STUDY OF
EARLY EDUCATION
THROUGH PARTNERSHIPS

Educator Perspectives on CLASS:
Statewide Findings and Insights from Early Educators in
Ready Region Capital Area

CLASS Profile Contents

Profile Overview

This profile summarizes data about the Classroom Assessment Scoring System (CLASS) collected during the Spring 2022 Preschool Development Grant Birth through Five (PDG B-5) Workforce Survey. The survey was conducted between April and June 2022, and all early educators participating in the 2021-22 PDG B-5 program year were eligible to complete the survey.

Over 6,600 educators across Virginia, including leaders (directors and principals), teachers (lead teachers, co-teachers, assistant teachers, paraprofessionals, and aides), and family day home owners completed the survey. These responses accounted for…
- 48% of eligible leaders
- 58% of eligible teachers
- 66% of eligible family day home owners

In Ready Region Capital Area, we heard from…
- 39% of eligible leaders
- 55% of eligible teachers
- 68% of eligible family day home owners

Educators were asked a variety of questions about CLASS in the survey, including their engagement with and perceptions of the tool, their interest in additional training, and their experiences with CLASS observations and feedback. This profile presents statewide findings on CLASS as well as insights from leaders, teachers, and family day home owners in your individual Ready Region.

Who took the <u>leader</u> survey?

	Full PDG Sample		Capital Area Sample	
	N	% / Mean	N	% / Mean
Sample size	1061	100%	109	100%
Sector				
Center	604	57%	88	81%
Head Start	217	20%	15	14%
School	240	23%	--	--
Leader race/ethnicity				
Black	280	28%	22	21%
Hispanic	33	3%	14	14%
White	642	64%	54	52%
Other or multiracial	53	5%	13	13%
Leader education level				
Bachelor's degree or higher	695	67%	72	68%
Leader gender				
Female	974	95%	101	95%
Estimated hourly wages	924	$26.01	98	$31.42

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Who took the <u>teacher</u> survey?

	Full PDG Sample		Capital Area Sample	
	N	% / Mean	N	% / Mean
Sample size	5508	100%	769	100%
Sector				
Center	2982	54%	535	70%
Head Start	1063	19%	174	23%
School	1463	27%	60	8%
Teacher race/ethnicity				
Black	1523	29%	202	27%
Hispanic	377	7%	208	28%
White	3052	57%	184	25%
Other or multiracial	385	7%	145	20%
Teacher education level				
Bachelor's degree or higher	2115	39%	348	47%
Teacher gender				
Female	5315	98%	739	98%
Estimated hourly wages	4572	$16.42	616	$19.50

Who took the <u>family day home</u> survey?

	Full PDG Sample		Capital Area Sample	
	N	%	N	%
Sample size	291	100%	114	100%
Race/ethnicity				
Black	99	36%	15	14%
Hispanic	75	28%	52	48%
White	50	18%	--	--
Other or multiracial	48	18%	35	32%
Education level				
Bachelor's degree or higher	65	24%	30	28%
Gender				
Female	263	94%	111	99%

-- Indicates small sample sizes (<10); we do not report the demographics of survey participants in groups <10

The survey asked educators about their race/ethnicity using the same approach as the Virginia Department of Education. Educators could select one or more race/ethnicity groups, including American Indian or Alaskan Native, Asian, Black or African American, Hispanic, Native Hawaiian or other Pacific Islander, White, Multiracial, or any other race/ethnicity. In the tables above, we show the percentages for the largest race/ethnicity groups.

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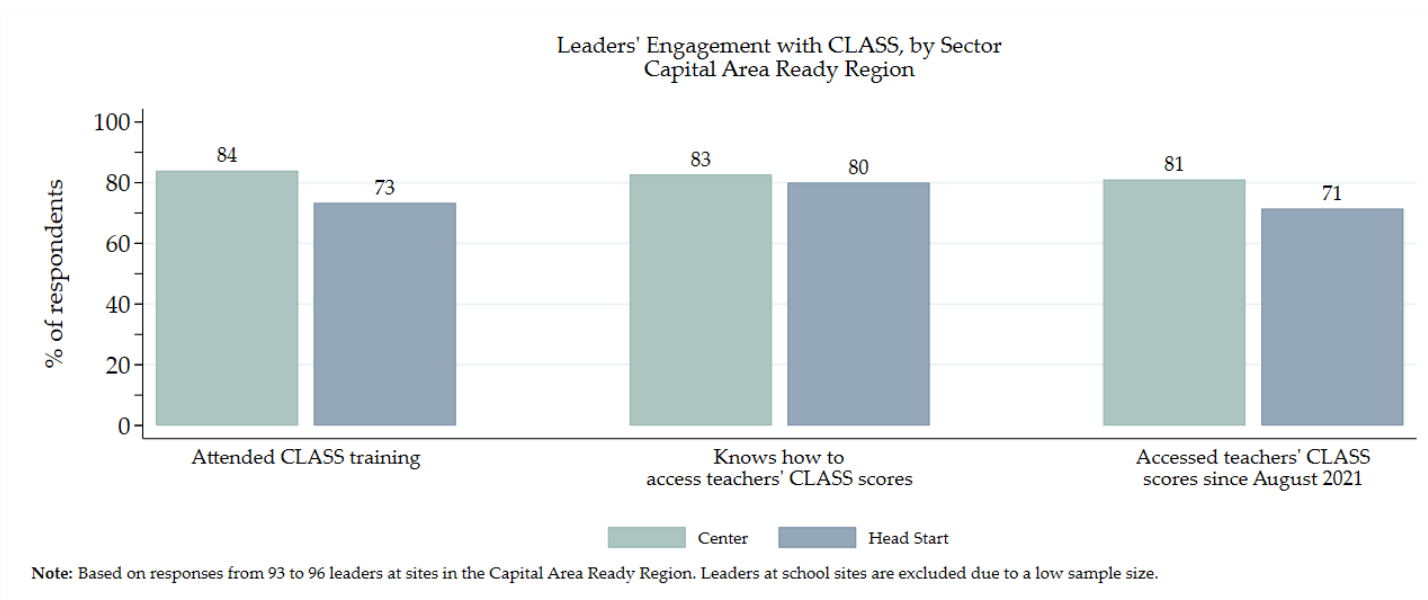
Leader Engagement with CLASS

Statewide Findings

When asked about their experience with the CLASS tool, most leaders participating in PDG B-5 indicated they had attended CLASS training, that they know how to access teachers' CLASS scores, and that they had actually accessed teachers' CLASS scores. While leaders in all sectors reported high levels of engagement with CLASS, it was highest among Head Start leaders.

Leaders' Engagement with CLASS, by Sector

Note: Based on responses from 693 to 710 leaders.

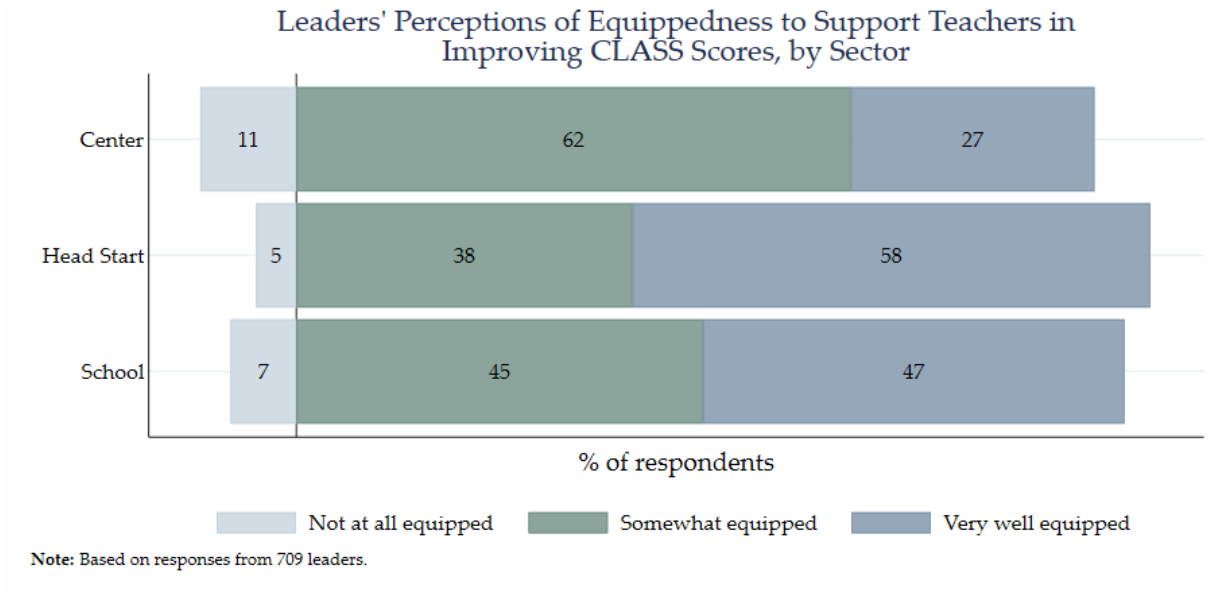## Insights from Ready Region Capital Area

Most leaders in Ready Region Capital Area also reported high levels of engagement with CLASS. Center-based leaders in Capital Area were more likely to report attending training on CLASS and actually accessing their teachers' CLASS scores than Head Start leaders in Capital Area.

Leaders' Engagement with CLASS, by Sector
Capital Area Ready Region

Note: Based on responses from 93 to 96 leaders at sites in the Capital Area Ready Region. Leaders at school sites are excluded due to a low sample size.

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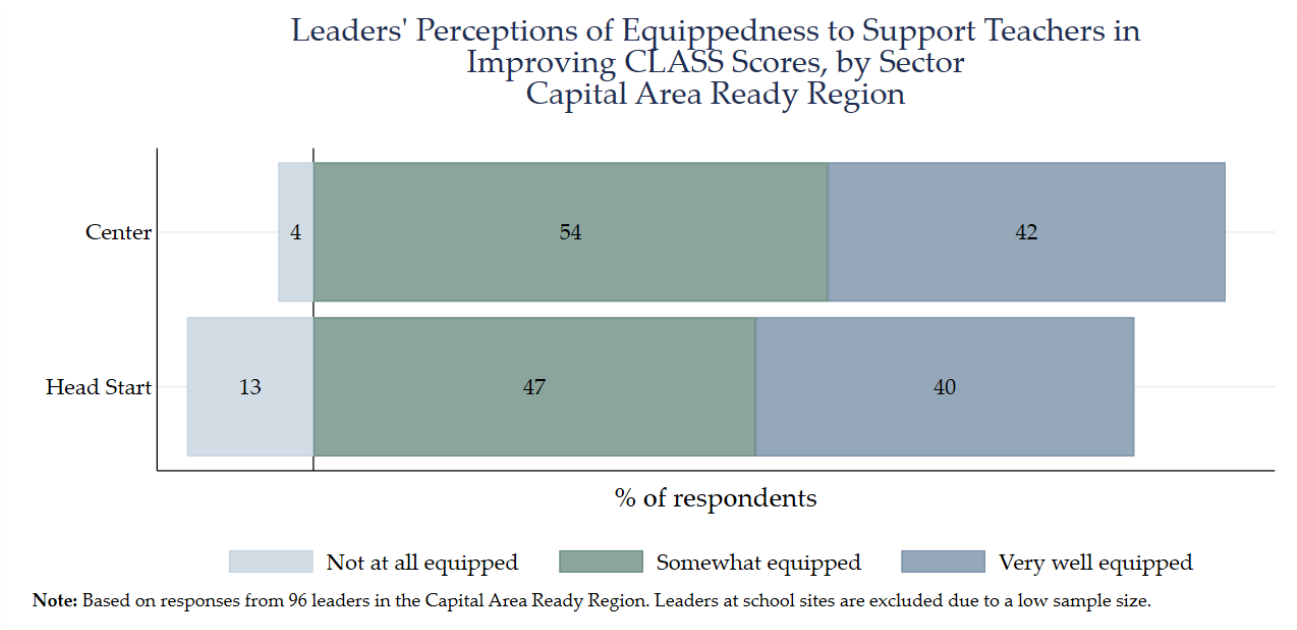# Leader Readiness to Support Teachers with CLASS

Statewide Findings

Most leaders participating in PDG B-5 reported feeling at least "somewhat equipped" to support their teachers in improving CLASS scores. Head Start leaders were most likely to report feeling "very well equipped." While few leaders indicated feeling "not at all equipped," center leaders were a bit more likely to report feeling this way than leaders in other sectors.

Leaders' Perceptions of Equippedness to Support Teachers in Improving CLASS Scores, by Sector

Sector	Not at all equipped	Somewhat equipped	Very well equipped
Center	11	62	27
Head Start	5	38	58
School	7	45	47

% of respondents

■ Not at all equipped ■ Somewhat equipped ■ Very well equipped

Note: Based on responses from 709 leaders.
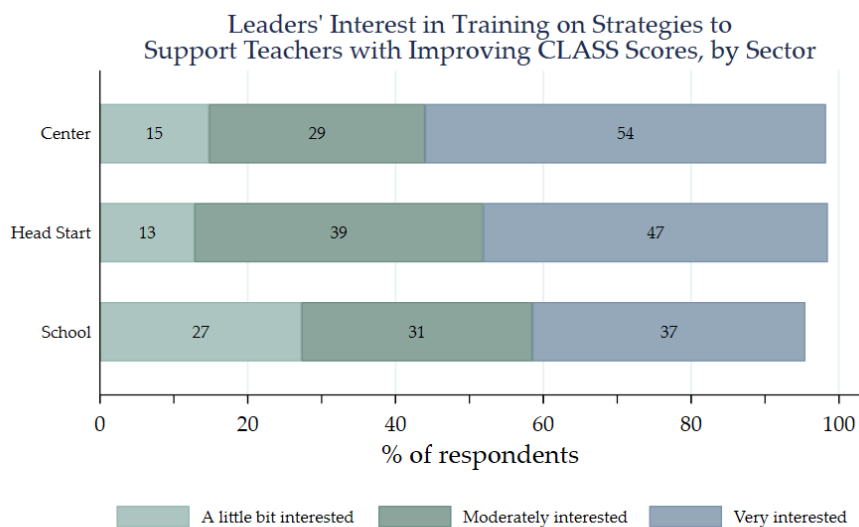
Insights from Ready Region Capital Area

Most Ready Region Capital Area leaders also felt at least "somewhat equipped" to support their teachers in improving CLASS scores. In comparison to the statewide sample, center-based leaders in Ready Region Capital Area were much more likely to report feeling "very well equipped" to support their teachers with CLASS.

Leaders' Perceptions of Equippedness to Support Teachers in Improving CLASS Scores, by Sector
Capital Area Ready Region

Sector	Not at all equipped	Somewhat equipped	Very well equipped
Center	4	54	42
Head Start	13	47	40

% of respondents

■ Not at all equipped ■ Somewhat equipped ■ Very well equipped

Note: Based on responses from 96 leaders in the Capital Area Ready Region. Leaders at school sites are excluded due to a low sample size.

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Leader Interest in CLASS Training
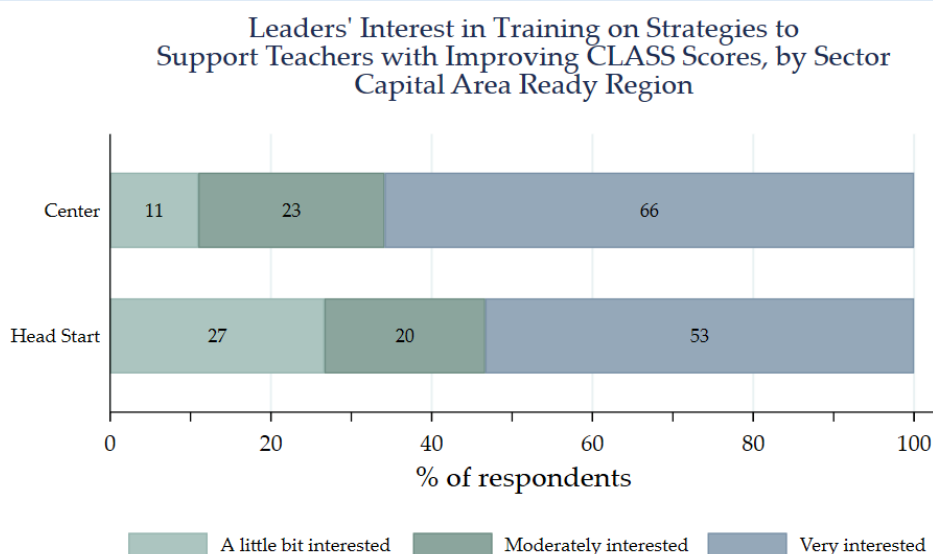
Statewide Findings

Statewide, the majority of leaders participating in PDG B-5 showed interest in receiving training on strategies to support their teachers with improving CLASS scores. About one-half of center-based leaders (54%) and Head Start leaders (47%) indicated they were "very interested" in training, but only about one-third of school-based leaders (37%) also indicated feeling "very interested."

Leaders' Interest in Training on Strategies to Support Teachers with Improving CLASS Scores, by Sector

Sector	A little bit interested	Moderately interested	Very interested
Center	15	29	54
Head Start	13	39	47
School	27	31	37

% of respondents

Note: Based on responses from 709 site leaders.

Insights from Ready Region Capital Area

Interest in receiving training on strategies to support teachers with improving CLASS scores was also high among Ready Region Capital Area leaders. Both center-based and Head Start leaders in Ready Region Capital Area were more likely to indicate feeling "very interested" in training than the statewide sample. However, Head Start leaders in Ready Region Capital Area were also more likely than the statewide sample to select that they were only "a little bit interested" in training.

Leaders' Interest in Training on Strategies to Support Teachers with Improving CLASS Scores, by Sector
Capital Area Ready Region

Sector	A little bit interested	Moderately interested	Very interested
Center	11	23	66
Head Start	27	20	53

% of respondents

Note: Based on responses from 97 site leaders in the Capital Area Ready Region. Leaders at school sites are excluded due to a low sample size.

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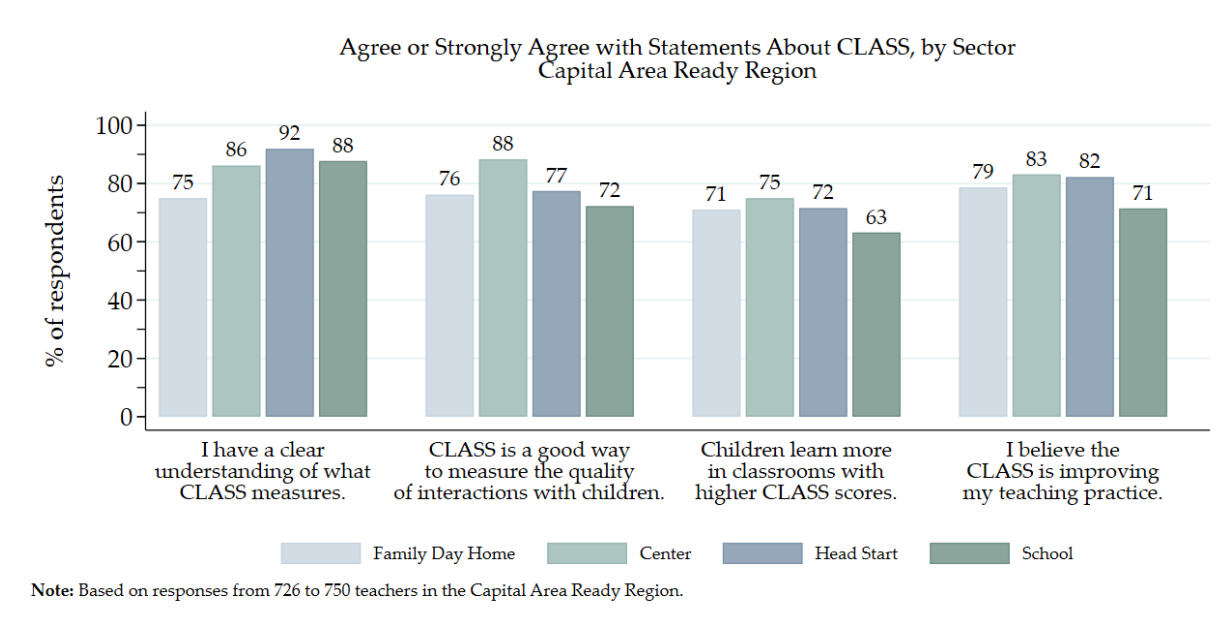
Teacher and FDH Owner Perceptions of CLASS

Statewide Findings

When asked about their perceptions of CLASS, most teachers participating in PDG B-5 reported that they have a clear understanding of what CLASS measures and believe in the effectiveness of the tool. While teachers in all sectors reported high levels of buy-in, it was lowest among school-based teachers.

Agree or Strongly Agree with Statements About CLASS, by Sector

Note: Based on responses from 4643 to 4859 teachers.
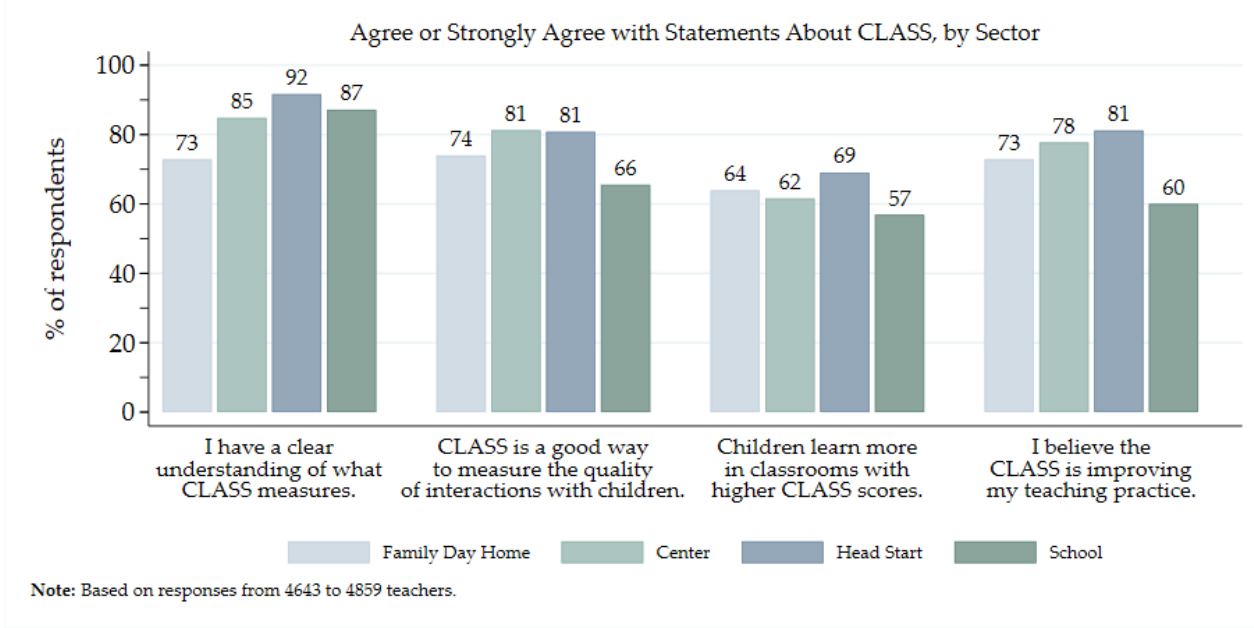
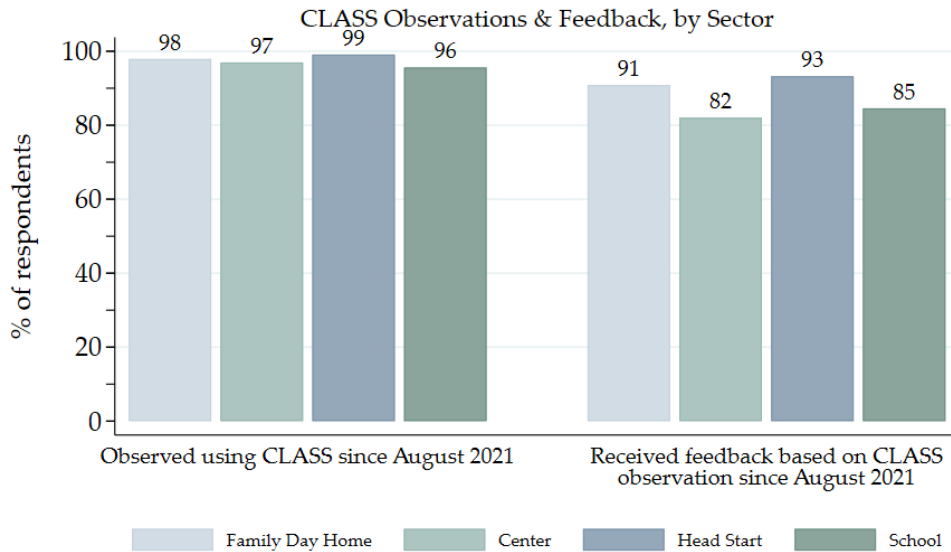## Insights from Ready Region Capital Area

Understanding and buy-in was also high among teachers in Ready Region Capital Area. When asked about their perceptions of CLASS, most Capital Area teachers across all sectors reported they have a clear understanding of what CLASS measures. As was true statewide, buy-in was generally lowest among school-based teachers in Ready Region Capital Area.

Agree or Strongly Agree with Statements About CLASS, by Sector
Capital Area Ready Region

Note: Based on responses from 726 to 750 teachers in the Capital Area Ready Region.

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Teacher and FDH Owner Experiences with CLASS Observations & Feedback
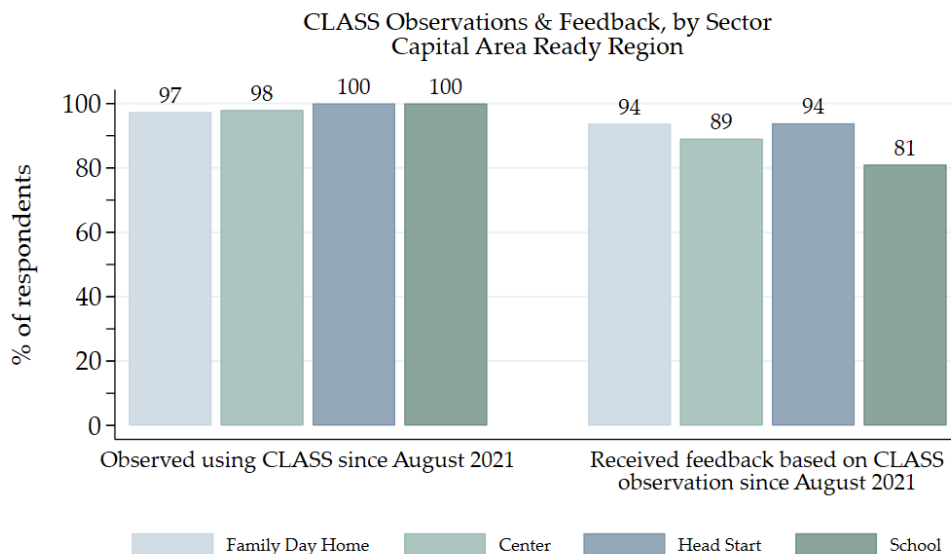
Statewide Findings

Nearly all teachers participating in PDG B-5 reported they had been observed with the CLASS tool at least once between August 2021 and June 2022. Most teachers also reported having received feedback based on a CLASS observation at least once. Reports of receiving CLASS observations and feedback were high across all sectors statewide.

CLASS Observations & Feedback, by Sector

	Observed using CLASS since August 2021	Received feedback based on CLASS observation since August 2021
Family Day Home	98	91
Center	97	82
Head Start	99	93
School	96	85

Note: Based on responses from 4626 to 4934 teachers.

Insights from Ready Region Capital Area

Reports of CLASS observations were also high among teachers in Ready Region Capital Area. All Head Start and school-based teachers and nearly all center-based teachers and family day home owners reported receiving at least one observation between August 2021 and June 2022. Most Capital Area teachers, including nearly all family day home owners and Head Start teachers, also reported receiving feedback.

CLASS Observations & Feedback, by Sector
Capital Area Ready Region

	Observed using CLASS since August 2021	Received feedback based on CLASS observation since August 2021
Family Day Home	97	94
Center	98	89
Head Start	100	94
School	100	81

Note: Based on responses from 718 to 762 teachers in the Capital Area Ready Region.

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