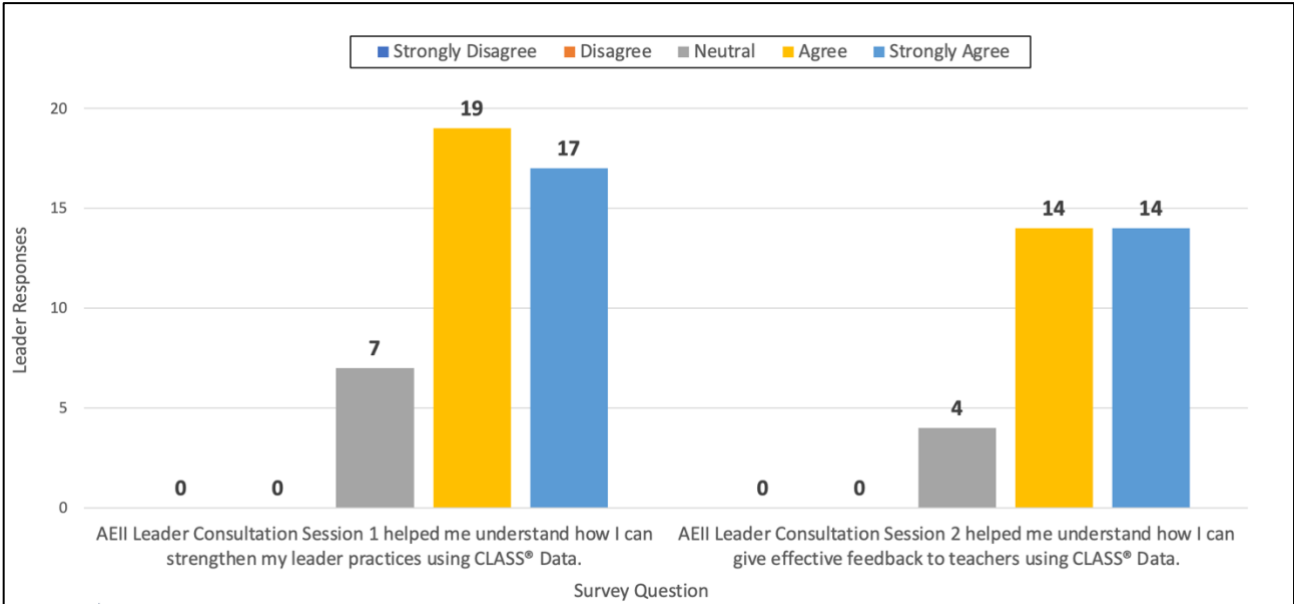


**Figure 14.** Leader Responses to “Which of these practices are a strength of yours?” from Topic 2 Sessions



Leaders who attended a group session live or watched the recording asynchronously were invited to complete a brief exit survey to provide their feedback on the session. Based on the responses to the exit survey, leaders felt that the AEII Leader Consultation Group PD helped them understand how to strengthen their leader practices and how they can give effective feedback to teachers using CLASS® data. See Figure 15 for leader feedback on the Group PD sessions.

**Figure 15.** Leader Feedback on the AEII Leader Group PD Sessions



**One-on-One Consultation Implementation**

Within the exit survey, leaders could request a one-on-one (1-1) session with a consultant. 16 leaders requested a 1-1 related to Understanding and Analyzing CLASS® Data, 7 requested a 1-1 related to Effective Feedback Using CLASS® Data, and 2 leaders requested a 1-1 for both topics. The 25 leaders were located across all nine Ready Regions (see Figure 9 above). Most leaders ( $n=18$ , 72%) were from Center-Based sites, with 5 (20%) from School-Based sites and 2 (8%) from Family Day Homes. One site was identified as a “Needs Support” site based on their VQB5 Practice Year 2 Rating (399 points or lower).

Of the 25 1-1 requests, 16 (64%) leaders were deemed ineligible as their site was not on one of the two priority lists distributed by the VDOE, so only 9 (36%) were invited to participate in a 1-1 session. 5 (56%) of the eligible leaders were unresponsive to three or more outreach attempts, while 4 (44%) completed at least one session. Leaders specified their requests for support when making their 1-1 request. Figure 16 includes a few examples of these responses.

**Figure 16.** Leader Responses to “Is there anything in particular you're hoping to discuss or learn more about? [in the 1-1 session]”

*“I'd love to know more about the goal setting process...and also about pairing people to grow and the whole differentiation of PD opportunities on the micro and macro levels.”*

*“I need all the information I can get.”*

*“Plan actionable steps to improve teacher child interactions.”*

During a typical 1-1 session, the consultant and leader discussed the leader's specific requests for support and the leader completed the applicable self-assessment(s). After reviewing resources relevant to the leader's areas for growth, the consultant and leader co-created an action plan with next steps. Common next steps for leaders included: review and use the teacher self-assessments for Teacher-Child Interactions, schedule a Foundational CLASS® training for staff, and color-code CLASS® data exports to identify patterns in scores (by ranges: low, mid, high). If requested, the consultant scheduled a follow up to check-in on the leader's progress.

All served leaders ( $n=4$ ) completed the feedback survey following their 1-1 sessions. All four leaders (100%) indicated they were "very satisfied" with their session, and it was "very helpful" in supporting their leader practices for using CLASS® data and/or giving effective feedback. Responses to "What was most helpful to you in the 1:1 session?" are shared in Figure 17.

**Figure 17.** Leader Responses to "What was most helpful to you in the 1-1 session?"

*"[My consultant] gave me some really good ideas and resources to help my staff improve on CLASS®."*

*"Understanding some of the foundational concepts."*

*"[My consultant] made information understandable and individualized."*

## Reflections on Leader PD and Consultation Services

1. Satisfaction with both group PD and 1-1 consultation was very high as indicated in leader feedback surveys.
2. In some Ready Regions (e.g., RR Central, RR Southwest), there was higher interest in leader services than teacher services (AEI Coaching).
3. Poll data from the group PD sessions indicate additional support is needed for ECE leaders in various practices related to CLASS®.

## 5. Key Takeaways


1. **Collaborative efforts with Virginia’s nine Ready Regions resulted in successful recruitment and outreach.** With the help of the Ready Regions, AEII recruited 183 classrooms and 142 leaders for services. Key strategies included: soft handoffs from regions to AEII, brief presentations at Ready Region-hosted events, and regular check-ins with the Ready Regions and improvement partners to discuss successes and challenges.
2. **AEII Coaching resulted in successful outcomes for teachers who completed services.** On average, teachers who completed coaching self-reported growth in all six social-emotional topics and their CLASS® data demonstrated growth from fall to spring.
3. **The hybrid pilot in Ready Region Southeastern saw minimal interest.** Despite feedback in previous years that ECE sites prefer in-person support, the hybrid pilot in Ready Region Southeastern had only 2 classrooms request hybrid services.
4. **The pilot of Leader PD and Consultation services was successful.** Leader satisfaction with both formats of service delivery was very high, and qualitative feedback indicated appreciation for session brevity and the information and resources shared. However, interest and uptake were lower than expected, especially from identified priority sites.

# Appendix

**Figure 1.** Example CLASS® Summary Sheet

CLASS® Strengths & Areas for Growth (Preschool)										
Teacher Name:			Program Name:			Date of Observation:				
<p><b>Guidance:</b></p> <ul style="list-style-type: none"> <li>- The Dimensions highlighted in <span style="background-color: #d9ead3;">green</span> indicate the highest scoring Dimension for each Domain. These are areas of <u>strength</u>.</li> <li>- The Dimensions highlighted in <span style="background-color: #fff2cc;">yellow</span> indicate Dimensions that received a score &lt;3.99. These are areas for <u>potential growth</u> &amp; are appropriate to focus on.</li> <li>- The Dimensions highlighted in <span style="background-color: #f4cccc;">red</span> indicate the lowest scoring Dimension for each Domain. These are areas for <u>growth</u> &amp; should guide your coaching focus when possible.</li> </ul>										
		Emotional Support			Classroom Organization			Instructional Support		
Highest Dimension per Domain		PC	TS	RSP	BM	PR	ILF	CD	QF	LM
Dimensions <3.99		PC	TS	RSP	BM	PR	ILF	CD	QF	LM
Lowest Dimension per Domain		PC	TS	RSP	BM	PR	ILF	CD	QF	LM
Negative Climate Grow - Red Flag: Is NC higher than 1.5?		Yes No								
Optional Notes:										
<p><b>References:</b></p> <ul style="list-style-type: none"> <li>★ <a href="#">Social-Emotional (SEL) Crosswalk</a></li> <li>★ <a href="#">CLASS® PreK Tool Summary Handout (English)</a></li> <li>★ <a href="#">CLASS® PreK Tool Summary Handout (Spanish)</a></li> </ul>										
<p><small>CLASS Pre-K Dimensions are denoted as: PC (Positive Climate), NC (Negative Climate), TS (Teachers Sensitivity), RSP (Regard for Student Perspectives), BM (Behavior Management), PR (Productivity), ILF (Instructional Learning Formats), CD (Concept Development), QF (Quality of Feedback), &amp; LM (Language Modeling).</small></p>										

**Figure 2. SEL Crosswalk: Teaching Practices and CLASS®**



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Social & Emotional Learning Crosswalk: Teaching Practices and CLASS®

Based on the feedback from Virginia's Birth-to-Five leaders and teachers, AEII designed this crosswalk to show how CASTL's ECE Resource Hub's social and emotional learning (SEL) topics and teaching practices are aligned with the CLASS® Dimensions. This crosswalk is used in AEII Coaching sessions to strengthen teacher-child interactions & social and emotional teaching practices. Reference: UVA-CASTL's ECE Resource Hub (2022)

Social & Emotional Learning Topics (Each topic is hyperlinked to the ECE Resource Hub)	Teaching Practices	CLASS® For descriptors and examples of Dimensions, check out the AEII CLASS Summary Tools and alignments per age level.
<a href="#">Building Teacher-Child Relationships</a>	<ul style="list-style-type: none"> <li>Engage in social conversations with children.</li> <li>Promote child autonomy by <b>allowing choice, voice, and leadership</b>.</li> <li>Display <b>comfort, warmth, and respect</b> throughout classroom activities</li> </ul>	<b>Infant &amp; Toddler:</b> (RC) (FE) (ELS) (TS) (TS) (BG) (RCP) (PC)  <b>Preschool:</b> (PC) (TS) (CD) (RSP) (ILF) (LM)
<a href="#">Developing Sense of Self &amp; Empathy</a>	<ul style="list-style-type: none"> <li>Teach children to <b>consider the needs/feelings of others</b> and provide care for others.</li> <li>Acknowledge what makes each child unique and <b>embrace children's similarities and differences</b>.</li> <li>Promote <b>child autonomy</b> by valuing their identity, interests, opinions, and ideas.</li> </ul>	<b>Infant &amp; Toddler:</b> (RC) (FE) (ELS) (TS) (TS) (BG) (RCP) (PC)  <b>Preschool:</b> (PC) (TS) (CD) (RSP) (ILF) (LM)
<a href="#">Supporting Children's Emotions</a>	<ul style="list-style-type: none"> <li>Help children <b>recognize and describe</b> their emotions.</li> <li>Assist children in learning how to <b>manage their emotions</b>.</li> <li>Help children manage their <b>strong emotions</b> in the moment.</li> </ul>	<b>Infant &amp; Toddler:</b> (RC) (FE) (TS) (TS) (BG) (RCP) (PC)(QF)(LM)(CD)  <b>Preschool:</b> (PC) (TS) (CD) (RSP) (BM) (ILF) (QF) (LM)
<a href="#">Supporting Children's Behavior</a>	<ul style="list-style-type: none"> <li><b>Keep children actively engaged</b> to help them regulate their behaviors.</li> <li>Use strategies to <b>promote children's positive behaviors and regulation</b></li> <li>When <b>individual children</b> display repeated behaviors that may be challenging, <b>objectively</b> observe and proactively plan.</li> </ul>	<b>Infant &amp; Toddler:</b> (RC) (FE) (TS) (TS) (BG) (RCP) (PC) (FLD) (LM)  <b>Preschool:</b> (PC) (TS) (NC) (RSP) (BM) (ILF) (QF) (LM)
<a href="#">Strengthening Peer Relationships</a>	<ul style="list-style-type: none"> <li>Promote and acknowledge <b>positive peer interactions</b></li> <li><b>Join in play</b> to promote positive interactions between children</li> <li>Provide <b>support</b> during teamwork</li> </ul>	<b>Infant &amp; Toddler:</b> (RC) (FE) (TS) (TS) (BG) (RCP) (PC) (FLD)(QF)(LM)  <b>Preschool:</b> (PC) (TS) (RSP) (BM) (ILF) (QF) (LM)
<a href="#">Promoting Social Problem-Solving</a>	<ul style="list-style-type: none"> <li>Provide children with opportunities to develop interest in peers and <b>engage in positive peer interactions</b></li> <li><b>Plan ahead</b> to prevent problems and teach children social problem-solving skills <b>before problems occur</b>.</li> <li>Prompt children to <b>reflect on problems</b> and <b>find and accept solutions in the moment</b></li> </ul>	<b>Infant &amp; Toddler:</b> (RC) (FE) (TS) (TS) (BG) (RCP) (PC) (FLD)(LM)(QF)  <b>Preschool:</b> (PC) (TS) (CD) (RSP) (BM) (ILF) (QF) (LM)

Alignment to CLASS™ Dimensions are denoted as: Infant: RC = Relational Climate, TS = Teacher Sensitivity, FE = Facilitated Exploration, ELS = Early Language Support; Toddler: PC = Positive Climate, NC= Negative Climate, TS = Teacher Sensitivity, RCP = Regard for Child Perspectives, BG = Behavior Guidance, FLD = Facilitation of Learning and Development, QF = Quality of Feedback, LM = Language Modeling; Pre-K Dimensions are denoted as: PC = Positive Climate, NC = Negative Climate, TS = Teacher Sensitivity, RSP = Regard for Student Perspectives, BM= Behavior Management, P= Productivity, ILF = Instructional Learning Formats, CD = Concept Development, QF=Quality of Feedback, LM = Language Modeling

**Figure 3.** AEII Leader Professional Development and Consultation Guide



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## AEII Leader Professional Development and Consultation Guide (2023-2024)<sup>Pilot</sup>

The Advancing Effective Interactions and Instruction (AEII) Team will provide program-level, virtual, group professional development and one-on-one consultation services to VQB5 site leaders (*including Family Day Home Providers*) focused on understanding and analyzing CLASS® data and providing effective feedback using CLASS® data.

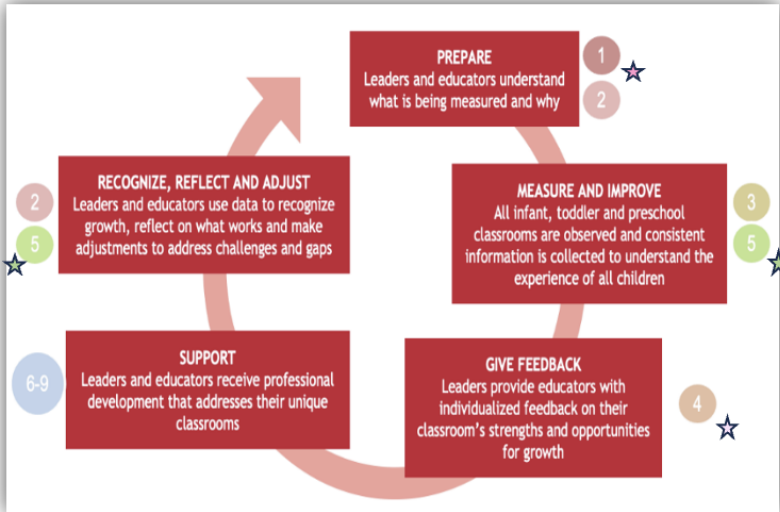
Based on the leader's programmatic CLASS® Data and self-assessment, leaders will receive **CLASS®** feedback strategies and **plan data-driven PD that strengthens the quality of teacher-child interactions**. A variety of targeted resources will be provided from the [AEII PD Toolkit](#), AEII's [Six Effective Feedback Principles](#), and the [ECE Resource Hub](#). Leaders can request a one-on-one session as a follow-up of the group PD sessions or to strengthen their leader practices to support their teachers' positive interactions.

**Objectives:**  
The AEII Team will:

- 1) Promote **leaders' understanding of CLASS® & analysis of CLASS® scores** (which includes leaders helping their teachers understand CLASS and grow in their teacher-child interactions)
- 2) **Support leaders' skills in giving effective feedback to teachers** (as related to their CLASS® Observation Results)

The [AEII Professional Development Toolkit](#) was previously developed to assist leaders in strengthening quality, including planning professional development (PD) that focuses on interactions, curriculum, inclusive practices, and supporting all learners.

The AEII PD Toolkit sections (1★, 5★ & 4★) corresponds to steps of the **VDOE Continuous Quality Improvement Cycle** shared with leaders in VQB5 (See below)



```

graph TD
    PREPARE["PREPARE  
Leaders and educators understand what is being measured and why  
1★, 2★"] --> MEASURE["MEASURE AND IMPROVE  
All infant, toddler and preschool classrooms are observed and consistent information is collected to understand the experience of all children  
3★, 5★"]
    MEASURE --> FEEDBACK["GIVE FEEDBACK  
Leaders provide educators with individualized feedback on their classroom's strengths and opportunities for growth  
4★"]
    FEEDBACK --> SUPPORT["SUPPORT  
Leaders and educators receive professional development that addresses their unique classrooms  
6-9★"]
    SUPPORT --> RECOGNIZE["RECOGNIZE, REFLECT AND ADJUST  
Leaders and educators use data to recognize growth, reflect on what works and make adjustments to address challenges and gaps  
2★, 5★"]
    RECOGNIZE --> PREPARE
    
```

## Leader Group PD and One-on-One Consultation Format

Leaders can **choose to join 1-2 Group Sessions** and (if desired) **one-on-one sessions** to receive further support on the **Group PD Session** on these 2 topics: **Understanding and Analyzing CLASS® Data** and **Effective Feedback Using CLASS® Data**.

**Note:** Leaders can request individualized support/session if they did not attend a Group PD Session.

### Group Sessions

Leaders can join our **\*30-minute**, virtual, group, and interactive AEII Leader PD and Consultation Series on **Understanding and Analyzing CLASS® Data** and **Effective Feedback Using CLASS® Data** throughout the coaching year (2023-2024). Leaders can choose which 1 or 2 sessions to join. All session 1 content will be the same and all session 2 will be the same.

#### Leader Consultation Session 1: Understanding and Analyzing CLASS® Data (PD Toolkit sections 1 & 5)

- Thursday, October 26, 2023 @1pm
- Thursday, January 25, 2024 @11am
- \*\*Thursday, April 25, 2024 @1pm

#### Leader Consultation Session 2: Effective Feedback Using CLASS® Data (PD Toolkit section 4)

- Thursday, November 30, 2023 @1pm
- Thursday, February 22, 2024 @11am
- \*\*Thursday, May 9, 2024 @1pm

\*An AEII Team member will stay 30 minutes or less after each LC session for leaders' questions or requests for immediate assistance. We will encourage priority site leaders to request a one-on-one consultation when follow-up support is needed.

### One-on-One Leader Consultation

Leaders at priority sites\* can request a **30-minute** individualized virtual (Zoom or phone call) consultation with an AEII Team Member. Individual consultations (1:1) can also be requested by leaders with or without attending a group meeting. In most cases, we expect that one-on-one consultation will be provided as a follow-up from group session(s), when leaders want assistance in creating an action plan or implementing an action plan based on their self-assessment results.

\*1:1 session will be offered only to site leaders whose site or classrooms are on the priority list. (Note: Subject to change based on the needs of the leaders)

## Core Content of Leader Group PD and One-on-One Consultation

The previously developed [AEII PD Toolkit](#) sections (1, 5, & 4—see below) will be used to meet the two objectives of program leader consultations:

#### Section 1: **How can I understand or help my teachers understand the CLASS® Tool?** (Session 1)

*This is a great topic to start with as you focus on the PREPARE step of the improvement cycle and if you or your teachers have questions like: How can I prepare for my CLASS® observation? What do quality teacher-child interactions look like (with different ages/populations/settings)?*

--and--

#### Section 5: **How can I understand and use my local CLASS® data to identify areas for improvement?** (Session 1)

*This section aligns with the MEASURE AND IMPROVE and RECOGNIZE, REFLECT, AND ADJUST steps of the improvement cycle. These resources can help leaders access and use their data to recognize the quality of interactions and reflect on how they might build on strengths and address areas of need (over time).*

#### Section 4: **How can I give effective CLASS® feedback to teachers?** (Session 2)

*This section aligns with the GIVE FEEDBACK step of the improvement cycle and resources below can help leaders prepare to give feedback to teachers that both affirms current efforts and helps them take specific steps towards improvement.*





## Session 1

Section 1) How can I understand or help my teachers understand the CLASS® tool(s)?

--and--

Section 5) How can I understand and use my local CLASS® data to identify areas for improvement?

### Content

#### Group PD Session (30 minutes)

- Greetings/Build Community Activity
- Understanding CLASS® & Analyzing CLASS® Data
- Review the self-assessment (SA) to discuss strengths (Leader/Program-Level) & areas for growth (SA will be sent before, during, and after the session)
- Practice Activity

--and (if desired)--

#### \*One-on-One Consultation

Flexible-based on leader's identified need(s)

- Greeting & ask leader, "How Can I Help You?" (Follow the leader's lead or continue with steps below w/flexibility)
- Review the [self-assessment](#) to discuss strengths (Leader/Program-Level) & areas for growth. Provide feedback and resources to support leader's next steps.

### Strategies or Next Steps

**Focus** on using CLASS® language & lens; Provide continued support for CLASS® learning; Identify key areas on CLASS® observation report(s); Ask teachers to plan ahead (reflect on areas of strengths and areas for growth); Support teacher autonomy; ask questions and actively listen to teachers; articulate SMART Goals – Specific, Measurable, Attainable, Realistic, and Timely

**Closely look** at teachers/program CLASS® Data to identify areas of strengths and areas for growth  
Introduce & Review the [leader's self-assessment](#) (shown in image below)

AEII Leader Consultation Series:

**Self-Assessment for Understanding & Analyzing CLASS® Data (Session 1)**

This self-assessment is designed to support V200 leaders with their understanding & analyzing CLASS® Data and identify their areas of strength(s) and areas for growth.

Leader: \_\_\_\_\_ Site: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Read each leader practice listed below. Please reflect and **highlight** your best responses as indicated below, with:  
1. Not True 2. Somewhat True 3. Very True

Leadership Practices: Understanding & Analyzing CLASS® Data	I understand this leadership practice.	I am highly skilled in this practice.	I would like to grow this practice with support.
1. I understand the CLASS® Tool (Domains and Dimensions) and what quality teacher-child interactions look like.	1 2 3	1 2 3	Yes or No
2. I help my teachers understand the CLASS® Tool (Domains and Dimensions) and what quality teacher-child interactions look like.	1 2 3	1 2 3	Yes or No
3. I know how to access and understand my CLASS® Export Report.	1 2 3	1 2 3	Yes or No
4. I identify key areas of strengths and areas for growth in teacher-child interactions using the CLASS® scores.	1 2 3	1 2 3	Yes or No
5. I plan actionable steps to improve teacher-child interactions (e.g., professional development).	1 2 3	1 2 3	Yes or No

Notes/requests for support (optional):

### Resources

#### CLASS® Tool Summaries

(1-page handouts that describe dimensions and give examples of what they look like in the classroom)

English: [Infant / Toddler / PreK / Birth-to-five Alignment](#)

Spanish: [Infant / Toddler / PreK / Birth-to-five Alignment](#)

**Resources for using CLASS® with diverse populations and settings:**

[Early Childhood Special Education](#)  
(downloadable/printable booklet that highlights use of CLASS® in inclusive classrooms with children who are receiving special education services)

---and---

**Review and/or use the Using CLASS® Data worksheet(s)** that fits your program's CLASS® data: [Infant / Toddler / PreK](#)  
(downloadable/printable 2- page worksheets)









## The 6 Principles of Effective Feedback

The most **effective feedback** does more than convey information; it ideally **promotes teacher engagement, reflection, and motivation** to grow their practice. Each principle is **unpacked**, and **specific strategies** are provided to support leaders in **giving feedback**.




- **AEII Leader Group PD and 1:1 Consultation Guide will integrate the Six Principles of Effective Feedback (see below) in Session 2 of the series**—supporting leaders' skills in **effective feedback using CLASS® Data** (Obj. #2). (Note: Session 1 of the series will promote leaders' own understanding & analysis of their CLASS® Data (and promoting leaders on helping their teachers understand CLASS® as well) (obj.#1). The Principles of Effective Feedback (shown below) will not be used in Session 1 of the series. **We will emphasize the site leaders to receive Foundational CLASS® training from their Ready Region.**

### Six Principles of Effective Feedback

-  Supportive Positive Relationships
-  Shared Lens and Language
-  Targeted Areas of Strength, Manageable Areas of Focus
-  Specific, Observable/Behavioral, and Non-Judgmental
-  Teacher as Active Participants
-  Clearly Articulated Goals and Action Steps

## Session 2

### Section 4) How can I give effective CLASS® feedback to teachers?

Content	Strategies or Next Steps	Resources
<p><b>Group PD Session</b></p> <ul style="list-style-type: none"> <li>☆ Greetings/Build Community Activity</li> <li>☆ Review the self-assessment to discuss strengths (Leader/Program-Level) &amp; areas for growth</li> <li>☆ <b>Effective Feedback Using CLASS® Data.</b> (PD Toolkit section 4)</li> <li>☆ Reflections/Practices from the Field</li> </ul>	<p><b>Review</b> Previous Teachers' CLASS® Scores</p> <p><b>Plan</b> feedback meeting w/ teachers to discuss identified strengths and areas for growth using <a href="#">Feedback Best Practices Guide</a></p> <p><b>Review</b> the <b>Six Elements of Effective PD</b> (short video modules)</p> <p> <b>Supportive Positive Relationships</b> Giving teachers feedback and supporting within the context of a supportive and safe environment.</p> <p> <b>Shared Lens and Language</b> By using shared lens, teachers and leaders remain on the "same page" when it comes to discussing dimensions of interactions in the classroom.</p> <p> <b>Targeted Areas of Strength, Manageable Areas of Focus</b></p>	<p><a href="#">Quickstart Guide</a> (downloadable/printable PDF resource with steps, tips, and tools)</p> <p><a href="#">Principles of Effective Feedback</a> (downloadable/printable PDF document with guiding principles)</p> <p><a href="#">AEII Effective Feedback Webinar</a></p> <p><a href="#">Planning &amp; Note-taking Form</a> (pages 8-10) to help think about how you want to use your feedback meeting to</p>

### \*One-on-One Consultation

Flexible- based on leader's identified need(s)

- Greeting & ask leader, **"How Can I Help You?"** (Follow the leader's lead or start with the leaders' self-assessment with flexibility)
- Review the [self-assessment](#) to discuss strengths (Leader/Program-Level) & areas for growth

Help teachers build confidence and competence in one area before moving on to the next.



**Specific, Observable/Behavioral, and Non-Judgmental**

Mirror the CLASS<sup>®</sup> tool and work to call the teacher's attention to the behavioral examples in the report and to use specific language



**Teacher as Active Participants**

Use a collaborative approach in feedback meetings to ensure teachers feel equally responsible for making feedback meetings productive before moving on to the next.



**Clearly Articulated Goals and Action Steps**

Teachers should leave the feedback session with a clear plan-- at least 1 goal or even a series of action steps to implement right away

Complete the [leader's self-assessment](#) (shown in image below)

**AEII Leader Consultation Series**  
**Self-Assessment for Effective Feedback Using CLASS<sup>®</sup> Data (Session 2)**

This self-assessment is designed to support CLASS leaders in effective feedback using CLASS<sup>®</sup> data with teachers and identify their areas of strength(s) and areas for growth.

Leader: \_\_\_\_\_ Site: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Read each leader practice and sub-practices listed below. Please reflect and **highlight** your best responses as indicated below, with 1- Not True 2- Somewhat True 3- Very True

Leadership Practices: Effective Feedback Using CLASS <sup>®</sup> Data	I use this leadership practice.	I am highly skilled in this practice.	I would like to grow this practice with support.
1. I conduct feedback sessions with teachers each fall and spring.	1 2 3	1 2 3	Yes or No
2. I provide CLASS <sup>®</sup> feedback in the context of supportive relationships; my feedback is positive and motivating.	1 2 3	1 2 3	Yes or No
3. I provide teachers feedback that is specific, observable and nonjudgmental (e.g., I saw examples of teacher who took teachers and children).	1 2 3	1 2 3	Yes or No
4. I promote a shared CLASS <sup>®</sup> language and lens with the teacher by using CLASS <sup>®</sup> language and supporting the teacher's understanding of CLASS <sup>®</sup> .	1 2 3	1 2 3	Yes or No
5. I focus our discussion on a manageable number of areas of strength and areas for growth (e.g., I provide specific, how teachers do a self-assessment).	1 2 3	1 2 3	Yes or No
6. I ensure teachers have an active role in the feedback session by supporting their autonomy, and actively listening to their ideas, questions, or concerns.	1 2 3	1 2 3	Yes or No
7. I leave feedback sessions with clear goals and action steps to implement 1-2 areas of growth (e.g., action plan with 1-2 goals).	1 2 3	1 2 3	Yes or No

Notes/requests for support (optional):


allow the teachers time to process the information

### Reflection Questions

- What's working well with giving Effective Feedback?
- Identify any challenges with Effective Feedback (overall or with a particular teacher/teaching team)
- What did you say or do to move the teacher(s) forward and engage in their PD or CLASS<sup>®</sup> Observations?
- What would you do differently?



**Figure 4. Leader Self-Assessments from the AEII Leader Consultation Series**



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CASTL

**AEII Leader Consultation Series:**

**Self-Assessment for Understanding & Analyzing CLASS® Data (Session 1)**

This self-assessment is designed to support VQBS leaders with their *Understanding & Analyzing CLASS® Data* and identify their areas of strength(s) and areas for growth.

Leader: \_\_\_\_\_ Site: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Read each leader practice listed below. Please reflect and **highlight** your best responses as indicated below, with:  
**1- Not True    2- Somewhat True    3- Very True**

Leadership Practices: Understanding & Analyzing CLASS® Data	Understand this leadership practice.	I am highly skilled in this practice.	I would like to grow this practice with support.
1. I <b>understand</b> the CLASS® Tool (Domains and Dimensions) and what quality teacher-child interactions look like. • Resource: <a href="#">Overview of CLASS Observations in VQBS/Spanish</a>	1    2    3	1    2    3	Yes   or   No
2. I <b>help my teachers understand</b> the CLASS® Tool (Domains and Dimensions) and what quality teacher-child interactions look like. • Resource: <a href="#">AEII CLASS® Summary Tools</a>	1    2    3	1    2    3	Yes   or   No
3. I <b>know how to access and understand</b> my CLASS® Export Report. • Resource: <a href="#">VDOE Guide for Accessing VQBS Data Reports</a>	1    2    3	1    2    3	Yes   or   No
4. I <b>identify key areas of strength and areas for growth</b> in teacher-child interactions using the CLASS® scores. • Resource: CLASS® Self-Assessment: <a href="#">Infant</a> , <a href="#">Toddler</a> , and <a href="#">PreK</a>	1    2    3	1    2    3	Yes   or   No
5. I <b>plan actionable steps to improve</b> teacher-child interactions (e.g., professional development). • Resource: <a href="#">AEII PD Toolkit</a>	1    2    3	1    2    3	Yes   or   No
<b>Notes/requests for support (optional):</b>			

Developed by AEII July 2023

AEII Leader Consultation Series

Self-Assessment for Effective Feedback Using CLASS® Data (Session 2)

This self-assessment is designed to support VQB5 leaders on *Effective Feedback Using CLASS® Data* with teachers and identify their areas of strength(s) and areas for growth.

Leader: \_\_\_\_\_ Site: \_\_\_\_\_ Date: \_\_\_\_\_


Instructions: Read each leader practice and sub-practices listed below. Please reflect and **highlight** your best responses as indicated below, with  
1- Not True 2- Somewhat True 3- Very True

Leadership Practices: Effective Feedback Using CLASS® Data	I use this leadership practice.	I am highly skilled in this practice.	I would like to grow this practice with support.
1. I conduct feedback sessions with teachers each fall and spring. • Resource: <a href="#">2023-2024 Local CLASS Observation Guidebook</a>	1 2 3	1 2 3	Yes or No
2. I provide CLASS® feedback in the context of <b>supportive relationships</b> <sup>1</sup> ; my feedback is positive and motivating. • Resource: <a href="#">AEII Six Principles of Effective Feedback &amp; Guide</a>	1 2 3	1 2 3	Yes or No
3. I provide teachers feedback that is <b>specific, observable and nonjudgmental</b> <sup>2</sup> (e.g., I use examples of behaviors I saw from teachers and children.) • Resource: <a href="#">AEII Feedback Quick Start Guide</a>	1 2 3	1 2 3	Yes or No
4. I promote a <b>shared CLASS® language and lens</b> <sup>3</sup> with the teacher by using CLASS® language and supporting the teachers' understanding of CLASS®. • Resources: <a href="#">AEII Feedback Quick Start Guide</a> and <a href="#">AEII CLASS® Summary Tools</a>	1 2 3	1 2 3	Yes or No
5. I <b>focus</b> our discussion on a <b>manageable number of areas</b> of strength and areas for growth <sup>4</sup> (e.g., I plan an agenda, have teachers do a self-assessment).	1 2 3	1 2 3	Yes or No

<ul style="list-style-type: none"> <li>Resource: CLASS Data Worksheets: <a href="#">Infant</a>, <a href="#">Toddler</a>, &amp; <a href="#">PreK</a></li> </ul>			
6. I ensure teachers have an <b>active role</b> <sup>5</sup> in the feedback session by supporting their autonomy, and actively listening to their ideas, questions, or concerns. <ul style="list-style-type: none"> <li>Resource: <a href="#">AELI Six Principles of Effective Feedback</a></li> </ul>	1 2 3	1 2 3	Yes or No
7. I leave feedback sessions with <b>clear goals and action steps</b> <sup>6</sup> to improve 1-2 areas (e.g., action plans with SMART goals) <ul style="list-style-type: none"> <li>Resource: VQ85 Local Observation Feedback Templates (<a href="#">Infant</a>, <a href="#">Toddler</a>, &amp; <a href="#">PreK</a>)</li> </ul>	1 2 3	1 2 3	Yes or No
Notes/requests for support (optional):			



Figure 5. Resources for AEII Leader Professional Development and Consultation Guide



## AEII Resources for Leader Consultation Series (2023-24 Pilot)

**Session 1: Understanding & Analyzing CLASS® Data and Session 2: Effective Feedback Using CLASS® Data**

**Session 1: Understanding & Analyzing CLASS® Data ([Recording](#) and [Slides](#))**

- A thirty-minute webinar to promote leaders' understanding and analysis of CLASS® Data.

**Session 2: Effective Feedback Using CLASS® Data ([Recording](#) and [Slides](#))**

- A thirty-minute webinar to provide leaders with strategies and support on how to give their teachers effective feedback using CLASS® Data.

**[AEII PD Toolkit](#)**

- The toolkit provides leaders with key resources for strengthening quality, including implementing CLASS® and planning professional development (PD).

**[AEII CLASS® Summary Tools](#)**

- Learn what CLASS® is all about and discover the similarities and differences between the Infant, Toddler, and PreK tools. These documents provide at-a-glance descriptions of the CLASS® domains and dimensions.

**[AEII CLASS® Birth-to-Five Tools Alignment](#)**

- An overview of how the CLASS® Infant, Toddler, and PreK tools align with descriptions of similar dimensions.

**[AEII Color-Coded CLASS® Export Data](#)**

- A color-coded CLASS Export example and template to help leaders understand & analyze their CLASS® Data.

**[AEII Self-Assessments of Leader Practices](#)**

- These self-assessments were designed to support VQB5 site leaders to identify their areas of strength(s) and areas for growth in Understanding & Analysis of CLASS® Data and Effective Feedback Using CLASS® Data.

**[AEII Feedback Quick Start Guide](#)**

- This resource provides leaders' steps and tips for 3 phases: before, during, and after feedback sessions.

**[AEII Six Principles of Effective Feedback](#)**

- The resource provides 6 research-based principles to help feedback providers reflect on their practices.

**AEII Teacher-Child Interactions Self-Assessment: [Infant](#), [Toddler](#), and [PreK](#)**

- A way for teachers to assess their current daily interactions with young children.

**[VDOE Local CLASS® Observations Best Practices Guidebook](#) (For VQB5 2023-2024)**

- The VDOE document provides leaders and observers guidance, protocols, answers to FAQs, and linked resources.

**[VDOE Guide for Accessing VQB5 Data Reports from LinkB5](#)**

- This guide shows site administrators how to download their local CLASS® score reports/exports in LinkB5.

**[VDOE 2023-2024 Unified Virginia Quality Birth-to Five System \(VQB5\) Guidelines](#)**

- The following guidelines include the protocols and expectations for participation in this required statewide measurement and improvement system (VQB5).

**[PY2 Virginia CLASS® Data Averages](#)**

- This document provides statewide averages from 2022-2023 and is useful for comparing local scores.

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#### **External CLASS® Observations in Virginia**

- *Learn more about External Observations in VQB5 and Sample External Feedback Report*

#### **Score Replacement Calculator**

- *Explains how to use the score replacement calculator to address comparable observations with significant different scores ([VQB5 Guidelines](#), Section 4.7).*

#### **Overview of CLASS Observations in VQB5/Spanish**

- *Explains the different purposes and frequencies during annual measurement of CLASS® observations*

#### **VQB5 Local CLASS® Observation Feedback Templates ([Infant](#), [Toddler](#), & [PreK](#))**

- *Ready-to-use templates to assist with feedback sessions*