



“The Un Buen Comienzo Project and its experience improving Chilean Preschool Education: combining formative assessment, coaching and continuous quality improvement”

Katherine Becker, Pablo Muñoz, Andrea Rolla, & UBC Team
June 2016

How can an external evaluation tool like the CLASS be adapted to provide formative assessment, in order to improve the quality of the interactions between teachers and students?

UBC is a project in Chile designed by *Fundación Educacional Oportunidad*, a Chilean foundation, and Harvard University.

UBC it's a two-year professional development program, that works with:

Teachers and their aids:
Coaching and training sessions (i.g.: language development strategies)

Parents:
Support and coaching: about socioemotional development and school attendance

School authorities:
Coaching and training sessions about leadership and evaluations



The Classroom Assessment Scoring System, CLASS (La Piaro & Pianta, 2003) measures the quality of interactions between teachers and students inside the classroom.

It uses a scale that goes from 1 to 7, with 7 being highest quality.

Three domains

Emotional Support

1. Positive Climate
2. Negative Climate
3. Teacher Sensitivity
4. Regard for Student Perspectives

Classroom Organization

1. Behavior Management
2. Productivity
3. Instructional Learning Formats

Instructional Support

1. Concept Development
2. Quality of Feedback
3. Language Modeling



Lowest scores.
Hardest to improve.

A study found the CLASS had construct and predictive validity in the Chilean context (Leyva et al., 2015)

The impact analysis of the project, from a randomized control trial 2007-2011, found moderate to large positive impacts on three domains, in the CLASS after 1 year of the program. After 2 years, moderate positive impacts were observed in the CLASS.

Classroom observations were recorded. Then a certified evaluator coded the interactions inside the classroom, by selecting randomly four cycles, 30 minutes each, from the observation of a complete school day.

These evaluations took place during three moments during the school year: at the beginning, middle and at the end of the intervention. The scores were not given directly to the teachers. UBC coordinators received them and used them to guide their coaching.

After two years of intervention, Emotional Support and Classroom Organization are in medium high levels. Instructional Support remained low. Emotional and Instructional Support increased over time.

Both are rural and vulnerable areas from the VIth region. 18 classrooms in total.

In order to increase results, UBC included Continuous Quality Improvement in the model and modified the application of the CLASS, by adding a new set of CLASS observation/coaching, with 6 cycles per year.

Also real-time feedback, post observation. This feedback was exclusively about Instructional Support.

After two years of intervention, Emotional Support and Classroom Organization are in medium high levels. Instructional Support remained low, but increased. Classroom Organization also improved over time.

During 2014, Fundación Oportunidad decided to develop a new model of intervention. This time, UBC Team would evaluate and give feedback to teachers.

UBC Team were trained in the CLASS instrument, in order to coach the teachers according to their characteristics, strengths, and weakness.

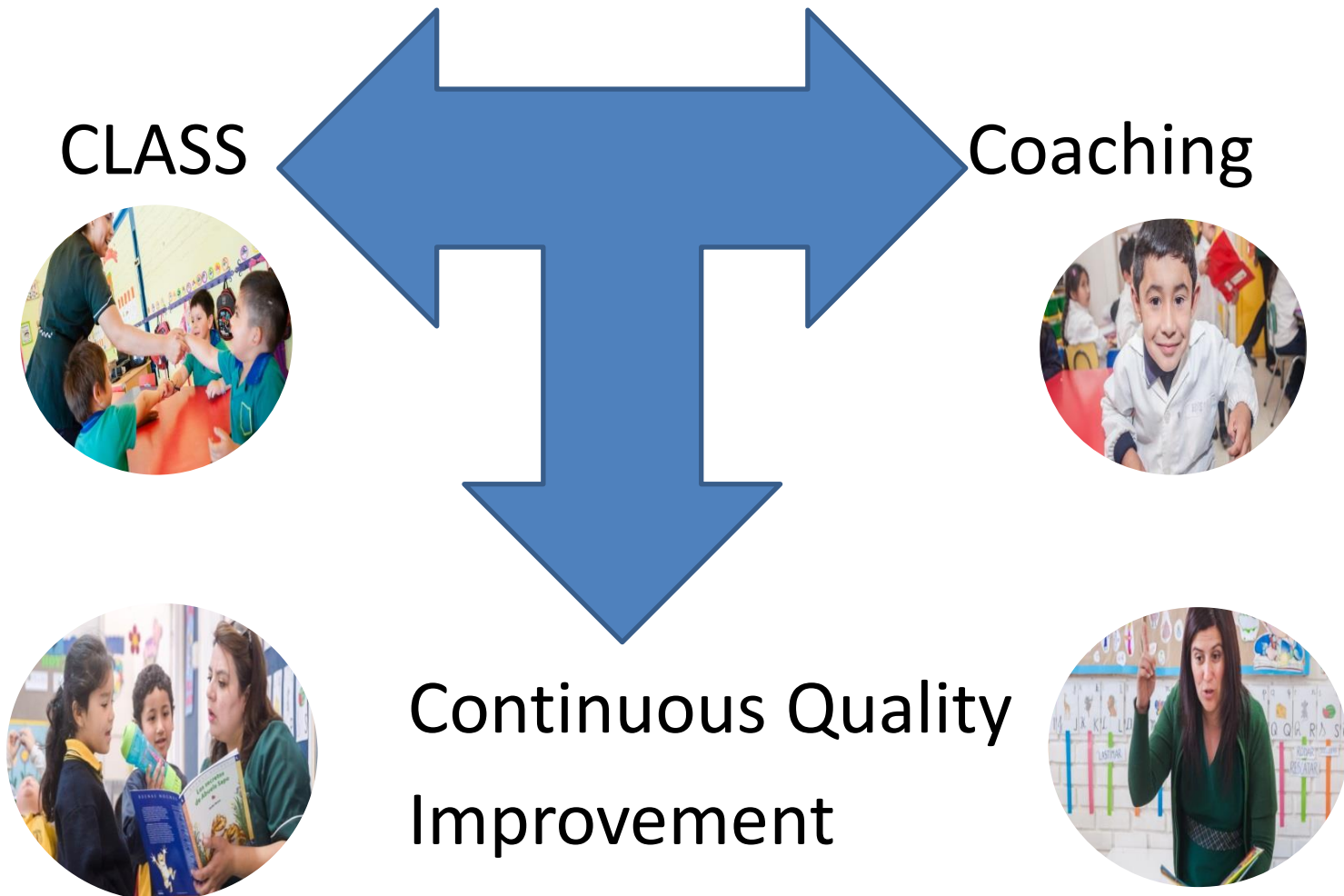
It was applied to 26 schools from La Pintana and Cachapoal.

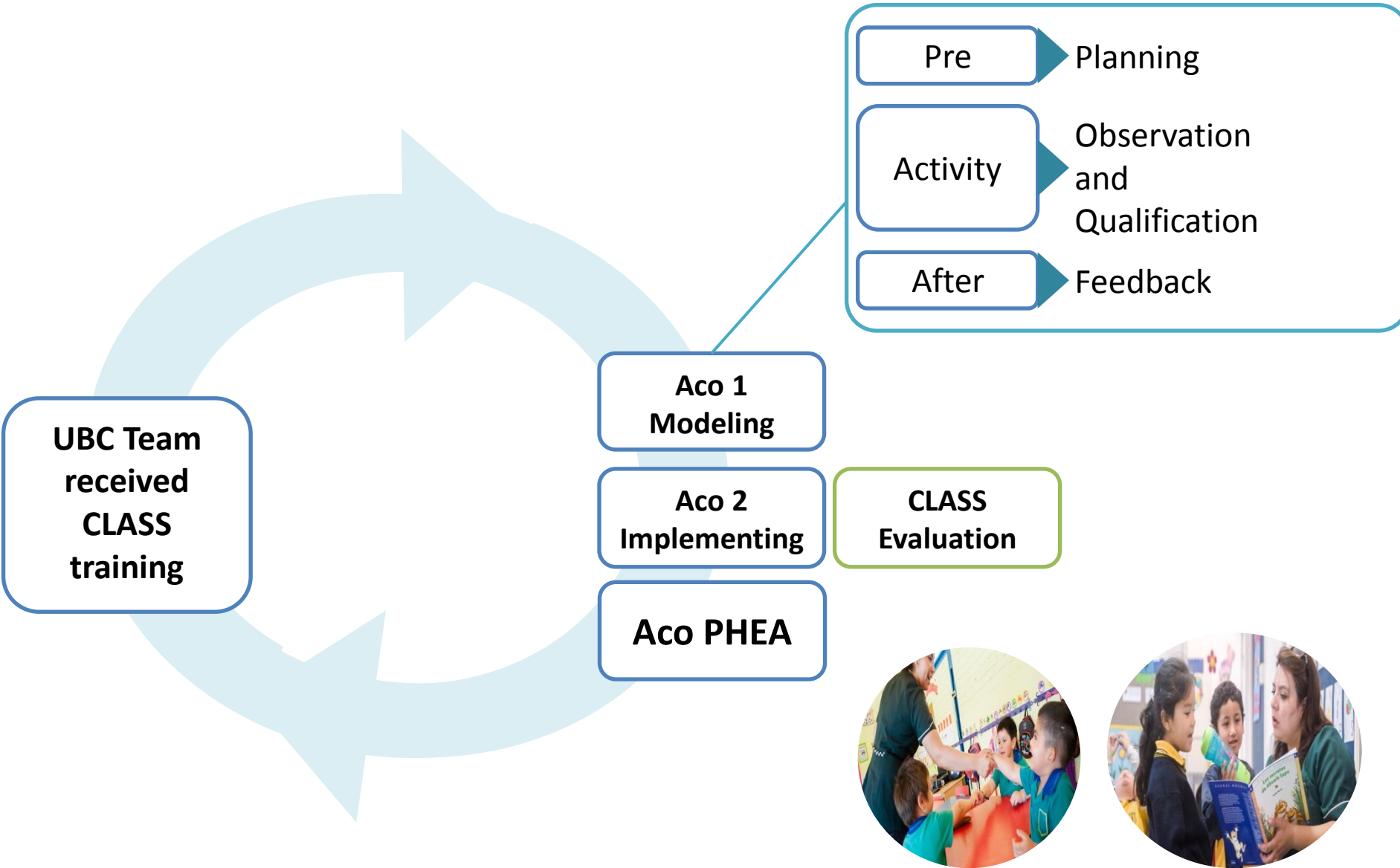
This new model still included 3 cycles of external evaluations.

Coaching wasn't circumscribed to Instructional Support

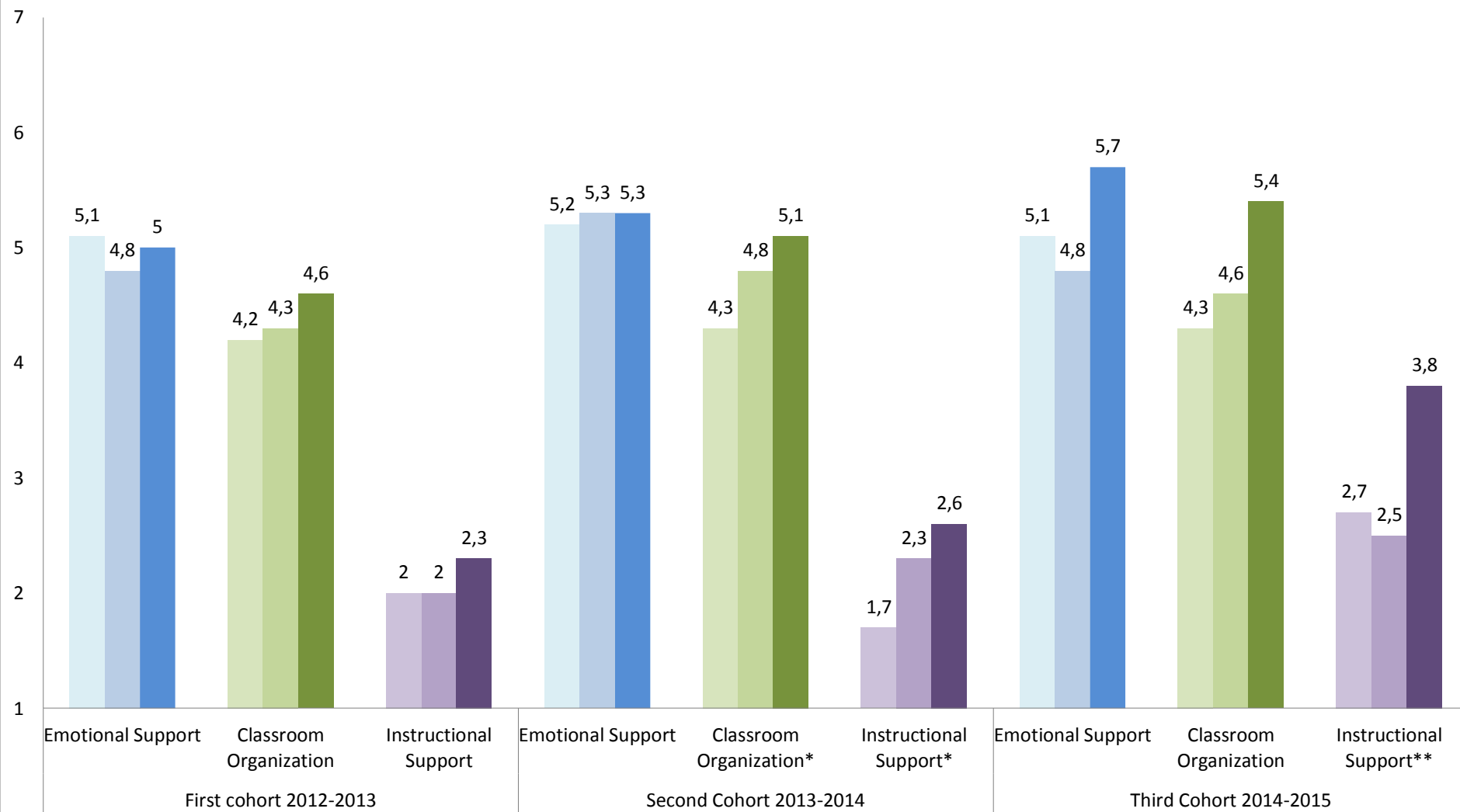


How do we improve pedagogical practices?

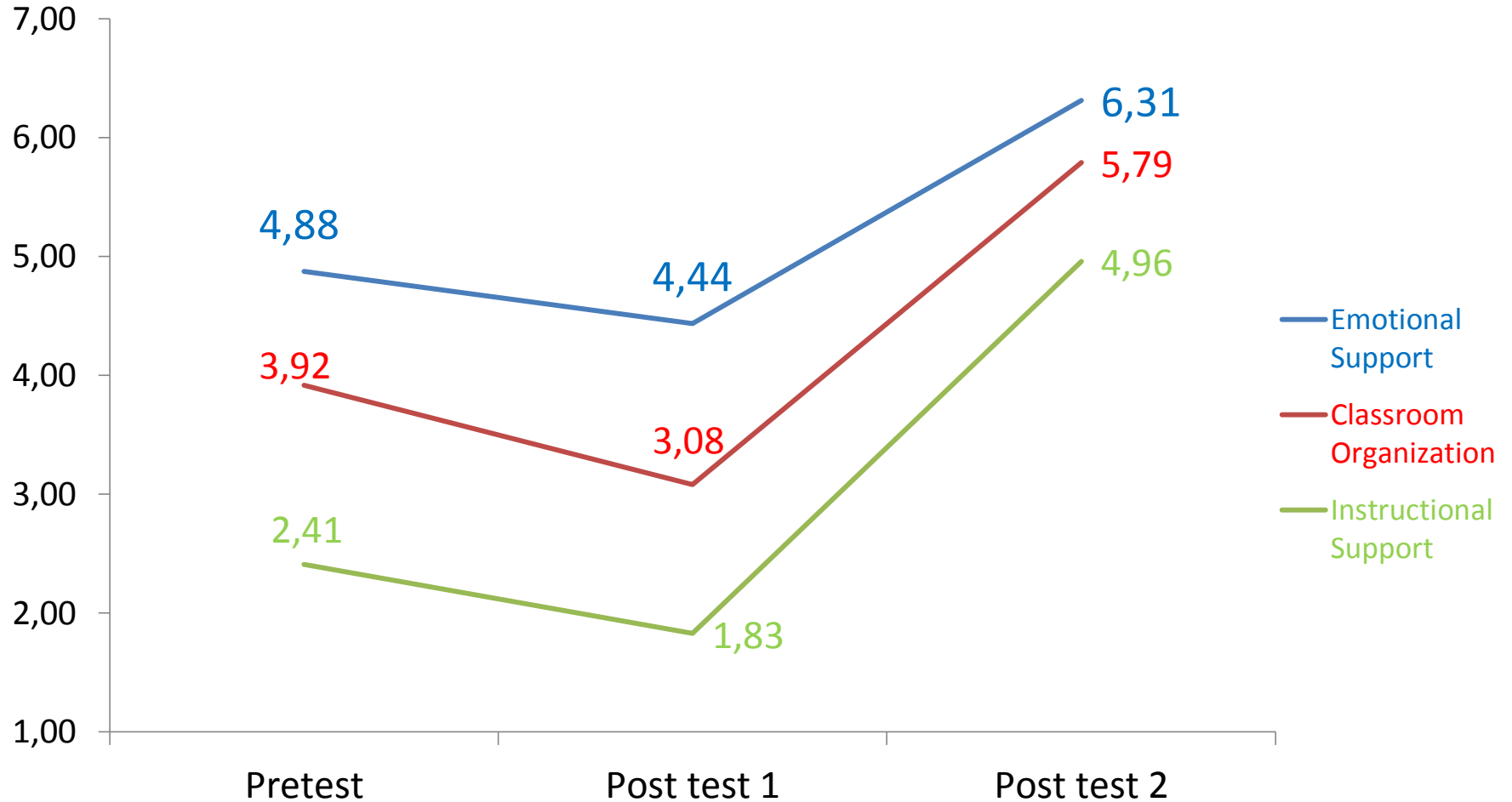




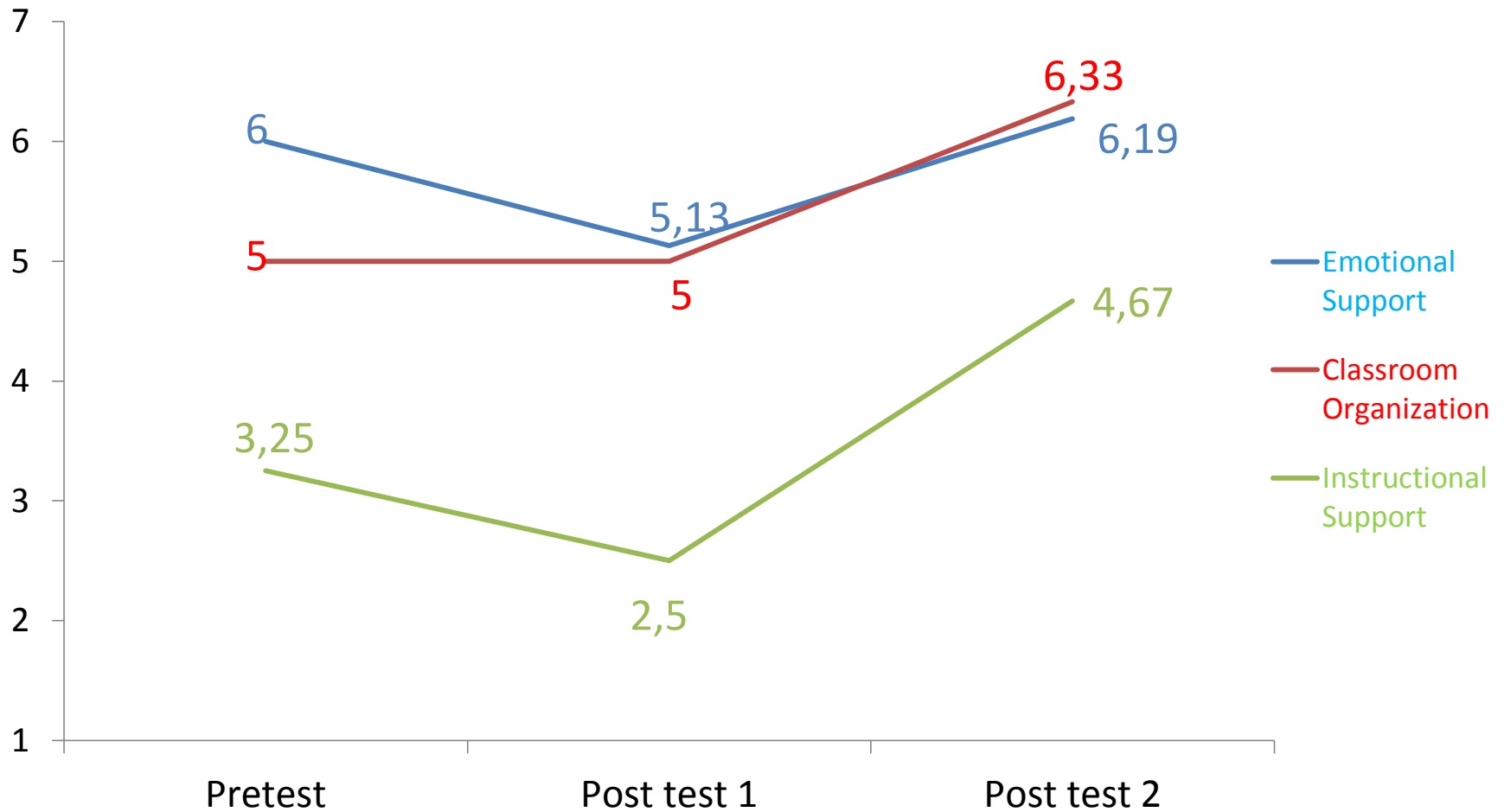
Evolution of CLASS Scores (Average), for each cohort. Years 2012-2015



CLASS Scores (Average): Amparo Rayo (2014-2015) (N=16)



CLASS Scores (Average): Juan de Dios Aldea (2014-2015) (N=20)



Juan de Dios Aldea

- Teacher was eager to learn and improve
- Instructional Support was prioritized
- No videofeedback
- Feedback given at the end of the activity

Amparo Rayo

- Teacher was reluctant
- Classroom Organization was prioritized, and then Instructional Support
- Videofeedback
- Feedback given during the activity

Juan de Dios Aldea

- No teacher's aid
- Every behavioral marker, was related to her own practice

Amparo Rayo

- Coaching for teacher's aid
- Posters inside the classroom, as reminders

What did they have in common?

Planning their activities, trying new things, and thinking about what they did inside the classroom

There is not a single recipe! It's important to identify the strengths and weakness of the teachers and their classrooms.

Also is key to identify priority areas to work inside the classroom, in order to determine which area need to be focused on first

It's very important to strengthen the work between the teacher and their aids.

Videofeedback is a powerful tool. It helps focusing and understanding what the teacher is doing during the activity

An Evaluation Instrument is quite valuable, but it's also a powerful tool to be used as formative feedback.

Modifying instructional patterns is quite slow and difficult.

By receiving coaching on good educational practices, teachers are capable of identifying them and implementing them.

Planning their activities, receiving immediate feedback, and thinking about their practices, are also key for getting better results.

Many thanks!



kbecker@fundacionoportunidad.cl

<http://www.fundacionoportunidad.cl>

Katherine Becker, Pablo Muñoz,
Andrea Rolla, UBC Team.

July 2016