

# The Power of Effective Feedback

Using CLASS™ Observations as a  
Catalyst for Professional Growth



# Welcome!

## **Your role in education?**

- Teacher or care provider
- Center director
- Education manager
- Program director
- Coach or technical assistance provider
- Teacher educator

## Knowledge of the CLASS™ measure and related resources?

- New to the CLASS measure
- Know a little
- Use occasionally
- Use frequently and feel comfortable with the CLASS lens and language

**Teachstone**<sup>®</sup> 

 **CLASS**<sup>™</sup>

## What's it all about?

- Improving teacher-child interactions
- Evidence-based
- Research to practice
- Birth through grade 12

# Objectives

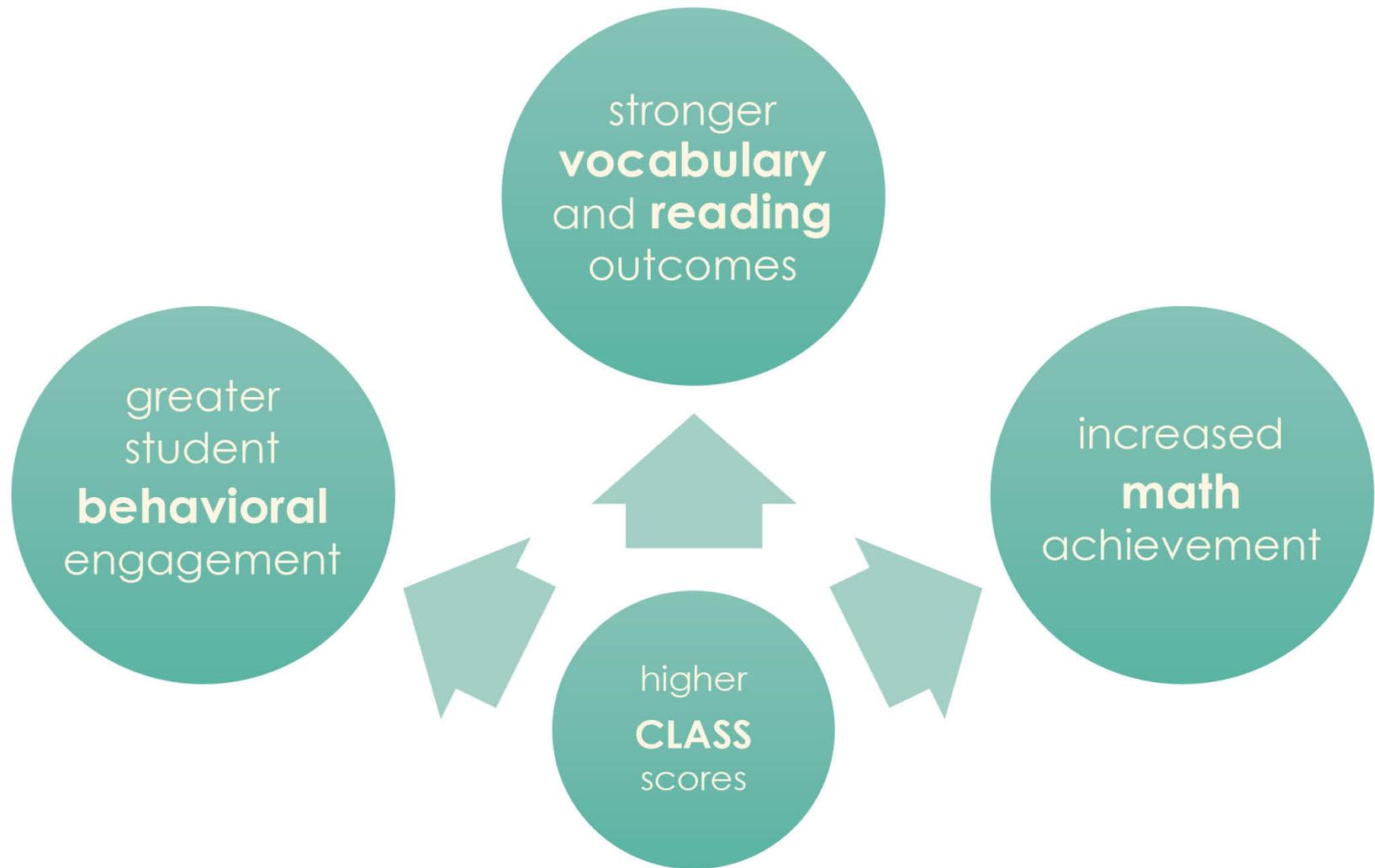
- Understand the need for observation protocols to be aligned with feedback goals
- Explore recommendations for and characteristics of effective feedback
- Compare recommendations to current approaches within your program; identify areas of strength and areas for growth
- Explore models and methods for providing feedback

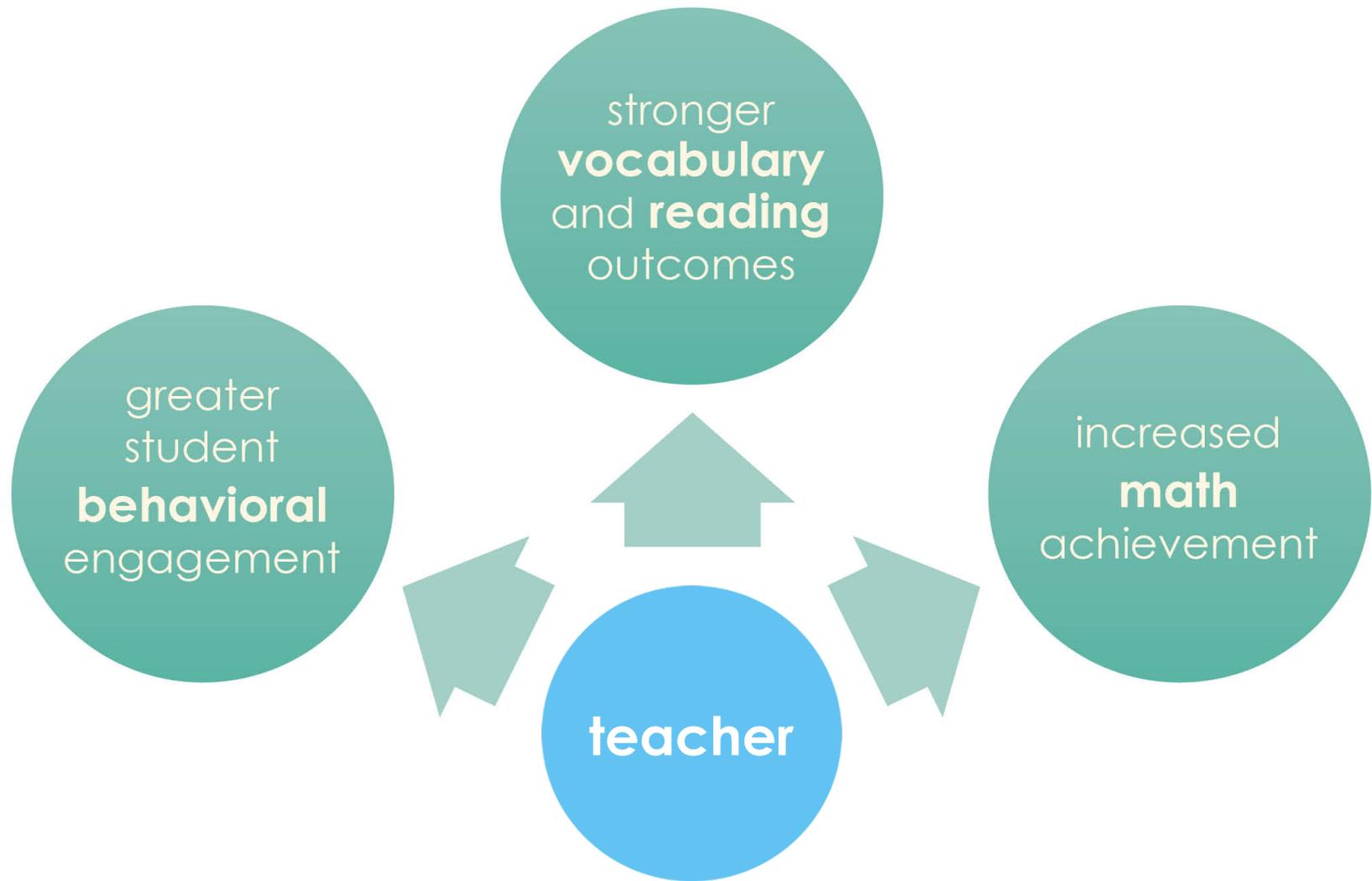
# The Importance of Interactions

How do effective interactions influence learning?

# Interactions Matter







## Review

What do you recall about the ways effective interactions are organized by the Pre-K CLASS tool?

# Organization of the Pre-K CLASS Tool

## Domains

 Emotional  
Support

 Classroom  
Organization

 Instructional  
Support

# Organization of the Pre-K CLASS Tool

## Domains

### Emotional Support

Dimensions

Positive Climate

Negative Climate

Teacher Sensitivity

Regard for Student Perspectives

### Classroom Organization

Dimensions

Behavior Management

Productivity

Instructional Learning Formats

### Instructional Support

Dimensions

Concept Development

Quality of Feedback

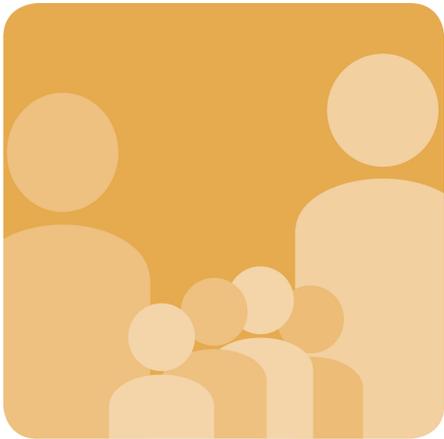
Language Modeling

## Data-Collection Models

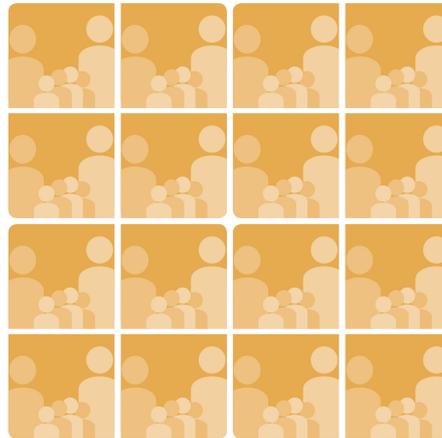
What are the best ways to approach CLASS observations in order to provide feedback to teachers?

# Planning Data Collection

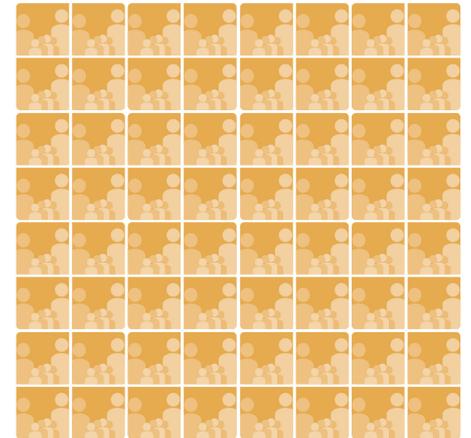
**classroom**



**program**

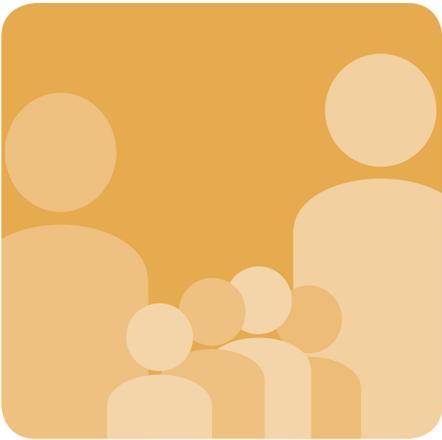


**region**



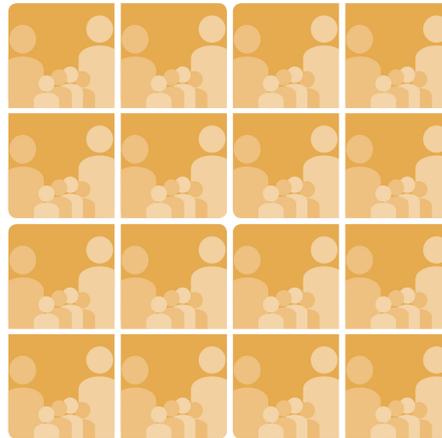
# Planning Data Collection

**classroom**



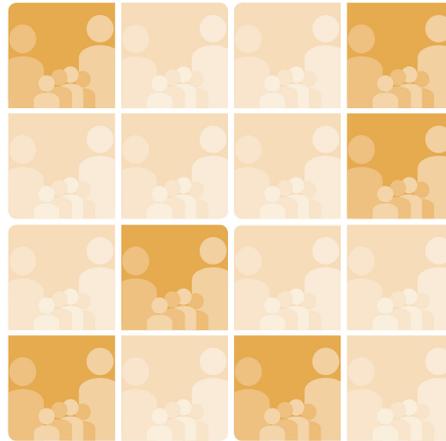
# Planning Data Collection

**program**



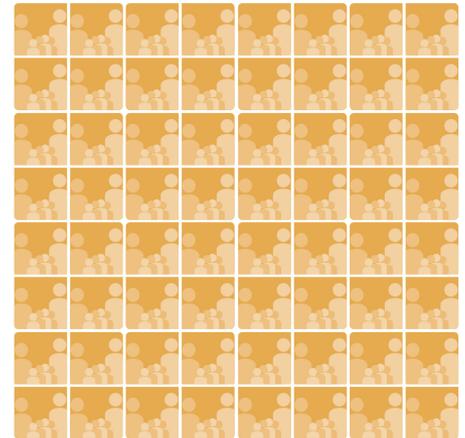
# Planning Data Collection

**program**



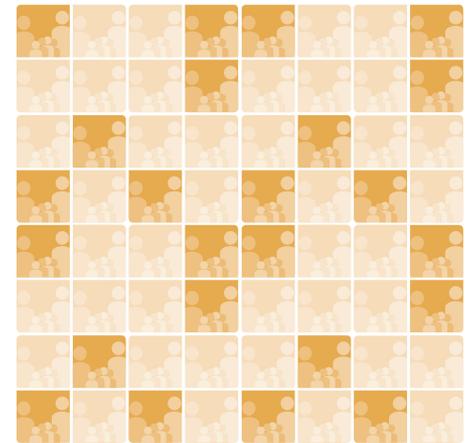
# Planning Data Collection

**region**



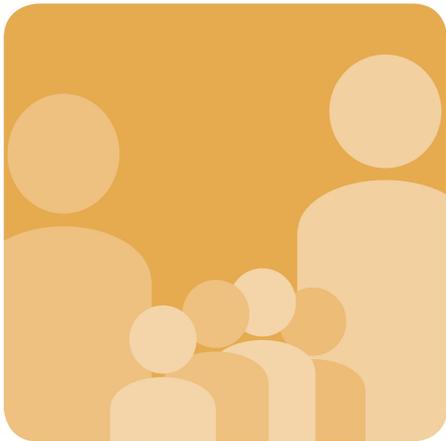
# Planning Data Collection

**region**

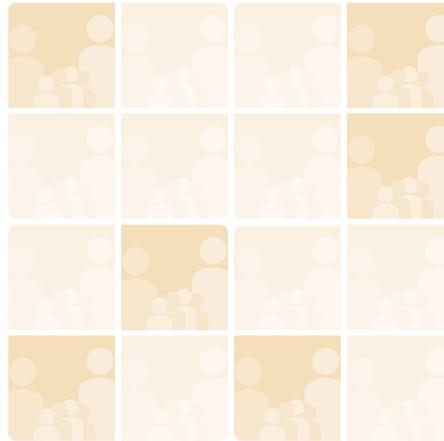


# Planning Data Collection

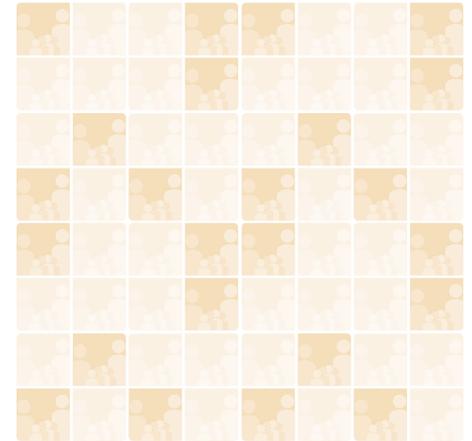
**classroom**



**program**



**region**



# Providing Feedback to Teachers

What strategies should we use to build a foundation for teachers' professional growth?

# Your Feedback Approaches

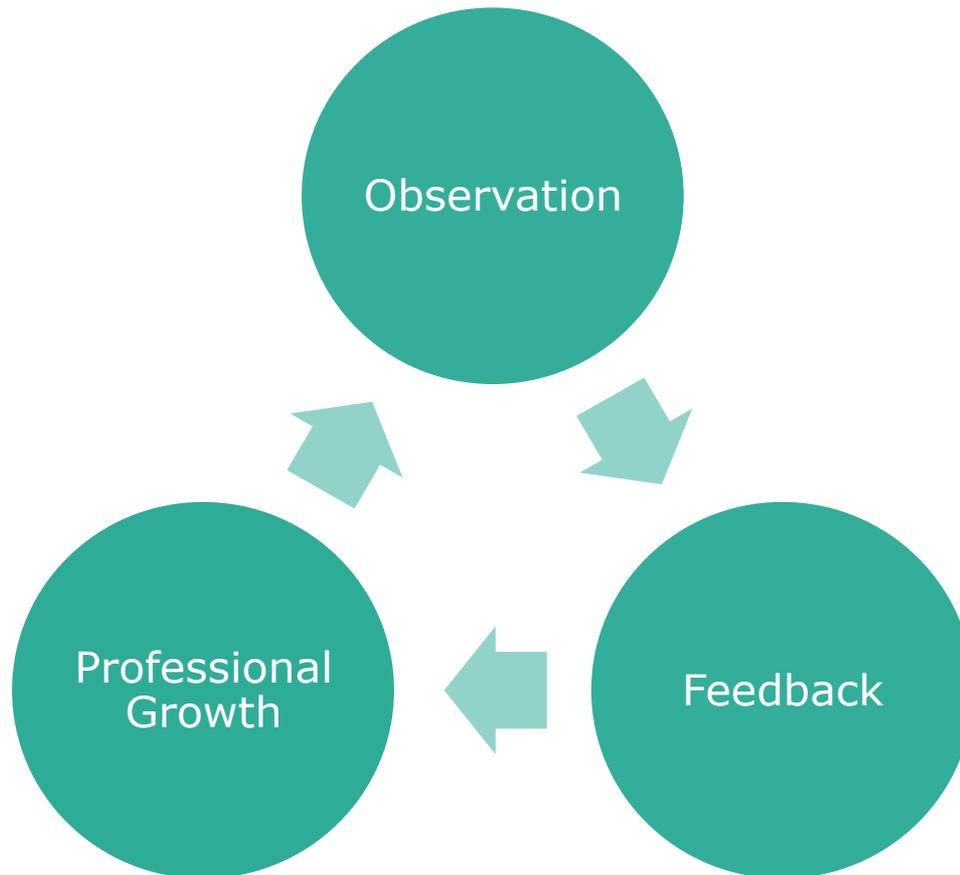


When we provide  
feedback, we ...

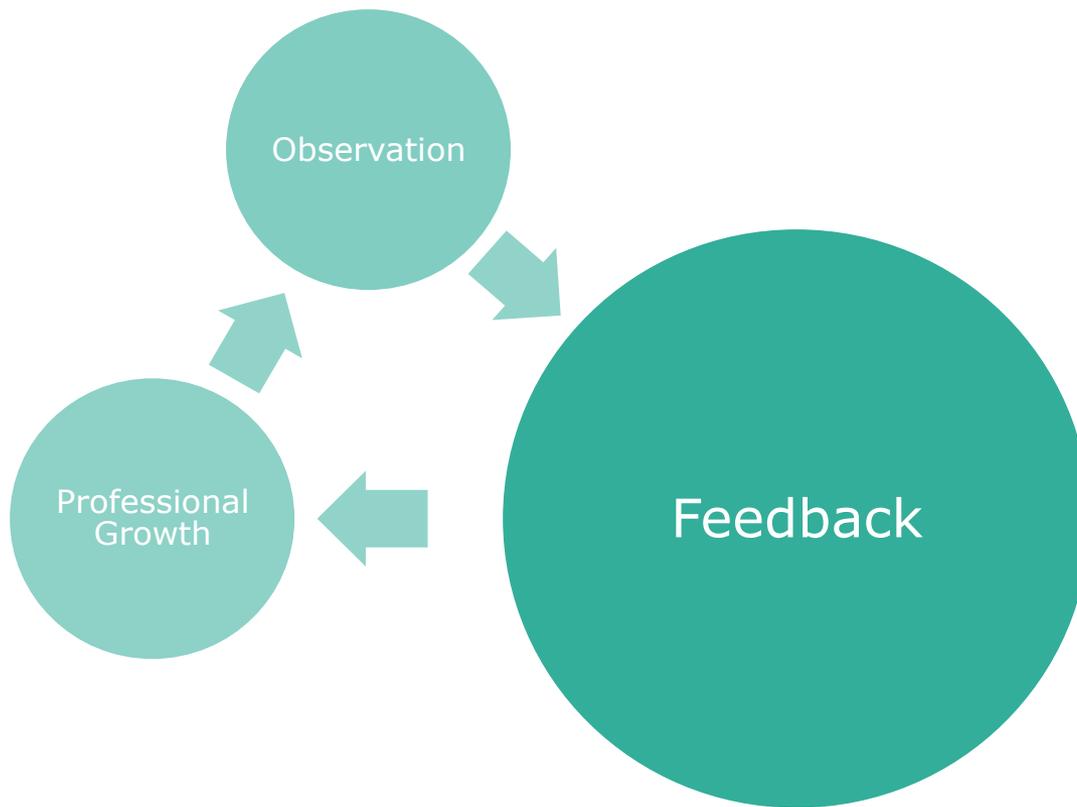


That's similar to  
what we do,  
but ...

# Goal: Connect Observations with Professional Growth

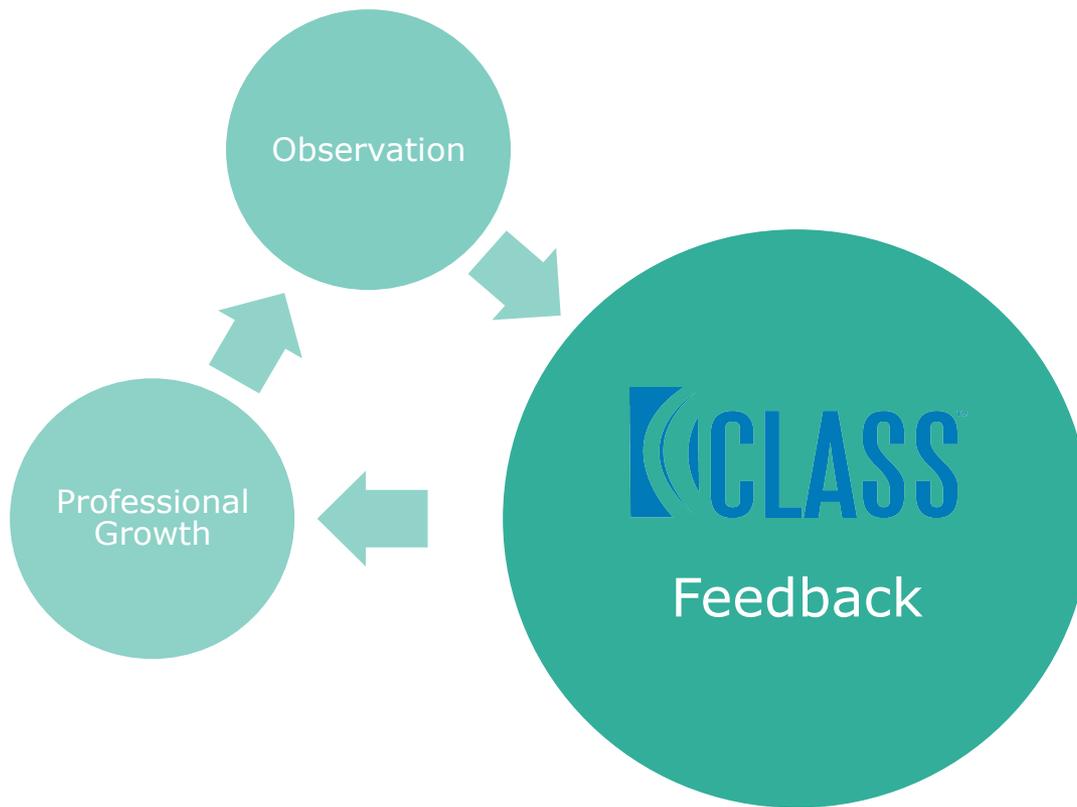


# Characteristics of Effective Feedback



- Descriptive
- Aligned
- Objective
- Actionable

# Characteristics of Effective **CLASS** Observation Feedback



- Descriptive
- Aligned
- Objective
- Actionable
  
- **Supportive**
- **Builds on strengths**

# Feedback Examples

- You demonstrated positive communication when you congratulated Sarah. You said, “Great job building a very tall tower!” and Sarah smiled after your comment.
- You used parallel talk as children colored pictures of farm animals. You said, “You’re coloring the horse’s mane with a brown crayon.”

# Feedback Examples

- Three children sitting at the art table ran out of materials, and it took about five minutes before you were aware and responsive to the situation. During this time, the children were not engaged in the activity.
- During story time, you asked few open-ended questions but rather focused on closed questions, such as “What color is the bird?” Children had little opportunity to use language during this lesson.

# Recommendations

- 1 Provide teachers with information.
- 2 Plan ahead.
- 3 Bring what you'll need.
- 4 Cover key topics.

# 1 Provide Teachers with Information

- Importance of effective interactions
- Structure of the CLASS framework
- Reasons for the upcoming CLASS observation
- How CLASS observations work

## 2 Plan Ahead

- Study the score report and observer comments.
- Schedule a meeting with the teacher.
- Plan comments, following recommended practices.
- Focus on growth.

## 3 Bring What You'll Need

- *CLASS Dimensions Guide*
- *CLASS Manual*
- Video clips (if video observation)
- Copy of score report

## 4 Cover Key Topics

- Importance of effective interactions
- Structure of the CLASS framework
- CLASS observation report
- Areas of strength and areas for growth
- Improvement plans

# Scores? Ranges? Neither?

## Considerations

- What is the level of CLASS knowledge?
- How many observation cycles did you conduct?
- What are the characteristics and culture of your staff?
- Do you have comparison values?
- If you share scores, what other information will you share?

# Logistical Recommendations

## **When should we provide feedback?**

- When doing so is part of data-collection goals and plans
- When teachers have prior knowledge of the CLASS measure
- When classrooms were observed individually

## **Who should provide feedback?**

- Nonsupervisory staff whenever possible
- Those with relationships with teachers
- Those with in-depth CLASS knowledge

## Let's Practice!

How do we apply these recommendations to our programs' needs?

# Planning and Providing Feedback

1. Watch the video, noting specific interactions as they occur.
2. Review the fictionalized scores provided.
3. Based on the scores and your video observation notes, plan the feedback you'll provide to this teacher.
4. Discuss or role-play provision of feedback in small groups.
5. Share your ideas with the whole group.

# Prepare to Cover Key Topics

Using your observation notes and these scores, outline talking points for each item:

1. Importance of effective interactions
2. Structure of the CLASS framework
3. CLASS observation report
4. Areas of strength and areas for growth
5. Improvement plans

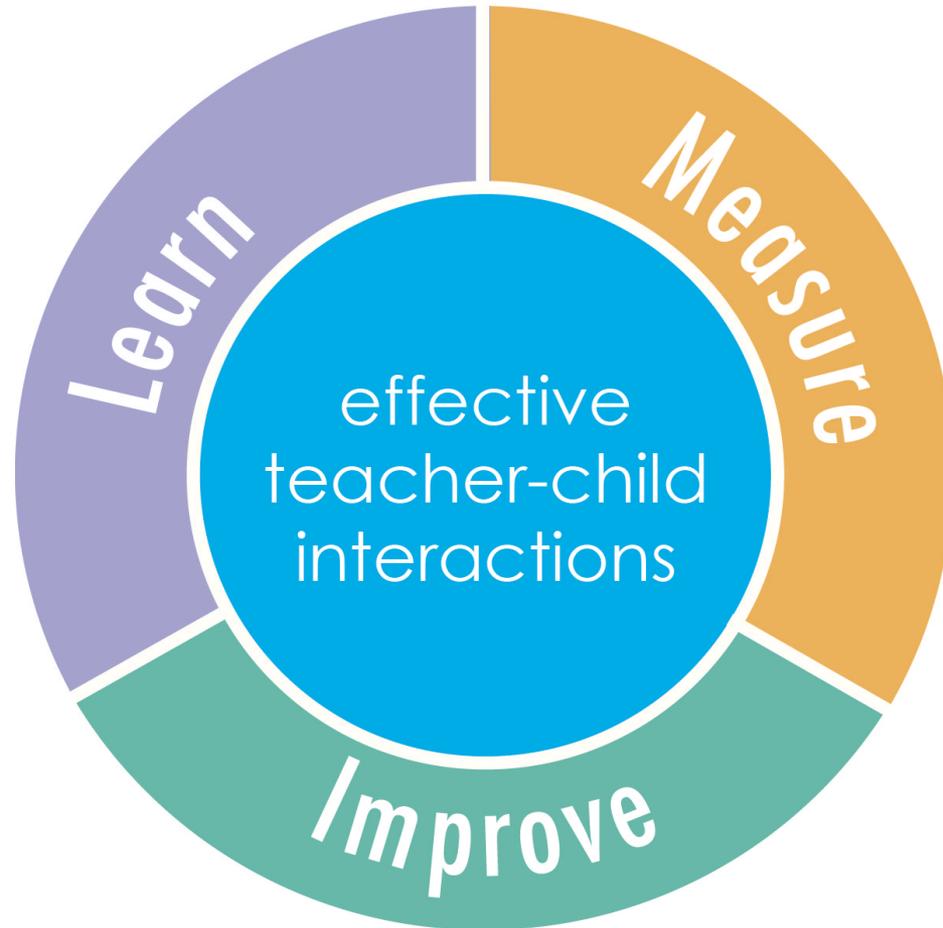
Emotional Support				Classroom Organization			Instructional Support		
PC	NC	TS	RSP	BM	P	ILF	CD	QF	LM
6	1	6	4	7	6	5	1	2	4
High	Low	High	Mid	High	High	Mid	Low	Low	Mid

# The CLASS System

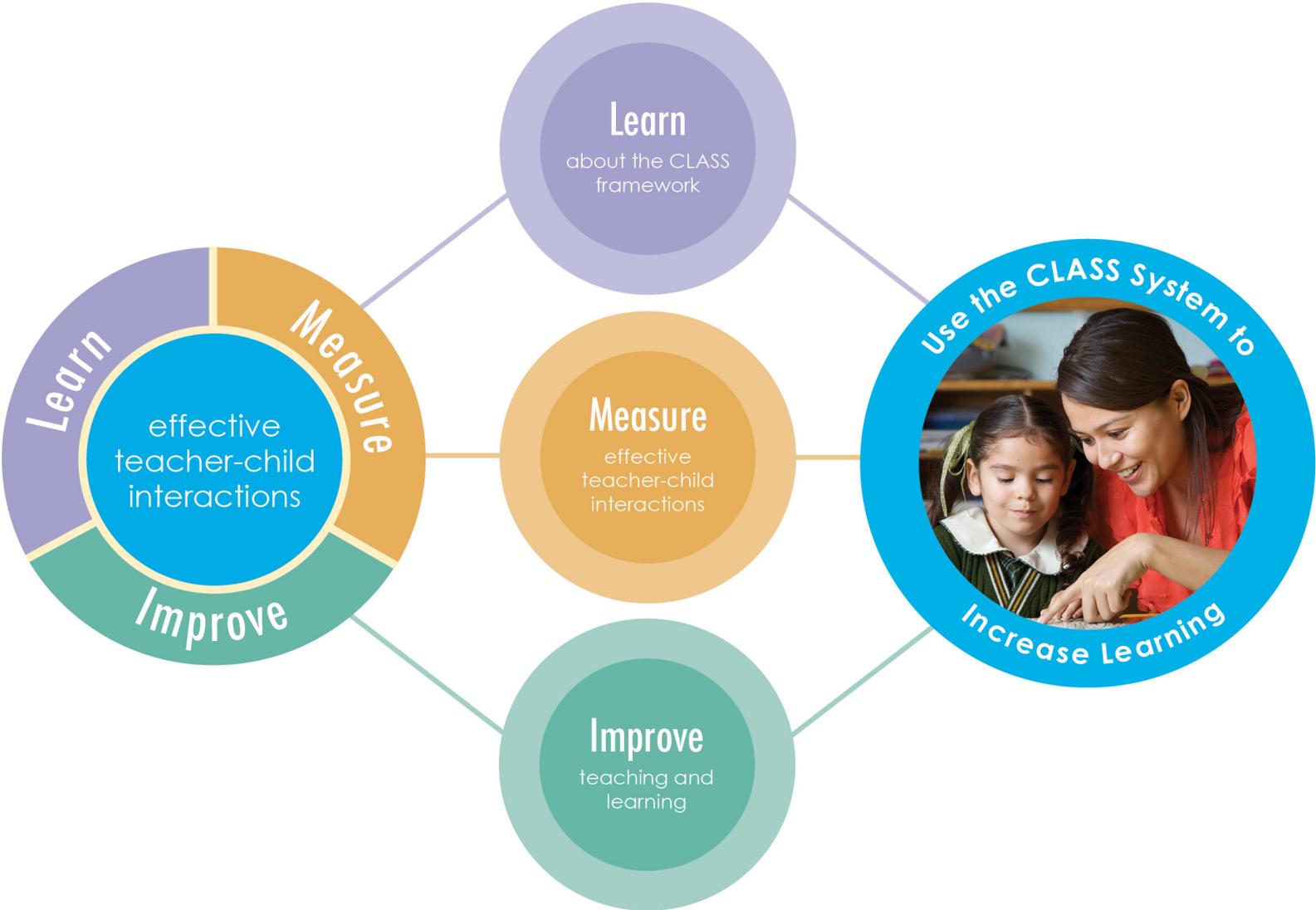
What resources are available to help us provide effective feedback and support teachers' professional growth?

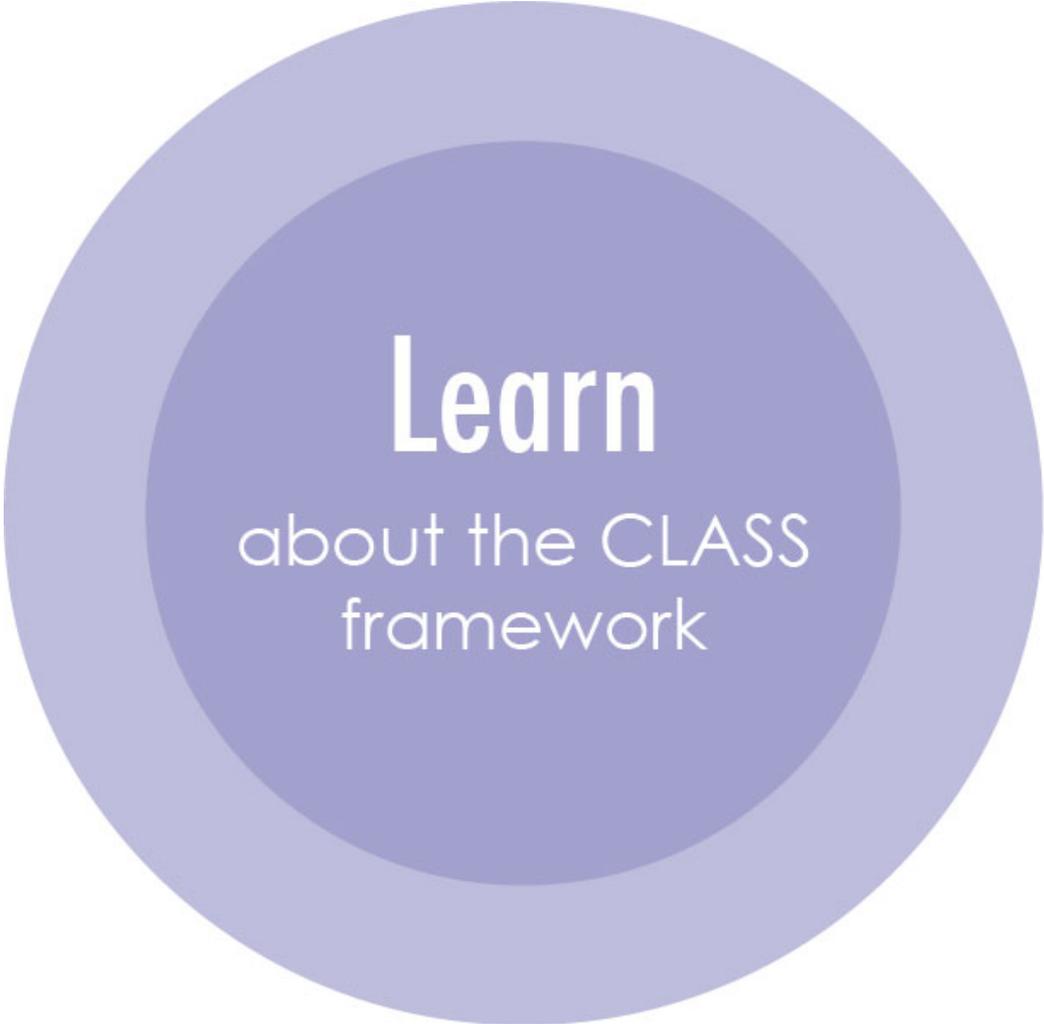
using the  
**CLASS™ System**

# The CLASS System



# The CLASS System

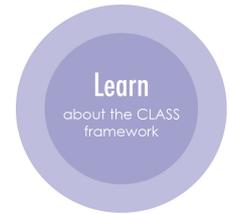




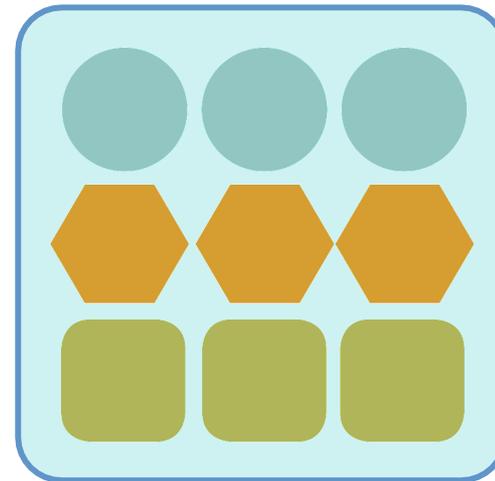
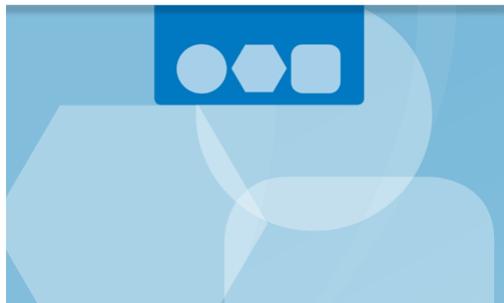
# Learn

about the CLASS  
framework

# A Foundation for Improvement



Dimensions  
Guide

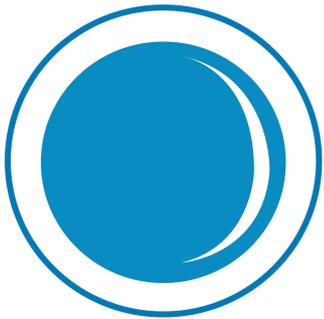
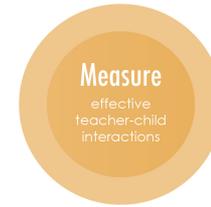


Introduction  
to the CLASS Tool

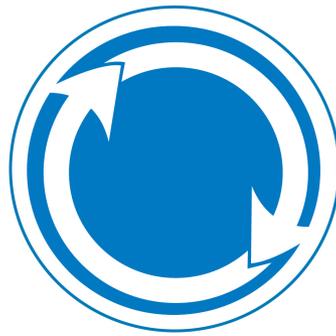
# Measure

effective  
teacher-child  
interactions

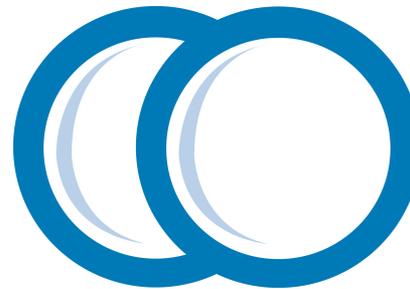
# Fair and Accurate Data



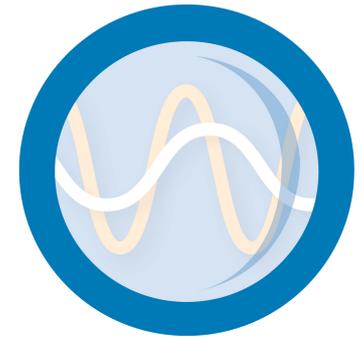
CLASS  
Observation  
Training



CLASS  
Train-the-Trainer  
Program



CLASS  
Double Coding



CLASS  
Calibration



**Improve**  
teaching and  
learning

# Evidence-Based Resources



MyTeachingPartner™  
Coaching



Making the Most  
of Classroom  
Interactions



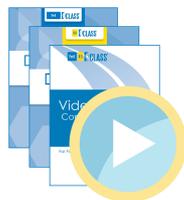
Looking at  
CLASSrooms



Instructional  
Support  
Strategies



CLASS Feedback  
Strategies



CLASS Discussion  
Toolkit



Video Library

# Additional Thoughts

I'm curious about ...

I think it might  
work to ...

# Keep in touch!

**Teachstone**<sup>®</sup>   
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<http://teachstone.com/blog/>

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