

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

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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 Chesapeake Bay, we heard from...

- 50% of eligible leaders
- 51% of eligible teachers
- 50% 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		Chesapeake Bay Sample	
	N	% / Mean	N	% / Mean
Sample size	1061	100%	71	100%
Sector				
Center	604	57%	57	80%
Head Start	217	20%	9	13%
School	240	23%	--	--
Leader race/ethnicity				
Black	280	28%	28	41%
Hispanic	33	3%	--	--
White	642	64%	35	51%
Other or multiracial	53	5%	--	--
Leader education level				
Bachelor's degree or higher	695	67%	34	49%
Leader gender				
Female	974	95%	68	99%
Estimated hourly wages	924	\$26.01	64	\$20.12

Who took the teacher survey?

	Full PDG Sample		Chesapeake Bay Sample	
	N	% / Mean	N	% / Mean
Sample size	5508	100%	396	100%
Sector				
Center	2982	54%	252	64%
Head Start	1063	19%	56	14%
School	1463	27%	88	22%
Teacher race/ethnicity				
Black	1523	29%	155	41%
Hispanic	377	7%	20	5%
White	3052	57%	171	45%
Other or multiracial	385	7%	31	8%
Teacher education level				
Bachelor's degree or higher	2115	39%	132	34%
Teacher gender				
Female	5315	98%	379	98%
Estimated hourly wages	4572	\$16.42	305	\$15.54

Who took the family day home survey?

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

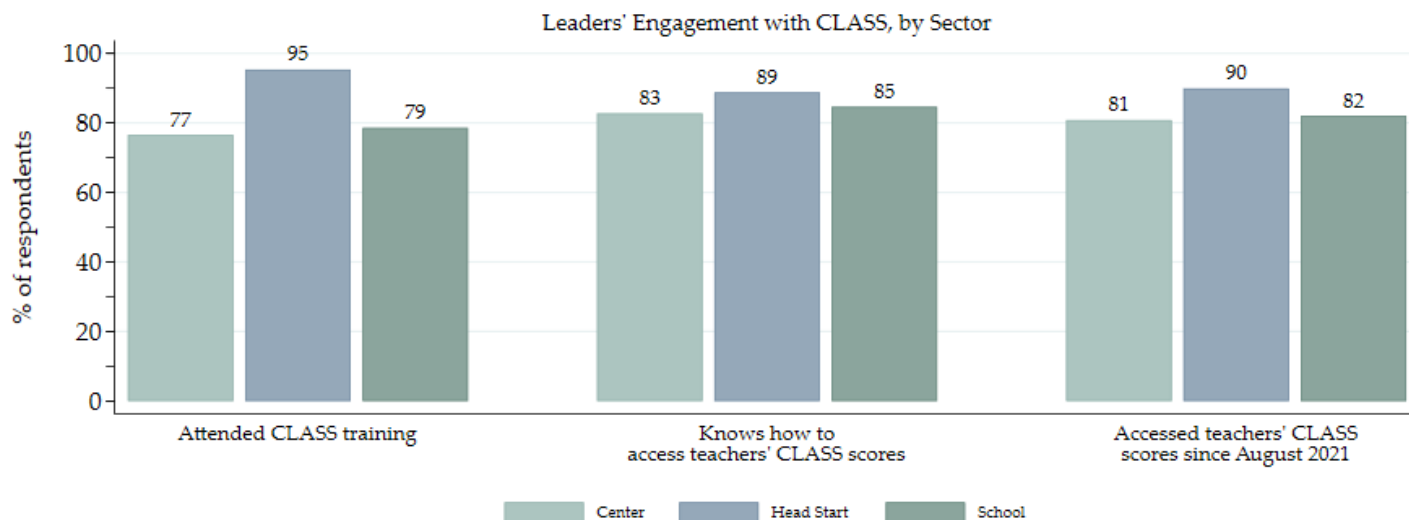
-- Indicates small sample sizes (<10); we do not report the demographics of survey participants in groups <10

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

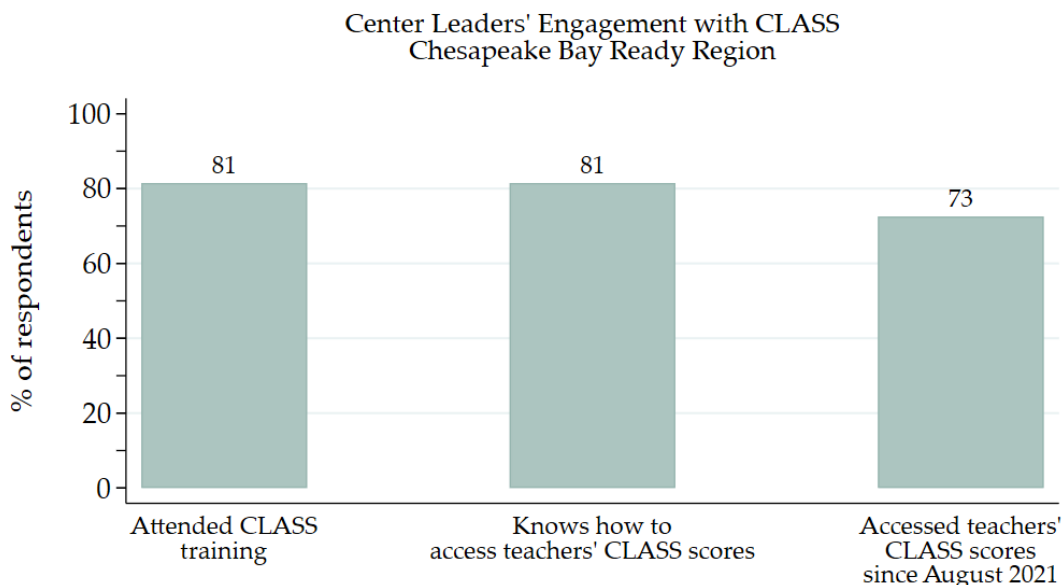
When asked about their experience with the CLASS tool, most leaders participating in PDG B-5 indicated they had attended CLASS training, that they know how to access teachers' CLASS scores, and that they had actually accessed teachers' CLASS scores. While leaders in all sectors reported high levels of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



Note: Based on responses from 693 to 710 leaders.

Insights from Ready Region Chesapeake Bay

Most center-based leaders in Ready Region Chesapeake Bay also reported high levels of engagement with CLASS. As was true statewide, most leaders reported that they had attended CLASS training, that they know how to access teachers' CLASS scores, and that they had actually accessed teachers' CLASS scores.

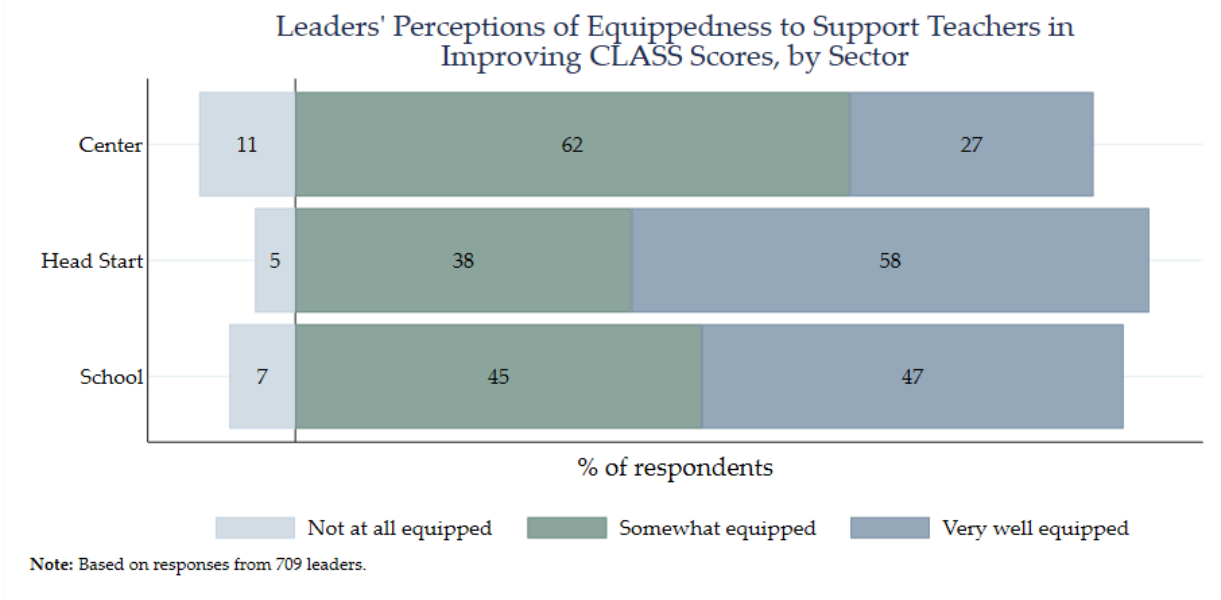


Note: Based on responses from 51 to 54 center leaders at sites in the Chesapeake Bay Ready Region. Leaders at Head Start and school sites are excluded due to low sample sizes.

Leader Readiness to Support Teachers with CLASS

Statewide Findings

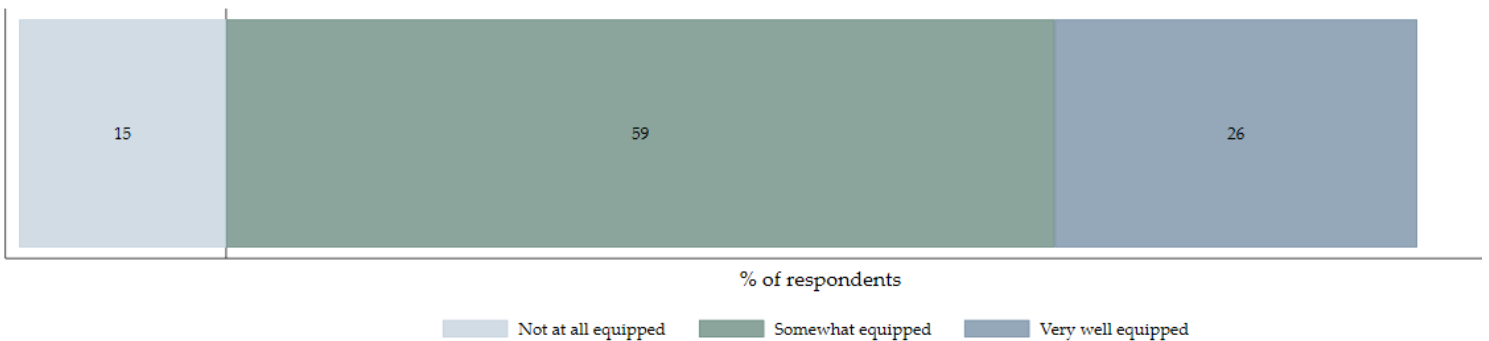
Most leaders participating in PDG B-5 reported feeling at least “somewhat equipped” to support their teachers in improving CLASS scores. Head Start leaders were most likely to report feeling “very well equipped.” While few leaders indicated feeling “not at all equipped,” center leaders were a bit more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



Insights from Ready Region Chesapeake Bay

Most center-based leaders in Ready Region Chesapeake Bay also reported that they felt at least “somewhat equipped” to support their teachers in improving CLASS scores. As was true statewide, over one-quarter of center-based leaders reported feeling “very well equipped.”

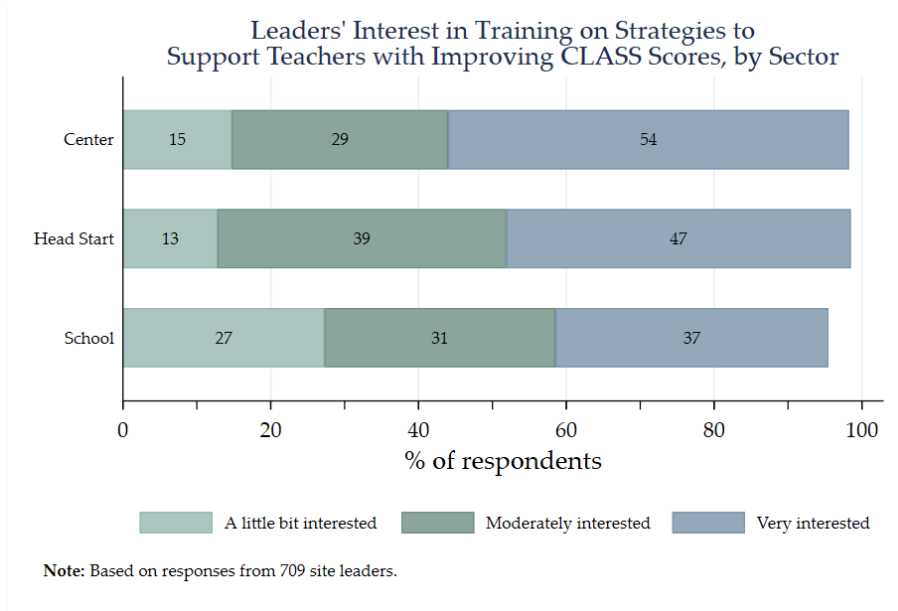
Center Leaders' Perceptions of Equippedness to Support Teachers in Improving CLASS Scores Chesapeake Bay Ready Region



Leader Interest in CLASS Training

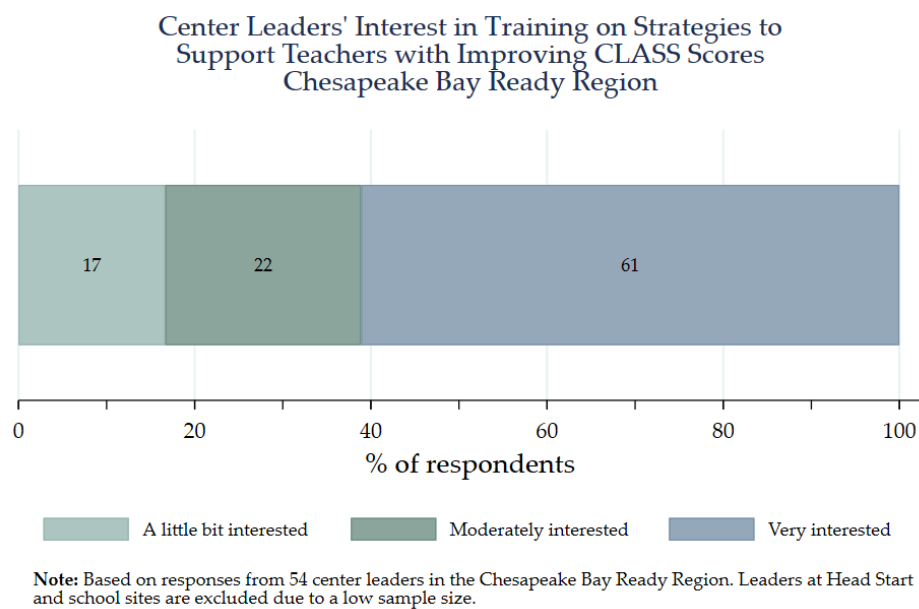
Statewide Findings

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 Chesapeake Bay

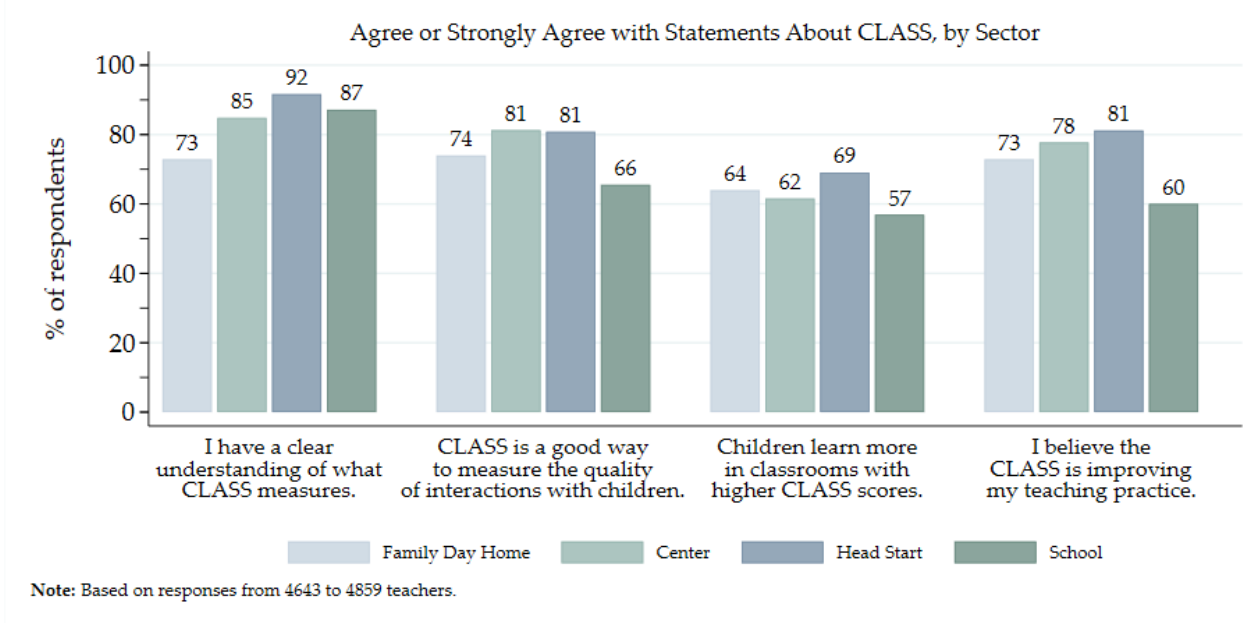
Interest in receiving training on strategies to support teachers with improving CLASS scores was also high among center-based leaders in Ready Region Chesapeake Bay. In fact, three-fifths of center-based leaders indicated that they were “very interested” in receiving training.



Teacher and FDH Owner Perceptions of CLASS

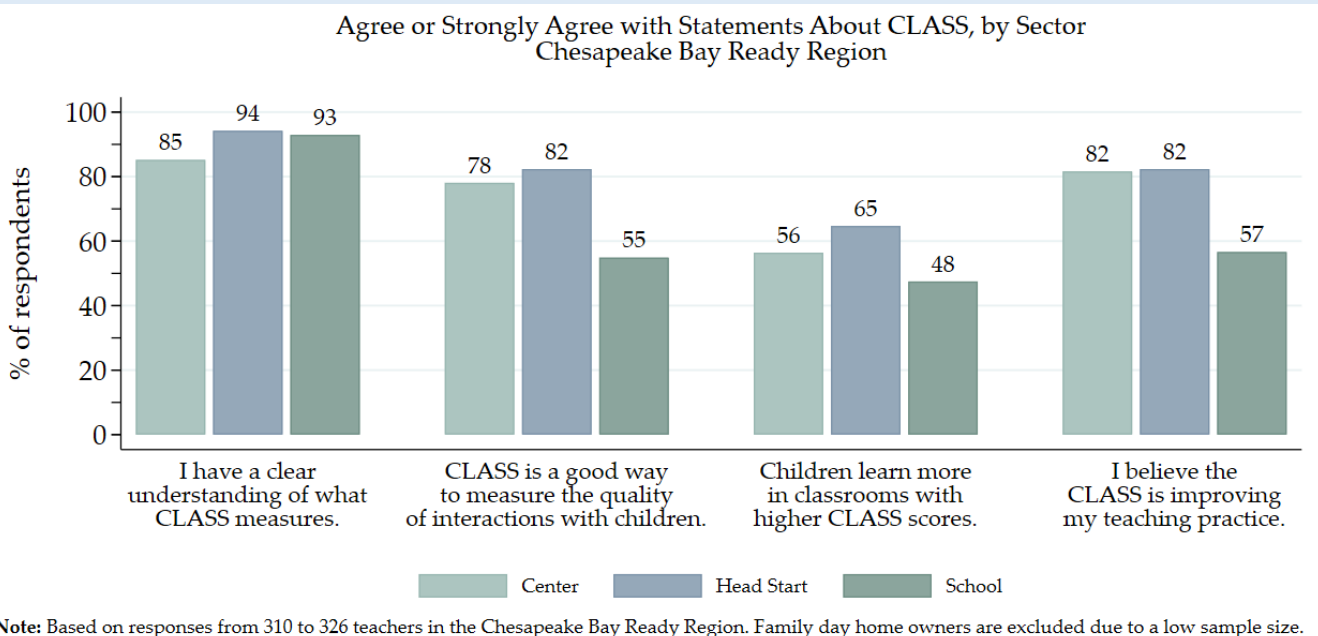
Statewide Findings

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 Chesapeake Bay

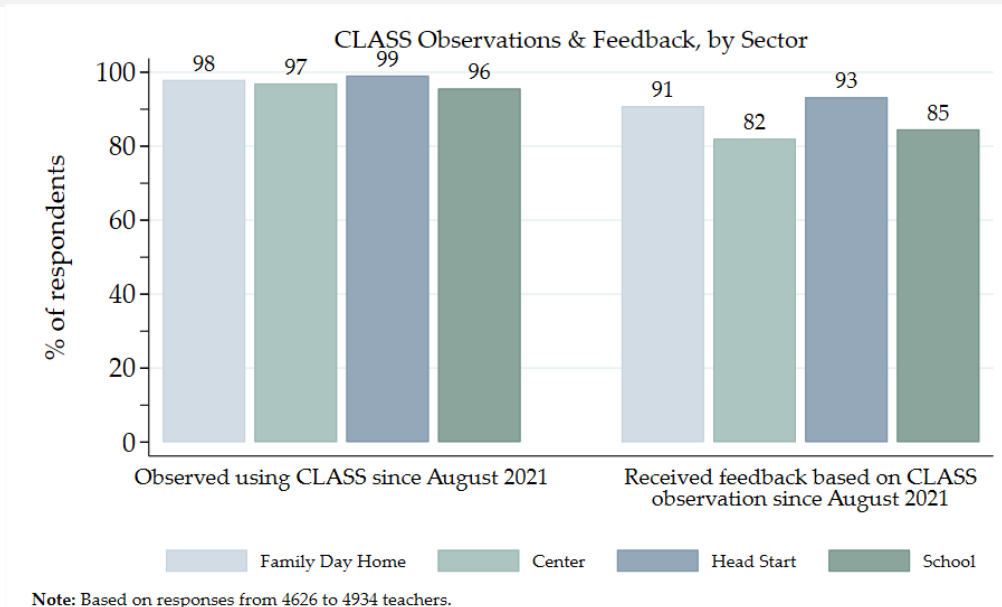
Understanding and buy-in was also high among teachers in Ready Region Chesapeake Bay. When asked about their perceptions of CLASS, most Chesapeake Bay teachers across sectors reported they have a clear understanding of what CLASS measures. As was true statewide, buy-in among center-based and Head Start teachers was generally higher than buy-in among school-based 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.



Insights from Ready Region Chesapeake Bay

Reports of CLASS observations and feedback were also high among teachers in Ready Region Chesapeake Bay. Nearly all teachers across sectors reported receiving at least one observation between August 2021 and June 2022. Most teachers also reported receiving feedback, including nearly all Head Start teachers.

