

# **Educator Perspectives on CLASS: Statewide Findings and Insights from Early Educators in Ready Region Southeastern**

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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 Southeastern, we heard from...

- 42% of eligible leaders
- 64% of eligible teachers
- 87% 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		Southeastern Sample	
	N	% / Mean	N	% / Mean
<b>Sample size</b>	1061	100%	131	100%
<b>Sector</b>				
Center	604	57%	62	47%
Head Start	217	20%	37	28%
School	240	23%	32	24%
<b>Leader race/ethnicity</b>				
Black	280	28%	81	64%
Hispanic	33	3%	--	--
White	642	64%	35	28%
Other or multiracial	53	5%	--	--
<b>Leader education level</b>				
Bachelor's degree or higher	695	67%	95	74%
<b>Leader gender</b>				
Female	974	95%	117	91%
<b>Estimated hourly wages</b>	924	\$26.01	109	\$24.37

## Who took the teacher survey?

	Full PDG Sample		Southeastern Sample	
	N	% / Mean	N	% / Mean
<b>Sample size</b>	5508	100%	612	100%
<b>Sector</b>				
Center	2982	54%	246	40%
Head Start	1063	19%	141	23%
School	1463	27%	225	37%
<b>Teacher race/ethnicity</b>				
Black	1523	29%	322	55%
Hispanic	377	7%	21	4%
White	3052	57%	219	37%
Other or multiracial	385	7%	27	5%
<b>Teacher education level</b>				
Bachelor's degree or higher	2115	39%	284	47%
<b>Teacher gender</b>				
Female	5315	98%	596	99%
<b>Estimated hourly wages</b>	4572	\$16.42	517	\$18.29

### Who took the family day home survey?

	Full PDG Sample		Southeastern Sample	
	N	%	N	%
<b>Sample size</b>	291	100%	14	100%
<b>Race/ethnicity</b>				
Black	99	36%	12	86%
Hispanic	75	28%	--	--
White	50	18%	--	--
Other or multiracial	48	18%	--	--
<b>Education level</b>				
Bachelor's degree or higher	65	24%	--	--
<b>Gender</b>				
Female	263	94%	14	100%

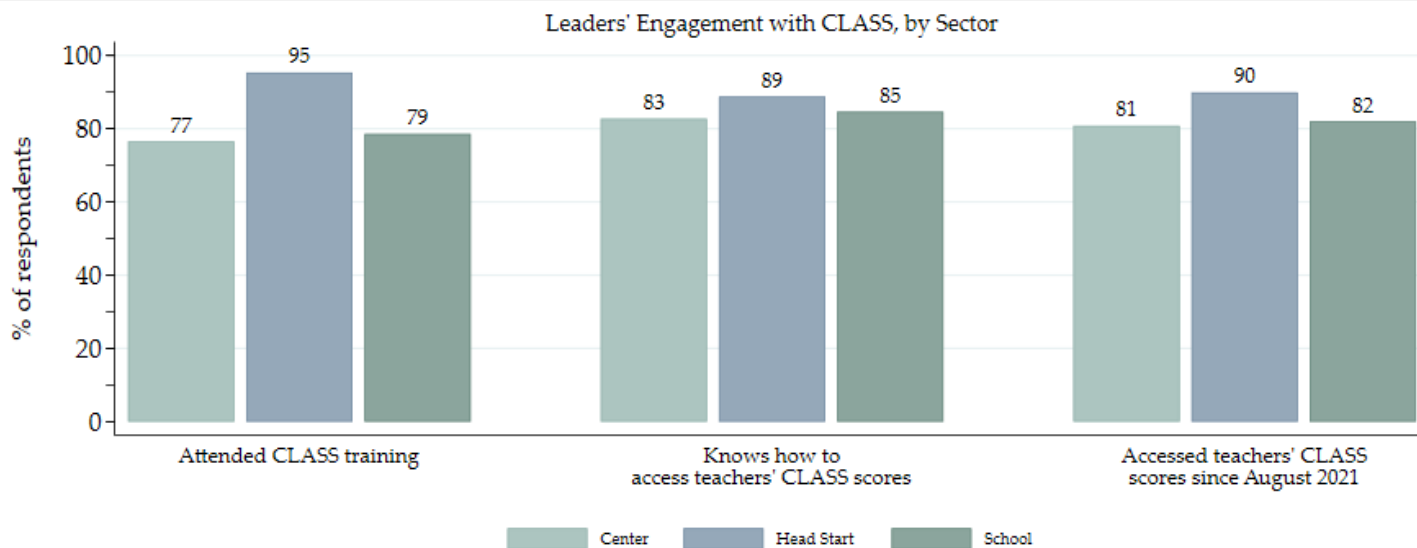
-- Indicates small sample sizes (<10); we do not report the demographics of survey participants in groups <10

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

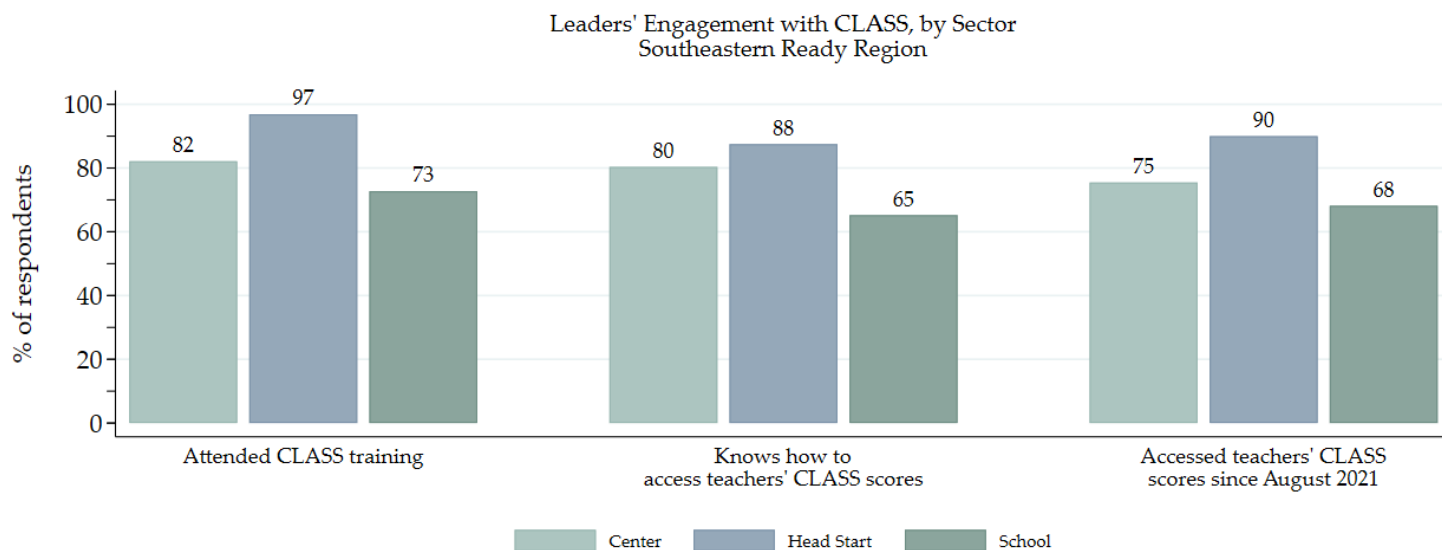
When asked about their experience with the CLASS tool, most leaders participating in PDG B-5 indicated they had attended CLASS training, that they know how to access teachers' CLASS scores, and that they had actually accessed teachers' CLASS scores. While leaders in all sectors reported high levels of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



Note: Based on responses from 693 to 710 leaders.

### Insights from Ready Region Southeastern

Most leaders in Ready Region Southeastern also reported high levels of engagement with CLASS. As was true statewide, most leaders in Southeastern reported they had attended CLASS training, that they know how to access teachers' CLASS scores, and that they had actually accessed teachers' CLASS scores. Engagement was highest among Head Start leaders.

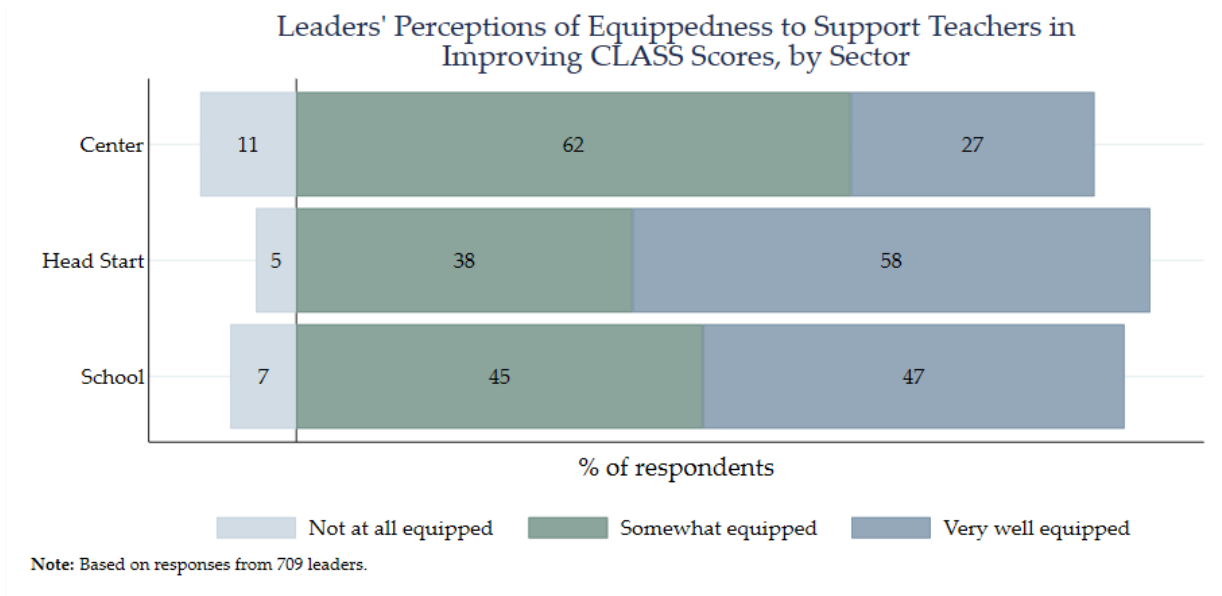


Note: Based on responses from 105 to 111 leaders at sites in the Southeastern Ready Region.

# Leader Readiness to Support Teachers with CLASS

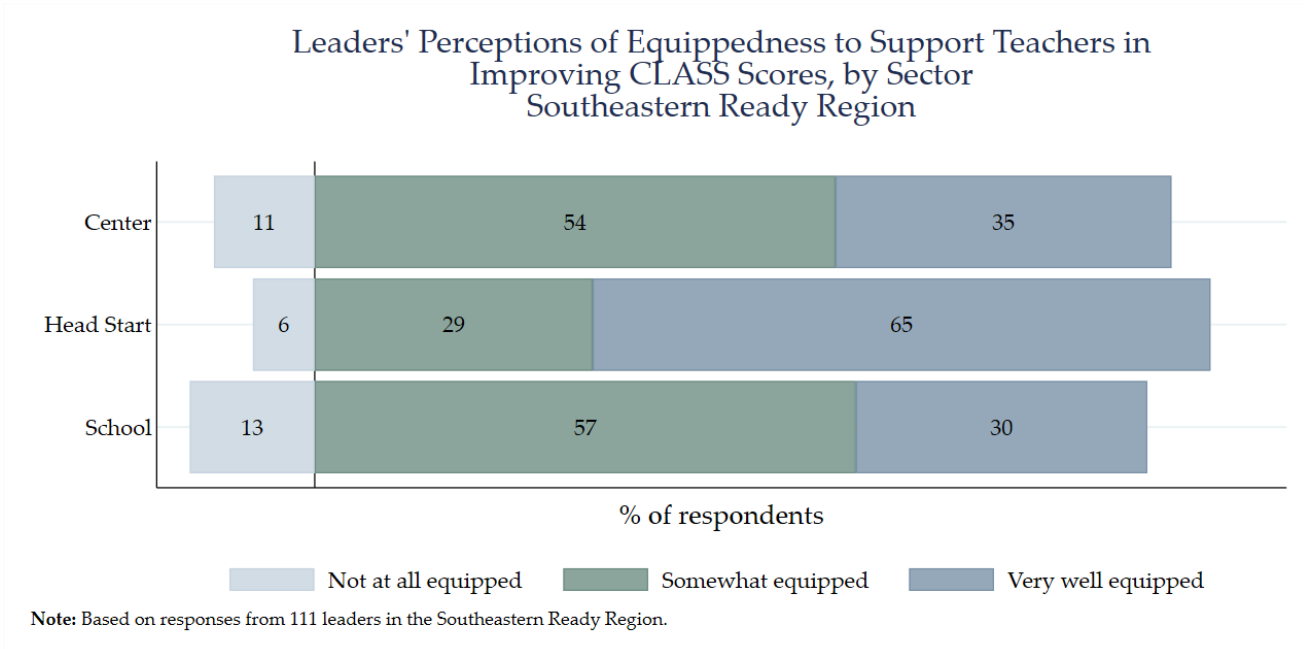
## Statewide Findings

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



## Insights from Ready Region Southeastern

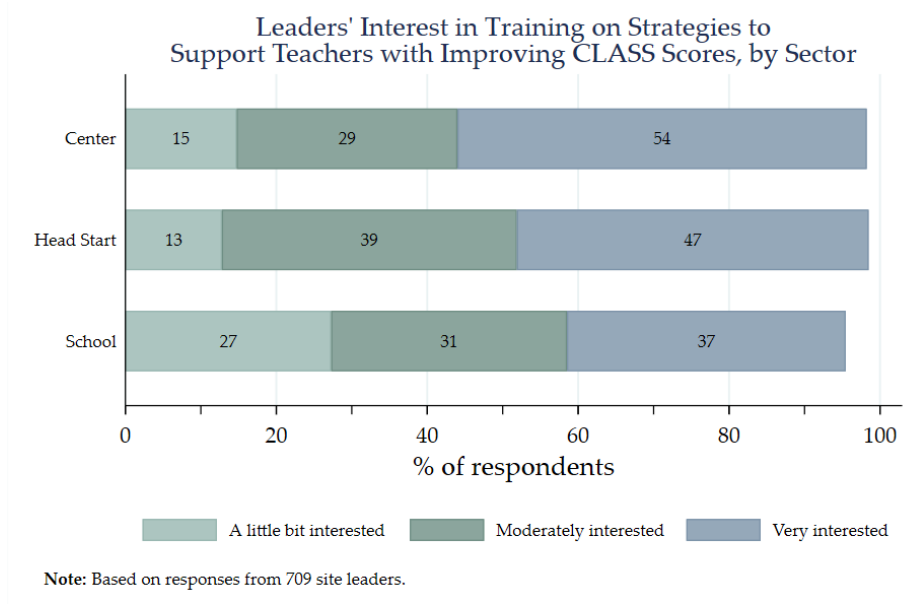
Most Ready Region Southeastern leaders also felt at least “somewhat equipped” to support their teachers in improving CLASS scores. In Southeastern, Head Start leaders were much more likely to report feeling “very well equipped” to support teachers than center- and school-based leaders.



# Leader Interest in CLASS Training

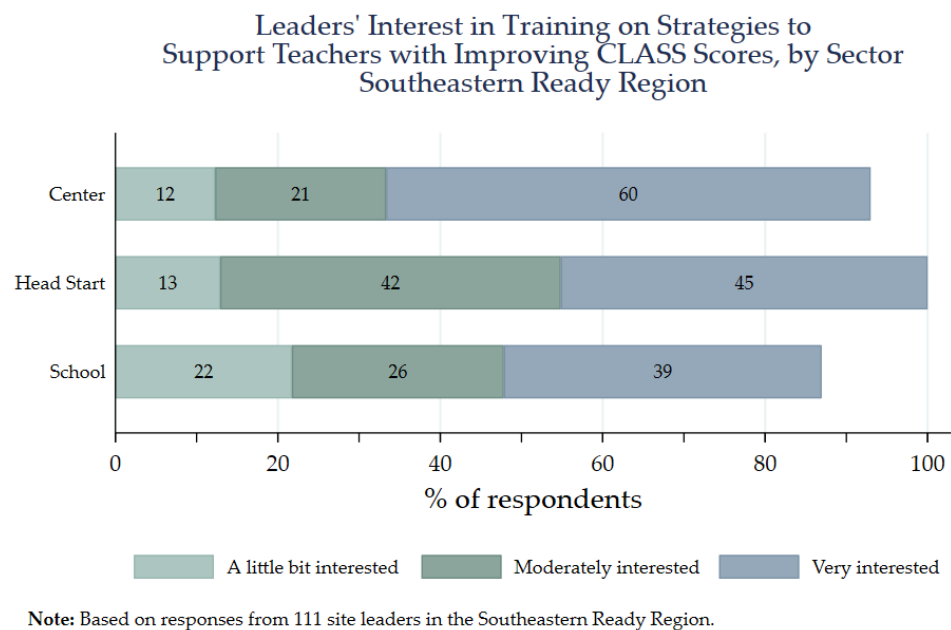
## Statewide Findings

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 Southeastern

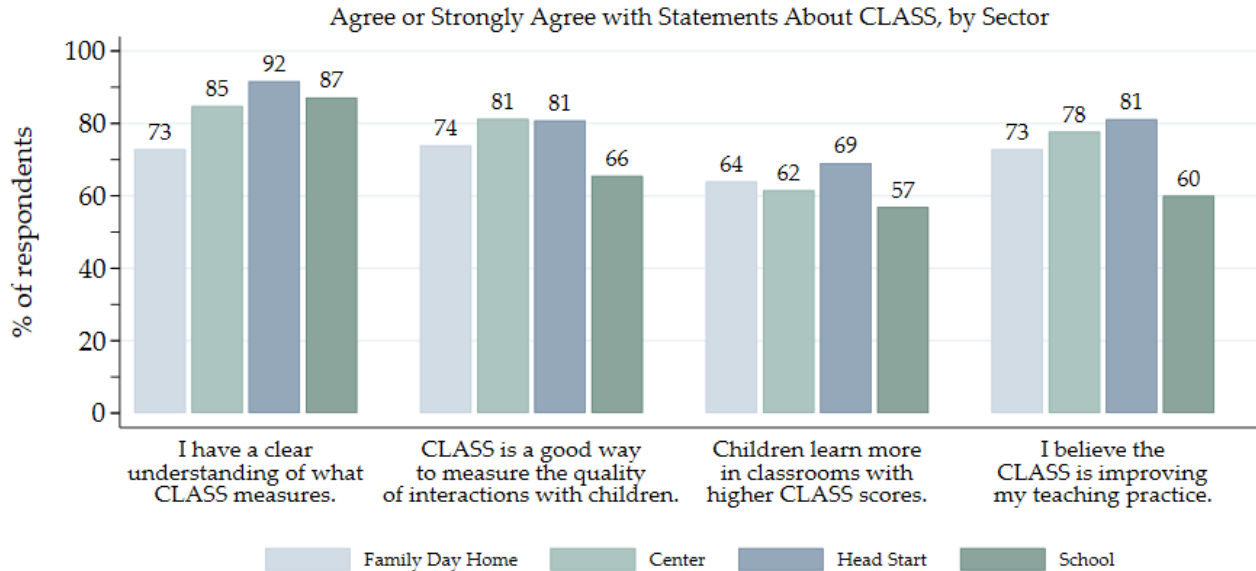
Interest in receiving training on strategies to support teachers with improving CLASS scores was also high among Ready Region Southeastern leaders. All Head Start leaders in Southeastern indicated that they were at least “a little bit interested” in receiving training, and 60% of center-based leaders reported that they were “very interested.”



# Teacher and FDH Owner Perceptions of CLASS

## Statewide Findings

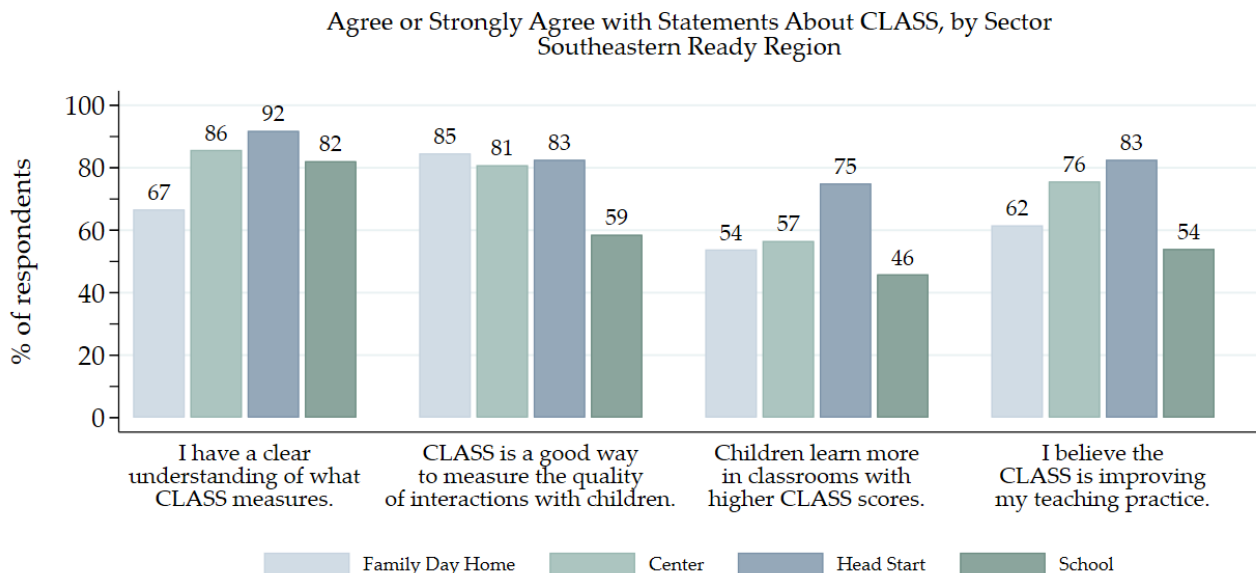
When asked about their perceptions of CLASS, most teachers participating in PDG B-5 reported that they have a clear understanding of what CLASS measures and believe in the effectiveness of the tool. While teachers in all sectors reported high levels of buy-in, it was lowest among school-based teachers.



Note: Based on responses from 4643 to 4859 teachers.

## Insights from Ready Region Southeastern

Understanding and buy-in was also high among teachers in Ready Region Southeastern. When asked about their perceptions of CLASS, most Southeastern teachers reported they have a clear understanding of what CLASS measures. In general, buy-in was highest among Head Start teachers in Ready Region Southeastern.

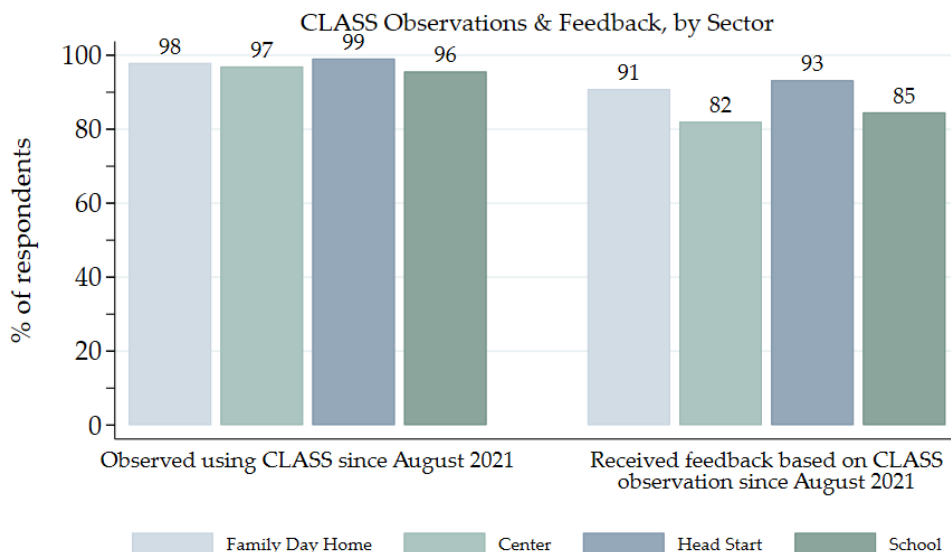


Note: Based on responses from 519 to 543 teachers in the Southeastern Ready Region.

# Teacher and FDH Owner Experiences with CLASS Observations & Feedback

## Statewide Findings

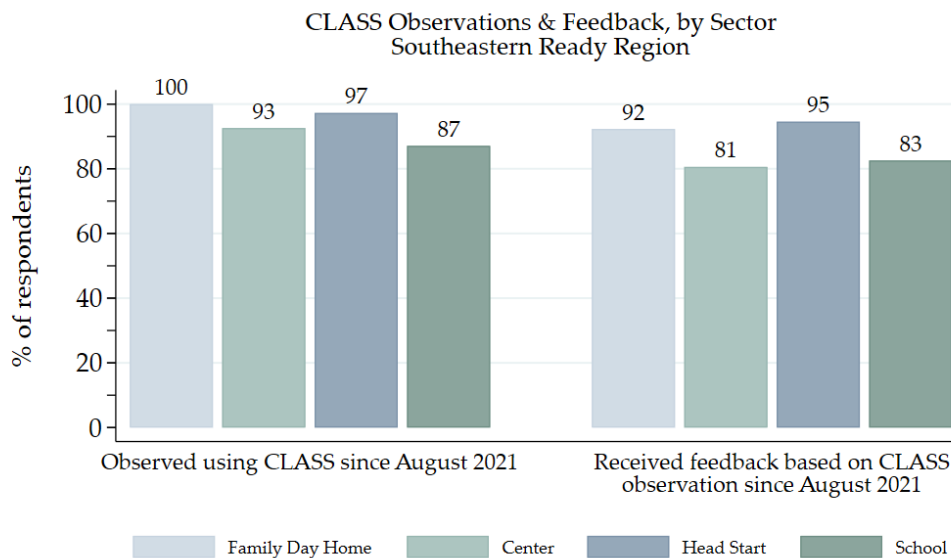
Nearly all teachers participating in PDG B-5 reported they had been observed with the CLASS tool at least once between August 2021 and June 2022. Most teachers also reported having received feedback based on a CLASS observation at least once. Reports of receiving CLASS observations and feedback were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



Note: Based on responses from 4626 to 4934 teachers.

## Insights from Ready Region Southeastern

Reports of CLASS observations were also high among teachers in Ready Region Southeastern. Nearly all teachers in Southeastern, including all family day home owners, reported receiving at least one observation between August 2021 and June 2022. As was true statewide, most teachers also reported receiving feedback, with Head Start teachers and family day home owners most likely to report receiving feedback.



Note: Based on responses from 528 to 547 teachers in the Southeastern Ready Region.