



SCHOOL of EDUCATION  
and HUMAN DEVELOPMENT  
CASTL

***Advancing Effective Interactions and  
Instruction in VPI, ECSE, & Title I  
Classrooms***  
**Progress Report**

**Prepared for the Chairmen of House Appropriations and  
Senate Finance Committees**

**By UVA-CASTL**

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## Executive Summary

The team at UVA-CASTL's Advancing Effective Interactions and Instruction (AEII) initiative works in partnership with the Virginia Department of Education (VDOE) to help Virginia's early childhood leaders and teachers in state-funded PreK programs, including Virginia Preschool Initiative (VPI), Early Childhood Special Education (ECSE), and Title I, to provide high-quality early learning experiences to support children's school readiness skills. CASTL-AEII's approach focuses on supporting leaders to provide their teachers high-quality individualized professional development (PD) that improves the quality of teacher-child interactions (measured by the Classroom Assessment Scoring System [CLASS®] tool), instruction, and implementation of evidenced-based curriculum. CASTL-AEII also coordinates external CLASS® observations to learn about the quality of teacher-child interactions in early childhood classrooms.

### COVID-19 Impact and Implications

COVID-19 produced a widespread, significant impact on communities and the education system, especially for low-income families and communities of color. When the 2020-2021 school year began, many state-funded early childhood programs offered limited in-person instruction. As COVID-19 cases increased during the fall and winter, many preschool programs fluctuated between in-person and virtual learning. By the end of March 2021, most school divisions offered some form of in-person instruction as well as varying hybrid and virtual opportunities. Since many school divisions did not allow outside visitors in schools, CASTL-AEII implemented new remote live and video-recorded CLASS® observation methods. In spite of the numerous pandemic challenges, CASTL-AEII completed external CLASS® observations in over 400 early childhood classrooms.

COVID-19 posed significant challenges to leaders implementing professional development and program improvements. 76 out of 90 division leaders (85%) reported that the pandemic made it "much more" or "slightly more" challenging to provide effective PD this school year. Leaders and teachers identified the need for an increased focus on equitable social-emotional instruction. COVID-19-specific PD resources and supports incorporated these topics. Additionally, the resources provided tiered levels of support for divisions and modifications to provide leaders with virtual PD reflection and planning processes. Because pandemic and post-pandemic-related challenges remain for many families, programs, and communities, continuity of learning to promote children's social-emotional and academic development and high-quality interactions and instruction will continue to be pressing priorities for early childhood programs.

### CLASS® Observations and Data in Early Childhood Classrooms

CASTL-AEII conducted external CLASS® observations in 442 early childhood (VPI, ECSE, and Title I) classrooms across 46 school divisions. These 442 classrooms represent about 18% of Virginia's 2,400 state-funded early childhood classrooms. **The 2020-2021 external CLASS® data should be cautiously interpreted given the unique year, new observation modalities piloted, and the small sample size.**

Key takeaways from the 2020-2021 external CLASS® data and previous years indicate that:

- Observed classrooms and divisions continue to have a variety of strengths in terms of teacher-child interactions.
- Children experience high-quality interactions across all types of early childhood classrooms.
- Classroom Organization scores have steadily risen over the past few years, while Emotional Support and Instructional Support scores slightly decreased this year.
- Instructional Support continues to be an area of need in early childhood classrooms.

- Within domains, teachers may need more support for some dimensions than others, particularly Regard for Student Perspectives in Emotional Support, and Concept Development in Instructional Support.

CASTL-AEII also supported teachers and leaders to learn more about the CLASS®. Key takeaways from feedback surveys indicated:

- Teachers and leaders found the Introduction to the Initiative sessions informative. Attendees new to the initiative felt that they knew more about the CLASS® after attending the sessions.
- Teachers and leaders who attended the Introduction to the CLASS® trainings believe using CLASS® is beneficial.

## Professional Development Supports

In 2020-2021, CASTL-AEII's current professional development (PD) supports expanded to address pandemic-related classroom limitations, serve new ECSE and Title I classrooms, and address the heightened inequities related to COVID-19. These PD supports included services (i.e., consultation, training, and coaching) and resources for leaders and teachers in early childhood education programs. CASTL-AEII continued to provide support that helped leaders engage teachers in individualized and data-driven professional development, including feedback and resources to improve the quality of interactions, instruction, and curriculum implementation in early childhood classrooms. The differentiated PD supports helped leaders to improve or maintain PD effectiveness despite the challenges of COVID-19. The coaching model supported teachers in improving their equitable social-emotional instruction and interactions. Coaching fidelity and teacher satisfaction with coaching were both high. The new coaching model shows promise as a continued learning format.

Additionally, CASTL-AEII introduced new supports and resources focused on equitable social-emotional instruction and foundational interactions to help early childhood education (ECE) teachers support children and families. The new ECE Resource Hub; Diversity, Equity, and Inclusion (DEI) tools; and social-emotional well-being resources were successfully utilized in varied PD formats and communications to support leaders and teachers. These additional services and resources were provided using CASTL-AEII funding from the General Assembly as well as the new Governor's Emergency Education Relief (GEER) funds (Appendix Table 3).

PD supports and resources included:

- AEII PD Reflection & Planning Process (includes differentiated consultation)
- Online ECE Resource Hub
- Supports for Leaders on using ECE Resource Hub
- Virtual Coaching for Teachers

Key takeaways from data on PD supports include:

- COVID-19 posed significant challenges for professional development and program improvements.
- Divisions were able to maintain or improve PD effectiveness despite the challenges of COVID-19.
- Differentiated PD supports helped leaders to improve their PD effectiveness across programming.
- Interest in the ECE Resource Hub remained high across the year.
- Webpage views per Topic of the Month on the ECE Resource Hub started high but declined across the spring.
- The DEI (Diversity, Equity, and Inclusion) Tool and review process show promise.

- Leader PLCs demonstrated promise as a modality for supporting leaders' capacity to utilize resources provided on the ECE Resource Hub to achieve division- or state-level PD goals.
- Teachers who received coaching improved their equitable social-emotional instruction and interactions with children, despite challenges of the COVID-19 pandemic.
- The coaching model shows promise as a feasible and valued mechanism for supporting teachers.
- Dosage of coaching was adequate to promote improvements but varied more widely than intended.

## Looking Ahead

CASTL-AEII will collaborate with VDOE to support ECE leaders and educators as they approach the daunting task of COVID-19 recovery in an equitable and inclusive manner to ensure high-quality ECE experiences for children in the 2021-22 school year.

To this end, we will:

- Expand to serve publicly funded ECE programs birth-to-five, including center-based care and family day homes.
- Coordinate external CLASS® observations in PDG communities participating in the unified measurement and improvement system (VQB5) practice year.
- Work with existing and new statewide collaborators to provide differentiated and flexible tiered supports to leaders and educators to help improve ECE quality within the new statewide unified measurement and improvement system (VQB5).
- Continue to develop and disseminate quality improvement/PD resources.
- Support VDOE's team around a new process for curriculum review/vetting, as well as use of vetted curricula birth-to-five.
- Build upon existing collaboration efforts and work to enhance collaboration across birth-to-five initiatives across Virginia.

# Overview

## Background

In 2017, the Joint Legislative Audit and Review Commission (JLARC) released the report “Improving Virginia’s Early Childhood Development Programs” that reviewed state-supported early childhood development programs and made recommendations for improving children’s school readiness through investments to improve quality. The General Assembly supported these recommendations through several investments beginning in 2018-19 to understand and support quality teacher-child interactions, instruction, and research-based curriculum implementation in every Virginia Preschool Initiative (VPI) classroom.

To that end, the University of Virginia’s Center for Advanced Study of Teaching and Learning (CASTL) has partnered with Virginia Department of Education (VDOE) and publicly funded preschool programs to meet these goals. CASTL’s work was initially defined through Item 128.K of the 2019 Appropriation Act, referenced in the 2020 Legislative Report, with a sole focus on VPI programs. In March 2020, the General Assembly expanded the charge for CASTL’s observations and professional development support to be provided to *all publicly funded preschool classrooms*, including VPI, Early Childhood Special Education (ECSE), Title I, and 3-year-old classrooms in 2020-21. In addition, the Governor’s Emergency Education Relief (GEER) Fund provided additional support for CASTL and VDOE to develop and provide resources (e.g., coaching, online learning, leader supports) to address rising concerns about young children’s social-emotional development in the context of the pandemic, all with an eye toward equity. In 2021-2022 CASTL-AEII will partner with VDOE to expand support to birth-to-5 programs that receive public funding, including center-based care and family day homes and programs that serve infants and toddlers.

CASTL has prepared this Progress Report for the Chairmen of the House Appropriations and Senate Finance Committees. The main purpose is to summarize key activities, data, findings, and accomplishments for Year 3 (2020-2021), building from Years 1 and 2 (2018-2019, 2019-2020), as well as summarize plans looking ahead to 2021-2022. Years 1 through 3 encompass July 1, 2018 to June 30, 2021.

## CASTL-AEII Initiative Objectives

CASTL’s Advancing Effective Interactions and Instruction (AEII) initiative, in collaboration with VDOE, helps Virginia’s ECE leaders and teachers provide high-quality early learning experiences through three main objectives:

1. Assess the **quality of teacher-child interactions and instruction** through external observations every two years using the Classroom Assessment Scoring System (CLASS<sup>®</sup>) tool in VPI classrooms and, in 2020-21, in ECSE (Early Childhood Special Education) and Title I-funded classrooms. Children who experience high-quality teacher-child interactions and instruction show higher levels of both social-emotional and academic development.
2. Support teachers’ use of **vetted, evidenced-based curriculum**. Effective, evidenced-based curricula help ensure children are supported in their learning in developmentally appropriate ways. In 2019-2020 and 2020-2021, CASTL conducted curriculum reviews<sup>1</sup> for the VDOE, who determines which curricula are added to a vetted, approved list.

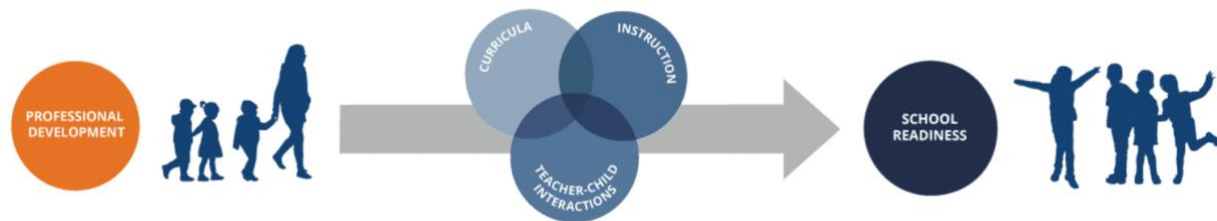
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<sup>1</sup> 4 curriculum reviews were conducted in 2020-2021.

3. Provide ongoing support and resources to help leaders plan **high-quality, individualized professional development (PD)** that enhances teachers' practice. In 2020-21, AEII also delivered PD directly to teachers through virtual, video-based coaching and provided teachers and leaders access to a variety of instructional resources.

**Figure 1**

*CASTL-AEII Model for Enhancing School Readiness*



CASTL-AEII focuses on these three key ingredients – teacher-child interactions and instruction, curricula, and high-quality professional developments supports – because they are all critical components needed to provide a high-quality early learning environment. CASTL-AEII supports leaders to use data to assess each of these areas and plan individualized professional development that will best equip teachers to support young children's school readiness. In 2020-21, we also integrated a deeper focus on equity and inclusion in supports provided to leaders and teachers, ensuring each child has access to the classroom interactions and content they need in order to be school ready.

## COVID-19 Impact

COVID-19 produced a widespread, significant impact on the education system and communities, especially for low-income families and communities of color (CDC, 2020; Center on Budget and Policy Priorities, 2020). Young children's daily routines, early care and education, and social experiences changed drastically. Children and families faced stressors and increased inequities, while teachers and school leaders faced unprecedented challenges. For children in Virginia's publicly funded PreK programs, in-person classrooms closed in March 2020.

As the pandemic continued into Fall 2020, most school divisions started virtually, with a few divisions offering hybrid and in-person options. By the end of March 2021, most school divisions offered some form of in-person instruction for PreK students, as well as some hybrid and virtual opportunities. However, many school divisions that were in person did not allow outside visitors in schools, prohibiting in-person observations. As an alternative, new remote live and video observation methods were implemented to increase the number of observations completed. Despite pandemic-induced scheduling challenges and limited division capacity, about 34% of CLASS® observations planned for 2020-21 were completed. We also developed COVID-specific resources, with an emphasis on equity and social-emotional well-being for teachers, leaders, and families to support children. Additionally, leaders were supported to complete a PD Reflection and Planning process, with modifications to reflect new virtual PD needs and accommodate for limited leader availability and capacity during the pandemic.

## Collaboration Across Early Childhood Initiatives

With the scaling of CASTL-AEII supports, we increased our collaboration across initiatives and agencies. This year, CASTL-AEII ECE consultants met with a team of representatives from VDOE, regional Early Childhood Training and Technical Assistance (ECTA-T/TAC) providers, and the Autism Center for Excellence (ACE) with the overarching goal of aligning supports to the field to maximize our collective impacts, including positive impacts for children with disabilities. We achieved these collaboration goals

through three sessions in Spring 2021. During the sessions, each agency shared an overview of their supports to the field, collected data about programs served in a combined spreadsheet to identify overlaps, and planned targeted follow-up service coordination discussions in the small number of cases where T/TAC services and CASTL-AEII services overlapped (e.g., coaching on inclusive practices by T/TAC and coaching on equitable social-emotional coaching by CASTL-AEII in a Richmond classroom). In addition, at the request of VDOE, the CASTL-AEII team participated in an initial meeting with the VDOE Child Care Quality team in Spring 2021 to provide an overview of AEII supports and an overview of our approach to data collection. As expansion continues, cross-initiative and agency partnerships and efforts to coordinate aligned services will remain critical.

## Contents of this Report

The rest of this report provides a summary of 2020-21 AEII activities (see Appendix Table 1 for a list of supports), including what was accomplished in alignment with our main objectives regarding CLASS® observations, PD supports, and takeaways from data (see Appendix Table 2 for a list of data sources) that can inform future work. We then use lessons learned to identify next steps heading into the 2021-22 school year (see Looking Ahead section) as we also integrate early education settings within the birth to age 3 context.



# CLASS® Observations & Data on Interactions

## Overview: Observing VPI, ECSE, and Title I Classrooms

High-quality teacher-child interactions are an essential component to children’s experiences in early childhood settings. Children thrive in classrooms where teachers are warm and supportive and encourage autonomy; where teachers effectively manage behavior, ensure productive classroom time, and provide engaging experiences; and where teachers engage students in higher-level thinking skills, provide effective feedback, and encourage language use. These classroom settings support children’s growth during the school year and prepare students for kindergarten.

As in previous years, CASTL-AEII used the Classroom Assessment Scoring System® (CLASS®) to evaluate the quality of interactions in classrooms across the Commonwealth. Appendix Table 4 provides a description of the PreK CLASS® tool’s domains and dimensions.

CLASS® observation data are collected in early childhood classrooms using two types of observations: external observations (coordinated by CASTL-AEII) and local observations (coordinated by school division leadership). This year, we expanded external observations to include VPI, ECSE, and Title I classrooms. Information about observer requirements can be found in Item 1 in the Appendix.

COVID-19 had a significant impact on scheduling and conducting observations this year. Observation planning with VDOE began during Summer 2020 to prepare for the unusual school year. With support from Teachstone (the CLASS® publisher) and VDOE, CASTL-AEII developed two new modalities to accommodate places where in-person observations were not feasible. Classrooms providing 100% virtual instruction were not externally observed, as the CLASS® tool is not validated for that context. To support these classrooms, VDOE developed a template for program leaders to conduct local observations for virtual instruction. Remaining CLASS® funds were used to support teachers and leaders new to the CLASS® tools (see AEII Trainings & Resources on CLASS® section below for more information).

## 2020-2021 Observation Process

### Classrooms Observed

CASTL-AEII coordinated external observations for VPI, ECSE, and Title I classrooms in divisions that were observed two years ago, in divisions that were not observed last year due to COVID-19, and in a few divisions that were observed last year and able to do them again this year. CASTL-AEII reached out to each of these divisions to determine the most feasible observation modality (see below). Some divisions were not observed this school year because they did not have the ability or the capacity to do observations (e.g., visitors were not allowed to do in-person observations, leaders could not assist with remote live or video-recorded observations, etc.).

### Observation Modalities

External CLASS® observations were conducted in classrooms offering in-person instruction. We worked with VDOE and Teachstone to develop, pilot, and implement three observation modalities for in-person instruction:

1. In-person: The observer conducted the CLASS® observation in the classroom (adhering to social distancing, mask-wearing, and other health requirements).
2. Remote live: The CLASS® observation occurred on Zoom, with the teachers and students in the classroom and the observer watching and coding remotely.
3. Video-recorded: The CLASS® observation was video recorded, and the observer watched and coded the observation at a later date.

The two newer modalities, remote live and video-recorded observations, enabled us to observe classrooms where visitors were not allowed in-person. To accommodate divisions' health and safety protocols, division leaders chose the most appropriate observation modality for their classrooms. More details about each of the observation modalities and protocols can be found in Item 2 in the Appendix.

**COVID-19 Impacts**

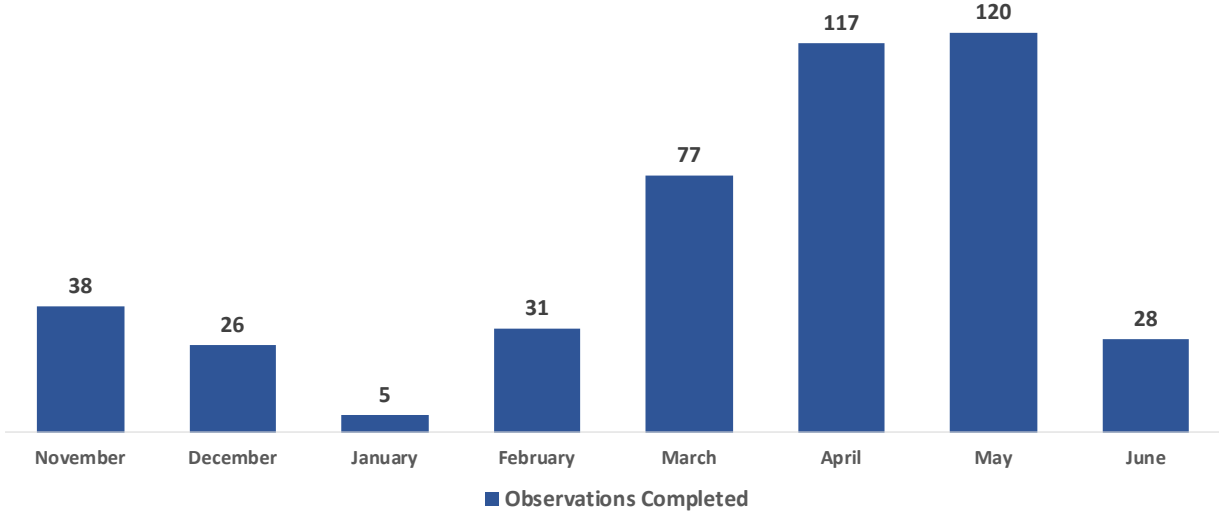
The successes and challenges of scheduling and conducting external CLASS® observations during the COVID-19 pandemic are described in Table 1 below.

**Table 1**  
*Observation Scheduling Successes and Challenges*

Observation scheduling successes	Observation scheduling challenges
<ul style="list-style-type: none"> <li>• Despite COVID restrictions, divisions were positive and cooperative with observation scheduling needs.</li> <li>• For in-person observations, observers reported that observations felt similar to previous years.</li> <li>• Rollout of remote live and video-recorded observations was successful. Observers, Teachstone, and AEII staff were able to quickly resolve tech issues.</li> <li>• AEII staff worked closely with Teachstone and division leaders to smoothly coordinate the observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations started later in the year because many school divisions started in-person instruction later.</li> <li>• Many school divisions did not have any in-person instruction until March 2021.</li> <li>• During the fall and winter, many school division schedules switched back and forth between virtual and in-person instruction.</li> <li>• Some school divisions offered in-person instruction but did not allow visitors/observers in buildings.</li> <li>• Some school divisions did not have the capacity to assist with remote live or video-recorded observations and thus could not be scheduled.</li> </ul>

Due to the small number of school divisions offering in-person instruction in the fall and a few winter weather events, a majority of the observations were completed during March, April, and May of 2021. In total, CASTL-AEII observed 442 classrooms, exceeding our goal of 400 observations (see Figure 2 for details).

**Figure 2**  
*CLASS External Observations Completed Per Month in 2020-21*



## CLASS® Data

### Observed Classrooms

Between November 2020-June 2021, CASTL-AEII conducted external CLASS® observations in 442 early childhood classrooms providing in-person instruction across 46 divisions around the Commonwealth; 325 were VPI, 111 were ECSE, and 6 were Title I classrooms. More details about classroom types and completion rates can be found in Item 3 in the Appendix.

### Cautions on Interpreting 2020-2021 Observation Data

When interpreting the observation data, multiple factors are worth considering. First, the classrooms observed (442 classrooms) account for only 18% of the state-funded early childhood classrooms and were only able to participate due to unique factors within their community. Second, classrooms often looked different than in previous years. For example, teachers and children wore masks and had to socially distance themselves in classrooms, often with children in their own 3-6-foot bubbles. Some teachers also taught concurrently, meaning they simultaneously instructed students in the classroom and students learning virtually. Moreover, classrooms typically had fewer children in-person this year. On average, classes had about 9 students in-person during the 2020-2021 school year, while there were 15 students on average during the 2018-2020 school years. Additionally, new observation modalities were used. The new remote live and video-recorded observation modalities provided valuable information about children’s experiences this year, but since the modalities provided a different view into classrooms, comparisons with previous data may be unreliable. **With all of these unique factors in mind, the CLASS® scores below should be interpreted as reflecting a small subset of early childhood classrooms during a unique year. Any comparisons made to previous years’ data should take these factors into consideration.**

### Domain and Dimension Descriptives

Each classroom observation was conducted with the PreK CLASS® observation tool. Observations consisted of four observation cycles (approximately 20 minutes of observation, followed by 10 minutes of scoring for each cycle); cycle scores were averaged for each of the ten PreK CLASS® dimensions. Dimension scores within each domain were averaged to calculate the domain scores of Emotional Support, Classroom Organization, and Instructional Support.

Table 2 shows the PreK CLASS® domain and dimension scores averaged across the 442 external CLASS® observations. Each row includes the mean (or average) score across the observations, the standard deviation, and the range of the lowest to highest scores observed.

**Table 2**

*CLASS® Domain and Dimension Descriptive Statistics*

CLASS® Domains/Dimensions	Mean	Standard Deviation	Range
<b>Emotional Support Domain Average</b>	<b>5.91</b>	<b>0.59</b>	<b>3.5 – 7</b>
Positive Climate	5.99	0.83	2.75-7
Negative Climate <sup>+</sup>	1.04	0.14	1-2.5

<b>CLASS® Domains/Dimensions</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Range</b>
<b>(Emotional Support Domains continued)</b>			
Teacher Sensitivity	6.10	0.82	2-7
Regard for Student Perspectives	4.59	1.05	1.5-7
<b>Classroom Organization Domain Average</b>	<b>5.96</b>	<b>0.65</b>	<b>2.67 – 7</b>
Behavior Management	6.32	0.79	2.5-7
Productivity	6.32	0.67	2.5-7
Instructional Learning Formats	5.25	0.94	2.25-7
<b>Instructional Support Domain Average</b>	<b>2.72</b>	<b>0.83</b>	<b>1.08 - 6.08</b>
Concept Development	2.06	0.79	1-5.75
Quality of Feedback	2.65	0.98	1-6.25
Language Modeling	3.44	1.07	1-6.25

+Note. CLASS® scores range from 1-7, with higher scores indicating higher quality interactions. However, Negative Climate is reverse scored, with higher scores indicating more negativity and lower quality interactions.

Table 3 shows the PreK CLASS® domain scores averaged across each type of classroom (VPI, ECSE, and Title I). Each row includes the mean (or average) score across the observations, the standard deviation, and the range of the lowest to highest scores observed.

**Table 3***CLASS® Domain Average Across Classroom Type*

<b>CLASS® Domains by Program Type</b>	<b>Number of Classrooms</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Range</b>
<b>Emotional Support Domain Average</b>	<b>442</b>	<b>5.91</b>	<b>0.59</b>	<b>3.5 – 7</b>
VPI	325	5.93	0.62	3.5-7
ECSE	111	5.87	0.50	4.19-6.69
Title I and Other Funding	6	5.76	0.30	5.5-6.31
<b>Classroom Organization Domain Average</b>	<b>442</b>	<b>5.96</b>	<b>0.65</b>	<b>2.67 – 7</b>
VPI	325	5.99	0.67	2.67-7
ECSE <sup>2</sup>	111	5.90	0.57	3.58-6.75
Title I and Other Funding	6	5.89	0.55	5.08-6.50
<b>Instructional Support Domain Average</b>	<b>442</b>	<b>2.72</b>	<b>0.83</b>	<b>1.08 - 6.08</b>
VPI	325	2.85	0.85	1.08-6.08
ECSE	111	2.32	0.59	1.08-3.67
Title I and Other Funding	6	2.99	1.09	1.17-4.67

Table 4 shows the PreK CLASS® domain scores averaged across each type of observation modality (in-person, remote live, and video-recorded). There were 328 observations completed in-person, 73 observations completed using remote live, and 41 observations that were video recorded. Each row

<sup>2</sup> Additional pilot data were collected in ECSE classrooms using the CLASS® Toddler version, which will be analyzed this summer.

includes the mean (or average) score across the observations, the standard deviation, and the range of the lowest to highest scores observed.

**Table 4**  
*CLASS® Domain Averaged Across Observation Modality*

<b>CLASS® Domains by Observation Modality</b>	<b>Number of Classrooms</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Range</b>
<b>Emotional Support Domain Average</b>	<b>442</b>	<b>5.91</b>	<b>0.59</b>	<b>3.5 – 7</b>
In-person	328	5.90	0.56	4-6.88
Remote live	73	5.96	0.65	3.50-7
Video recorded	41	5.96	0.64	4.25-6.75
<b>Classroom Organization Domain Average</b>	<b>442</b>	<b>5.96</b>	<b>0.65</b>	<b>2.67 – 7</b>
In-person	328	5.94	0.65	3.33-7
Remote live	73	5.97	0.70	2.67-6.75
Video recorded	41	6.15	0.54	4.42-6.92
<b>Instructional Support Domain Average</b>	<b>442</b>	<b>2.72</b>	<b>0.83</b>	<b>1.08 - 6.08</b>
In-person	328	2.80	0.80	1.08-5.25
Remote live	73	2.42	0.98	1.08-6.08
Video recorded	41	2.56	0.70	1.50-4.00

**PreK CLASS® Observation Scores by Threshold**

In 2018, the VDOE implemented research-based thresholds for each PreK CLASS® domain to establish minimum quality standards. The thresholds are a score of 5 for Emotional Support and Classroom Organization and a score of 3.25 for Instructional Support. Classrooms whose previous scores were

under all three thresholds qualified to receive coaching from CASTL-AEII this school year. While these thresholds will be retired once the unified measurement and improvement system (VQB5) is implemented statewide, we apply them here as they were applicable during this school year.

Using this year’s scores, CASTL-AEII calculated the percentage of classroom and division averages across the three VDOE thresholds. Table 5 indicates the percentage of early childhood classrooms who met or did not meet each of the three thresholds. 26% of observed classrooms met all three domain thresholds. 62% of observed classrooms met the Emotional Support and Classroom Organization thresholds but did not meet the Instructional Support threshold. 8% of observed classrooms met only one VDOE domain threshold, and 3% of observed classrooms did not meet any of the three thresholds. **These latter two categories indicate that there are 50 classrooms from this year’s small sample with significant needs.**

**Table 5**

*CLASS® Domain Threshold Status*

CLASS® Domains - Threshold Status						
Emotional Support	Classroom Organization	Instructional Support	2020-2021	2019-2020	2018-2019	Percentage of classrooms that met thresholds (combined)
✓	✓	✓	26%	38%	29%	Met 3 thresholds
✓	✓	✗	62%	47%	49%	Met 2 thresholds
✓	✗	✓	<1%	<1%	<1%	
✗	✓	✓	0%	0%	0%	
✗	✗	✓	0%	<1%	0%	Met 1 threshold
✗	✓	✗	4%	2%	1%	
✓	✗	✗	4%	6%	8%	
✗	✗	✗	3%	5%	12%	Below all thresholds

Note. Sample sizes for each year were as follows:

2020-2021: 442 classrooms

2019-2020: 731 classrooms

2018-2019: 551 classrooms

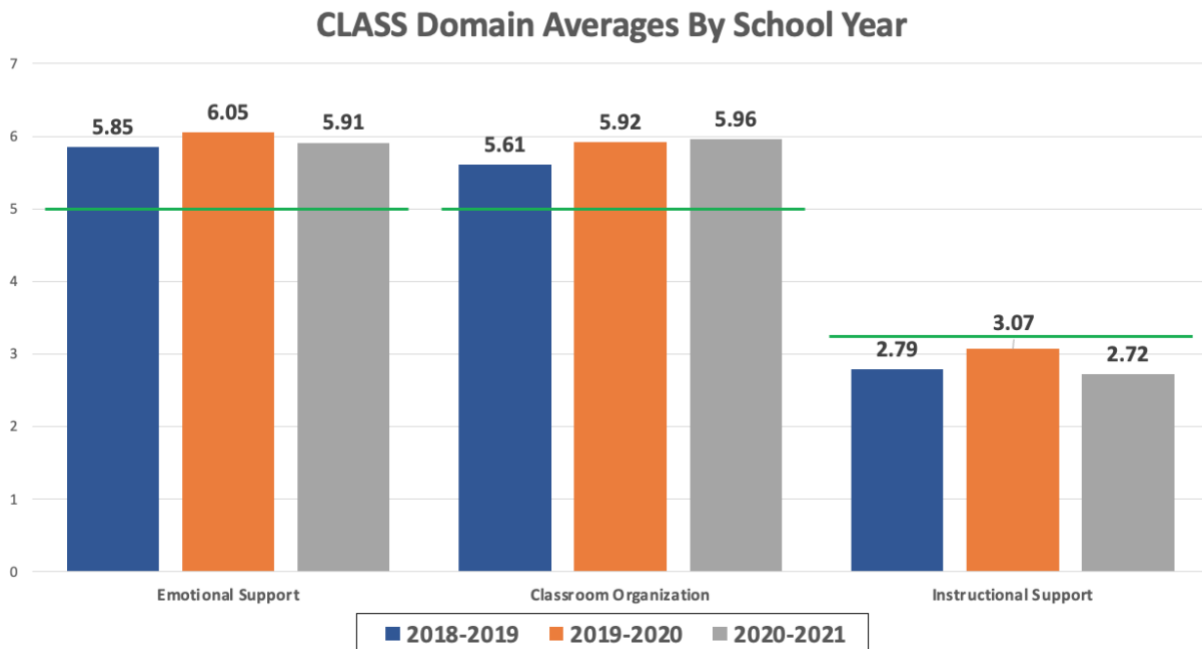
### Examining Data Year-by-Year

In examining CLASS® scores over the three years they have been collected during this initiative, it is important to keep in mind that each year represents a different set of divisions and classrooms. Caution should also be taken in interpreting 2020-2021 CLASS® scores given the various issues and adjustments made due to COVID-19 (e.g., smaller class sizes, social distancing, new observation modalities, etc.). (See page 9 for more information.) Figure 3 illustrates the statewide domain averages over time, and Table 5 in the Appendix shows the statewide domain averages for this year’s data, along with domain averages for the 2018-2019 and 2019-2020 school years. In consideration of these contexts, CLASS® domain scores have remained relatively the same over the past few years, with some

slight increases and some slight decreases over time. Classroom Organization was slightly higher this year than in the past two years. Emotional Support and Instructional Support were higher in year 2 compared to year 1, but then were both moderately lower this year than last year.

**Figure 3**

*CLASS® Domain Averages By School Year*



### Key Takeaways on CLASS® Data

**Within the context of the pandemic and different classroom settings,** takeaways from CLASS® data on teacher-child interactions indicate:

1. **Observed classrooms and divisions continue to have a variety of strengths in terms of teacher-child interactions.** Many of the observed VPI, ECSE, and Title I classrooms have high-quality interactions that meet or exceed the VDOE thresholds. Despite the challenges of COVID-19, many teachers ensured that students’ emotional, behavioral, and cognitive needs were met.
2. **Children experience high-quality interactions across all types of early childhood classrooms.** Regardless of funding source or classroom label, many teachers facilitated warm environments and provided effective instruction for Virginia’s youngest learners.
3. **Classroom Organization scores have steadily risen over the past few years, while Emotional Support and Instructional Support scores slightly decreased this year.** On average, the Classroom Organization domain scores moderately increased this school year. This improvement could be attributed to a variety of factors, such as professional development initiatives, teacher-level coaching, or increased knowledge in CLASS®. Emotional Support and Instructional Support scores were slightly lower this year than in 2019-2020 on average, but they were not significantly lower.
4. **Instructional Support continues to be an area of need in early childhood classrooms.** The low average score indicates that many teachers need continued support in promoting language, using effective feedback, and integrating higher-level thinking skills in their classrooms. Within the context of COVID-19, Instructional Support may have been less of a



priority in classrooms given children’s increased need for routines and positive climates during the pandemic.

5. **Within domains, teachers may need more support for some dimensions than others, particularly Regard for Student Perspectives in Emotional Support and Concept Development in Instructional Support.** For instance, the average score for Regard for Student Perspectives was much lower than the average scores for Positive Climate and Teacher Sensitivity. This difference indicates that teachers may need more support fostering student autonomy and reducing the frequency of teacher-driven interactions. Similarly, the average score for Concept Development was lower than the other dimension averages in Instructional Support. Teachers may need additional guidance for incorporating higher-order skills in their classroom, such as promoting problem solving skills and connecting concepts to prior knowledge and to the real world.
6. In order to overcome COVID-19 limitations, **newer observation modalities, remote live and video-recorded observations, were developed.** As a result of these options, more observations were able to be completed this school year and may open up the possibility of reaching hard-to-reach ECE programs in the future.

### AEII Trainings & Resources on CLASS®

CASTL-AEII provided various supports to introduce new teachers and leaders to the initiative and the CLASS® tools, outlined in Table 6.

**Table 6**  
*CLASS® Resources and Supports Overview*

Resources & Supports	Description
<b>Introduction to the Initiative Sessions</b>	Sessions introduced educators to CASTL-AEII’s work and provided a high-level overview of the CLASS® tools. We posted the recorded webinar and slides on the AEII website to enable teachers and leaders to watch asynchronously and for leaders to deliver the 1-hour training to their own teachers. The sessions also prepared teachers for observations during the pandemic.
<b>Introduction to the CLASS® Tools Trainings</b>	CASTL-AEII coordinated seven Introduction to the CLASS® trainings. These trainings provided a deeper dive into the CLASS® for teachers and leaders. CASTL-AEII is also looking into hosting an additional PreK training later in the calendar year for Spanish speakers.
<b>Website Supports</b>	CASTL-AEII has a webpage with resources for conducting external and local CLASS® observations. Additionally, CASTL-AEII is working with Teachstone to develop a Virginia-specific webpage with information about the upcoming unified measurement and improvement (VQB5) system. These resources will be updated as VDOE moves towards the VQB5 system.

### Key Takeaways on AEII Trainings & Resources on CLASS®

1. **Teachers and leaders found the Intro to Initiative trainings helpful and informative.** Participants were satisfied with the webinar sessions and said the sessions provided an effective overview of CLASS® and external observations. Even with a shorter webinar format, **attendees newer to the CLASS® still felt like their knowledge about the CLASS® increased.**
2. **Teachers and leaders believe using CLASS® is beneficial.** Participants in the Introduction to the CLASS® trainings responded that using the CLASS® will benefit children, teachers, and broader systems.

# AEII Professional Development Supports

## Overview of 4 Professional Development Supports Provided in 2020-2021

In collaboration with VDOE, CASTL-AEII expanded PD supports in 2020-2021 to address increased needs and heightened inequities due to the COVID-19 pandemic. These PD supports included services (i.e., consultation, training, and coaching) and resources for leaders and teachers in early childhood education (ECE) programs. Many services and resources intentionally focused on equitable social-emotional instruction and foundational interactions to help ECE teachers support children and families with critical needs in the context of COVID-19. Table 7 provides an overview of the four main professional development resources and supports provided to division leaders and teachers during 2020-21, as well as an overview of new DEI tools and resources. This section summarizes progress and key takeaways for each support.

**Table 7**

*PD Resources and Supports Overview*

<b>Resources &amp; Supports</b>	<b>Description</b>
<b>PD Reflection &amp; Planning Process</b>	Consultants supported division leaders through differentiated consultation to self-assess their PD effectiveness and create a SMART PD Plan for improvement.
<b>Online ECE Resource Hub*</b>	New online resources were developed and curated to promote children’s social-emotional skills with a focus on equity; adapting for virtual, hybrid, and socially distanced classrooms; trauma-informed care; and supporting families. The <a href="#">ECE Resource Hub</a> resources include activities, classroom videos, short webinars, articles, podcasts, quick learning modules, and accompanying guides for PD, coaching, or self-reflection.
<b>Supporting Leaders to Use ECE Hub Resources*</b>	CASTL-AEII supported division leaders using the ECE Resource Hub through on-demand resources such as guidelines and templates, as well as a leader PLC series focused on utilizing the Considering Equity resources in their PD offerings.
<b>Virtual Coaching for Teachers*</b>	Using the resources in the ECE Resource Hub, coaches provided intensive support for teachers with the highest needs to improve their teaching. The virtual, video-based coaching model was developed with fidelity in mind, yet coaches were flexible with format and frequency in response to teachers’ individual needs.
<b>Diversity, Equity, and Inclusion Tool and Resources*</b>	The <a href="#">Diversity, Equity, and Inclusion (DEI) Tool</a> was developed as a guide to provide a framework for reviewing ECE resources with a diversity, equity, and inclusion lens.  The <a href="#">Addressing Disparities in Early Childhood Education through Early Childhood Resources Brief</a> was developed to provide a framework and review process to develop and review early childhood resources utilizing the DEI Tool.

\*represents new work supported by the Governor’s Emergency Education Relief (GEER) funds

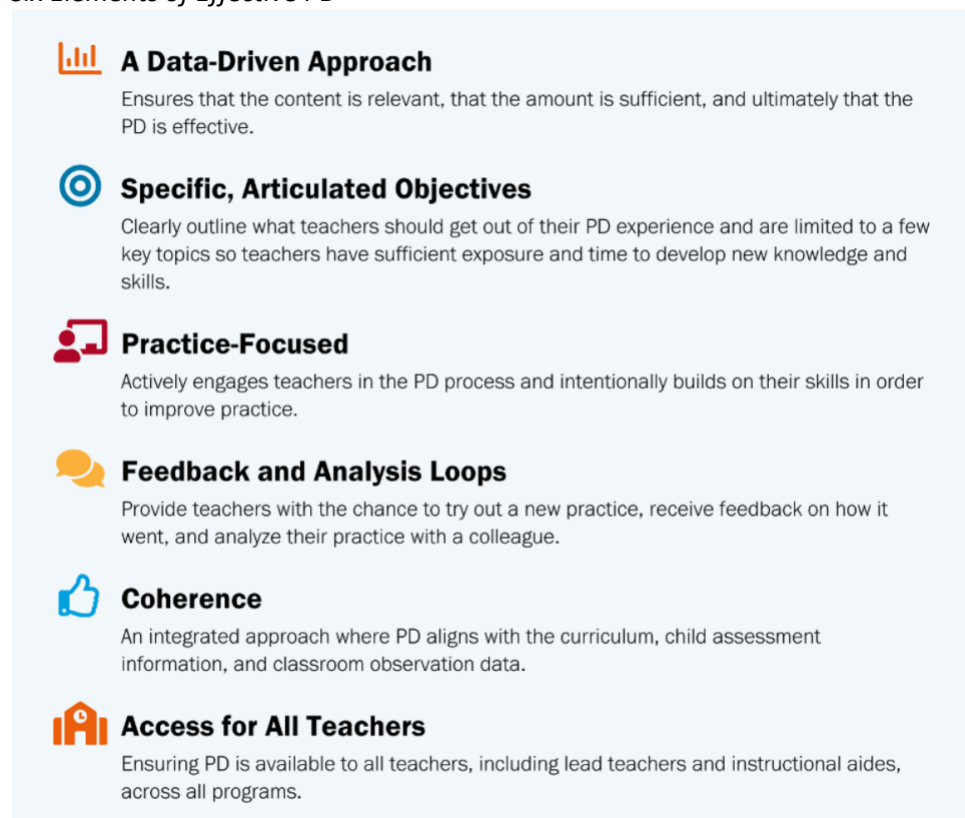
## PD Reflection & Planning Process

### Overview

The 2020-2021 PD Reflection and Planning Process built on the 2019-2020 process, in which division ECE leaders (typically from VPI) learned about Six Elements of Effective Professional Development (defined in Figure 4 below), received individualized feedback about their PD effectiveness ([PD Rubric](#)), and participated in CASTL-AEII consultation sessions to improve their programs' professional development.

**Figure 4**

#### *Six Elements of Effective PD*



In 2020-21, the main objective of the PD Reflection and Planning Process was to support both returning and new division leaders (particularly ECSE leaders, many of whom were new to CASTL-AEII in 2020-21) to improve their PD effectiveness during a year with exceptional challenges as a result of the pandemic. The PD Reflection and Planning supports aimed to build leader capacity (i.e., knowledge, skills, and practices) for PD planning and promote teaming across VPI and ECSE leaders in shared PD planning. The process involved working with division leaders to use CLASS® and other data sources to plan individualized PD to improve teachers' practices and children's outcomes.

### Differentiated PD Reflection & Planning Process

In 2020-21, all divisions completed a personalized PD Reflection & Planning form (see Appendix Figure 1). This process included self-assessing progress with the [Six Elements of Effective PD](#) and creating a SMART PD Plan to enhance PD effectiveness in one or more areas (see Appendix Figure 3). Consultants differentiated support for this process based on the division's level of need (see Table 8 on the next page). Additional information on determination of differentiated supports can be found in Figure 2 in the Appendix.

**Table 8***2020-21 Differentiated PD Reflection & Planning Process and Feedback*

	<b>Process</b>	<b>Consultant Feedback</b>	<b>Divisions Supported</b>
<b>High-Intensity</b>	<ol style="list-style-type: none"> <li>1. Leaders completed all steps of the PD Reflection &amp; Planning process with consultant support in an initial consultation session</li> <li>2. Leaders participated in 2 follow-up consultation sessions to support implementation and track progress on SMART PD plan</li> </ol>	Consultants provided feedback during 3 consultation sessions	45 leader consultation sessions with 16 divisions
<b>Mid-Intensity</b>	<ol style="list-style-type: none"> <li>1. Leaders completed initial steps independently</li> <li>2. Consultants met with leaders to review reflections and collaboratively create SMART PD Plan</li> </ol>	Feedback provided during 2 consultation sessions	36 leader consultation sessions with 19 divisions
<b>Low-Intensity</b>	<ol style="list-style-type: none"> <li>1. Leaders completed all steps independently</li> <li>2. Consultants offered call or email support as requested</li> </ol>	Individualized feedback provided via email. Additional feedback provided via email and/or a consultation session, if requested	103 feedback emails to 86 divisions 21 sessions were also provided when requested
<b>New to AEII (ECSE Only or New to VPI)</b>	<ol style="list-style-type: none"> <li>1. Leaders completed a separate PD Journey (i.e., guided mini modules) to learn about Effective PD elements and drafting a PD SMART plan</li> </ol>	Individualized feedback provided via email. Additional feedback provided via email and/or a consultation session, if requested	In process: 1 form feedback emailed to 1 division

**PD Reflection & Planning Resources**

The CASTL-AEII team developed and distributed PD Planning resources for leaders through the consultation process (see above) and the CASTL-AEII website ([aeiionline.org](http://aeiionline.org)). Consultants created PD Mini-Module videos and accompanying resource guides for each element of effective PD, along with a video overview of the PD elements. A new webpage for [Planning Effective Professional Development](#), shown in Figure 5, was created to house the modules and guides for ease of accessibility. The Mini-Module videos and guides were also incorporated into a “PD Journey” process that ECSE Only and New to VPI division teams were prompted to complete (see Table 8 above).

**Figure 5**

*Screenshot of select PD Mini-Modules on the AEII Planning Effective PD Webpage*

**Six Elements of Effective PD**

The following mini modules provide 3-5 minute video overviews of each of the six PD elements, as well as documents with strategies and resources to help leaders effectively incorporate each element in their PD offerings.

Mini Module	Description	Action
<b>Data-Driven PD Mini Module</b>	Data-driven PD ensures your offerings are relevant, sufficient, and effective. Find out how it works.	<a href="#">Download Resource Guide</a>
<b>Specific, Articulated Objectives Mini Module</b>	Learn why it's important to clearly outline what teachers should get out of their PD experience.	<a href="#">Download Resource Guide</a>
<b>Practice-Focused PD Mini Module</b>	Find out how actively engaging teachers in the PD process is an effective way to build their skills.	<a href="#">Download Resource Guide</a>

### PD Reflection & Planning Data

CASTL-AEII collected data on PD effectiveness and improvement with the PD Reflection & Planning forms (119 forms from 121 divisions), Leader Survey data (collected from 90 divisions), and consultant reports (from 87 consultation sessions). These data are summarized in this section.

### COVID-19 Impact Data

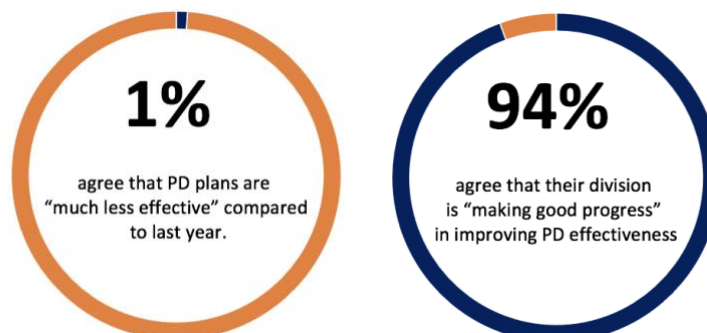
COVID-19 posed significant challenges for leaders working to provide effective PD this year: 76 out of 90 divisions (85%) reported that COVID-19 made it “much more” or “slightly more” challenging to provide effective PD this year. Only 3 divisions (3%) reported that COVID did not impact their professional development at all.

### PD Effectiveness & Improvement Data

Despite COVID-19 challenges, consultants reported that the vast majority of divisions made good progress in improving PD effectiveness with PD plans connected to the 6 Elements of Effective PD. Out of 90 leader survey responses, 94% agreed that their division is “making good progress” in improving PD effectiveness, while only 1% agreed that PD plans are “much less effective” compared to the previous year (see Figure 6).

**Figure 6**

*Leader Reports on PD Effectiveness*



Based on division leaders' self-assessments, the two most improved elements were Practice-Focused (49% of divisions) and Specific, Articulated Objectives (44% of divisions). Table 9 indicates the number of divisions who reported improved effectiveness, same effectiveness, or reduced effectiveness for each of the 6 Elements of Effective PD.

**Table 9**

*Leaders' Self-Assessment of the Six Elements of Effective Professional Development in 2020-2021, Compared to 2019-2020*

	<b>Data-Driven</b>	<b>Specific, Articulated Objectives</b>	<b>Practice-Focused</b>	<b>Feedback and Analysis Loops</b>	<b>Coherence</b>	<b>Access for All Teachers</b>
<b>Division Improved Effectiveness in This Element</b>	45 divisions	52 divisions	58 divisions	40 divisions	39 divisions	43 divisions
<b>Division Progress Same as Previous Year in This Element</b>	63 divisions	60 divisions	49 divisions	63 divisions	74 divisions	68 divisions
<b>Division Reduced Effectiveness in This Element</b>	9 divisions	6 divisions	10 divisions	13 divisions	3 divisions	5 divisions

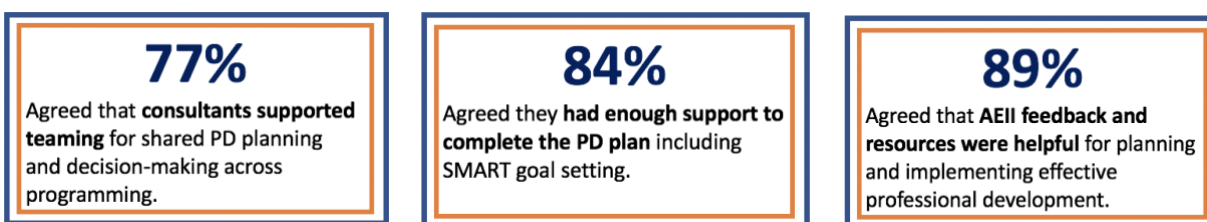
*Note.* Out of 119 divisions who submitted PD Reflection & Planning forms. Numbers may not add up to 119 if a division accidentally skipped the element self-assessment.

### **ECE Leader Feedback Data**

Leaders felt supported by consultation services and resources provided to enhance PD and PreK quality across programming, as shown in Figure 7 below.

**Figure 7**

*Leader Feedback on PD Reflection and Feedback Process*



Leaders also provided feedback on the PD Reflection and Planning process. A few selected examples can be found in Figure 8 on the next page.

## Figure 8

### Leader Feedback Examples on PD Reflection and Planning

*“The structured timelines and format of the documents was helpful. I was able to streamline and focus my thought process. I also appreciated that we were encouraged to keep it realistic and manageable – honing in on two specific PD areas that aligned best for our needs.”*

*“Meeting with the CASTL consultant after we developed the PD Reflection form was particularly helpful to elaborate on our practices and get specific feedback.”*

*“Our consultant provided meaningful guidance and support. Suggestions on improvement were beneficial.”*

*“My consultant was practical and understood the realities of our current situation.”*

### Key Takeaways for PD Planning & Reflection

1. **COVID-19 posed significant challenges for professional development and program improvements.** Participating VPI and ECSE division leaders faced difficulties in PD planning and program improvements this year due to the COVID-19 pandemic. Virtual learning PD, limited time, COVID restrictions, and remote staff members added unprecedented barriers to the planning and implementation of effective PD.
2. **Divisions were able to maintain or improve PD effectiveness despite the challenges of COVID-19.** Almost all division leaders (94%) reported that they made good progress in improving PD effectiveness, and more than half viewed their PD plans as more effective than last year. Divisions with the highest needs (who received the most intensive supports) almost all agreed that their programs improved PD effectiveness.
3. **Differentiated PD supports helped leaders to improve their PD effectiveness across programming.** Leaders felt supported to improve teaming across VPI and ECSE programming in order to plan for and implement effective PD for all ECE teachers within a division, regardless of funding source.

## Online ECE Resource Hub

### Overview

In 2020-2021, CASTL-AEII developed the new online [Early Childhood Education \(ECE\) Resource Hub](#) to provide all ECE teachers and leaders with access to free, high-quality resources to foster children’s social-emotional development. Each month, the team developed a “Topic of the Month,” highlighting a social-emotional skill with a focus on equity, inclusion, and adaptations for virtual, hybrid, and socially distanced classrooms. All resources were coupled with discussion and planning guides that could be used in coaching, for self-reflection, or to develop effective PD sessions.

### Resources Developed, Reviewed, and Disseminated

For each Topic of the Month, the CASTL-AEII team reviewed an extensive list of resources, both for content and for a focus on equity and inclusion. Across the 2020-21 school year, the team reviewed, modified, and loaded over 150 resources into the ECE Resource Hub site (see Table 10 for an overview).



**Table 10***ECE Resource Hub Overview*

Resource Type	Function of Resource
<b>COVID-19 Adaptations</b>	Shows how teachers can <b>adapt</b> their teaching to work with students during the <b>COVID-19 pandemic</b> . Includes adaptations for in-person, virtual, and hybrid models.
<b>Trauma-Informed Practice</b>	Shows how to incorporate trauma-informed practice when working with students. Focuses on supporting teachers to work with students who may be going through traumatic events.
<b>Equity and Inclusion</b>	Shows how to <b>advance equity and inclusion</b> when working with students. Emphasizes racial equity, inclusion of students with disabilities, and equitable learning opportunities for dual language learners.
<b>Family Connections</b>	Shows how to involve families in supporting social-emotional skills at home. Includes videos and articles for families, or teachers, along with guiding questions for teachers to support these families.
<b>Books and Activities</b>	For each social-emotional skill, we provided a related set of books, activities, and games that can be used in a variety of settings.

At the beginning of each month, Virginia ECE leaders received a Topic of the Month email pointing them directly to relevant resources in the Hub, which they could then forward to their teachers. The following table provides a breakdown of the topic for each month, how many introductory emails were opened, and the subsequent page views for each topic.

**Table 11***ECE Resource Hub Topic of the Month Schedule*

Topic of the Month	Month	Audience Size	Open Emails	Page Views per Topic
Teacher-Child Relationships	November	2,233	794	583
Supporting Children's Emotions	December	2,247	708	428
Supporting Sense of Self and Fostering Empathy	January	2,388	825	738
Supporting Positive Behaviors	February	2,410	775	409

Strengthening Peer Relationships	March	2,406	759	423
Promoting Social Problem Solving	April	2,461	649	274
Developing Self-Confidence	May	2,463	709	206
Executive Function	June	2,480	781	214

**Focus on Equity**

As part of the review process, CASTL-AEII systematically reviewed all ECE Resource Hub resources using the new [Diversity, Equity, and Inclusion Tool](#) (DEI Tool), developed by researchers at CASTL in partnership with VDOE. Using this framework, reviewers examined resources for:

- **Representation** of teachers, children, and families from three specific marginalized groups: (1) Black, Indigenous, and People of Color (BIPOC), (2) people with disabilities, and (3) multilingual or English Language Learners (ELLs);
- **Accurate portrayal** of these three marginalized groups in ways that are authentic, value within group differences, and avoid tokenism and stereotyping; and
- **Challenge of the status quo** or whether the resources explicitly highlight the assets of BIPOC communities and children with disabilities, carefully address topics that are historically problematic, and/or explore social justice topics.

In March 2021, VDOE wrote a blog, [Addressing Equity in Early Learning - The Time is Now](#), highlighting the self-audit of AEII resources using the [DEI Tool](#). In addition, CASTL’s new research equity brief, [Addressing Disparities in Early Childhood Education through Early Childhood Resources](#), was shared, which highlighted the process and development of the DEI Tool.

**Key Takeaways for the Online ECE Resource Hub (GEER Tier 1)**

1. **Interest in the ECE Resource Hub remained high across the year.** The Topics of the Month email saw consistently high open rates, with 30% of the subscriber audience opening the emails each month (higher than the average for mass emails (~21%) according to Mailchimp<sup>3</sup>). The number of recipients for these emails also grew by 250 across the year, as a result of colleagues sharing with each other.
2. **Webpage views per Topic of the Month started high but declined across the spring.** Webpage views started at 583 in November, peaked at 738 in January, then dropped February through June (range: 206-423). Going forward, efforts should be made to support leaders’ and teachers’ sustained use of ECE Hub resources.
3. **The DEI (Diversity, Equity, and Inclusion) Tool and review process show promise.** The self-audit of CASTL-AEII resources proved to be an effective process for furthering diversity, equity, and inclusion within print and web resources, and we plan to continue using the tool in future work.

<sup>3</sup> Source: <https://mailchimp.com/resources/email-marketing-benchmarks/>

## Supporting Leaders' Use of the ECE Resource Hub

### Overview of Supports Provided to ECE Leadership

In 2020-2021, GEER funds supported the creation of easily adaptable resources for leaders to use in ongoing, practice-focused small group PD (often referred to as Professional Learning Communities, or PLCs) and to support equitable practices that enhance outcomes for every child.

### Summary of On-Demand Resources Provided to Leaders

CASTL-AEII offered two on-demand resources housed on a "[For School Leaders](#)" page within the ECE Resource Hub. The first resource was a video that oriented leaders (or teachers) to the resources on the ECE Resource Hub. The second resource was a written guide on how to use the ECE Resource Hub materials to build practice-focused PLCs, including tips and templates for small group PD sessions. The "For School Leaders" page was accessed 346 times, the video tutorial was viewed 48 times, and the written guide was downloaded 45 times.

### Summary of Leader PLC Series

CASTL-AEII developed a four-part professional learning community (PLC) series and offered four small group sections to leaders interested in utilizing the Considering Equity resources on the ECE Resource Hub. The learning objectives of this series were to: (1) support leaders in considering their own experiences with equity/inequity to be better prepared to facilitate teacher/staff discussions on these topics, (2) connect leaders across the state who have aligned equity goals to facilitate cross-division collaboration, and (3) increase the probability of leaders' use of the Considering Equity resources on the ECE Resource Hub (Figures 4 and 5 in the Appendix). Figure 9 below illustrates the four topics discussed during the leader PLCs.

**Figure 9**

*Sequence of PLC Topics offered February-May 2021*



### Data Collected on Leader PLCs

Participants in Leader PLCs completed surveys to provide feedback on satisfaction, plans for using information, actions taken, and the extent to which learning objectives were met at the end of the series.

#### **Leader Participation**

Participating leaders were responsive to the equity content and PLC format, particularly in early spring. Forty leaders from 31 divisions filled all available PLC openings. On average, 64% of registered leaders attended each session, representing leaders from 24 divisions.

There were marked shifts in attendance from early spring to the end of the school year (74% of registrants attended February/March sessions vs. 53% attended April and May sessions). Leaders unable to attend final sessions reported that the April/May time frame was more challenging given testing, spring break, and end-of-year meetings.

### Leader Feedback

Leaders consistently agreed that the PLCs helped prepare them to have discussions about race and equity and provide related PD to their teachers. Leaders were also satisfied with their PLC experience and appreciated the fit of the equity focus with their division's goals (see Figures 10-13 for details, including select leader quotes).

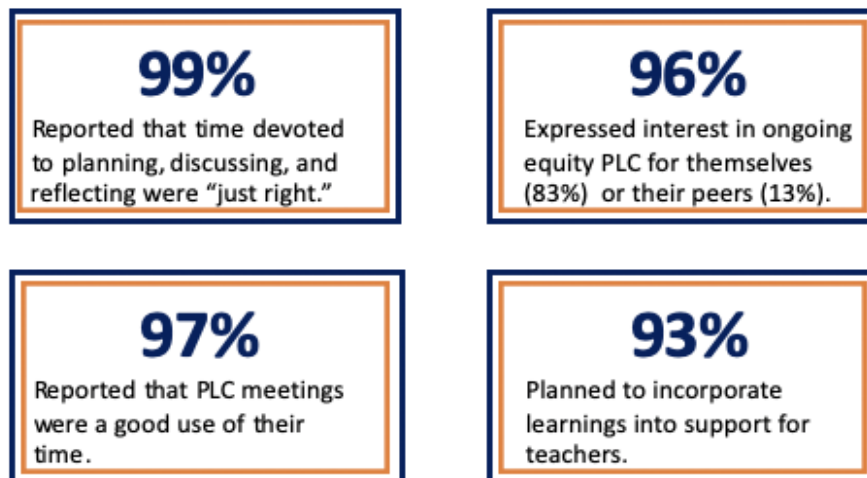
**Figure 10**

*Leader Reports on the Extent to Which PLC Learning Objectives Were Met*



**Figure 11**

*Leader Reports on Satisfaction with/Benefit of PLC Series*



**Figure 12**

*Leader Reports on Support for a Focus on Equity in PD Offerings*



**Figure 13**

*Leader Feedback Examples on Support for a Focus on Equity in PD Offerings*

*"It was beneficial to collaborate with colleagues from other districts who also serve preK students and families...It was really **wonderful to have all early childhood leaders together in a small professional learning community to learn from each other.** The resources were useful and all things I can turn-key to the staff."*

*"The opportunity to reflect on a personal level; **group size was great – this was one of the most beneficial pieces** to this community over other similar communities I have participated in."*

*"**Small group**—forced me to make the preparation a priority and opportunities to share in a safe, small group"*

*"The way the information was presented was so lovely. It was respectful of where people are and from the very first meeting gave practical advice about how to respond to conversations, biases, and perspectives. **This experience did not make people feel shameful about where they might be but instead moved them forward in their thinking, perspectives, and growth.** It was empowering, necessary, and highly respectful of all."*

*"I think it could have been **a 6-8 week experience.** The group size was appropriate and the allotted time of an hour was perfect. I appreciated the reminders of what to read and links so when in the group everyone was prepared and reflective."*

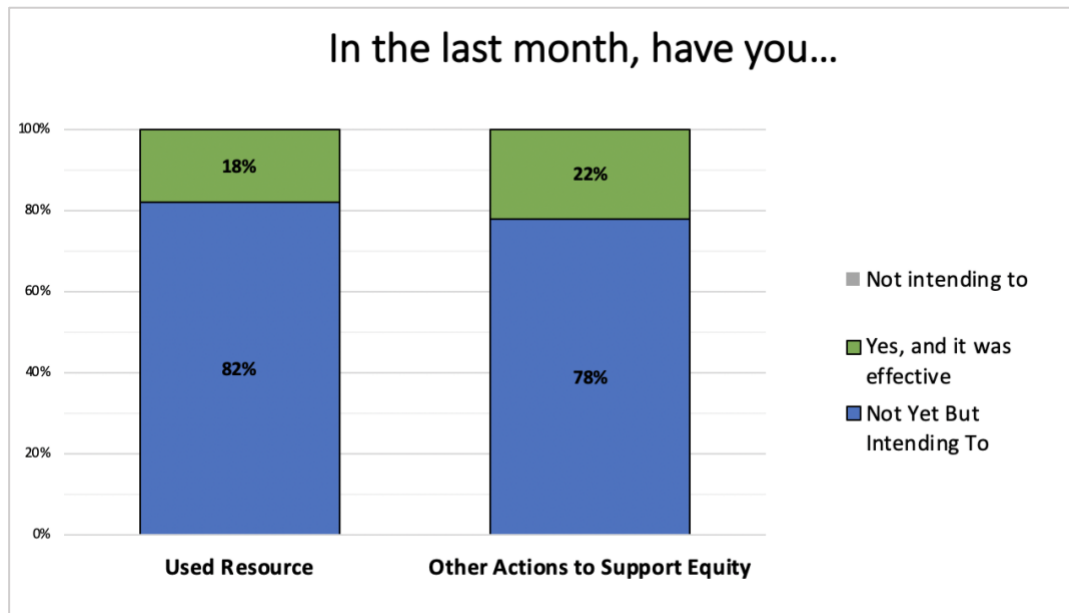
*"Would love **closer together sessions!** More :)"*

**Actions Taken by Leaders Following PLCs**

Actions taken as a result of the PLCs were less consistent. The majority of participants reported plans to collect resources around supporting equity in the classroom during the spring 2021 and implement action steps in the summer/fall 2021. Figure 14 illustrates the percentage of attendees who reported on surveys that they used a resource from the PLC session and who engaged in another action to support equity in the month following the session.

**Figure 14**

*Leader Reported Actions Taken Following PLC Sessions*



### Key Takeaway for Leader PLCs

1. **PLCs demonstrated promise as a modality for supporting leaders' capacity to utilize resources provided on the ECE Resource Hub to achieve division- or state-level PD goals.** All 40 ECE leader participants found the resources helpful, most saw the equity focus to be aligned with their division's broader goals, and most planned to incorporate elements of what they had learned into support for teachers.

## Virtual Coaching for Teachers

### Overview of Coaching Model

The Governor's Emergency Education Relief (GEER) funds enabled CASTL-AEII to develop and implement a new coaching model with select teachers in 2020-2021. The coaching was designed to mitigate heightened social-emotional needs and inequities, as a result of COVID-19, by bolstering teachers' well-being and helping teachers implement equitable social-emotional teaching practices with every child. Intended outcomes were to improve teacher-child interactions, especially as measured by CLASS<sup>®</sup> Emotional Support and Classroom Organization, and support children's social skills, self-regulation skills, and overall learning. The virtual, video-based coaching model was developed based on reviews of evidence-based coaching models, such as Practice-Based Coaching (PBC), resulting in key elements noted in Table 12 below. (See Appendix Table 6 for information about the model, including alignment to PBC.)

**Table 12**

*CASTL-AEII Approach to Coaching*

1. **Fidelity:** We measure and support fidelity of the coaching model, so it is delivered as intended to promote outcomes.
2. **Data-driven:** We use multiple data sources to plan individualized coaching, and we expect and measure intended outcomes for teachers and children.

3. **Shared focus on evidence-based practices within (a) guiding framework(s):** Evidence-based practices are clearly defined within a framework and illustrated with videos, so teachers and coaches have shared understanding of what they are specifically targeting.
4. **Frequent feedback & analysis loops (1-2 or more per month):** Focused observations, conducted live or via video, are followed by video-based feedback and coaching sessions to analyze practices and plan improvements. This intensity, especially when paired with video review, is most likely to change teacher practice.
5. **Coaching sessions follow a set structure, including 4 key Practice-Based Coaching components:** (1) Goal-setting & Action Planning, (2) Focused Observation, (3) Reflection & Feedback (ideally video-based), with (4) Collaborative Partnership strengthened throughout using intentional communication strategies informed by Motivational Interviewing.
6. **Coordination with leaders:** Coaches work with leaders to coordinate supports to teachers so that our individualized coaching and program leaders' PD and supervision efforts align.

The coaching targeted equitable social-emotional instruction, with specific topics following a Scope & Sequence that corresponded with ECE Resource Hub Topics of the Month (see Table 13 below). Coaches held coaching sessions via Zoom video conferences on an every-other-week schedule, with two sessions focused on each topic. Starting in January 2021, coaches used the TORSH Talent platform as a video coaching system. They also held “coach-leader coordination sessions” three times across the year to promote alignment in supports to teachers and to promote leaders’ support for the coaching initiative.

**Table 13**

*Coaching Scope & Sequence*

Session numbers	Scope & Sequence of Topics
1-2	Building Teacher-Child Relationships
3-4	Supporting Children’s Emotions
5-6	Developing Empathy and Sense of Self
7-8	Supporting Children's Behavior
9-10	Strengthening Peer Relationships
11-12	Promoting Social Problem-Solving
13	Reflection and Exploration

### Teachers Who Participated in Coaching

Coaching was provided to 83 teachers in high and moderate needs classrooms (in 30 divisions), primarily identified using 2018-2020 external CLASS® data. The invitation process for coaching was coordinated with leaders and included 3 phases, starting with classrooms showing highest needs (below all 3 CLASS®

thresholds), then classrooms with moderate CLASS® Emotional Support needs (below the 2018-2020 VPI average). Finally, some waitlist teachers nominated by leaders were included.

CLASS® data collected in 2018-2020 in 94% of VPI classrooms indicated that, on average, Emotional Support domain scores were 4.54, Classroom Organization was 4.18, and Instructional Support scores were 1.81. These average scores fell below all 3 VDOE thresholds (ES < 5.0, CO < 5.0, IS < 3.25) and below the VPI averages in 2018-2020, suggesting that this group showed moderate needs across interaction areas.

Participating teachers who completed the spring survey (57 teachers, 78% of 73 teachers who completed the coaching in spring) were predominantly female (91%) and had a bachelor's degree (100%). Half of the teachers also had master's degrees (53%). Years of teaching in early childhood education varied widely with most teachers having significant experience (M = 13.5 years, range: 2-38 years). 77% of teachers identified as White, 18% Black, 2% identified with multiple racial groups, and 4% declined to self-identify.

Classroom demographics data indicated that children were diverse with regard to race and ethnicity (42.5% White, 38.9% Black, 3.9% Asian/Pacific Islander, 14.1% Hispanic). About half (49.2%) of teachers responding to the survey indicated that multiple languages were spoken by children in the classroom. Average class size was 15.4 students (ranging from 7-28), with a similar proportion of boys and girls (54% boys, 46% girls).

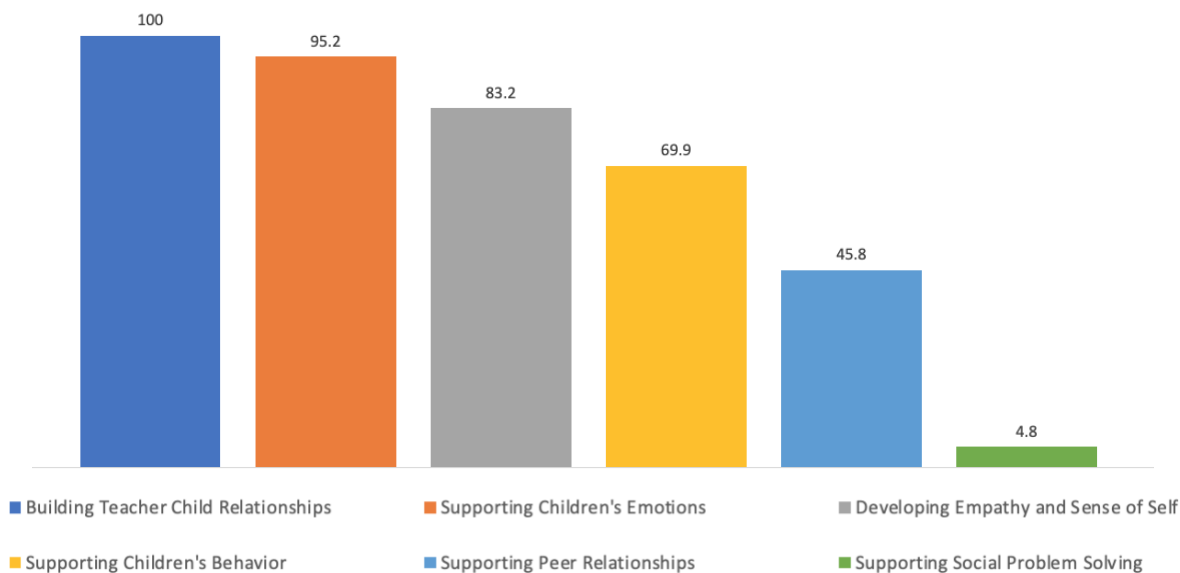
### Coaching Implementation and Outcomes

Data on coaching focus, outcomes, and teacher feedback were collected via: Coaching Logs (in Qualtrics and the TORSH Talent online coaching system), Teacher Spring surveys (collected from 57 teachers, 78% of teachers to whom the survey was administered), and CLASS® data (collected from a subsample of 27 teachers, 33% of those coached in 2020-21).

#### Coaching Focus

Coaching sessions and Action Plans focused on topics in the planned Scope & Sequence. As intended, more teachers had sessions on earlier topics (e.g., Teacher-Child Relationships, Supporting Children's Emotions; sessions 1-4) than later topics (e.g., Strengthening Peer relationships, sessions 9-10). A sample Action Plan and samples of Action Plan goals are provided in Figures 6 and 7 in the Appendix.

**Figure 15**  
*Percent of Teachers Receiving Coaching on Each Topic*



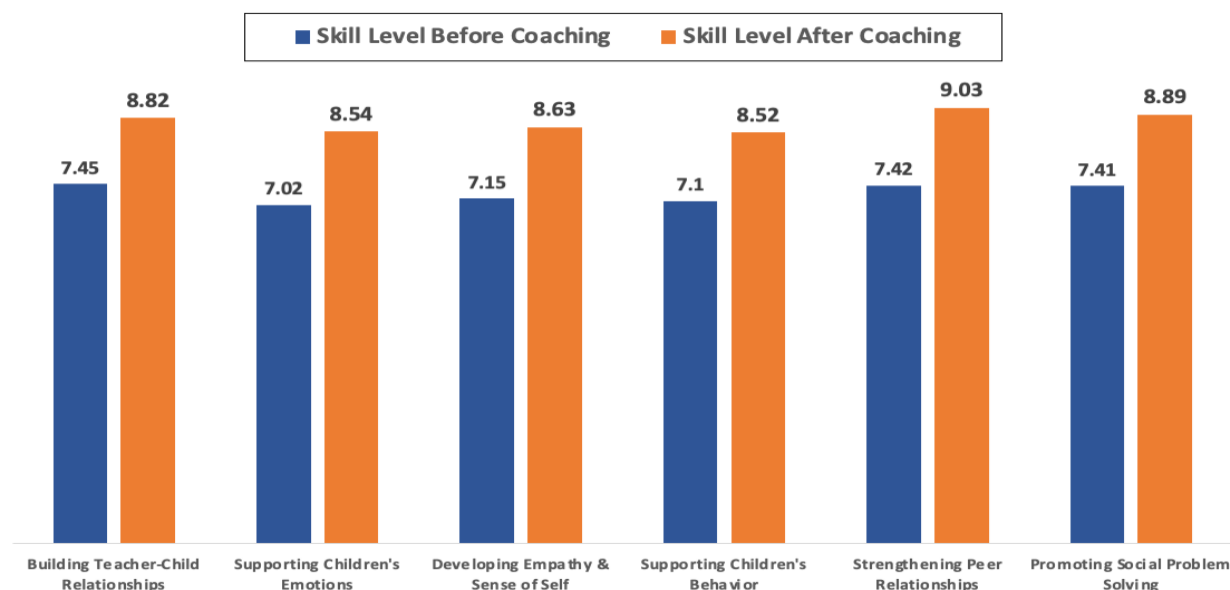


## Coaching Outcomes

Teachers reported growth in all equitable social-emotional instructional topics that they covered in coaching; similar levels of growth were seen across all 6 topics (mean increases of 1.4-1.6 on a 10-point scale where 1 = not very skilled and 10 = extremely skilled).

**Figure 16**

*Teacher-Reported Social-Emotional Instruction Skill Levels Before and After Coaching*



Teachers indicated that coaching helped them to reflect on 7 equity practices to a great extent (mean scores ranged from 4.05-4.49 on a scale from 1 = not at all to 5 = very much).

**Table 14**

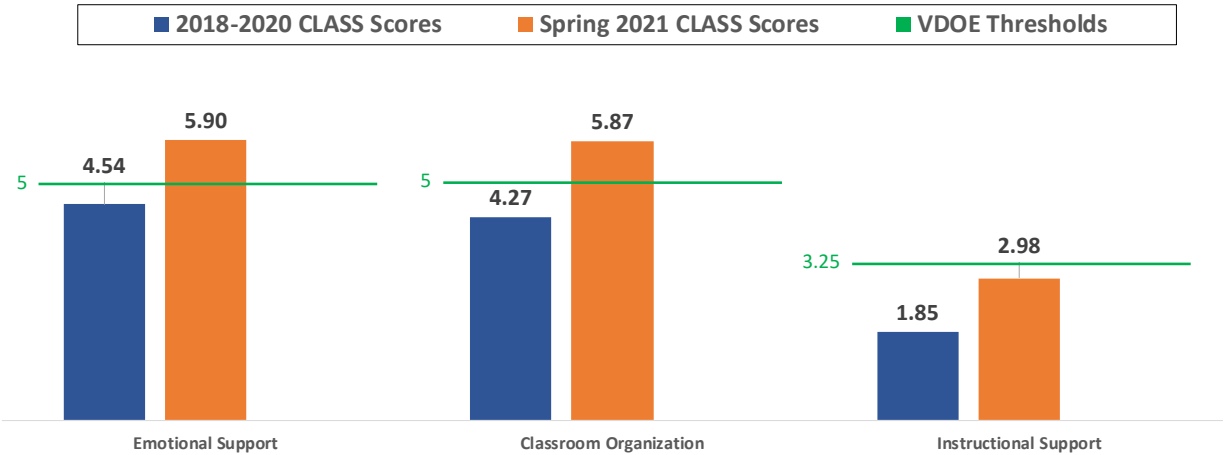
*Teacher Reports of How Coaching Supported Their Reflection on Equity Practices*

Equity practice (N = 57)	Mean rating
Welcoming and honoring the voices of every child and family in my classroom.	4.49
Seeking to learn more about each child and individualizing my teaching to meet their unique needs.	4.44
Considering each child's identity, cultural background, interests, and skills when choosing classroom topics, activities, and materials.	4.33
Using SEL teaching practices that promote positive interactions with each and every child.	4.26
Recognizing that our biases sometimes prevent us from giving certain children the opportunities they need.	4.25
Continuously examining how my biases can impact the experiences of historically marginalized children (e.g., children of color, children with disabilities, dual language learners).	4.14

Disrupting the impact of my biases on historically marginalized children.	4.05
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For a small subsample of 27 teachers observed on CLASS® in 2020-21 and previously in 2018-2020 (33% of coached teachers), statistically significant improvements ( $p < .001$ ) were found in all domains, with mean differences of 1.36 on Emotional Support, 1.60 on Classroom Organization, and 1.13 on Instructional Support (See Figure 16 above). Almost all teachers (96%) improved their CLASS® scores on at least 2 domains. Although these improvements cannot be attributed necessarily to coaching or coaching alone (improvements could be due to effective professional development provided by divisions over 1-2 years and many other potential factors), teachers’ growth in and provision of quality interactions (particularly Emotional Support and Classroom Organization) is encouraging during the pandemic. **It is also important to remember that there were many unique features this year, so comparisons need to recognize COVID-19 contexts.**

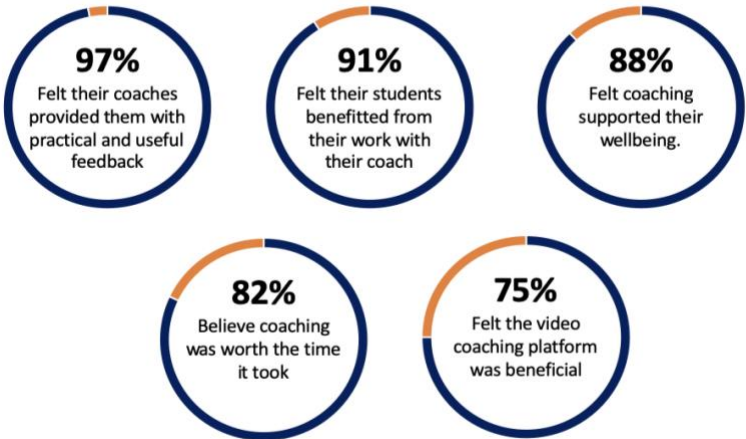
**Figure 17**  
*CLASS® Domain Averages for Subsample of Teachers Who Received Coaching (n = 27)*



**Teacher Feedback on Coaching Benefits**

Teachers reported that coaching was beneficial in all areas assessed (mean scores ranged from 4.21-4.61 on a scale with 1= strongly disagree to 5 = strongly agree). The highest rated benefit was coaches’ feedback, followed by benefits for students and support for teacher well-being. Other positive feedback and select quotes from teachers are detailed in Figures 18-19.

**Figure 18**  
*Teacher Feedback on Perceived Benefits of Coaching*



**Figure 19**

*Quotes from Teachers on Coaching Benefits*

*"It has made me take a step back and take a different look at my classroom. I have always felt I was doing a good job but I have realized that there are definitely areas of growth that will continue to grow with good feedback and that is okay."*

*"Coaching encouraged me to reflect on classroom practices and how those practices can be altered to better meet the social and emotional needs of my students. Viewing the videotapes of my classroom was one tool that was helpful in the reflection process."*

*"I think I am more mindful of my actions and my words. I realize that students pick up how we are feeling and what we are saying as well as what we are not saying. I think I am more purposeful in my planning as well."*

*"I think it has made me stop and think about why a child may act a certain way. This only intensifies my desire to build good relationships with my students. If I know the student well, I can better understand how they are feeling and how to best work with them in the classroom so that they can be successful."*

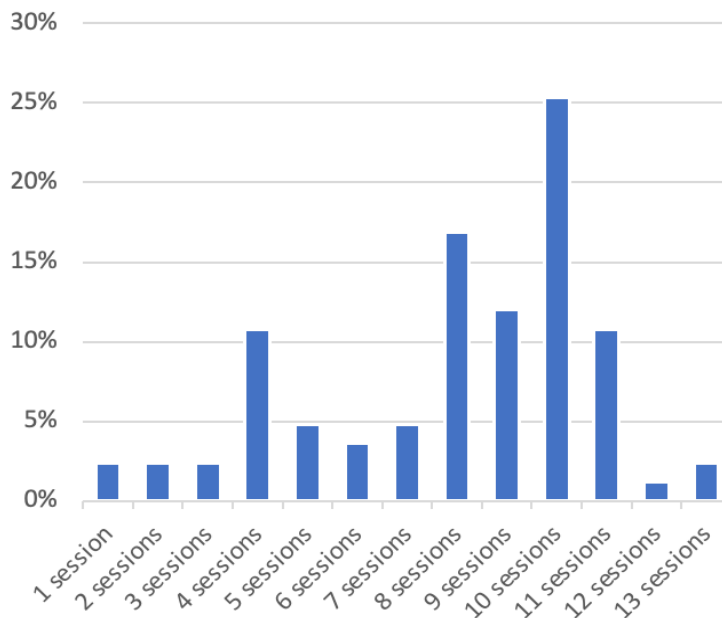
**Coaching Dosage**

Coaching logs indicate that teachers, on average, had 8 coaching sessions (M = 7.99 [SD 2.83], range 1-13; See Figure 20).

A number of factors contributed to the wide variability in dosage. Virtual coaching sessions were available to most teachers every-other-week from approximately November to May, but coaches were flexible with their supports, given teachers' availability and needs. Most teachers (80%) started coaching when offered in late Fall, but 20% began in the Spring (January-March), after leaders requested coaching delays given the challenges of shifting between virtual and in-person formats. Across the year, 11% of teachers (10) from 3 divisions discontinued participation after completing 1-6 coaching sessions.

**Figure 20**

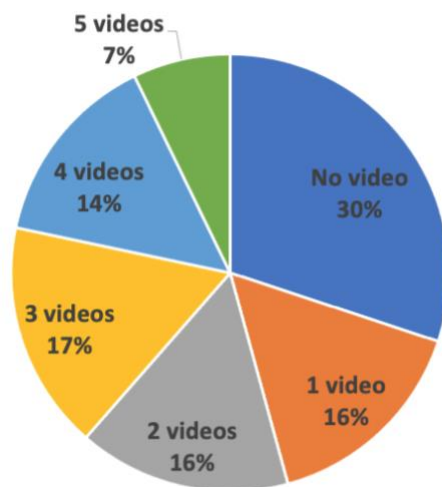
*Number of Coaching Sessions Held (n= 83)*



Across the coaching, 83 teachers had an average of about 2 video observations with related feedback from their coaches, though this varied widely (0-5; See Figure 21 below).

**Figure 21**

*Number of Video Observation and Feedback Cycles per Teacher (n=83)*

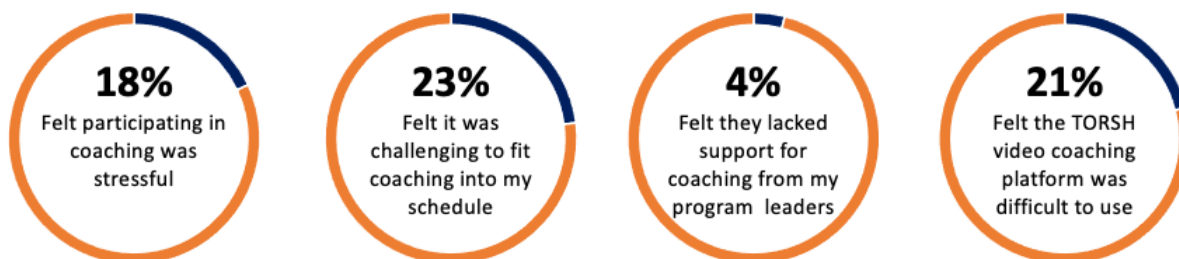


### Teacher and Leader Feedback on Barriers to Coaching

Teachers who completed coaching and took the Spring survey reported fairly low levels of challenges to participation, but the most common barrier was time (23% agreed), followed by technology (using TORSH) (21%).

**Figure 22**

*Teacher-Reported Barriers to Coaching (n=83)*



For a sub-group of teachers whose coaches rated them as making the least progress, 44% indicated that time and 33% reported that technology were barriers, higher than the full sample above.

For 10 teachers (11%) who discontinued coaching, leaders identified stress from COVID-19 as a common factor. For instance, one division leader reported that their 6 teachers who discontinued felt “overwhelmed” transitioning from virtual to in-person teaching in mid-spring.

### Key Takeaways for Coaching

1. **Teachers who received coaching improved their equitable social-emotional instruction and interactions with children, despite challenges of the COVID-19 pandemic.** These improvements were evident in teachers’ self-assessments and for a subset of teachers their CLASS® scores. Though difficult to attribute entirely to participation in coaching, teachers’ growth in quality

interactions and practices during an especially challenging year are encouraging. Addressing children's increased social-emotional needs, including the effects of trauma, was difficult as teachers adjusted to new virtual, hybrid, and physically distanced environments. Yet, teachers adapted, persisted, and partnered with coaches to use new strategy resources from the ECE Resource Hub to help children.

2. **This coaching model shows promise as a feasible and valued mechanism for supporting teachers.** Coaches effectively implemented the coaching approach as planned, following a Scope & Sequence while also individualizing Action Plans to meet specific teacher needs. And the teacher satisfaction with the coaching was high, demonstrating that they valued many features and recognized the benefits. This high level of satisfaction is particularly noteworthy, given that these teachers were selected by their ECE leaders to participate (rather than being volunteers) and were engaging with coaching in the midst of myriad COVID-19 challenges.
3. **Dosage of coaching was adequate to promote improvements but varied more widely than intended.** Coaching logs indicated that teachers, on average, had 8 coaching sessions and about 2 video observations and feedback from their coaches. Multiple factors contributed to wide variability, including barriers such as scheduling/time for coaching, technology use, and stress (likely exacerbated by COVID-19 context). These factors should be closely monitored and addressed in coaching efforts moving forward to ensure that teachers engage in more feedback-and-analysis loops to grow their practices.

## Looking Ahead to 2020-2021

In partnership with VDOE, CASTL-AEII will expand support to birth-to-5 programs that receive public funding, including center-based care and family day homes and programs that serve infants and toddlers. This work will include building collaborative relationships with Preschool Development Grant (PDG) communities and other early childhood education (ECE) supports currently working across this sector. We will continue to conduct external observations to assess the quality of teacher-child interactions in ECE programs receiving state funds. CASTL-AEII will also continue supporting professional development (PD) for ECE leaders and teachers to build capacity for higher classroom quality experiences for all. This plan will be informed by data collected as part of the LinkB5 system, in partnership with VDOE and PDG communities.

CASTL-AEII goals and activities will align with broader state and local efforts in birth-to-five ECE contexts to inform VDOE's plans for a unified measurement and improvement system (VQB5) across all publicly funded programs. Activities will take lessons learned from years of successful collaborations within VPI to expand supports to the broader ECE community. Activities will support leaders and educators to provide effective interactions and instruction in every early childhood classroom so that all young children are engaged in experiences that will help prepare them for success in kindergarten and beyond. PD supports will be provided to advance equity and with awareness of post-COVID recovery needs, ensuring under-resourced programs and high-need children benefit from supports.

In 2021-2022, CASTL-AEII will:

- **Coordinate external CLASS® observations in PDG communities participating in the unified measurement and improvement system practice year.** In the 2021-2022 data collection cycle for PDG communities, we will work with partners to conduct an external CLASS® observation and provide feedback to leaders on how these observations align with their local CLASS® observations. These observational data will provide critical feedback to communities both on the reliability of their internal observations and will inform next steps in their local professional development efforts.
- **Engage program leaders through differentiated consultation to build and implement effective professional development plans.** We will build upon the existing consultation model to expand supports across the birth-to-five community. This includes using data to improve quality and equitable access to quality for all children across the Commonwealth. We will continue to provide opportunities for program leaders to develop capacity to understand and use data to inform programming and PD plans, with a focus on leaders serving programs with highest needs.
- **Continue to develop and disseminate quality improvement/PD resources.** Based on successful ECE PD tools developed previously, we will expand these tools to be useful in the range of birth-to-five communities in which we will now engage. This includes, but is not limited to, additions to wide-reaching resources such as the online ECE Resource Hub as well as more targeted resources to certain subsets of the population (e.g., settings serving infants and toddlers). Through continued federal Governor's Emergency Education Relief (GEER) funds, we will provide additional professional development resources on the ECE Resource Hub to VPI/ECSE educators to support children's social-emotional needs in response to the COVID-19 crisis.
- **Provide differentiated, intensive supports to specific teachers/classrooms with the greatest needs within the birth-to-five contexts.** We will collaborate with the PDG communities participating in the practice year of the unified measurement and improvement system to identify and provide individualized coaching to ensure children receive ECE experiences that meet minimum levels of quality. Depending on the needs identified, supports to classrooms might also include use of Virginia's Early Childhood Mental Health Consultation model, to be piloted in 2021-22.

- **Build upon existing efforts to enhance collaboration across birth-to-five initiatives across VA** to improve equitable access to high quality early childhood opportunities. This collaboration will occur in a number of ways, including our coordination with the LinkB5 team and PDG communities to plan differentiated PD supports to leaders and teachers. Also, we will continue to share with and learn from other quality improvement support providers, such as the Early Childhood Training and Technical Assistance (ECTA) Center, VDOE Child Care Quality team, Infant Toddler Support Network, and Virginia Quality-Smart Beginnings. Our goal will be to coordinate services across Virginia Quality Improvement providers for maximum effectiveness, alignment, and impact.
- **Support VDOE's team around a new process for curriculum review/vetting**, and, as needed, we will support divisions around selecting a curriculum and sharing lessons learned through the curriculum review process.

## Appendix

**Table 1**

*Summary of Supports Provided to Raise Quality & Outcomes*

<p><b>PD Reflection and Planning Process</b></p>	<p>The enhanced PD Reflection and Planning Process for program leaders included a differentiated approach towards support, resources, and consultation based on program needs as indicated by CLASS® data, PD Rubric data, and leadership team capacity.</p> <ul style="list-style-type: none"> <li>● <b>High-intensity need program leaders</b> received a series of 1-on-1 consultations to assess PD and create a SMART PD Plan and support for implementation.</li> <li>● <b>Mid-intensity need program leaders</b> independently assessed PD progress and then had 2 consultations sessions to review PD, create a SMART PD plan, and receive implementation support.</li> <li>● <b>Low-intensity need program leaders</b> independently assessed PD progress and created a SMART PD plan. They received individualized written feedback to enhance their SMART PD Plan.</li> </ul>
<p><b>CLASS® and PD Trainings and Resources</b></p>	<p>New VPI, ECSE, and Title I leaders received orientation and onboarding, including interactive webinars, to CLASS® and PD resources and planning. A new e-newsletter about the initiative and initiative objectives, AEII supports, and PD resources were added to resources available. Online mini-module videos and accompanying resource guides addressing the 6 Elements of Effective PD were created and made widely available.</p>
<p><b>Online ECE Resource Hub</b></p>	<p>The new online <a href="#">ECE Resource Hub</a> was created to provide online resources developed and curated to promote children’s social-emotional skills with a focus on equity, adapting for virtual, hybrid, and socially distanced classrooms, trauma-informed care, and supporting families. Resources include activities, classroom videos, short webinars, articles, podcasts, quick learning modules, and accompanying guides for PD, coaching, or self-reflection.</p>
<p><b>Leader Supports Using ECE Resource Hub</b></p>	<p>Division leaders were supported in utilizing the ECE Resource Hub through on-demand resources such as guidelines and templates, as well as a leader PLC series focused on utilizing the Considering Equity resources with their professional development.</p>
<p><b>Virtual Coaching for Teachers</b></p>	<p>Using the resources in the ECE Resource Hub, coaches provided intensive support for teachers with the highest needs to improve their teaching. The virtual, video-based coaching model was flexible with format and frequency in response to teachers’ individual needs.</p>



**Table 2***Overview of Data Collected*

<b>CLASS® Observations and Data</b>	External CLASS® observations were collected in 442 VPI, ECSE, and Title I classrooms across the Commonwealth between Fall 2020-Spring 2021. Data from these observations were used to create classroom- and division-level reports, as well as calculate statewide CLASS® score averages.
<b>PD Action Plans Coaching Action Plans</b>	Leaders participating in Considering Equity PLCs were asked to create and share action plans outlining how they anticipated using the shared resources and takeaways from session discussions to support staff in their programs. Teachers participating in coaching sessions worked with their coaches to create action plans with SMART goals and steps to meet their goal in a specific practice related to equitable social-emotional instruction.
<b>ECE Resource Hub Site Analytics</b>	Used to indicate the extent to which on-demand resources were accessed.
<b>Feedback Surveys from Leaders and Teachers</b>	Mid-way through Considering Equity PLCs, leader participants reported on satisfaction, engagement, and implementation of shared resources. At the end, participants completed a survey on satisfaction with the format, resources, learning objectives, and interest in continued offerings. Teachers that were coached received a spring survey on their growth in practices, satisfaction, benefits, barriers, and demographic information.  Additionally, leader surveys were collected to learn about the PD Reflection & Planning experience.
<b>PD Reflection &amp; Planning Data</b>	Data was collected on areas of strength, perceived growth in elements, and SMART goal selection through PD Reflection form responses.
<b>Session Logs from Consultants and Coaches</b>	Coaches and consultants maintained logs of their sessions with leaders and teachers. These notes included the date, duration, and focus of sessions, as well as post-session ratings of engagement, progress, and other variables.

## COVID-19 (GEER funded) Relief Summary

Through the federal Governor’s Emergency Education Relief (GEER) Fund, CASTL has provided additional PD and resources, with an emphasis on resources and training on equitable, inclusive, and anti-racist ECE supports, to early childhood educators and leaders in state-funded programs to support children’s social-emotional needs in response to COVID-19. Resources and supports were based on a three-tiered approach utilizing CLASS scores and PD plans as guides for level and intensity of support.

**Table 3**

*Overview of GEER funded resources*

<b>Resources &amp; Supports</b>	<b>Description</b>
<b>Online ECE Resource Hub</b>	The new online <a href="#">ECE Resource Hub</a> was created to provide online resources developed and curated to promote children’s social-emotional skills with a focus on equity, adapting for virtual, hybrid, and socially distanced classrooms, trauma-informed care, and supporting families. Resources include activities, classroom videos, short webinars, articles, podcasts, quick learning modules, and accompanying guides for PD, coaching, or self-reflection. Monthly e-news communications highlighted the new resources available to leaders and teachers.
<b>Supporting Leaders to Use ECE Hub Resources</b>	CASTL-AEII supported division leaders using the ECE Resource Hub through on-demand resources such as guidelines and templates, as well as a leader PLC series focused on utilizing the Considering Equity resources in their PD offerings.
<b>Virtual Coaching for Teachers</b>	Using the resources in the ECE Resource Hub, coaches provided intensive support for teachers with the highest needs to improve their teaching. The virtual, video-based coaching model was developed with fidelity in mind, yet coaches were flexible with format and frequency in response to teachers’ individual needs. A new video-based system, TORSH Talent, was used to enhance the coaching process.
<b>Diversity, Equity, and Inclusion Tool and Resources</b>	<p>The <a href="#">Diversity, Equity, and Inclusion (DEI) Tool</a> was developed as a guide to provide a framework for reviewing ECE resources with a diversity, equity and inclusion lens in regards to:</p> <ul style="list-style-type: none"> <li>● Represents children, teachers, and families from three specific marginalized groups: (1) Black, Indigenous, and People of Color (BIPOC), (2) people with disabilities, and (3) multilingual or English Language Learners (ELLs)</li> <li>● Acknowledges and values the differences existing within these three marginalized groups</li> <li>● Explicitly emphasizes the assets of BIPOC children and children with disabilities, and include multicultural references to welcome multilingual or ELLs</li> <li>● Explores social justice or equity topics to question the social hierarchy</li> </ul> <p>The <a href="#">Addressing Disparities in Early Childhood Education through Early Childhood Resources</a> Brief was developed to provide a framework and review process to develop and review early childhood resources utilizing the DEI Tool.</p>

## Interactions and CLASS Information

**Table 4**

*PreK CLASS® Domain and Dimension Descriptions*

<b>Domain</b>	<b>Description</b>	<b>Dimension</b>	<b>Description</b>
<b>Emotional Support</b>	The degree of warmth, respect, and evidence of close relationships; sensitivity and responsiveness to children’s needs; support for children’s autonomy; and lack of negativity.	<b>Positive Climate</b>	Considers the comfort, warmth, and respect displayed in teachers’ and students’ interactions with one another and the degree to which they display enjoyment during learning activities.
		<b>Negative Climate</b>	Reflects the level of expressed negativity such as anger, hostility, or aggression demonstrated by teachers and/or children.
		<b>Teacher Sensitivity</b>	Encompasses teachers’ awareness of and responsiveness to students’ individual academic and social-emotional needs.
		<b>Regard for Student Perspectives</b>	The degree to which teachers’ interactions with students emphasize students’ interests and ideas and promote child autonomy rather than being very teacher-directed.
<b>Classroom Organization</b>	The teacher’s management of class time and attention to get the most learning out of every day; efficient routines and transitions; proactive behavior management; and active facilitation of learning.	<b>Behavior Management</b>	Encompasses teachers’ use of effective methods to prevent and redirect misbehavior by communicating clear behavioral expectations and minimizing time spent reacting to behavioral issues.
		<b>Productivity</b>	Considers how well teachers manage instructional time, transitions, and routines so that students have maximal opportunities to learn.
		<b>Instructional Learning Formats</b>	The degree to which teachers maximize students’ engagement by providing clear learning objectives, interesting materials, and facilitation.
<b>Instructional Support</b>	The teacher’s use of strategies that support higher order thinking and connections between concepts; use of scaffolding (hints) and individual feedback to support learning; and use of strategies to promote language.	<b>Concept Development</b>	The degree to which instructional discussions and activities promote students’ higher-order thinking skills versus rote learning.
		<b>Quality of Feedback</b>	Involves how teachers provide feedback focused on expanding children’s learning and understanding versus correctness.
		<b>Language Modeling</b>	Involves teachers using language-facilitation techniques including: self- and parallel talk, open-ended questions, repetition and extension, and use of advanced vocabulary.

## **Item 1**

### *Observer Requirements*

Observer requirements remained the same as the requirements from 2018-2020. This year, CASTL-AEII and Teachstone developed a new observer training for ECSE classrooms. The objectives of the training were to overview how self-contained special education classrooms might look different from general education (and inclusion) classrooms, discuss some of the most common disabilities in children, and review how teacher-child interactions may look with children with disabilities. All observers who conducted observations in ECSE classrooms went through this training in addition to the typical recertification training.

## **Item 2**

### *External Observation Modalities and Protocol*

External CLASS® observations were conducted in classrooms offering in-person instruction. Division leaders were asked which of the three observation modalities (in-person, remote live, or video-recorded observations) were feasible to use in the division. One division used two different modalities (in person and remote live); the rest of the divisions used one modality for the observations.

Many observation protocols remained the same as previous years:

- The lead teacher (not a short-term substitute) must be present.
- Observations will be rescheduled in the case of inclement weather or if the lead teacher or more than 50% of children are absent.
- Activities observed and not observed:
  - Observed – activities, transitions and routines in the morning or afternoon.
  - NOT observed – “specials” outside of the classroom (e.g., PE, music class, library visit), cafeteria-based meals, toileting where whole group visits the restroom, and recess.
- Observations are approximately 2 hours long. CLASS® data is collected in four 20-minute observation cycles followed by 10-minute coding sessions. An observer may be present longer than 2 hours if an activity occurs that may not be observed or if additional breaks are needed for the observer.
- Within about 3-4 weeks after the observation was completed, CASTL-AEII sent classroom-level observation reports to division leaders.

Some observation protocols were adjusted to take the pandemic into account. There was also some variation in protocol depending on the modality. The following items outline the specifics for each observation modality.

### **In-person observations:**

- Before the observation:
  - CASTL-AEII confirmed with division leaders that visitors were allowed in schools and centers.
  - Teachers and leaders received an email a week ahead of the 1-week observation window notifying them of the window. The email also asked that teachers and leaders alert CASTL-AEII and Teachstone if there were any COVID cases in the school before the observation occurred.
  - Teachstone called school offices the week before the observation to inform the front office that a visitor would arrive.
- During the observation:
  - There was typically one observer per classroom, except in the cases where divisions pre-approved two observers (to use the PreK and Toddler CLASS® tools as part of a pilot to learn more about the tools in ECSE settings).

- After checking in at the school/center (and adhering to health/safety protocols), observers entered the classroom, briefly checked in with the teacher, and found a place in the room to sit where they were able to see and hear without being disruptive (while also social distancing). They moved discretely as needed to see and hear interactions (as possible with social distancing).
- Observers minimized their interactions with teachers and children to remain focused and objective and to minimize any disruptions to the classroom.
- Observers adhered to [Teachstone’s health and safety protocols](#), as well as any other protocols set in place by the division.

**Remote live observations:**

- Before the observation:
  - CASTL-AEII met with division leaders to discuss the expectations for remote live observations and determine if the division had the necessary equipment and personnel.
    - Divisions used their own iPads/tablets for the video component of the observations.
    - CASTL-AEII sent lapel mics to a few division leaders to distribute to teachers. The lapel mics sometimes helped with volume and sound quality so that observers could hear the teachers and students.
  - Division leaders determined who (if anyone) could help video the observations. These tech assistants, also known as “site coordinators,” were in charge of moving the tablet around as the teacher moved and dealing with any tech issues.
    - Site coordinators were typically division leaders, principals or assistant principals, or extra assistant teachers. In one division, the site coordinators were high school students helping as part of an internship program.
    - Some divisions did not have the capacity to have site coordinators help with the observations. In these instances, the teacher acted as the site coordinator.
  - Teachers and leaders received a calendar invite a week ahead of the 1-week observation window notifying them of the observation date. The calendar invite included the observation Zoom link and expectations around remote live observations.
- During the observation:
  - Site coordinators and observers logged on to Zoom to test sound and video quality.
  - The observer alerted the site coordinator when each cycle began and ended. The Zoom video was often turned off in between cycles while the observer coded.
  - The site coordinator moved the tablet around to follow the lead teacher during the observation.
  - If there was a tech issue or the tablet needed to be moved, the observer alerted the site coordinator via the Zoom chat feature.

**Video-recorded observations:**

- Before the observation:
  - CASTL-AEII met with division leaders to discuss the expectations for video-recorded observations and determine if the division had the necessary equipment and personnel.
    - Divisions used their own iPads/tablets for the video component of the observations.
    - CASTL-AEII sent lapel mics to a few division leaders to distribute to teachers. The lapel mics sometimes helped with volume and sound quality so that observers could hear the teachers and students.

- Division leaders determined who (if anyone) could help record the observations. These tech assistants were in charge of moving the tablet around as the teacher moved and dealing with any tech issues.
  - For the video-recorded observations, most of the tech assistants were teachers or teaching assistants.
- Teachers and leaders received an email notifying them of the observation window to record and upload their observation.
- During the observation:
  - The tech assistant/teacher recorded 2 hours of the school day.
- After the observation:
  - The teacher uploaded the recording to a secure folder in Box.
  - The observer coded and scored the observation like a typical observation (20 minutes observing, 10 minutes coding).
  - If the video did not have enough codable footage, teachers were alerted and submitted another video.
    - Footage was not codable if:
      - The teacher and/or students were not visible for an extended period of time.
      - The observer could not hear the teacher and/or students for an extended period of time.

### **Item 3**

#### **Classroom Types**

CASTL-AEII conducted external observations in Virginia Preschool Initiative (VPI), Early Childhood Special Education (ECSE), and Title I classrooms. Division leaders reported the type of classroom. Since these three classroom types are not mutually exclusive, many classrooms were listed as varying combinations of VPI, ECSE, and Title I. For example, many VPI classrooms include students with disabilities and may also have Title I-funded students. For the purposes of this report, classrooms are considered VPI classrooms if VPI was included in the classroom type (because even if a classroom has one VPI-funded student, it is considered a VPI classroom). The remaining classrooms were considered ECSE-only and Title I-only classrooms. Additionally, although most of the classrooms were 4-year-old classrooms, there were a few 3-year-old and mixed age classrooms. There were 6 classrooms that had 2- and 3-year-old students, 12 classrooms with just 3-year-olds, and 21 classrooms with a mix of 3- and 4-year-olds.

#### **Completion Rates**

This year, CASTL-AEII anticipated observing over 1,300 classrooms, or about 54% of the total 2400 VPI, ECSE, and Title I classrooms. Due to pandemic-related challenges, 442 classrooms were observed, or about 34% of the anticipated classrooms. These classrooms were located in 46 divisions, encompassing 34% of divisions with VPI, ECSE, and Title I classrooms.

At the division level, 17 of the 46 divisions were fully observed (i.e., 100% of the division's VPI, ECSE, and Title I classrooms were observed). The remaining 29 divisions were not fully observed because some classrooms were 100% virtual or because of scheduling challenges. The completion rates for these divisions ranged from 8-89%.

Since our team knew about many virtual classrooms and scheduling challenges when observations started, we knew that the number of expected classrooms to be observed would be fewer than the total number of classrooms in some divisions. Thus, we can look at completion rates for expected classroom observations. Out of the 46 divisions, 30 divisions had all of their expected classrooms observed. The other 16 divisions were not fully observed because of unanticipated scheduling challenges or because

the school year ended before we could complete the observations. The completion rates for these 16 divisions ranged from 38%-88%.


**Table 5**

*Domain Averages Across School Years*

	<b>18-19 Mean (N = 551 classrooms)</b>	<b>18-19 SD</b>	<b>19-20 Mean (N = 731 classrooms)</b>	<b>19-20 SD</b>	<b>20-21 Mean (N = 442 classrooms)</b>	<b>20-21 SD</b>
<b>Emotional Support</b>	5.85	.77	6.05	.70	5.91	.59
<b>Classroom Organization</b>	5.61	.91	5.92	.77	5.96	.65
<b>Instructional Support</b>	2.79	.94	3.07	.94	2.72	.83

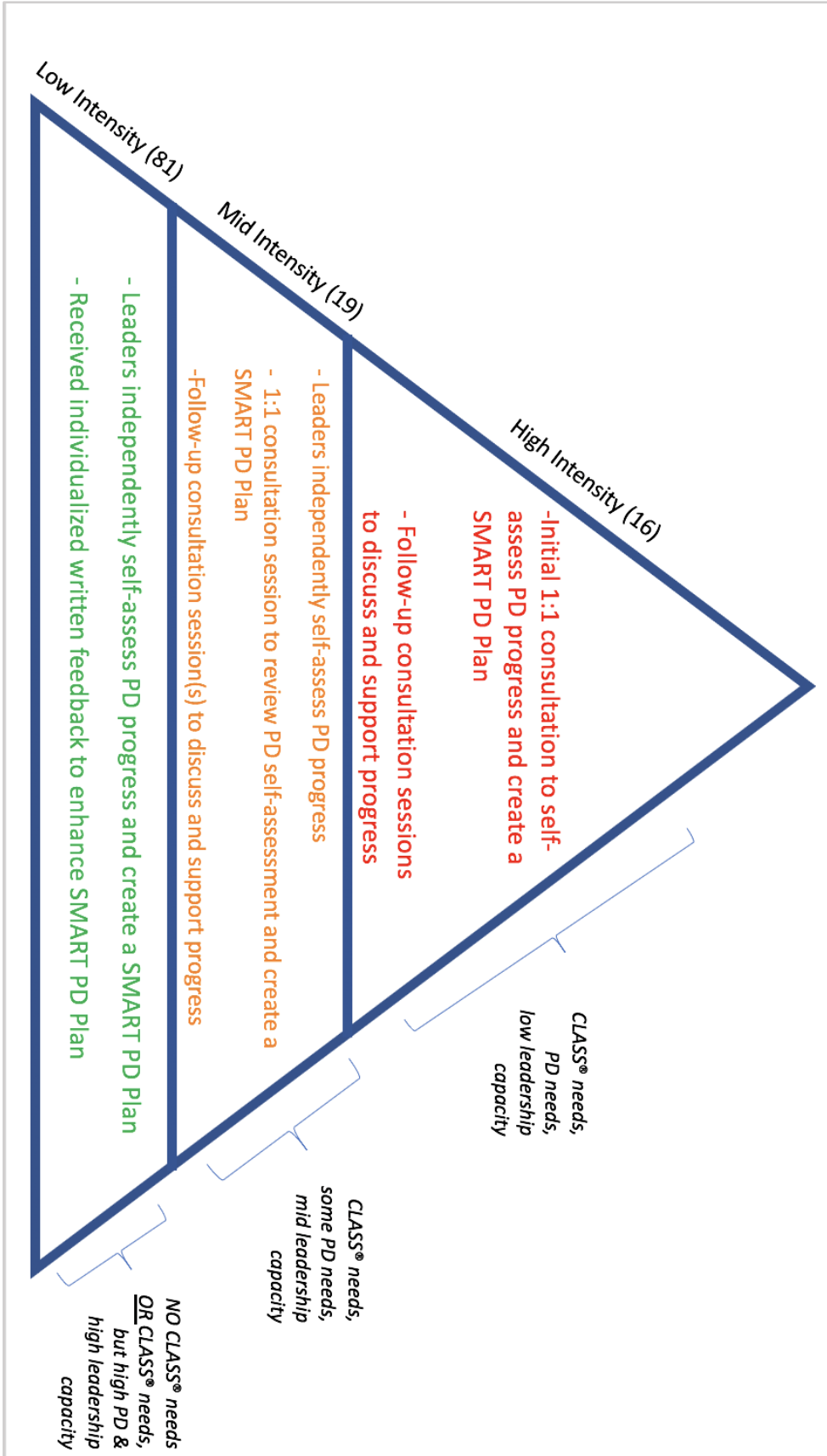
Figure 1

PD Reflection & Planning Form Element Page Sample: Practice-Focused

 <p><b>PRACTICE-FOCUSED</b> Practice-focused PD seeks to intentionally build teachers' skills in order to improve their practice. It can but does not have to include feedback and analysis loops.</p>									
<p><b>From 2019-2020</b></p>									
<table border="1"> <thead> <tr> <th>Not Yet</th> <th>Emerging</th> <th>Effective</th> <th>Exemplary</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Across all PD, teachers spend 75-100% of their time passively receiving information and/or generally discussing practice and 0-25% of their time intentionally building skills to improve practice</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Across all PD, teachers spend 50-75% of their time passively receiving information and/or generally discussing practice and 25-50% of their time intentionally building skills to improve practice</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Across all PD, teachers spend 25-50% of their time passively receiving information and/or generally discussing practice and 50-75% of their time intentionally building skills to improve practice</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Across all PD, teachers spend 0-25% of their time passively receiving information and/or generally discussing practice and 75-100% of their time intentionally building skills to improve practice</li> </ul> </td> </tr> </tbody> </table>		Not Yet	Emerging	Effective	Exemplary	<ul style="list-style-type: none"> <li>Across all PD, teachers spend 75-100% of their time passively receiving information and/or generally discussing practice and 0-25% of their time intentionally building skills to improve practice</li> </ul>	<ul style="list-style-type: none"> <li>Across all PD, teachers spend 50-75% of their time passively receiving information and/or generally discussing practice and 25-50% of their time intentionally building skills to improve practice</li> </ul>	<ul style="list-style-type: none"> <li>Across all PD, teachers spend 25-50% of their time passively receiving information and/or generally discussing practice and 50-75% of their time intentionally building skills to improve practice</li> </ul>	<ul style="list-style-type: none"> <li>Across all PD, teachers spend 0-25% of their time passively receiving information and/or generally discussing practice and 75-100% of their time intentionally building skills to improve practice</li> </ul>
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<p><b>Notes on Strengths</b></p> <p>Your teachers are already participating in practice-focused PD activities, such as the monthly round table meetings in which teachers occasionally analyze their practice with the group (without role play/observation/video). These are great opportunities for teachers to analyze their classroom practices with each other!</p>									
<p><b>Potential Areas for Growth</b></p> <p>Based on the activities and hours listed, teachers spend about 66% of their time in 'passive' PD and 34% of their time in 'practice-focused.' To shift the balance more toward practice-focused, a couple ideas to consider are:</p> <ol style="list-style-type: none"> <li>Incorporate more teacher analysis (including video review?) in the monthly round table meetings (with less general planning and data review)</li> <li>Other enhancements could include more observations &amp; analysis loops (perhaps conducted by peer teachers?).</li> </ol>									
<p><b>Updates Made to PD Plans/Offerings</b></p> <p> <input type="checkbox"/> No updates, same as last year  <input type="checkbox"/> Updates (type below)                 </p>									
<p><b>Potential Next Step</b></p> <p> <input type="checkbox"/> Nothing to change  <input type="checkbox"/> Ideas for growth (type below)                 </p>									
<p><b>Self-assessment</b></p> <p>How would you assess the effectiveness of your PD in terms of Practice-Focused this year?</p> <table border="1"> <thead> <tr> <th>Less effective than last year</th> <th>About the same as last year</th> <th>More effective than last year</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>		Less effective than last year	About the same as last year	More effective than last year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<p><b>For 2020-2021</b></p>									



**Figure 2**  
 2020-2021 PD Reflection & Planning Process by Division Needs



**Figure 3**

*Sample SMART PD Planning Goals from Leaders in the PD Reflection & Planning Process*

**2020-2021 SMART Goal**

**Data-Driven, Practice-Focused, and Feedback and Analysis Loops:**

**1.**

Informal remote observations will be conducted by a certified CLASS observer from the central office for each of the 15 VPI teaching teams. A follow up meeting will be conducted to update personalized PD plans within 2 days of the observation for timely impact on instruction.

**2.**

ECSE teachers will participate in ongoing CLASS training to become familiar with the CLASS tool. By mid-February, ECSE teaching teams will record a Zoom class meeting. A central office leader will follow up with each teaching team for debriefing and feedback. A personalized learning plan for the teacher and assistant will be developed or updated based on the feedback session.

*SMART goal example, Henry County*

Supporting Leaders' Use of the ECE Resource Hub

**Figure 4**

*Sample Leader Action Plans Following PLC Sessions*

How & When: I would like to start an equity PLC for our ECSE group. We will use the 4 resources shared in this group. We will do this monthly in the afternoon.

Barriers to Overcome: Our biggest concern is wondering if my knowledge base is wide enough to respond to questions that may arise.

Assessing Impact: We will do pre- and post-session surveys to know whether it has had an impact.

How & When: I will start planning how to provide PD by potentially building capacity in leadership team to then move to small PLCs with teaching teams. I will do this in Summer 21 with the PreK leadership team. I love the resources, would like more.

Barriers to Overcome: the amount of time we have with teachers is limited, so we could potentially make it after school.

Assessing Impact: I will know this has been successful from teachers' responses on self-reflection survey, decrease in [student] behaviors. [decreases in] referrals.

**Figure 5**

*Sample Leader Action Plan Submitted Following Considering Equity Leader PLC Sessions*

Resource	Reflections on Value	Plans for using Resource
<p><b>Dr. Beverly Tatum</b></p> <p><a href="#"><u>“Is my skin brown because I drank chocolate milk?”</u></a></p>	<p>This resource will be used as a conversation starter to understand our personal connection with race-related experiences and how our teachers need to see from the lenses of a child. How can we support our students who have their own personal experience due to environment, family, community etc. Each student comes into our classroom with a story and we must learn what that story is.</p>	<ol style="list-style-type: none"> <li>1. We will show Dr. Tatum’s TED Talk at a team meeting in August during our Professional Development days. <ul style="list-style-type: none"> <li>• We will use guiding questions 1-3 to support reflective conversations.</li> <li>• Guiding questions and video will be shared on Schoology prior to our scheduled Professional Development.</li> </ul> </li> <li>2. Teachers will have a month to select which steps was chosen from the planning handout. Their plan will be uploaded on Schoology prior to our PLC meeting.</li> <li>3. Each teacher will discuss at the PLC how they selected that step/the outcome/what have you learned from the experience (September.)</li> <li>4. A calendar will be provided the team of resources being discussed and format.</li> </ol>
<p><b>NPR Research Report</b></p> <p><a href="#"><u>Bias is a Preschool Problem</u></a></p>	<p>This resource will explore our own personal bias that we may not be aware of. Teachers will be able to identify strategies to challenging behavior and how to support students in an equitable connection.</p>	<ol style="list-style-type: none"> <li>1. Team will have a self-pace module in which they will listen to the NPR podcast. <ul style="list-style-type: none"> <li>• Self-Assessment will be taken to see where as a team we stand on bias in preschool.</li> <li>• We will use all guiding questions as a form of a conversation thread. Each teacher and IA will respond to the questions.</li> <li>• Podcast and guiding questions will be shared on our virtual platform.</li> </ul> </li> <li>2. October PLC we will meet and discuss data from self-assessment and response to guiding questions. <ul style="list-style-type: none"> <li>• Individuals can reflect feelings or emotions they may have felt answering questions.</li> <li>• What surprised you the most while completing the self-assessment?</li> <li>• Are you able to see it from a different lens?</li> </ul> </li> <li>3. Introduction to next resource will be provided.</li> </ol>

<p><b>Dr. Jennifer Eberhardt</b></p> <p><a href="#"><u>The Power of Bias and How to Disrupt It</u></a></p>	<p>Engaging teachers that racial bias is developed through experiences. Those experiences without knowing may be brought into the classroom in which we may see students differently or make general assumptions. This resource will allow teachers to view from a different lens other than their own.</p>	<ol style="list-style-type: none"> <li>1. We will show Dr. Eberhardt Tedtalk our October Professional Development. <ul style="list-style-type: none"> <li>• We will use all guiding questions to support reflective conversations and group work.</li> <li>• Guiding questions and video will be shared on our virtual platform prior to our scheduled Professional Development.</li> </ul> </li> <li>2. Team will be broken up into groups to answer some guiding questions.</li> <li>3. Team will come back to reflect on the process and share something new they have learned.</li> </ol>
<p><b>Grace Lin</b></p> <p><a href="#"><u>Windows and Mirrors</u></a></p>	<p>Allows teachers to view their own classroom materials. Are those materials inclusive to students in the classroom? Are students being exposed to different abilities, cultures and ethnicity that may not be represented in the classroom? Having books or materials that represents your students gives them a sense of belonging and allows you to celebrate uniqueness.</p>	<ol style="list-style-type: none"> <li>1. Team will participate in a self-assessment in regard to books and material in their classroom.</li> <li>2. We will create a course in our virtual platform. <ul style="list-style-type: none"> <li>• Teachers will view Grace Lin TEDx Talk.</li> <li>• Teachers will answer guiding questions.</li> <li>• Teachers will partner up with another teacher in the division to review materials and books in their classroom. <ul style="list-style-type: none"> <li>What was the finding? <ul style="list-style-type: none"> <li>○ Were you surprised?</li> <li>○ What are you going to change to support equity in books or materials?</li> </ul> </li> </ul> </li> </ul> </li> <li>3. The team will come back in December and discuss purchased of books or material to support equity in the classroom.</li> </ol>

## Virtual Coaching for Teachers (GEER Tier 3)

**Table 6**

*CASTL Equitable Social-Emotional Coaching Model: Alignment to Practice-Based Coaching*

<b>Practice - Based Coaching Element(s)</b>	<b>CASTL Coaching Model: Overview</b> Components aligned with Practice-Based Coaching, with notes on key structures (systems, resources, tools) used to promote fidelity & scalability.
<b>Focus on Evidence-Based Practices</b>	<b>Evidence-based, equitable social-emotional practices are clearly defined within a framework and illustrated with videos and supporting resources</b> (on the <a href="#">ECE Resource Hub</a> ) so teachers and coaches have a shared understanding of what specific practices they are focused on and so what they improve will likely lead to an improvement in child outcomes.
<b>Collaborative Partnerships</b>	<b>Coaches use approaches designed to empower, support, and motivate teachers:</b> GEER session PPTs embed a “SEL soft start” activity to build relationships while also integrating focus on the evidence-based practices. Coaches are trained to use communication strategies including Motivational Interviewing: OARS (open-ended questions, affirmations, reflections and summary reflections) to engage and motivate teachers. Coaches emphasize teacher choice & voice within set structures of GEER Self-Assessments & Action Plans. Finally, GEER coaches support teachers’ wellbeing by communicating supportively and embedding a self-care step in GEER Action Plans.
<b>Goal Setting &amp; Action Planning</b>	<b>Coaches follow a set process for using Self-Assessments to create data-driven SMART goals and Action Plans (1-2x/month).</b> Teachers review Self-Assessments for each topic of the month, reflecting on current practices and choosing 1 specific practice to focus on in their Action Plan. To facilitate a smooth and collaborative action planning process, coaches use communication strategies and use Self-Assessments with links to specific resources on the ECE Resource Hub and crosswalks to aligned CLASS dimensions. Over time, coaches/teachers track progress on goals/Action Plans in TORSH. Other sources of data (teacher and coach report, CLASS data) are also used to track progress/outcomes.
<b>Focused Observation</b>	<b>Coaches observe teacher Action Plan implementation via video up to 2x/month; teachers upload videos</b> via the TORSH coaching platform (via computer or app).
<b>Reflection &amp; Feedback</b>	<b>Coaches provide teachers timestamped feedback/reflection questions on TORSH,</b> empowering teachers to take an active role in observing and analyzing their own practice. In follow-up <b>virtual coaching sessions (via ZOOM) (2x/month),</b> teachers analyze their practice strengths and ways to improve. Note: virtual formats for video review and coaching sessions save coach travel, promoting efficiency and scalability.
<b>All elements</b>	<b>Coaching sessions (2x/mo) follow a set structure</b> that include 3 out of 4 PBC elements, and focused observation (4 <sup>th</sup> element) is completed via video in between sessions. Fidelity & scalability of this structure is supported by PPT slides for each session.  <b>We measure and support fidelity of the coaching/consultation model so it is delivered as intended to promote outcomes (teacher practice change, child outcomes).</b> Training for coaches emphasizes fidelity elements, and the lead coach provides P/T coaches ongoing support guided by fidelity tools for coaching sessions, action plans, and timestamped feedback. The lead coach uses the Coaching Session Fidelity Tool to provide P/T coaches feedback on coaching session videos. This fidelity tool data, along with coach notes, and the TORSH coaching platform informs ongoing training/support of coaches in weekly meetings as well.

**Figure 6**

*Sample Coaching Action Plan*

<p><u>TOPIC:</u> Supporting Children’s Behaviors</p>	
<p><u>Goal:</u> I will support (child) by making an individualized plan with strategies to prevent negative behaviors and teach and support positive/replacement behaviors 2x a week for the next 2 weeks. Due: 5/13/2021</p>	<p><u>Action Steps:</u></p> <ol style="list-style-type: none"> <li>1. Notice contexts in which problems usually occur and seek to understand the function of a child’s behavior and pick strategies to meet needs (e.g., “We will modify circle time activity to reduce wait time, use visuals to teach and remind [child] the skill of turn-taking, then we will reinforce turn-taking”)</li> <li>2. Record Video and Upload to TORSH by May 11th</li> <li>3. Review ECE Hub Resources to Support Goal:               <ul style="list-style-type: none"> <li>○ Core Skills Behaviors</li> <li>○ Behavior Checklist</li> <li>○ Tip Sheet: Responding the Challenging Behavior</li> <li>○ Family Connections Webinar</li> </ul> </li> </ol>
<p><u>Intentional Practice from Self-Assessment:</u> I objectively observe and proactively plan.</p>	

**Figure 7**

*Sample Coaching Action Plan Goals for Select Coaching Topics*

<p><b>Teacher-Child Relationships</b></p> <ul style="list-style-type: none"> <li>● At least two times a week, I will assist students without forcing my solution by asking guiding questions (i.e., “I am here to help.” “Can we figure this out together”?)</li> <li>● I will provide frequent opportunities throughout the day for all my children to lead activities four times a week for the next two weeks.</li> </ul> <p><b>Supporting Emotions</b></p> <ul style="list-style-type: none"> <li>● With direct teacher modeling, I will help children recognize and describe their emotions by prompting children to consider (a.) why someone may be feeling a certain way three days per week by developing a social story that identifies at least one emotion.</li> <li>● Each day, I will remind students of the different calm-down techniques they have learned (Tucker Turtle Technique, Breathing Exercises)</li> </ul> <p><b>Empathy and Sense of Self</b></p> <ul style="list-style-type: none"> <li>● I will prompt children to consider the needs/feelings of others by providing picture cards and scenarios that reflect feelings for them to identify daily for the next two weeks.</li> <li>● I will promote child autonomy by valuing their identity, interests, opinions, and ideas by encouraging children to do things independently five days per week</li> </ul>
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