

CLASS assessments are a part of any Head Start program. Many programs also have moved beyond “assessment-only” and now leverage CLASS to deliver a much greater impact: improved interactions between teachers and students.

Here are just a few examples of CLASS successes in Head Start programs.

Northwest Michigan Community Action Agency Uses CLASS as the Cornerstone of Coaching

<https://www.nmcaa.net/>

In the more than a decade that NMCAA has worked with the CLASS tool, “CLASS has become the cornerstone of our coaching,” explains Dru O’Connor, Education Coach and Disabilities Manager. Originally chosen as a small pilot tool in a few classrooms through the Early Literacy Grant ten years ago, CLASS proved itself useful, even necessary in all NMCAA classrooms. First through the Mentor Learning Grant and then through additional funding, NMCAA has maintained at least five coaches who are CLASS reliable to work with teachers on fall and spring formal reviews via CLASS, and spend the bulk of their interim work setting and working with teachers to meet specific, achievable goals based directly on the CLASS indicators. With Michigan’s state-funded preschool coaches now able to use CLASS in their work, NMCAA coaches have been able to combine their efforts (and boost reliability) with the common language and criteria the CLASS provides. Through CLASS, all staff from teachers to assistants “are more engaged, and more intentional in their interactions with students and in building that relationship,” O’Connor says. “They’re always thinking of the quality of conversation they’re having with their students.”

“The CLASS really focuses on that relationship piece which is amazing. It’s hands down the best tool I’ve seen working in early childhood, and I’ve been working 25 years in the field.”

DRU O’CONNOR
NMCAA

For more information on how to do more with CLASS in your Head Start program, please give us a call at 877-401-8007 or send email learnmore@teachstone.com. We look forward to speaking with you.

Lincoln, KY Public Schools Base PD Programs on CLASS Measurements

<https://www.lincoln.kyschools.us/>

Lincoln, Kentucky's public schools were among the early adopters of CLASS, taking to the tool rapidly as soon as it became recommended for Head Start. The CLASS tool has made a deep imprint on the experience for their almost 250 students, serving not only as a point of measurement and growth for teachers, but also as one of the driving forces behind the design of the district's professional development for teachers. Both large PD sessions and their Teacher Learning Collaboration group work are based largely on the twice-yearly formal CLASS-based review, helping target teachers' development to their individual indicator scores. Recently, CLASS's proven track record with Head Start classes has led the district to expand to the use of the Infant-Toddler CLASS with more than 30 Early Head Start students.

"Our teachers get really invested in CLASS, and it makes for outstanding classrooms."

CHRISTINE KILLEN
Lincoln Public Schools

United Children and Family Head Start Integrates CLASS and Curriculum

<https://www.ucfhs.org/>

UCFHS has not only immersed their teaching community in the principles and practices of CLASS, but also found a relatively seamless integration between CLASS and their curriculum. With almost two decades of using the CLASS in the Detroit area, the UCFHS leadership has woven Teachstone's MMCI training and MyTeachstone professional development offerings into the fabric of teaching practice and coaching within the organization. Teachers engage with CLASS not only through annual reviews, but through weekly 15-minute sessions on MyTeachstone, targeted by their coaches to the domains and dimensions personalized to their needs.

Working currently with High Scope curriculum, UCFHS leadership team has found that the best practices from CLASS resonate with the instructional design of the curriculum, simplifying teacher focus and building a richer experience for students. This year, UCFHS will lean into its Birth-to-5 model with its first formal use of the Infant-Toddler CLASS, and UCFHS hopes to see similar success as thoughtful, deliberate interactions benefit their students.

"CLASS builds that teacher-child interaction, that engagement piece, making sure teachers are learning to be more aware of certain things and more sensitive to the needs of their children. CLASS helps show them different types of strategies to engage with students and those make them more aware of kids who might need more support."

LOWLETTE EVANS
UCFHS