

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

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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 Central, we heard from...

- 52% of eligible leaders
- 53% of eligible teachers
- 61% 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 and insights from leaders, teachers, and family day home owners in your individual Ready Region.

Who took the leader survey?

	Full PDG Sample		Central Sample	
	N	% / Mean	N	% / Mean
Sample size	1061	100%	179	100%
Sector				
Center	604	57%	149	83%
Head Start	217	20%	--	--
School	240	23%	22	12%
Leader race/ethnicity				
Black	280	28%	63	39%
Hispanic	33	3%	--	--
White	642	64%	83	51%
Other or multiracial	53	5%	13	8%
Leader education level				
Bachelor's degree or higher	695	67%	104	62%
Leader gender				
Female	974	95%	163	97%
Estimated hourly wages	924	\$26.01	160	\$25.77

Who took the teacher survey?

	Full PDG Sample		Central Sample	
	N	% / Mean	N	% / Mean
Sample size	5508	100%	910	100%
Sector				
Center	2982	54%	675	74%
Head Start	1063	19%	83	9%
School	1463	27%	152	17%
Teacher race/ethnicity				
Black	1523	29%	377	43%
Hispanic	377	7%	30	3%
White	3052	57%	407	47%
Other or multiracial	385	7%	59	7%
Teacher education level				
Bachelor's degree or higher	2115	39%	295	33%
Teacher gender				
Female	5315	98%	857	97%
Estimated hourly wages	4572	\$16.42	715	\$15.35

Who took the family day home survey?

	Full PDG Sample		Central Sample	
	N	%	N	%
Sample size	291	100%	23	100%
Race/ethnicity				
Black	99	36%	16	76%
Hispanic	75	28%	--	--
White	50	18%	--	--
Other or multiracial	48	18%	--	--
Education level				
Bachelor's degree or higher	65	24%	--	--
Gender				
Female	263	94%	22	100%

-- 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.

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.



Insights from Ready Region Central

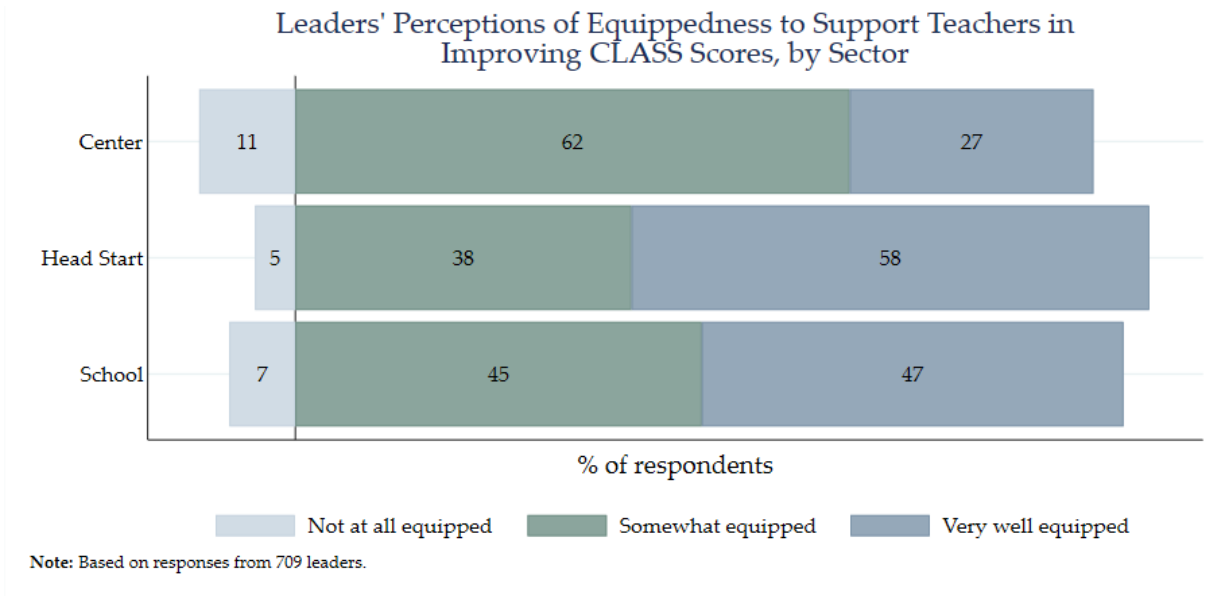
Leaders in Ready Region Central also reported engagement with CLASS, although their reported engagement was not as high as in the statewide sample. Center-based leaders in Central were more likely to report having attended a CLASS training than school-based leaders.



Leader Readiness to Support Teachers with CLASS

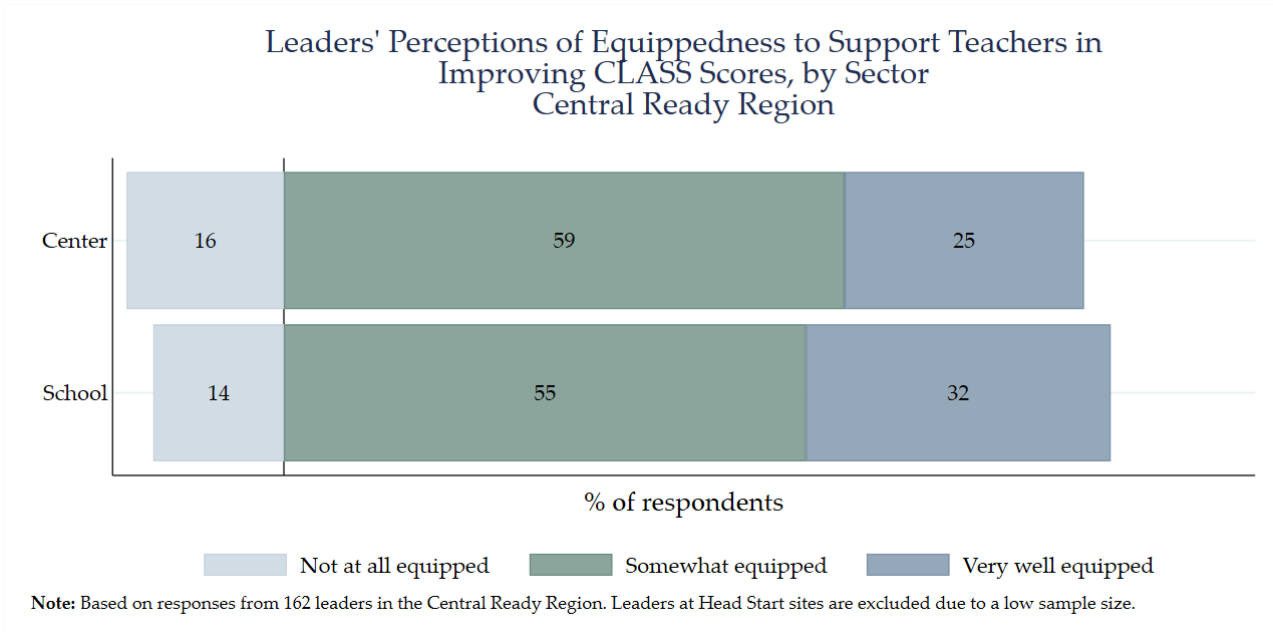
Statewide Findings

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.



Insights from Ready Region Central

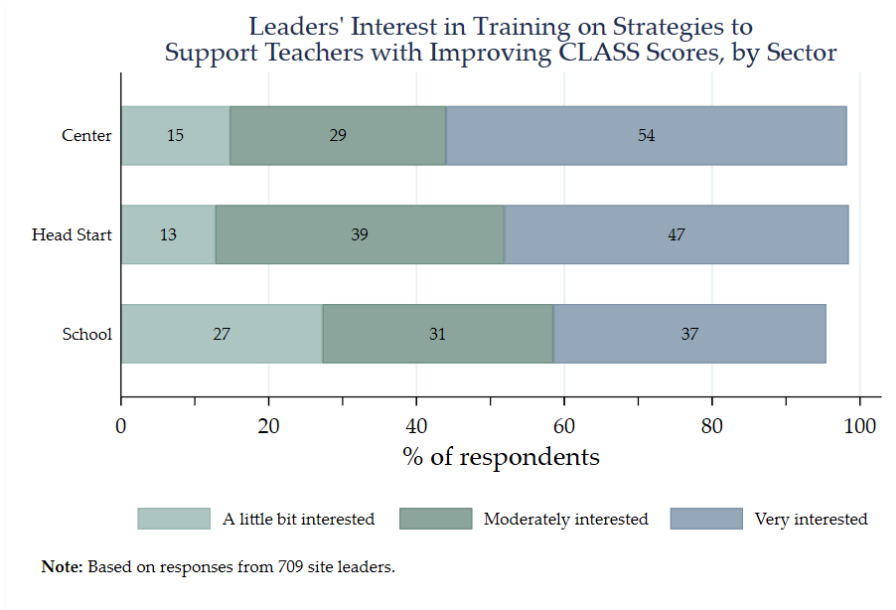
Most leaders in Ready Region Central also reported feeling at least “somewhat equipped” to support their teachers in improving CLASS scores. In comparison to the statewide sample, however, leaders in Ready Region Central were less likely to report feeling “very well equipped” and also more likely to report feeling “not at all equipped.”



Leader Interest in CLASS Training

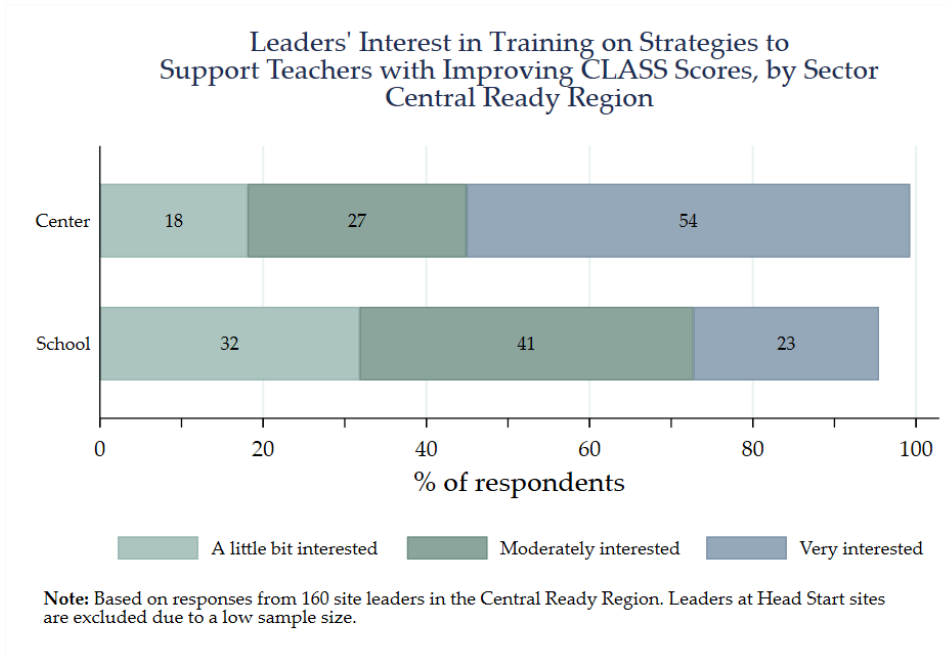
Statewide Findings

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.”



Insights from Ready Region Central

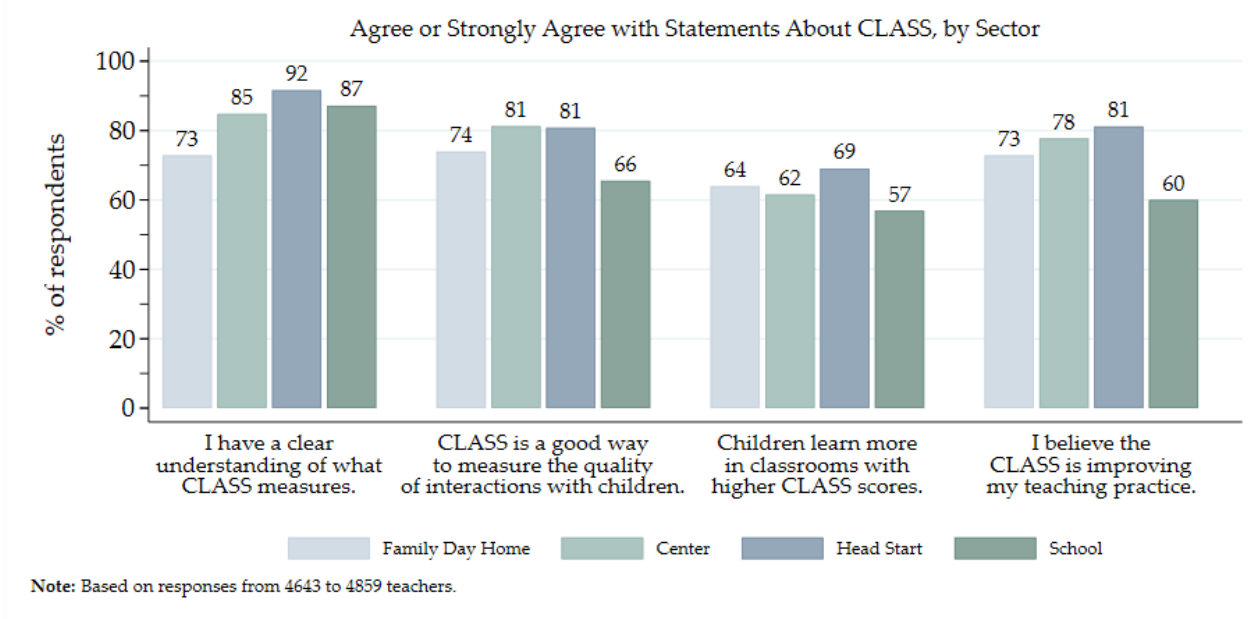
Interest in receiving training on strategies to support teachers with improving CLASS scores was also high among Ready Region Central leaders, particularly among center-based leaders. In comparison to the statewide sample, school-based leaders in Ready Region Central were less likely indicate feeling “very interested” in receiving training.



Teacher and FDH Owner Perceptions of CLASS

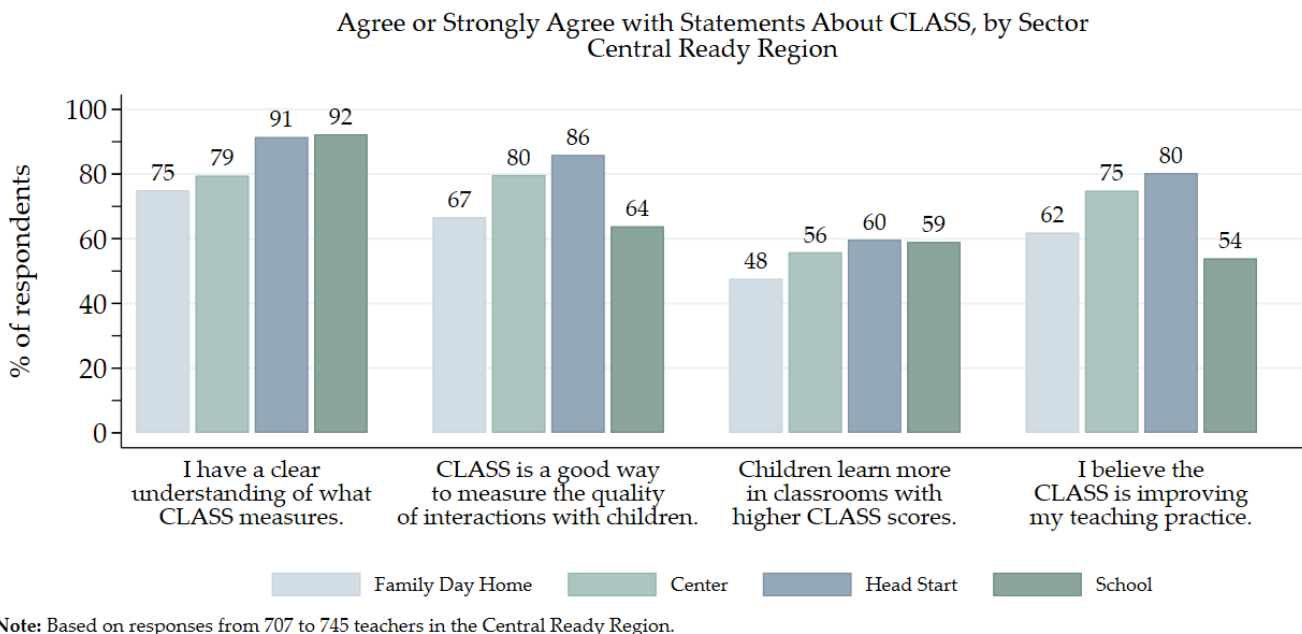
Statewide Findings

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.



Insights from Ready Region Central

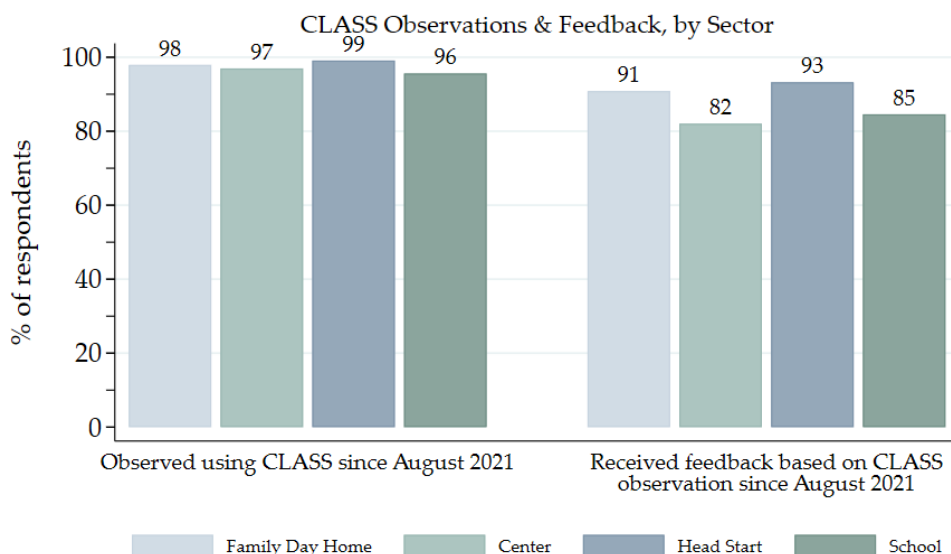
Understanding and buy-in was also high among teachers in Ready Region Central. When asked about their perceptions of CLASS, most Central teachers across all sectors reported they have a clear understanding of what CLASS measures. Buy-in in Ready Region Central was generally highest among Head Start teachers.



Teacher and FDH Owner Experiences with CLASS Observations & Feedback

Statewide Findings

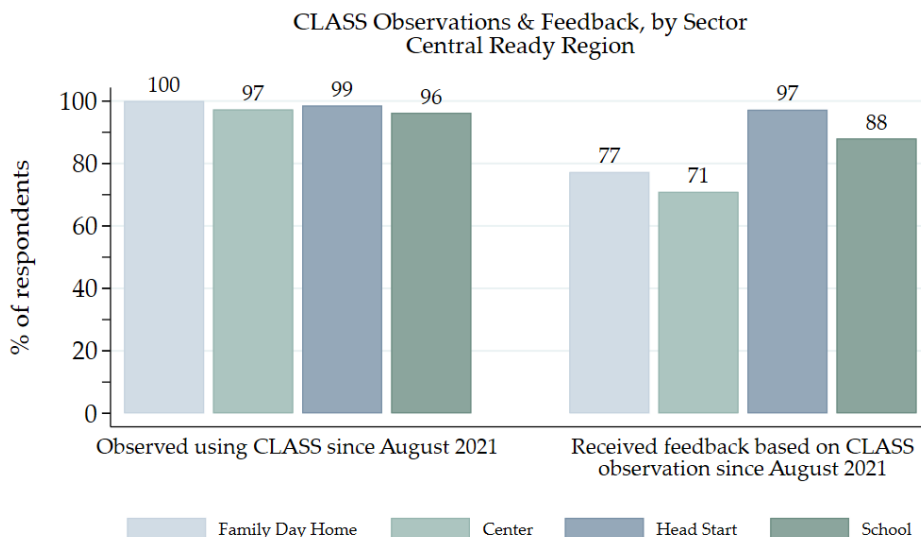
Nearly all teachers participating in PDG B-5 reported they had been observed with the CLASS tool at least once between August 2021 and June 2022. Most teachers also reported having received feedback based on a CLASS observation at least once. Reports of receiving CLASS observations and feedback were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



Note: Based on responses from 4626 to 4934 teachers.

Insights from Ready Region Central

Reports of CLASS observations were also high among teachers in Ready Region Central. Nearly all teachers, including all family day home owners, reported receiving at least one observation between August 2021 and June 2022. Most teachers also reported receiving feedback, although family day home owners and center-based teachers were less likely to report having received feedback than Head Start and school-based teachers.



Note: Based on responses from 705 to 769 teachers in the Central Ready Region.