



Diverse Perspectives, One Common Lens

How CLASS supports children in and out of the classroom.

Liesel Carlson, Alfred Richartz with Jessica Maier and Kathrin Kohake ,
Lisa St. Clair and Caroline Finley



Objectives

1. Reflect on how the CLASS lens has influenced their organizations and their own personal and professional growth.
2. Consider where children spend their time, and who the people are that interact with and care for them and their families.
3. Hear panelists describe how programs have expanded CLASS to support other adults or systems working with children.
4. Brainstorm possible broader applications of CLASS in their own current professional settings.

Agenda

1. Connector
2. Every Opportunity Matters: A Day in the Life of a Child
3. CLASS Outside the Classroom Examples
4. Brainstorming CLASS Expansion in Your Organization

Connector

How has the CLASS lens influenced your...

- Professional growth?
- Personal growth?
- Growth in your organization?

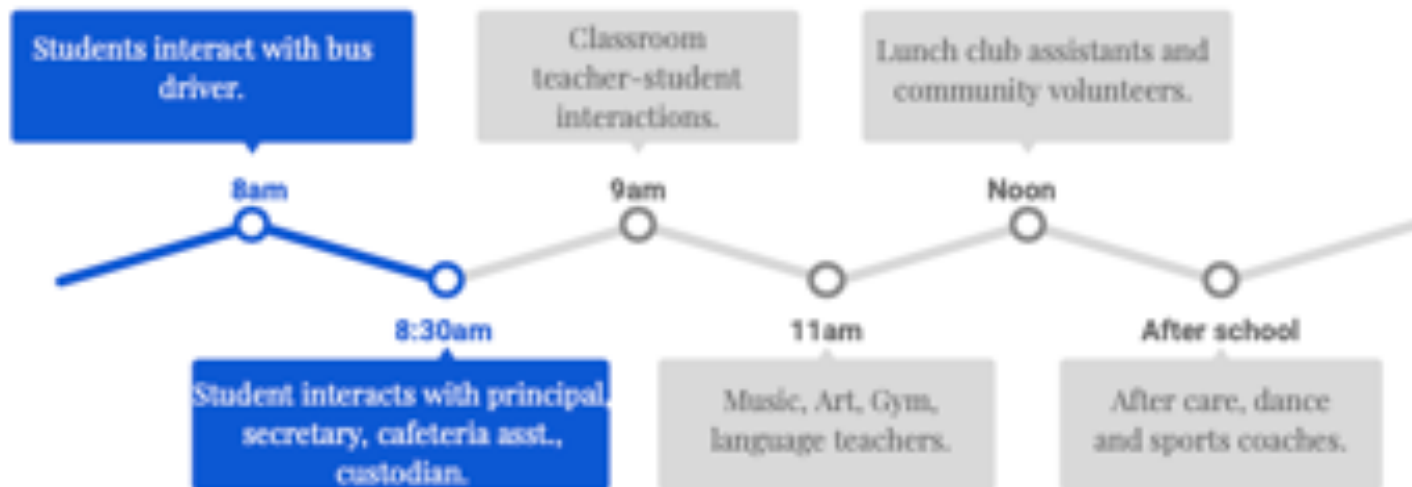


CLASS (Teacher) Sensitivity

- **Sensitivity** reflects the adult's timely response to the academic, social/emotional, behavioral and developmental needs of individual students and the entire class.
- Adults who are attentive and respond quickly and effectively to student's concerns and problems facilitate the student's willingness to take risks both academically and emotionally.
- Students who see adults as a source of support are comfortable pushing themselves to learn, share ideas and participate fully in activities.

CLASS Manual and Dimensions Guide (Pianta et.al, 2008)

Every Opportunity Matters





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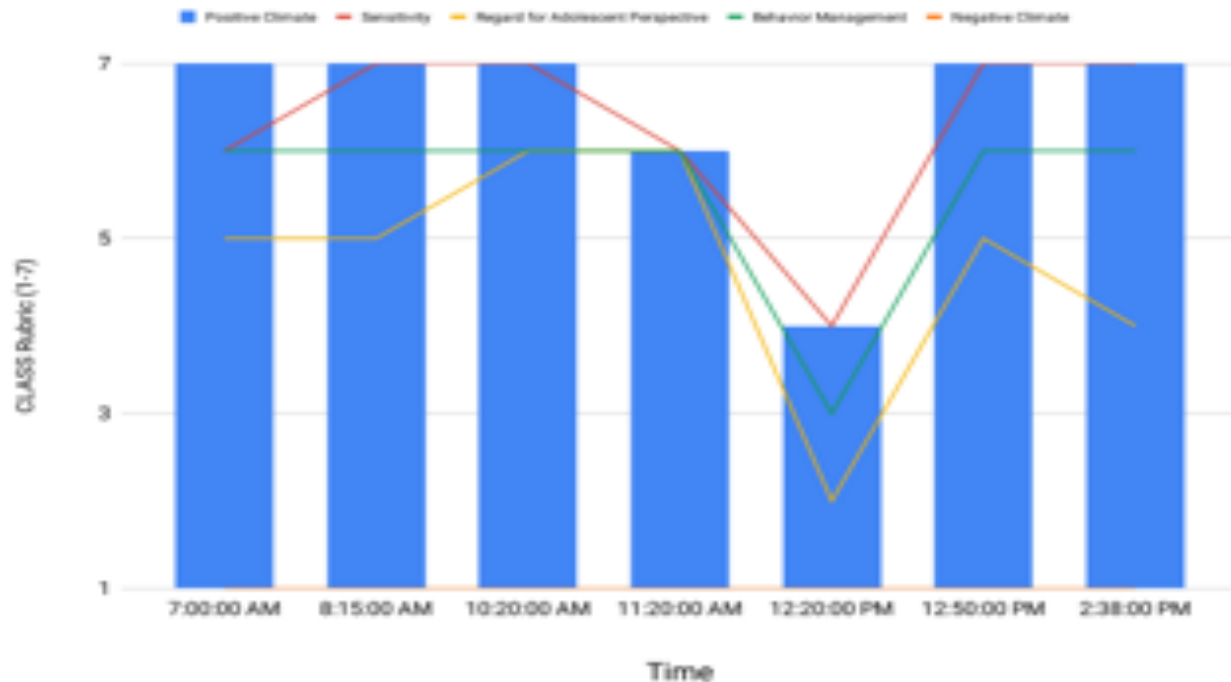
Public Safety Collaboration

<https://vimeo.com/396789377/e9f42f0fdc>



Eastern High School Case Study

Eastern Public Safety CLASS Observation 2018-19





“I think using iCollaborate (CLASS) to observe public safety officers was a benefit not only to Eastern High School, but to the district. The feedback the officers received will improve their relationship building skills and validates how important they are to the culture and climate district-wide.”

Marcelle Carruthers, Lansing Eastern High School Principal



“Staff-student relationships are the district’s first line of defense to the unique challenges faced by every school district in America today. Therefore, assessing staff-student interaction is critical to a safe and positive school climate.”

Cordelia Black, Director of School Climate and Culture

CLASS in Athletic Coach Education



Modul 1

Face-to-face teaching (4-5 h). Introduction to the CLASS using video-clips and observation tasks.

Modul 2

Online video-library & information resource: Video-clips, observation tasks, background knowledge and practical suggestions

Modul 3

Individual online-coaching

Funded by:



CLASS in Coach Education

[Startseite](#) [Das Projekt](#) [Infos & Material](#) [Kontakt](#) [Meine Kurse](#)



Pädagogische Trainingsqualität im Turnen

Kursliste



Infos & Material

Hier finden Sie allgemeine Informationen und Übungen zu den Qualitätsmerkmalen pädagogischer Trainingsqualität sowie zum Beobachtungsinstrument CLASS (Planis, La Para & ...)

[Hier klicken, um den Kurs zu betreten](#)



Videobibliothek Turnen

Hier finden Sie Best-Practice-Video Beispiele zu Qualitätsmerkmalen effektiver Trainingsgestaltung und pädagogisch wirksamen Trainerehandeln im Turnen.

[Hier klicken, um den Kurs zu betreten](#)



Videobibliothek Judo

Hier finden Sie Best-Practice-Video Beispiele zu Qualitätsmerkmalen effektiver Trainingsgestaltung und pädagogisch wirksamen Trainerehandeln im Judo.

[Hier klicken, um den Kurs zu betreten](#)



Videobibliothek Handball

Hier finden Sie Best-Practice-Video Beispiele zu Qualitätsmerkmalen effektiver Trainingsgestaltung und pädagogisch wirksamen Trainerehandeln im Handball.

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Videobibliothek RSG

Hier finden Sie Best-Practice-Video Beispiele zu Qualitätsmerkmalen effektiver Trainingsgestaltung und pädagogisch wirksamen Trainerehandeln in der Rhythmischen Sportgymnastik.

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Videobibliothek Sportunterricht

Hier finden Sie Best-Practice-Video Beispiele zu Qualitätsmerkmalen effektiver Unterrichtsgestaltung und pädagogisch wirksamen Lehrehandeln im Sportunterricht.

[Hier klicken, um den Kurs zu betreten](#)

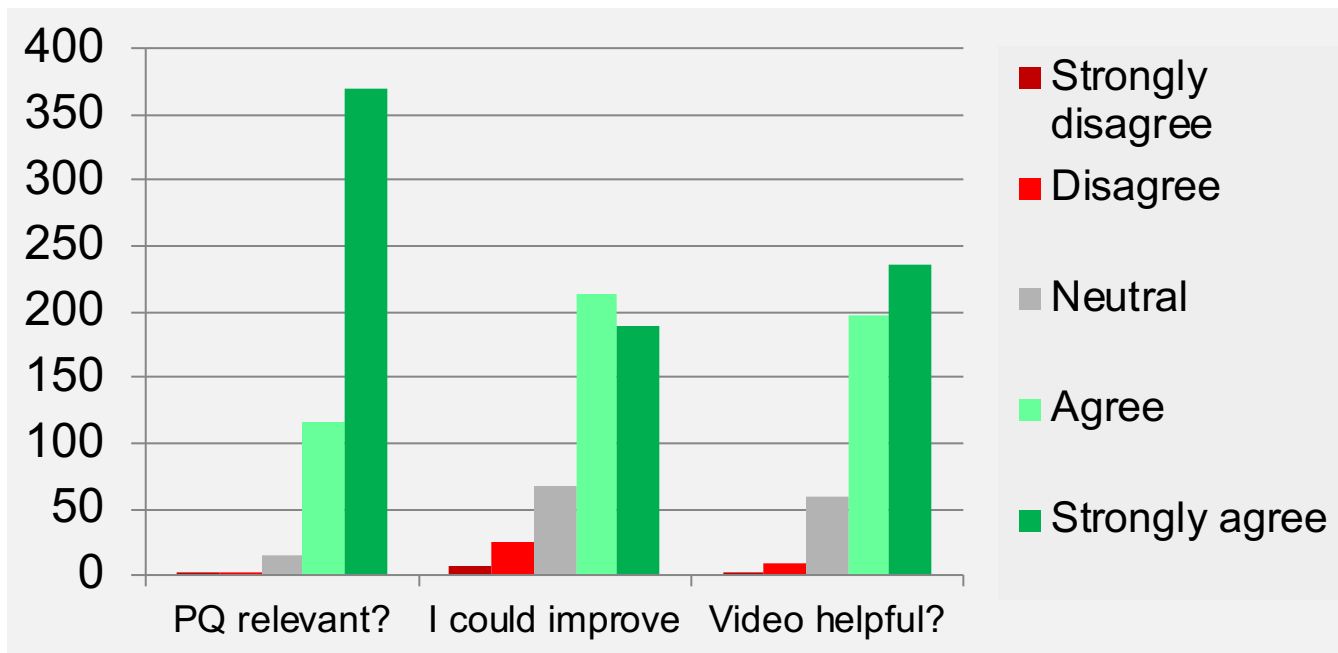
CLASS in Coach Education

Video Exemplar: Teacher Sensitivity in Sports Training



Participant Experiences & Reflections

Coaches' Evaluation of Modul 1 (Introduction to the CLASS)



Coaches (N = 504; Licence: A = 7,5 %, B = 54 %, C = 18 %, Age: 14 – 75 Y.)

CLASS in Coach Education

Modul 3: Videobased Online-Coaching



Participant Experiences & Reflections

Coaches' Reflections on Modul 3 (Online-Coaching)

I now ask myself: „What did I do to cause the problem, what can I do to change it?“

Watching the video-clips I learned to see training through the eyes of the child. Why didn't I do earlier?

I now concentrate on helping to make each single child as best as it can get.

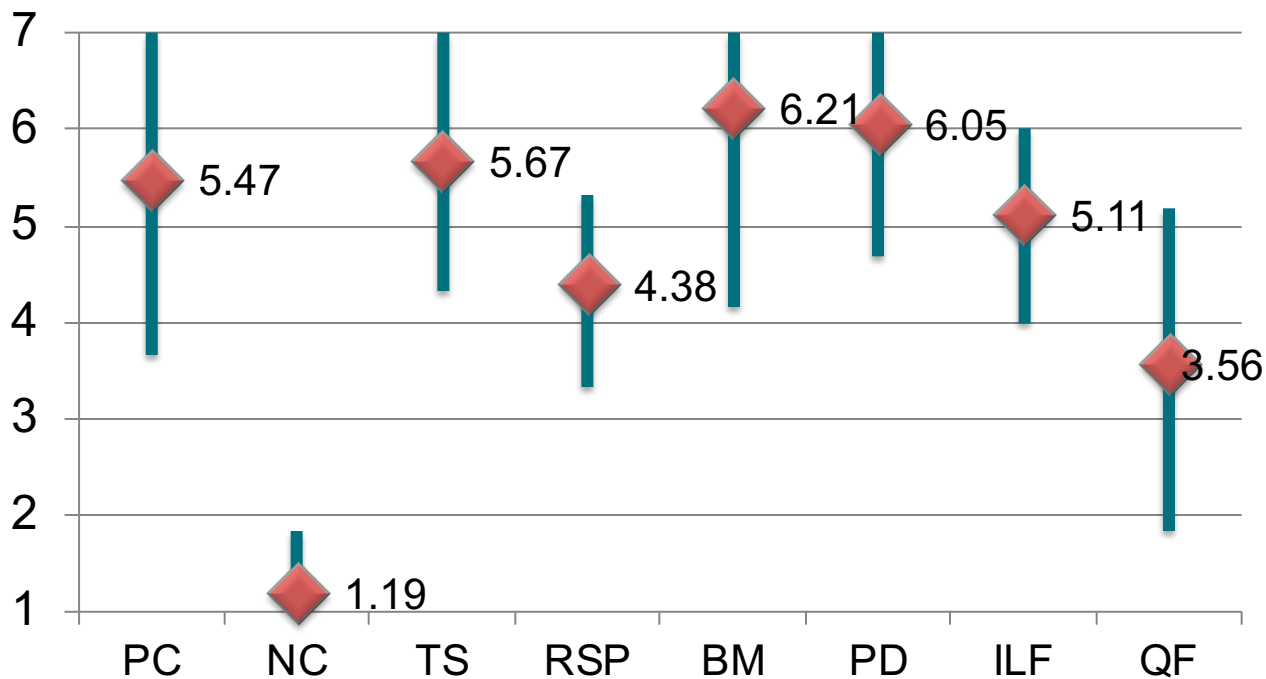
I liked that someone came with a view from outside my sport. So we could concentrate on pedagogy!

A lot of times while doing things I say to myself: „We talked about that. You know exactly how to do better. Change it next time!“

Participant Experiences & Reflections

CLASS-Scores

(Gymnastics, Rhythmic Gymnastics, Judo, Handball)



External Evaluations of Various Types of Programs



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Omaha Program Evaluation Services (OPES) offers evaluation consultation, needs assessments, and data management systems to support a variety of initiatives focused on education, health, and family engagement in and outside the school day.

As certified CLASS trainers for all age levels, OPES routinely collects CLASS data for their evaluation projects to provide information on programming as diverse as:

- teen youth centers,
- after-school care,
- early childhood, elementary, and secondary education programs serving both typically developing and special needs students.

Omaha Program Evaluation Services (Nebraska)

How does CLASS inform practice in these evaluations?

OPES externally collects CLASS data (fall-spring, fall-winter-spring, or summer only).

Narrative and score reports are shared with evaluation clients by classroom or grouping which focus on strengths and opportunities for improvement (framed as questions to prompt reflection).

Coaching is provided by program staff, not by external evaluation staff members, unless the evaluation team is retained to serve as external coaches instead of reliable observers.

Early Childhood Consultation Partnership ECCP®



ECCP is designed to meet the social and emotional needs of children birth to five.

The program builds the capacity of caregivers by offering support, education & consultation to promote enduring and optimal outcomes for young children.





How ECCP Uses CLASS

- All ECCP Consultants are reliable in both the Toddler and Pre-K CLASS Tools.
- ECCP Consultants administer CLASS Tool at the Classroom Observation
- Used to inform the Core Classroom's Action Plan Goals and Strategies
- The information received is not given to center administration, but is used directly in the consultant's technical assistance with the classroom teachers
- An ECCP Colleague administers CLASS Tool at the Post Service Assessment Observation Meeting



Visit our website at
www.eccpct.com

ECCP's Response to Current Restrictions

Short Term ECCP Tele-Consultation Model:

Level 1: Triage and Referral

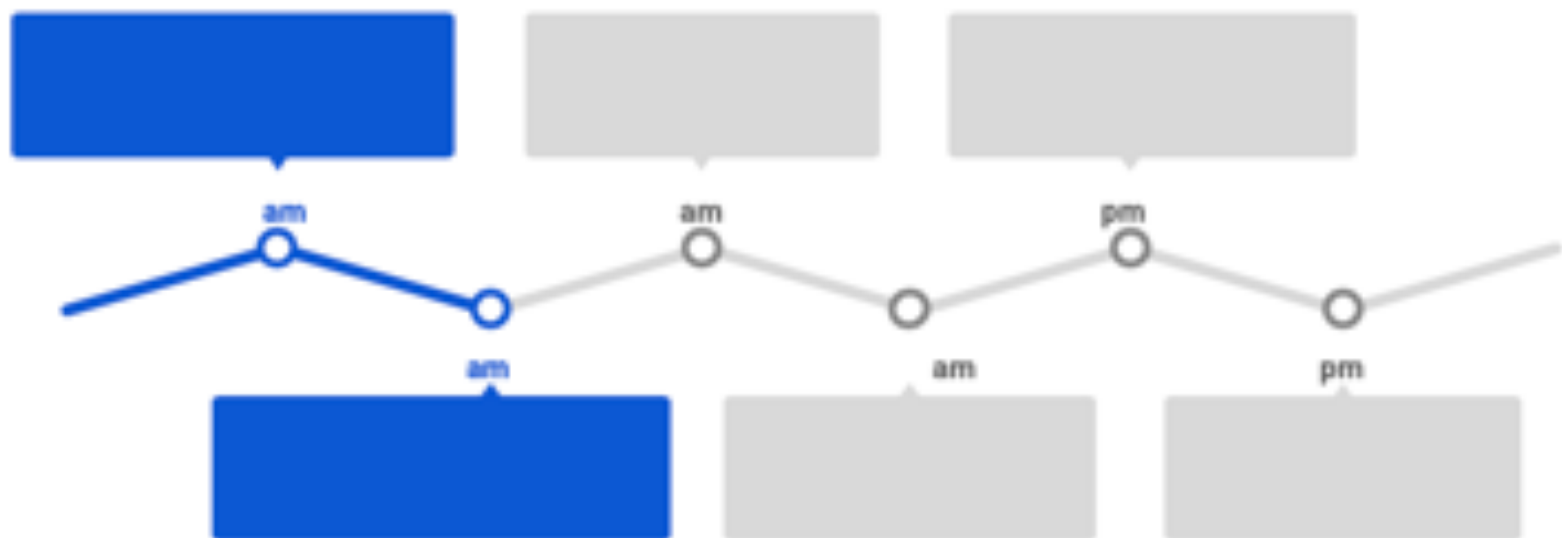
Level 2: Phone Consultation

Level 3: Center Wide Level Intervention

Level 3: Child Level Intervention



Every Opportunity Matters





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