

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

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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 Southwest, we heard from...

- 52% of eligible leaders
- 64% of eligible teachers
- 75% 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 leader survey?

	Full PDG Sample		Southwest Sample	
	N	% / Mean	N	% / Mean
Sample size	1061	100%	174	100%
Sector				
Center	604	57%	61	35%
Head Start	217	20%	54	31%
School	240	23%	59	34%
Leader race/ethnicity				
Black	280	28%	--	--
Hispanic	33	3%	--	--
White	642	64%	162	96%
Other or multiracial	53	5%	--	--
Leader education level				
Bachelor's degree or higher	695	67%	125	73%
Leader gender				
Female	974	95%	151	91%
Estimated hourly wages	924	\$26.01	155	\$26.07

Who took the teacher survey?

	Full PDG Sample		Southwest Sample	
	N	% / Mean	N	% / Mean
Sample size	5508	100%	652	100%
Sector				
Center	2982	54%	237	36%
Head Start	1063	19%	205	31%
School	1463	27%	210	32%
Teacher race/ethnicity				
Black	1523	29%	20	3%
Hispanic	377	7%	12	2%
White	3052	57%	601	92%
Other or multiracial	385	7%	17	3%
Teacher education level				
Bachelor's degree or higher	2115	39%	247	38%
Teacher gender				
Female	5315	98%	634	98%
Estimated hourly wages	4572	\$16.42	563	\$14.72

Who took the family day home survey?

	Full PDG Sample		Southwest Sample	
	N	%	N	%
Sample size	291	100%	16	100%
Race/ethnicity				
Black	99	36%	--	--
Hispanic	75	28%	--	--
White	50	18%	13	81%
Other or multiracial	48	18%	--	--
Education level				
Bachelor's degree or higher	65	24%	--	--
Gender				
Female	263	94%	16	100%

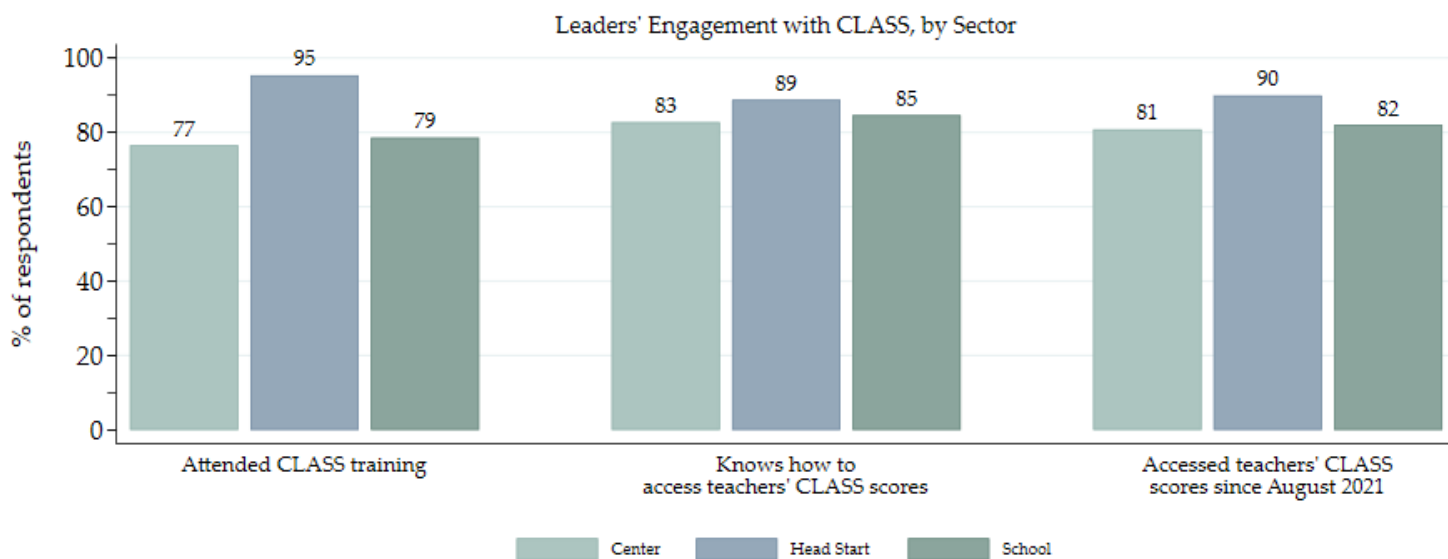
-- Indicates small sample sizes (<10); we do not report the demographics of survey participants in groups <10

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

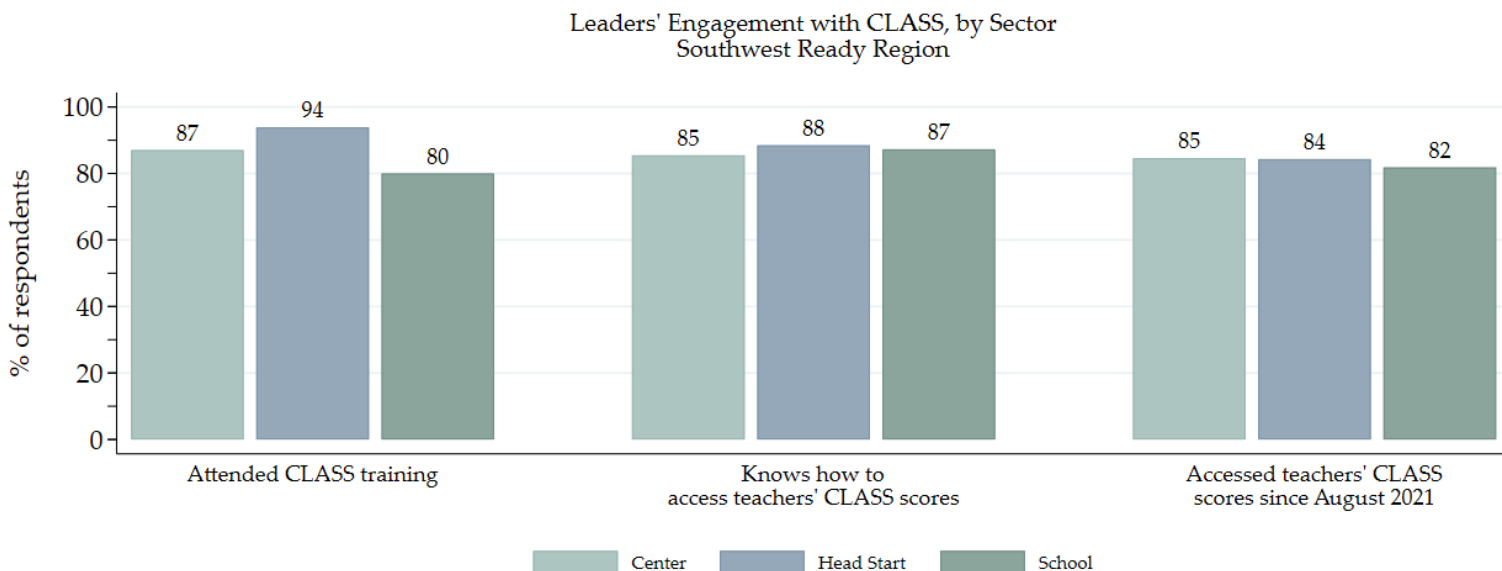
When asked about their experience with the CLASS tool, most leaders participating in PDG B-5 indicated they had attended CLASS training, that they know how to access teachers' CLASS scores, and that they had actually accessed teachers' CLASS scores. While leaders in all sectors reported high levels of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



Note: Based on responses from 693 to 710 leaders.

Insights from Ready Region Southwest

Most leaders in Ready Region Southwest also reported high levels of engagement with CLASS. As was true statewide, most leaders across all sectors reported they had attended CLASS training, that they know how to access teachers' CLASS scores, and that they had actually accessed teachers' CLASS scores.

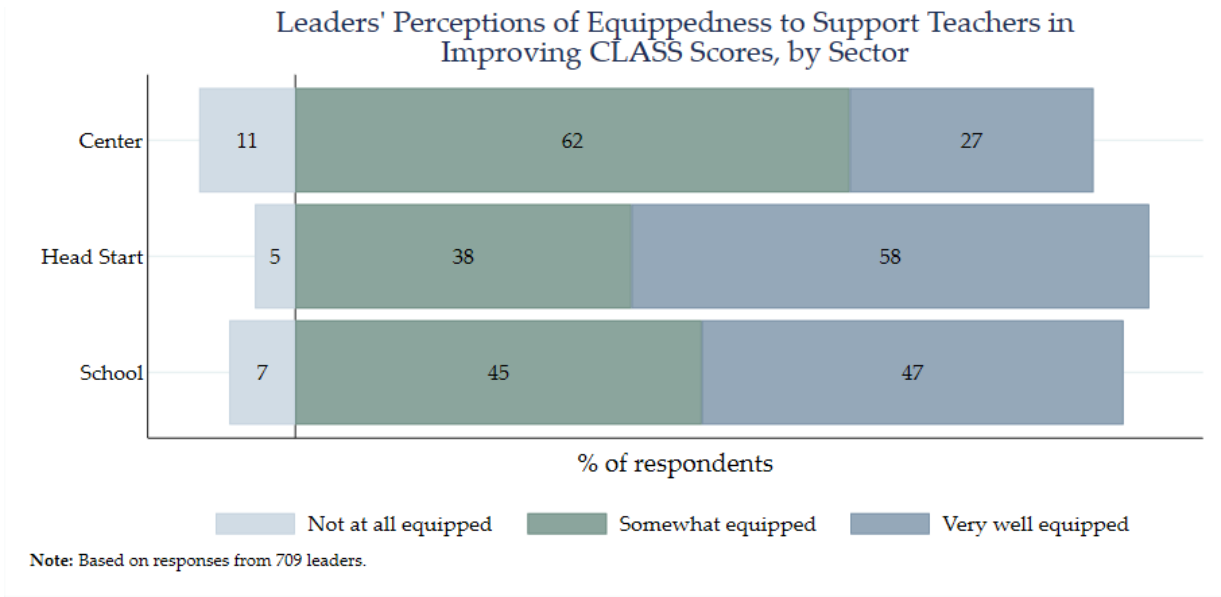


Note: Based on responses from 158 to 162 leaders at sites in the Southwest Ready Region.

Leader Readiness to Support Teachers with CLASS

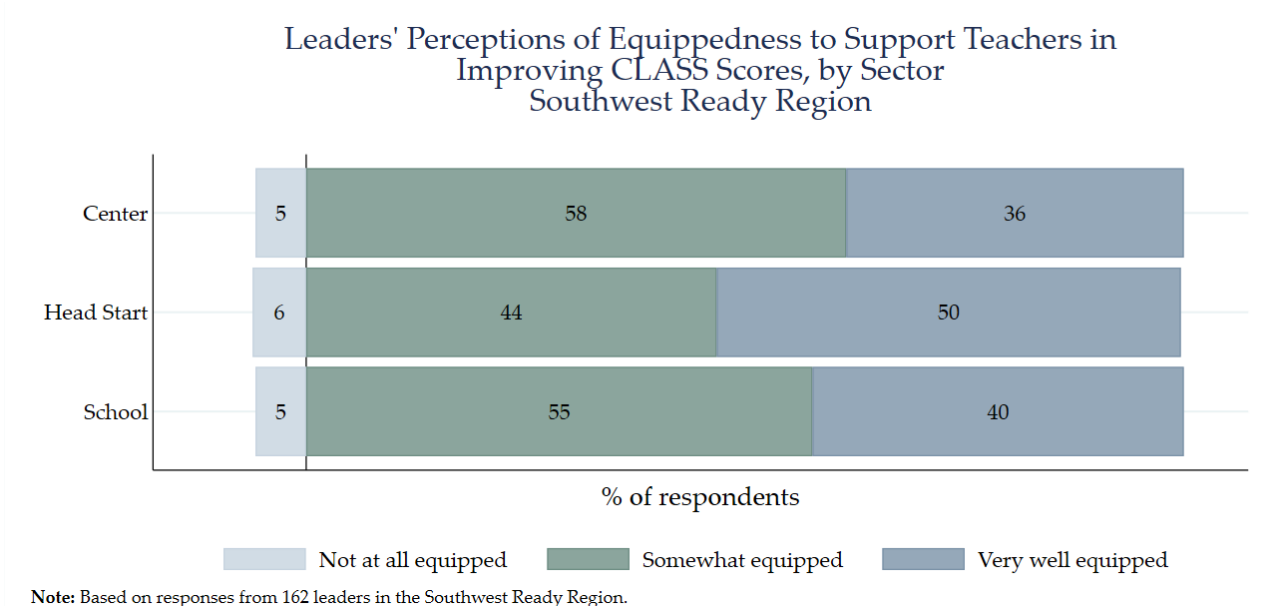
Statewide Findings

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 sectors.



Insights from Ready Region Southwest

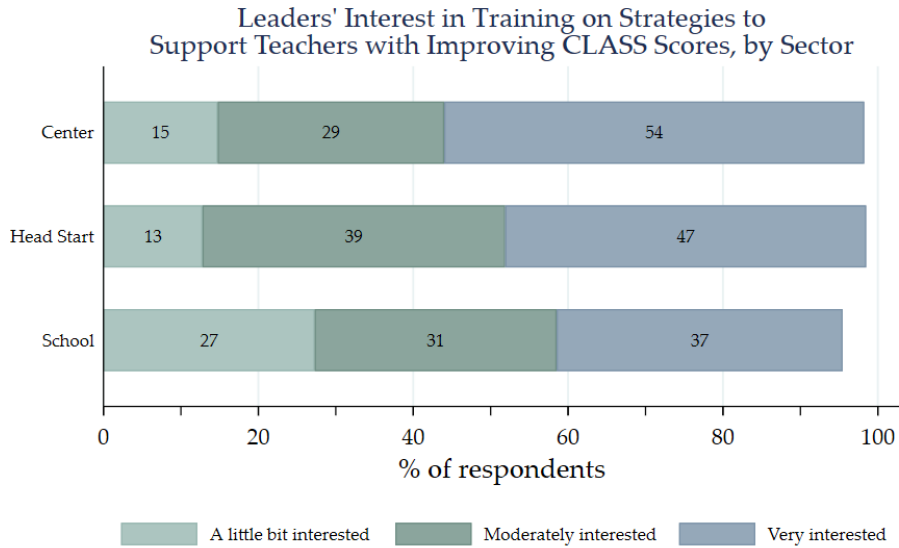
Most Ready Region Southwest leaders also reported feeling at least “somewhat equipped” to support their teachers in improving CLASS scores. As was true statewide, Head Start leaders were the most likely to report feeling “very well equipped” to support their teachers. Very few leaders in all sectors indicated feeling “not at all equipped.”



Leader Interest in CLASS Training

Statewide Findings

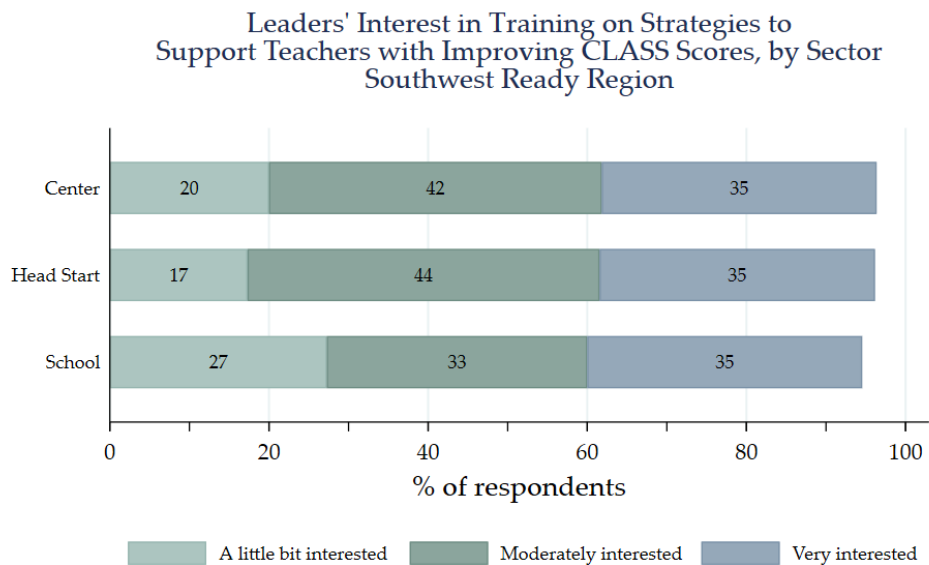
Statewide, the majority of leaders participating in PDG B-5 showed interest in receiving training on strategies to support their teachers with improving CLASS scores. About one-half of center-based leaders (54%) and Head Start leaders (47%) indicated they were “very interested” in training, but only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



Note: Based on responses from 709 site leaders.

Insights from Ready Region Southwest

Interest in receiving training on strategies to support teachers with improving CLASS scores was also high among Ready Region Southwest leaders, though fewer Head Start and center-based leaders indicated feeling “very interested” in training than in the statewide sample.

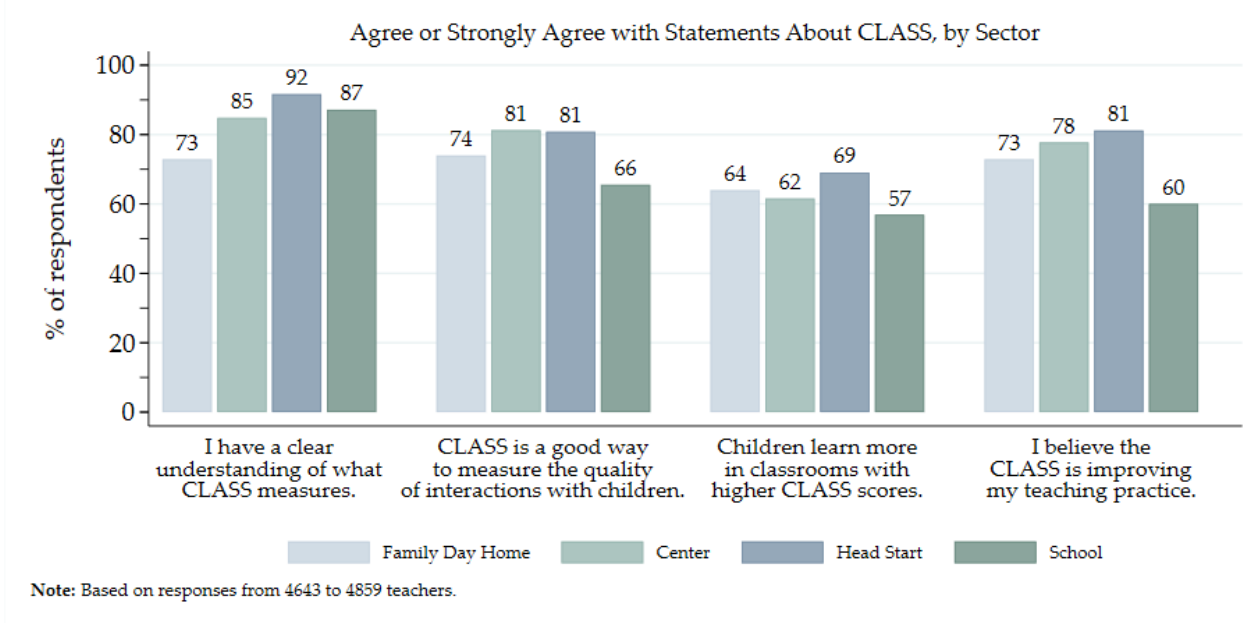


Note: Based on responses from 162 site leaders in the Southwest Ready Region.

Teacher and FDH Owner Perceptions of CLASS

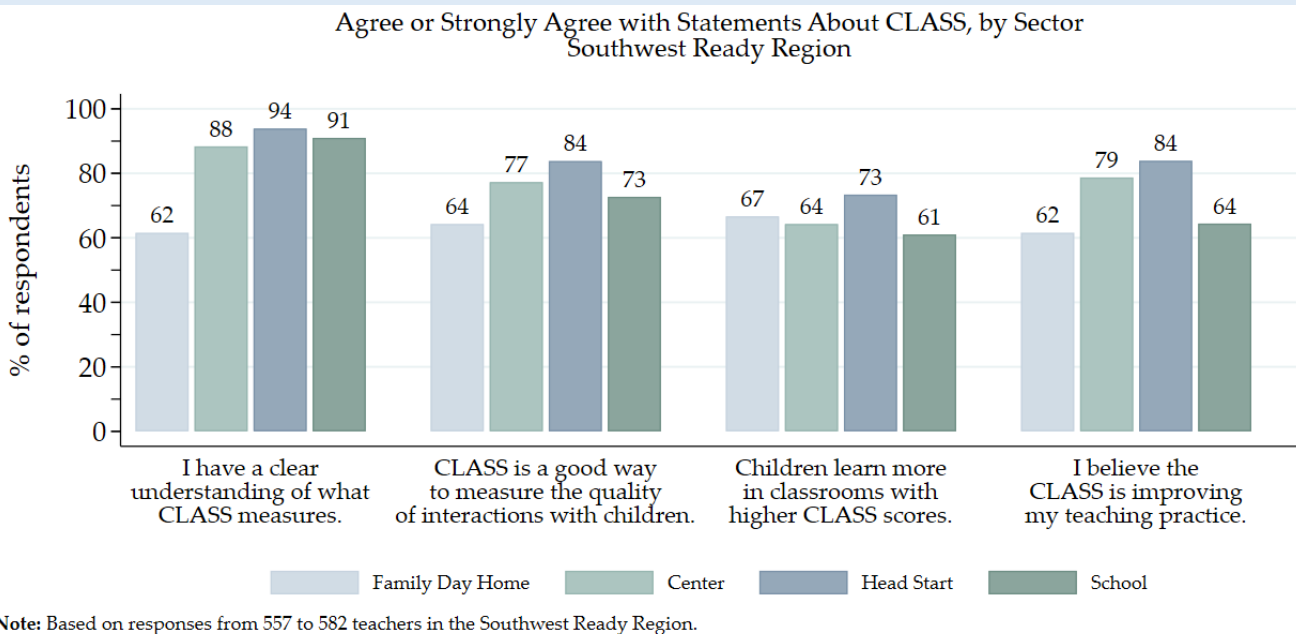
Statewide Findings

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 Southwest

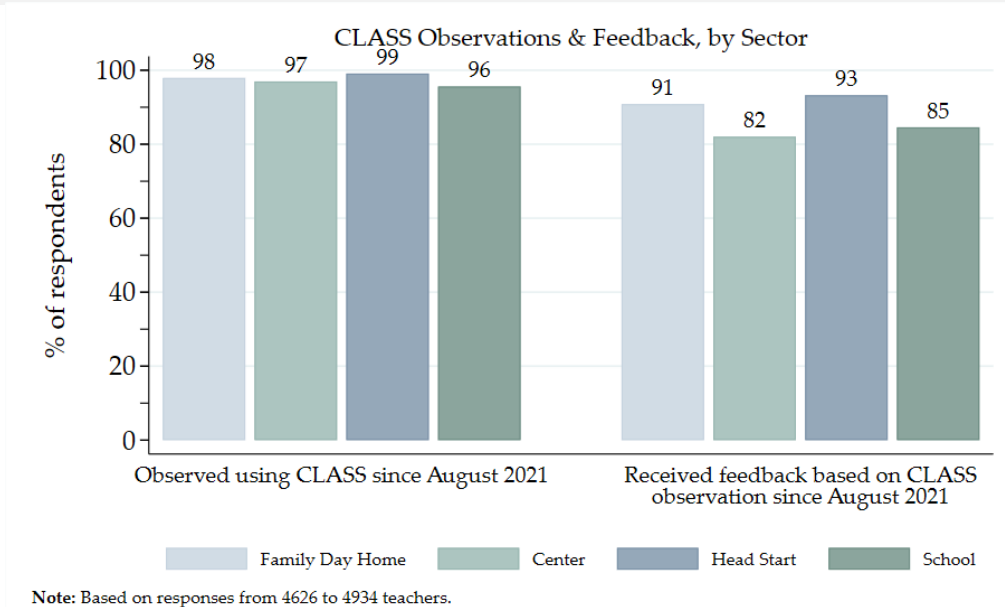
Understanding and buy-in was also high among teachers in Ready Region Southwest. When asked about their perceptions of CLASS, most Southwest teachers across all sectors reported they have a clear understanding of what CLASS measures. In comparison to the statewide sample, buy-in and understanding of CLASS from family day home owners in Southwest was generally lower.



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 Southwest

Reports of CLASS observations were also high among teachers in Ready Region Southwest. As was true statewide, nearly all teachers in all sectors in Southwest reported receiving at least one observation between August 2021 and June 2022. While most teachers also reported receiving feedback, center-based teachers and family day home owners were less likely to report this.

