



Continuous Quality Improvement in PA- A Tool Kit

Developing and Expanding Best Practice in Teaching and Learning (K1, K2, K4)

The purpose of this form is to provide information about initiatives that could support programs in addressing CQI after needs are identified through examination of relevant sources of evidence.

Title of initiative:	Classroom Assessment Scoring System™ (CLASS™): Focusing on the Teacher’s Role in Effective Classroom Interactions
Purpose, goal and expected outcomes of the initiative. How is this activity important to program quality?	Promote positive policies and practices in preschool classrooms that support children’s social and cognitive development. Children thrive when teachers create nurturing, well-managed settings and provide frequent and engaging opportunities to learn.
Description of initiative and any component parts (Technical assistance available, professional development, program assessment inventories, etc.)	<p>Site leadership and lead teachers participate in CLASS PD.</p> <p>Once trained on appropriate use of the tool, site leadership conducts a CLASS assessment in all preschool classrooms. Using data from the assessments, site leadership will meet with staff from each classroom to share the results of the assessment and to collectively determine which of the three CLASS domains (Emotional Support, Classroom Organization or Organizational Support) will serve as the focus for of the CQI goals for each classroom.</p> <p>Leadership and classroom staff will study search existing research and resources related to identified improvement goals; determine technical assistance needs; determine what resources are needed to support goal achievement; and determine additional human and financial resources need to meet goals. Use annual merit award to purchase relevant targeted professional development and supportive services.</p> <p>Create and implement strategies, tasks and time lines for each goal. Conduct CLASS post assessments in six months following full implementation of all goals.</p>
Program eligibility criteria or recommended programs for initiative	<p>Age Group Serving: <input type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Pre-K <input type="checkbox"/> SACC <input type="checkbox"/> All</p> <p>Program Type: <input type="checkbox"/> All <input checked="" type="checkbox"/> Head Start <input type="checkbox"/> Early Head Start <input checked="" type="checkbox"/> PA Pre-K Counts <input checked="" type="checkbox"/> Early Intervention Providers <input checked="" type="checkbox"/> School District <input type="checkbox"/> PCHP <input type="checkbox"/> NFP <input type="checkbox"/> Keystone Babies</p> <p>Child Care: <input type="checkbox"/> All <input type="checkbox"/> STAR 1 <input type="checkbox"/> STAR 2 <input checked="" type="checkbox"/> STAR 3 <input checked="" type="checkbox"/> STAR 4 <input checked="" type="checkbox"/> Center <input type="checkbox"/> Group <input type="checkbox"/> Family</p>
Website(s) for initiative	<p>http://curry.edschool.virginia.edu/castl/home/index.html</p> <p>www.teachstone.org</p> <p>http://www.jstor.org/pss/3202821</p> <p>http://csefel.vanderbilt.edu/</p>

Identify focus areas the initiative addresses	<input type="checkbox"/> Administrative Competencies <input checked="" type="checkbox"/> Best Practice in Teaching and Learning <input type="checkbox"/> Cultural Competence and Supporting Diversity <input type="checkbox"/> Engaging Families <input type="checkbox"/> Healthy Children/Families/Practitioners <input checked="" type="checkbox"/> Social Emotional Competence and Challenging Behavior <input type="checkbox"/> Other (list): _____
Other initiatives, resources, organizations or professional development that support or enhance the initiative	<ul style="list-style-type: none"> • Pyramid Model of Positive Behavior Support • Regional Keys Early Childhood Mental Health Consultants • Environment Rating Scales Interactions and Activities subscales • Center on the Emotional and Social Foundations of learning (CSEFEL) training modules • Mind in the Making
Audiences for direct participation in the initiative, list all that apply	<input checked="" type="checkbox"/> Directors <input checked="" type="checkbox"/> Management/Leadership Teams <input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Assistant Teachers <input type="checkbox"/> All Staff <input type="checkbox"/> Parents <input type="checkbox"/> Board Members <input type="checkbox"/> Community Stakeholders <input type="checkbox"/> Children <p>Is a component of the initiative that information be brought back to the program and intentionally shared with other s?</p> <input type="checkbox"/> Yes <input type="checkbox"/> Not necessarily
Research or national context to support the initiative	<p>“Research in thousands of early childhood classrooms across the country shows that children in classrooms that score higher on the CLASS make greater gains in language, math and early literacy development. Children in these higher-scoring classrooms also show more positive social development over the course of the year than their peers in lower-scoring classrooms. This research has included a diverse range of teachers, children and programs, showing that the types of classroom interactions measured by the CLASS re effective across settings.” Class Dimensions, Guide, pg 2</p>
Keystone STARS or Program Standards addressed and CBK Topic Codes (if applicable)	<p>STAR 2,3 4 Environment Rating, Continuous Quality Improvement</p>
Contact person for questions about this Initiative	<p>Rose Ball - PA Key 610-631-7655 rosbal@berksiu.org</p>