

CASE STUDY

CLASS® Success in Head Start

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 educators and students. Inside are just a few examples of CLASS successes in Head Start programs.



NORTHWEST MICHIGAN COMMUNITY ACTION AGENCY USES CLASS AS THE CORNERSTONE OF COACHING

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 educators on fall and spring formal reviews via CLASS, and spend the bulk of their interim work setting and working with educators 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 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.”

“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

LINCOLN, KY PUBLIC SCHOOLS BASE PD PROGRAMS ON CLASS MEASUREMENTS

www.lincoln.kyschools.us

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

Christine Killen

Lincoln Public Schools

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 educators, but also as one of the driving forces behind the design of the district's professional development for educators. Both large PD sessions and their Teacher Learning Collaboration group work are based largely on the twice-yearly formal CLASS-based review, helping target educators' 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 children.



UNITED CHILDREN AND FAMILY HEAD START (UCFHS) INTEGRATES CLASS AND CURRICULUM

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 CLASS in the Detroit area, the UCFHS leadership has woven CLASS Group Coaching (CGC) training and myTeachstone professional development offerings into the fabric of teaching practice and coaching within the organization. Educators 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 educator 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 educator-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



TEACHSTONE OVERVIEW

At Teachstone, we help educators around the world leverage the proven power of interactions with the power of CLASS®. It starts with learning from the best: the committed, innovative educators who build positive relationships in classrooms daily. We pair these practitioners with researchers to rigorously study the meaningful interactions that spark success and continually iterate as we learn more. We then partner with childcare programs and schools, empowering all educators to understand the interactions that matter most. From actionable feedback and training to user-friendly content and tech, Teachstone offers everything needed to apply and advance the simple art of intentional interactions.

Every single student has the potential to achieve when supported by a educator who knows how to effectively connect with them. To stoke their curiosity. To make them feel safe and valued. To inspire their best. **[Connect with Teachstone today](#)** and unlock the outcomes you need by investing in the relationships that drive them.

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