

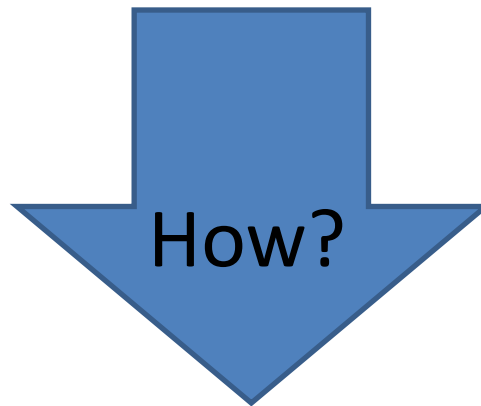


Improving Teachers' Instructional Interactions through External Evaluation  
and Formative Feedback:

The Un Buen Comienzo (UBC) Experience inside Chilean Classrooms

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To describe how the UBC project improved the quality of interactions between teachers and students inside the classroom through coaching, 2012-2015.



By using an external evaluation instrument, the CLASS, to quantify the quality of interactions and provide formative feedback to teachers.

- Access to education is guaranteed, beginning at four years of age (prekindergarten). Quality is now the main concern.
- In international comparisons, one out of three Chilean elementary school students doesn't have basic skills in language and one out of two doesn't have basic skills in math (PISA, 2012).
- Children younger than five years of age in Chile have better cognitive development in comparison with other Latin American countries (Shady et al., 2015)

## Description: *Un Buen Comienzo* (UBC) Project

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

UBC is a professional development program for preschool teachers and their classroom assistants.

It is a two-year program, with coaching and training sessions for teachers and works with families and school leadership teams.

These interventions have been implemented since 2007 in over 91 vulnerable public schools of Santiago and Rancagua (Leyva & Weiland, 2015).

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 that a classroom observation instrument that measures quality, 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 emotional and instructional support as well as classroom organization in the CLASS after 1 year of the program. After 2 years, moderate positive impacts were observed in the CLASS.

In order to increase results, UBC included Continuous Quality Improvement in the model.

The CLASS instrument had been applied to different cohorts:

First stage, 2012-2013: school located in Estación Central and in San José de Maipo. Both are urban and vulnerable municipalities located in the Metropolitan Region, Santiago. 18 classrooms in total.

Second stage, 2013-2014: schools located in Coinco and in Machalí, both are rural and vulnerable areas from the VI<sup>th</sup> region. 18 classrooms in total.

Third and current stage, 2014-2015: Schools located in La Pintana and in Cachapoal. The first municipality is located in Santiago, while the latter is a rural area of the VI<sup>th</sup> region. 33 classrooms in total.

2012-2013: Estación Central and San José de Maipo.

Classroom observations were recorded. Then a certified evaluator coded the interactions inside the classroom, by selecting randomly four cycle, 20 minutes each, from the observation of a complete school day.

The scores were not given directly to the teachers. UBC coordinators received them and used them to guide their coaching.

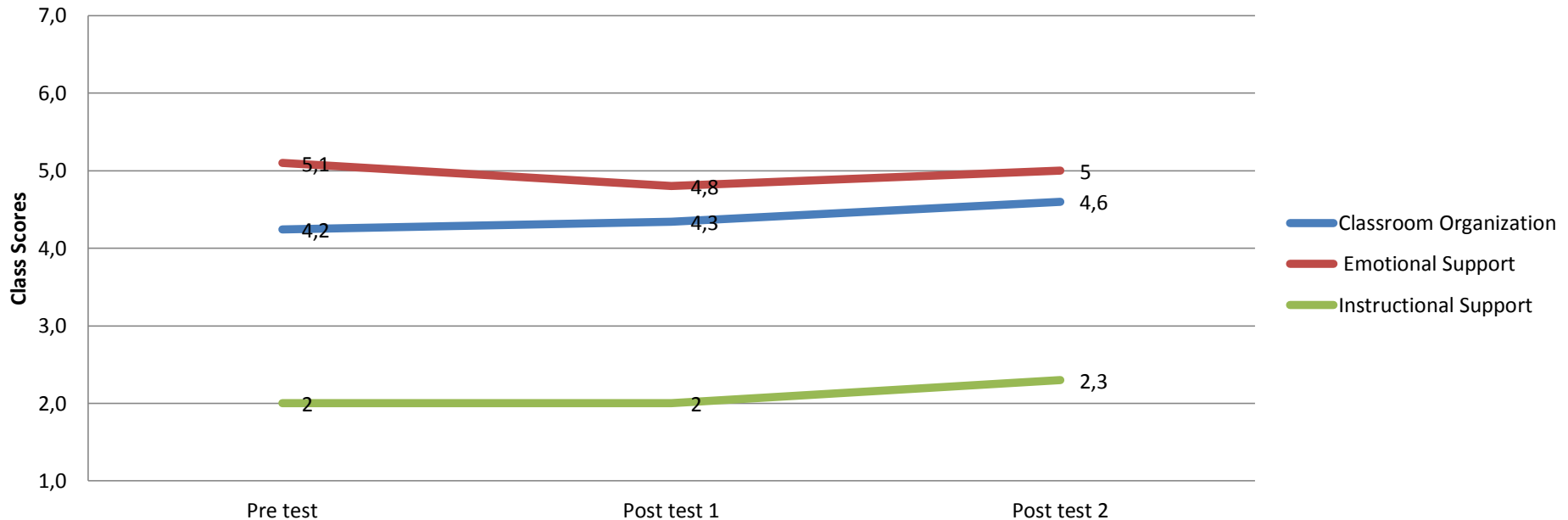
These evaluations took place during three moments during the school year: at the beginning, middle and at the end of the intervention.



## Stage 1: standard method.

### CLASS Scores (Average): San José de Maipo y Estación Central (2012-2013)

N = 6



### Results:

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.

### 2013-2014

During 2013, Fundación Oportunidad added a new CLASS observation, with 6 cycles per year.

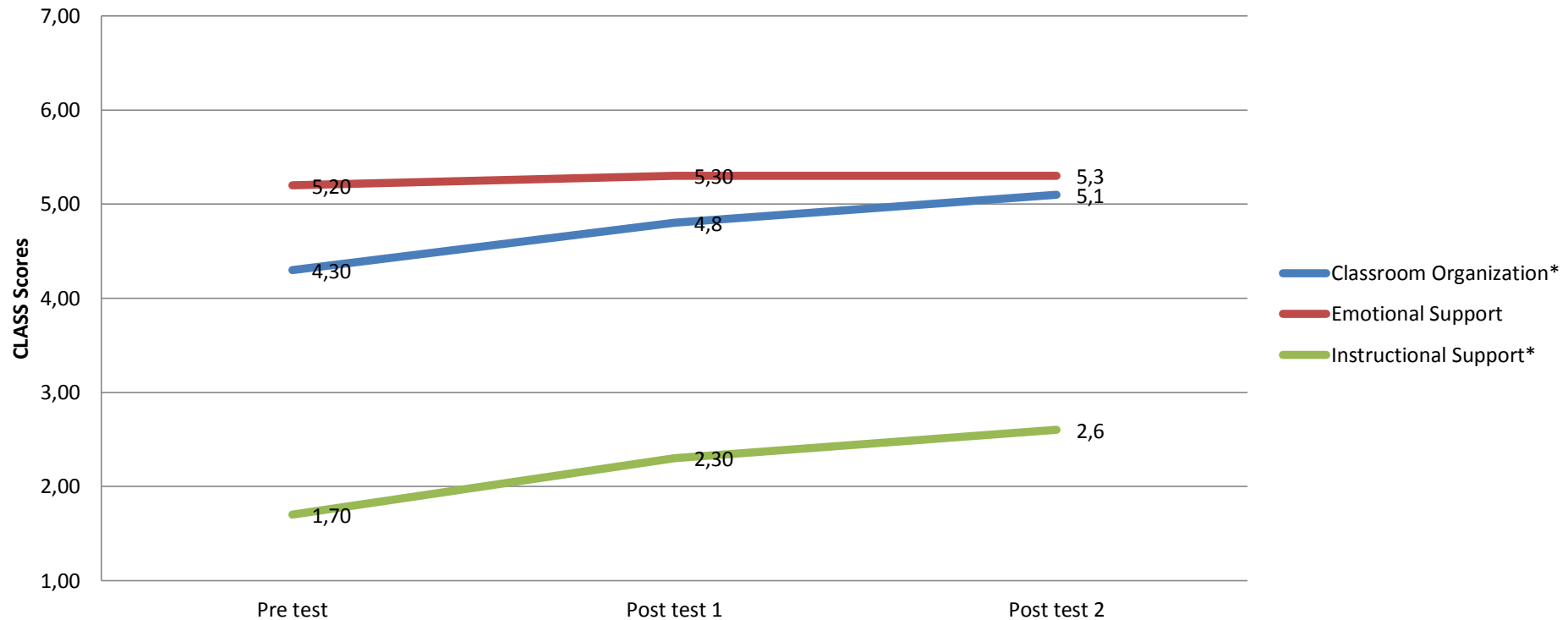
This new process incorporated real-time feedback, post observation. This feedback was exclusively about Instructional Support.

Certified evaluators watched an activity, then scored it and gave feedback to the teacher, post evaluation.

Evaluators didn't tell the scores to the teachers.

## Stage 2: The First Modification

**CLASS Scores (Average): Coinco and Machalí (2013-2014) N= 9**



### Results:

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.

## Stage 3: The Final Modification

2014-2015

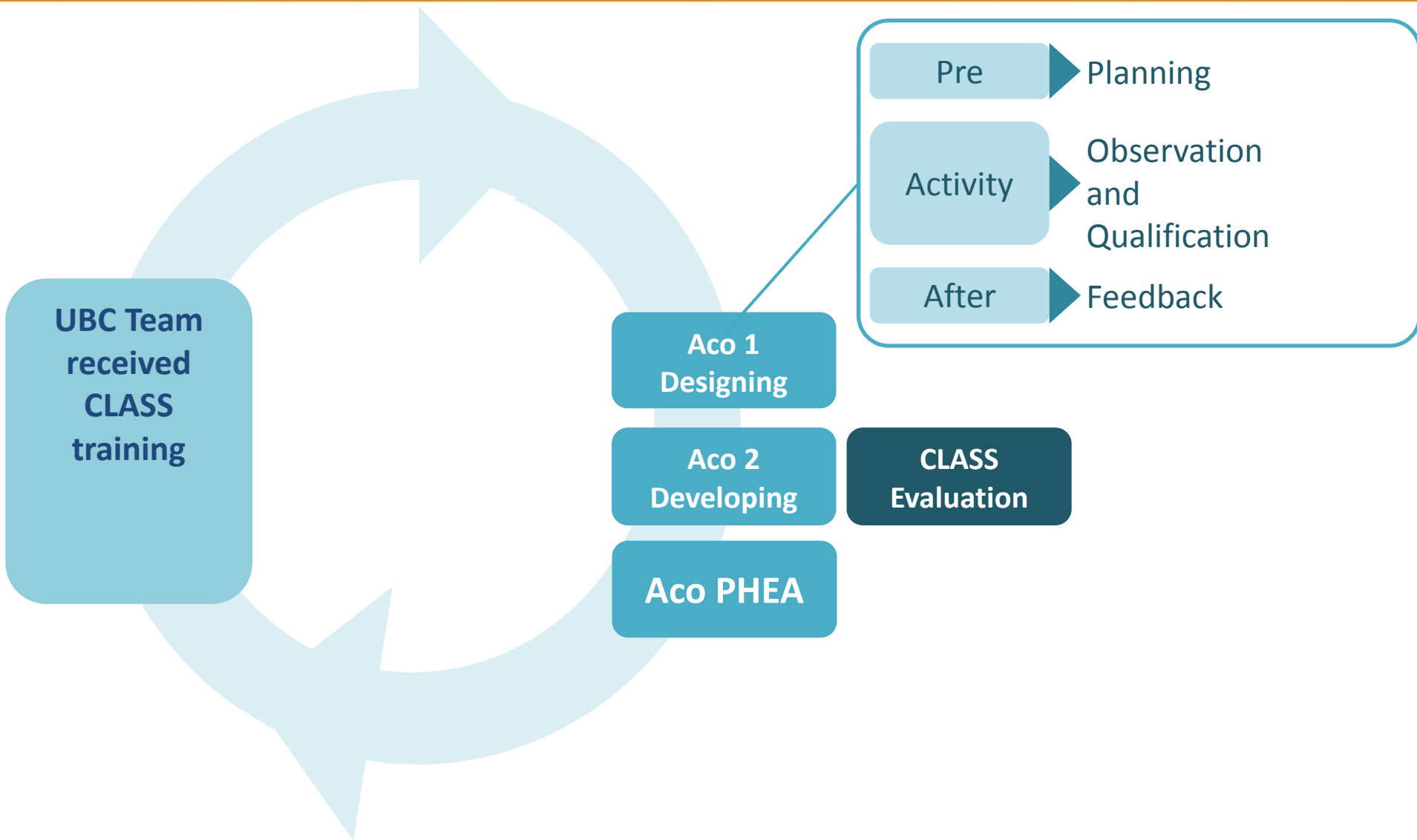
During 2014, Fundación Oportunidad decided to develop a new model of intervention. This time, UBC Team would evaluate and give feedback to teachers exclusively about Instructional Support.

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

This new model still included 6 cycles of external evaluations.

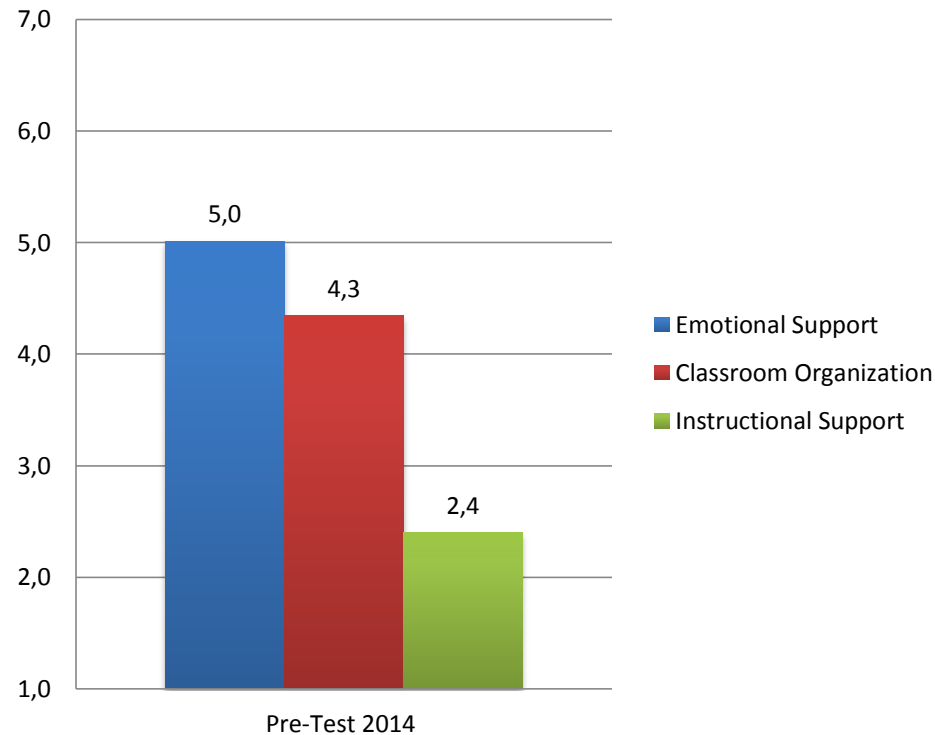
It was applied to schools from La Pintana and Cachapoal. We only have data from 2014, and the model was modified in 2015.

## Stage 3: The Final Model

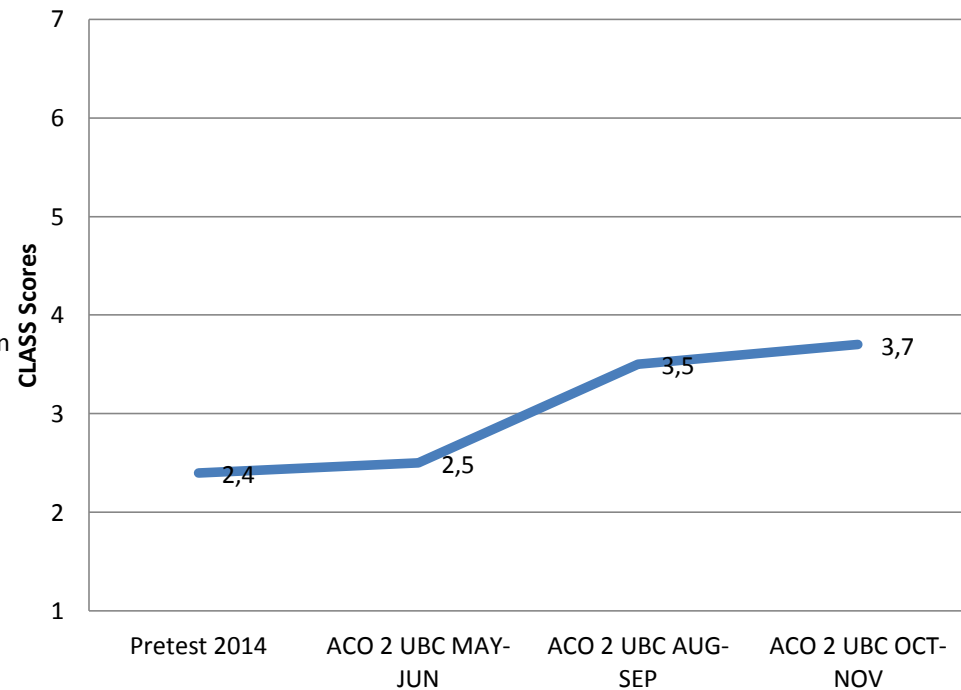


## Stage 3: The Final Model

**CLASS Scores (Average): Cachapoal and La Pintana (2014) N = 33**



**Instructional Support Scores (Average): Cachapoal and La Pintana (2014) N=33**



Results: after a two-year intervention, there were some progress in each cycle of evaluation, showing a positive tendency. However, we must remain cautious, since these results aren't so rigorous.

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. There has been continuous improvement, even though it is still in the low and medium ranges.

According to teachers and the UBC team, planning their activities, receiving immediate feedback, and reflection on their practices are key to getting better results.

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

Many thanks!



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