Appendix C

Classroom Observations

Classroom Assessment Scoring System (CLASS)

What is CLASS?

The Classroom Assessment Scoring System (CLASS) is a classroom observation tool developed at the University of Virginia's Curry School of Education. It aims to provide a common lens and language focused on classroom interactions that encourage student learning.

CLASS observations break down the complex classroom environment to help educators focus on boosting the effectiveness of their interactions with learners of all ages. Observations rely on categorizing interactions within the CLASS framework.

The CLASS tool organizes teacher-student interactions into three broad domains: Emotional Support, Classroom Organization, and Instructional Support. The upper elementary and secondary tools include an additional domain, Student Engagement. Within all domains except Student Engagement, interactions are further organized into multiple dimensions. Table 1 lists the domains and dimensions for each level.

Emotional Support: Students' social and emotional functioning in the classroom is increasingly recognized as an indicator of school readiness, a potential target for intervention, and even as a student outcome that might be governed by a set of standards similar to those for academic achievement. Students who are more motivated and connected to others are much more likely to establish positive trajectories of development in both social and academic domains. Teachers' abilities to support social and emotional functioning in the classroom are therefore central to ratings of effective classroom practices.

Classroom Organization: The classroom organization domain assesses a broad array of classroom processes related to the organization and management of students' behavior, time, and attention in the classroom. Classrooms function best and provide the most opportunities for learning when students are well-behaved, consistently have something to do, and are interested and engaged in learning tasks.

Instructional Support: The theoretical foundation for the instructional support domain is based on research on children's cognitive and language development. Thus the emphasis is on students' construction of usable knowledge, rather than rote memorization, and metacognition—or the awareness and understanding of one's thinking process. As a result, the instructional support domain does not make judgments about curriculum content; rather, it assesses the effectiveness of teachers' interactions with students that support cognitive and language development.

Student Engagement: Unlike other domains, student engagement focuses strictly on student functioning, and measures the overall engagement level of students in the classroom.

Table 1: CLASS Domains and Dimensions

Domain	Dimensions			
	Pre-K	**Lower Elementary**	**Upper Elementary**	**Secondary**
Emotional Support	Positive Climate Negative Climate Teacher Sensitivity Regard for Student Perspectives	Positive Climate Negative Climate Teacher Sensitivity Regard for Student Perspectives	Positive Climate Negative Climate Teacher Sensitivity Regard for Student Perspectives	Positive Climate Negative Climate Teacher Sensitivity Regard for Adolescent Perspectives
Classroom Organization	Behavior Management Productivity Instructional Learning Formats	Behavior Management Productivity Instructional Learning Formats	Behavior Management Productivity Instructional Learning Formats	Behavior Management Productivity Instructional Learning Formats
Instructional Support	Concept Development Quality of Feedback Language Modeling	Concept Development Quality of Feedback Language Modeling	Content Understanding Analysis and Problem Solving Quality of Feedback Instructional Dialogue	Content Understanding Analysis and Problem Solving Quality of Feedback
Student Engagement	n/a	n/a	Student Engagement	Student Engagement

Based on research from the University of Virginia's Curry School of Education and studied in thousands of classrooms nationwide, the CLASS

- focuses on effective teaching
- helps teachers recognize and understand the power of their interactions with students
- aligns with professional development tools
- works across age levels and subjects

CLASS-based professional development tools increase teacher effectiveness, and students in classrooms where teachers are observed to demonstrate and earn higher CLASS scores achieve at higher levels than their peers in classrooms with lower CLASS scores.[1]

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[1] Teachstone Inc. http://www.teachstone.org/about-the-class/

Adoption of CLASS by APS

The 2005-11 strategic plan includes an indicator that targets an increasing percentage of teachers displaying effective, differentiated instruction during annual observations. This indicator was new. However, while differentiation was occurring, no valid or efficient measurement system was in place to capture this information. Therefore, APS targeted development of such a measure.

Table 2: 2005-11 Strategic Plan Indicator on Annual Observations of Differentiated Instruction

	Baseline		2005 to 2011 Strategic Plan					
	('99-05 Strategic Plan)		Results				*Targets*	
	2003-04	2004-05	2005-06	2006-07	2007-08	***2008-09***	*2009-10*	*2010-11*
Indicator 57 – *Percentage of teachers displaying effective, differentiated instruction during annual observations*								
Target	n/a	n/a	Develop measure	Develop measure	Develop measure	***Baseline***		
Progress			Not developed	Not developed	Not developed	***Not developed***		

In 2009, staff began to look at the annual observation processes. Two system-wide processes were identified for initial investigation:

- Teacher evaluation observations
- Observations conducted for program evaluation

Staff next examined whether there were measures within the above processes to provide consistent and reliable data across the evaluations. This criterion eliminated the teacher evaluation system since there is currently no means by which to extract and quantify data from observations. Also, there is variability in use of observations as described in the teacher evaluation system ranging from evaluation of probationary teachers that is exclusively an observation-based system to periodic observations of continuing contract teachers.

However, the observations conducted for program evaluation had the potential to meet our requirements if APS could identify a single observation tool that would be used by all programs, and if we could ensure the validity and reliability of the observation tool.

A Proposed Measure

Department of Instruction staff, joined by representatives from Student Services and Information Services, entered a lengthy process: to review observation tools used in past evaluations and other initiatives and to identify a tool or create a tool that met our requirements for validity and consistency. This endeavor also provided additional opportunity to consider whether such tools might also yield information on the efficacy of teachers' use of culturally competent teaching behaviors, a goal of the Division's cultural competence initiative.   This work brought us to the CLASS tool.

APS had experience using CLASS in 2009 as part of the evaluation of APS pre-K programs. To ensure that this selection was appropriate to collect data related to differentiation, in April 2010, a group of APS staff participated in CLASS training for secondary instruction. Once the training was complete, a pilot study was conducted.

APS CLASS Pilot

Pilot Observations
- Since CLASS was used in the 2009 evaluation of Pre-K programs, the pilot focused on secondary classrooms.
- Multiple observations were conducted at seven of nine secondary schools during late May and early June 2010 by certified raters. Observations included a mix of core and elective classrooms and self-contained Special Education and ESOL/HILT classrooms.
- Observations were conducted in 20 minute intervals as recommended by CLASS protocols.

Observers
- Completed a two-day training session and became certified through the UVA-proctored assessment.
- Did not observe teachers whom they currently evaluate, and agreed to maintain teacher and school anonymity.
- Were paired with a co-observer during each observation to determine if coding was consistent across individuals.

Differentiation

The Gifted Services (GS) Supervisor reviewed the tool and participated in the pilot. She noted that the four domains measured by the secondary CLASS tool are essential in effectively differentiated classrooms: emotional support of the learner; classroom organization to facilitate all students' learning; instructional support that strengthens student understanding; and student engagement. The tool not only itemizes the behaviors of the student and teacher in an effectively differentiated classroom but it also expects a level of student and teacher behavior that is effective for the instruction of gifted learners. The specific indicator measured by CLASS that is essential for gifted learners is Analysis & Problem Solving.

In this limited sample of observations using the secondary CLASS, the decreased scores found in the area of Analysis & Problem Solving parallel what was seen in the GS Program Evaluation. In review of the data collected using the Classroom Observation Scale – Revised (COS-R) observation tool used in grade 3-5 classrooms during the GS Program Evaluation, it had been noted that although there was a moderate adherence to the basic principles of differentiated instruction, differentiation specifically for gifted students in the categories of problem-solving and research were too small to calculate categorical means.[2]

While all domains address differentiation, four dimensions within those domains were determined to be the most essential for effectively differentiated classrooms:
1. Teacher Sensitivity (pre-k through secondary)
2. Regard for Student Perspectives (pre-K & elementary); Regard for Adolescent Perspectives (secondary)
3. Instructional Learning Formats (pre-k through secondary)
4. Concept Development (pre-K & lower elementary); Analysis and Problem Solving (upper elementary and secondary)

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[2] Gifted Services Evaluation Report, November 2008

Composites of these indicators from the CLASS will be used by APS as a measure of differentiation for all learners.

CLASS and Program Evaluation

APS plans to conduct CLASS observations for all program evaluation reports, starting in the 2010-11 school year. In the fall of 2010, the Office of Planning and Evaluation recruited retired teachers and administrators to become certified CLASS observers. Certification is managed by the University of Virginia. Trainees undergo in-depth training to help them use the tool effectively in the field. An assessment is used to ensure that the observers have demonstrated reliability with the CLASS tool.

Two series of CLASS observations were conducted in the 2010-11 school year, one in the fall and one in the spring. A total of 555 observations of mathematics, English language arts, and world languages instruction were completed. Based on recommendations from the University of Virginia, each observation lasted approximately 30 minutes and observers were instructed to view either the beginning or end of a class. Ten additional minutes were provided for coding of the observation. The sample of classrooms observed included all APS schools and programs. Self-contained classrooms that serve ESOL/HILT or students identified with a disability, as well as mainstream classrooms where ESOL/HILT and students identified with a disability were also included.

Research Foundations of CLASS

The CLASS framework is derived from developmental theory and research suggesting that interactions between students and adults are the primary mechanism of child development and learning.

Elementary CLASS

Research provides evidence about the types of teacher-student interactions that promote positive social and academic development. The Classroom Assessment Scoring System™ (CLASS) provides a reliable, valid assessment of these interactions[3]

Selected studies demonstrate:
- Higher levels of instructional support are related to preschoolers' gains in pre-reading and math skills.[4]
- High levels of emotional support contribute to preschoolers' social competence in the kindergarten year.[5]
- High levels of emotional support are associated with growth in reading and math achievement from kindergarten through fifth grade.[6]
- High levels of classroom organization are associated with gains in first graders' literacy.[7]

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[3] Karen LaParo, Robert Pianta, and Meghan Stuhlman, "Classroom Assessment Scoring System (CLASS): Findings from the Pre-K Year," Elementary School Journal, 104:5, pages 409-426.
[4] Mashburn, Pianta, Hamre, Downer et al., Child Development,79, pages 732-749.
[5] Timothy Curby, Jennifer Locasale-Crouch, Timothy Konold, Robert Pianta, Carollee Howes, Margaret Burchinal et al., "The Relations of Observed Pre-K Classrooms Quality Profiles to Children's Academic Achievement and Social Competence," Early Education and Development, 19, pages 643-666.
[6] Robert Pianta, Jay Belsky, Nathan Vandergrift, Renee Houts, Fred Morrison, and NICHD-ECCRN, "Classroom Effects on Children's Achievement Trajectories in Elementary School," American Education Research Journal, 49, pages 365-397.
[7] Claire Cameron Ponitz, Sara Rimm-Kaufman, Laura Brock, and Lori Nathanson, "Contributions of gender, early school adjustment, and classroom organizational climate to first grade outcomes," Elementary School Journal, 110, 142-162.

- Kindergarten children are more engaged and exhibit greater self-control in classrooms offering more effective teacher-child interactions.[8]
- First-grade children at risk for school failure perform on par with peers, both socially and academically, when exposed to classrooms with effective teacher-student interactions.[9]

Moreover, studies conducted in over 6,000 classrooms provide evidence that students in PK–5 classrooms with higher CLASS ratings realize greater gains in achievement and social skill development.[10]

Secondary CLASS

Research using the more recently developed secondary CLASS tool has shown that teachers' skills in establishing a positive emotional climate, their sensitivity to student needs, and their structuring of their classroom and lessons in ways that recognize adolescents' needs for a sense of autonomy and control, for an active role in their learning, and for opportunities for peer interaction were all associated with higher relative student gains in achievement.[11]

Alignment with APS Initiatives

Differentiation

The CLASS tool was adopted by APS to address the need for a valid and efficient measurement system that would allow the school system to capture information for the strategic plan on the percentage of teachers displaying effective, differentiated instruction during annual observations.

Teacher Evaluation (Danielson)

The CLASS tool is heavily aligned with Charlotte Danielson's Framework for Teaching[12], which sets forth standards for teaching behaviors in the areas of planning, instruction, classroom environment, and professional responsibility. Danielson's Levels of Performance rubrics are the foundation for all T-Scale staff evaluation in APS.

Cultural Competence

There is strong alignment between Gay's Exemplars of Culturally Responsive Behaviors[13] and classroom behaviors identified in the CLASS tool. The APS Council for Cultural Competence was established in 2003 to develop the framework for permanent, systemwide cultural competence activities including ongoing cultural competence training for all staff. Cultural competence is a set of attitudes, skills, behaviors, and policies that enable organizations and staff to work effectively in cross-cultural situations.

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[8] Sara Rimm-Kaufman, Timothy Curby, Kevin Grimm, Lori Nathanson and Laura Brock, "The Contribution of Children's Self-Regulation and Classroom Quality to Children's Adaptive Behavior in Kindergarten," Developmental Psychology, in-press. See also NICHD ECCRN, "A Day in Third Grade: A Large- Scale Study of Classroom Quality and Teacher and Student Behavior," Elementary School Journal, 105, pages 305-323.

[9] Bridget Hamre and Robert Pianta, "Can Instructional and Emotional Support in First Grade Classrooms Make a Difference for Children At Risk of School Failure?" Child Development, 76, pages 949-967.

[10] Website http://curry.virginia.edu/uploads/resourceLibrary/CLASS-MTP_PK-12_brief.pdf Center for Advanced Study of Teaching and Learning Charlottesville, Virginia, **Measuring and Improving Teacher-Student Interactions in PK-12 Settings to Enhance Students' Learning**

[11] Joseph P. Allen, Anne Gregory, Amori Mikami, Janetta Lun, Bridget Hamre, and Robert C. Pianta, "Observations of Effective Teaching in Secondary School Classrooms: Predicting Student Achievement with the CLASS-S." Submitted.

[12] Charlotte Danielson (2007), *Enhancing Professional Practice: A Framework for Teaching*, Alexandria, VA: ASCD.

[13] Geneva Gay (2000). *Culturally Responsive Teaching: Theory, Research, & Practice.* New York: Teachers College Press.

Alignment of the Classroom Assessment Scoring System (CLASS)
With APS Best Instructional Practices

Domain/ Dimension	Grades Observed	Description of CLASS Dimensions	Alignment with			
			Differentiation[1]	Responsive Education[2]	Danielson[3]	SIOP[4]
Emotional Support						
Positive Climate	Pre-K - 12	Reflects the emotional connection and relationships among teachers and students, and the warmth, respect, and enjoyment communicated by verbal and non-verbal interactions.		X	X	
Negative Climate	Pre-K - 12	Reflects the overall level of expressed negativity among teachers and students in the classroom; the frequency, quality, and intensity of teacher and student negativity are important to observe.		X	X	
Teacher Sensitivity	Pre-K - 12	Encompasses the teacher's awareness and responsiveness to the academic, social-emotional, and developmental needs of individual students and the entire class. At the younger levels, it also includes the teacher's ability to consistently provide comfort, reassurance, and encouragement.	X	X	X	X
Regard for *Student/Adolescent* Perspective	Pre-K – 3	*Student:* At the younger levels, it captures the degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy.	X	X	X	X
	4-12	*Adolescent:* At the older levels, it focuses on the extent to which the teacher is able to meet and capitalize on the social and developmental needs and goals of (pre)adolescents by providing opportunities for student autonomy and leadership. Also considered are the extent to which student ideas and opinions are valued and content is made useful and relevant to (pre)adolescents.	X	X	X	X
Classroom Organization						
Behavior Management	Pre-K - 12	Encompasses the teacher's use of clear behavioral expectations and effective methods to prevent and redirect misbehavior.		X	X	
Productivity	Pre-K - 12	Considers how well the teacher manages time and routines so that instructional time is maximized.			X	
Instructional Learning Formats	Pre-K - 12	Focuses on the ways in which the teacher maximizes students' interest and engagement in learning. This includes the teacher's use of interesting and engaging lessons and materials, active facilitation, and clarity of learning objectives.	X	X	X	X

[1] Differentiation or differentiated instruction is an approach that recognizes that all students must master a common body of knowledge and skills, but each student learns a different way and needs an approach most appropriate to his or her learning needs. Differentiation relates to content (what students learn), process (how students learn), and product (how they demonstrate what they've learned). Students differ in readiness (prior mastery of knowledge, understandings, and skills), interest (curiosity and passion to know, understand, or do more), and how they prefer to learn (Tomlinson, 1999).

[2] Responsive education or culturally responsive teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994).

Alignment of the Classroom Assessment Scoring System (CLASS)
With APS Best Instructional Practices

Domain/Dimension	Grades Observed	Description of CLASS Dimensions	Alignment with			
			Differentiation[1]	Responsive Education[2]	Danielson[3]	SIOP[4]
Instructional Support						
Concept Development	Pre-K – 3	Measures the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction.	X		x	X
Content Understanding	4-12	Refers to both the depth of the lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic discipline. At a high level, this refers to interactions among the teacher and students that lead to an integrated understanding of facts, skills, concepts, and principles.		X	X	X
Analysis and Problem Solving	4-12	Assesses the degree to which the teacher facilitates students' use of higher-level thinking skills, such as analysis, problem solving, reasoning, and creation through the application of knowledge and skills. Opportunities for demonstrating metacognition, i.e. thinking about thinking, are also included.	X	X		X
Quality of Feedback	Pre-K - 12	Assesses the degree to which feedback expands and extends learning and understanding and encourages student participation. (At the secondary level, significant feedback may be provided by peers)		X	X	X
Language Modeling	Pre-K-3	Captures the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques.			X	X
Instructional Dialogue	4-5	Captures the purposeful use of dialogue- structured, cumulative questioning and discussion which guide and prompt students- to facilitate students' understanding of content and language development. The extent to which these dialogues are distributed across all students in the class and across the class period is important to this rating.			X	X
Student Engagement	4-12	Intended to capture the degree to which all students in the class are focused and participating in the learning activity presented or facilitated by the teacher. The difference between passive engagement and active engagement is of note in this rating.		X	X	X

[3] Danielson's Domains of Teaching Responsibility frame the APS teacher evaluation process and are based on Charlotte Danielson's Enhancing Professional Practice. The domains are the areas in which T-Scale employees are evaluated and are the foundation for Best Instructional Practices. For classroom based teachers they include: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities. For non-classroom-based teachers the domains are: Planning and Preparation, Environment, Delivery of Service, and Professional Responsibilities.

[4] Sheltered instruction Observation Protocol (SIOP) is an approach to teaching that promotes content-area learning and language development for English language learners. Teachers adapt grade-level content lessons to the students' levels of English proficiency, while focusing on English language development to help students increase their proficiency in academic English.

Classroom Assessment Scoring System (CLASS)
Domain and Dimension Scores for World Languages

CLASS is an observation tool developed at the University of Virginia's Curry School of Education to help analyze the interactions between teachers and their students in order to boost the effectiveness of teaching and learning.

The CLASS tool organizes these teacher-student interactions into three broad domains: Emotional Support, Classroom Organization, and Instructional Support. The upper elementary and secondary tool includes a fourth domain: Student Engagement.

The Emotional Support domain contains 4 categories: Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives (K–5) or Regard for Adolescent Perspectives (6–12). The Classroom Organization domain contains 3 categories: Behavior Management, Productivity, and Instructional Learning Formats. The Instructional Support domain contains 3 categories for K–3 students: Concept Development, Quality of Feedback, and Language Modeling. It contains 3 categories for students in grades 6–12: Content Understanding, Analysis and Problem Solving, and Quality of Feedback. The same 3 categories, plus one more: Instructional Dialogue, are used to assess grades 4 and 5 classrooms.

Scores are assigned for each category within the domains on a scale of 0 to 7, with 7 being the best possible score. However, the category of "negative climate" found under the domain of Emotional Support uses a reverse scale. Therefore, a score of 0 is considered best for this category.

Over the course of 2 years (2010-11 and 2011-12), certified CLASS observers visited more than 160 world languages classrooms to obtain the data reflected in this report.   There was a mix of elementary, middle, and high school classes, which represented the Foreign Language in Elementary Schools (FLES), Immersion, and secondary world languages programs. These classes included special education students, limited English proficient (LEP) students, and gifted learners.

The Gifted Services Office requested that a composite score be devised to assess effective instruction for gifted learners. The specific indicator measured by CLASS that is essential for gifted learners is Analysis & Problem Solving. Therefore, a Differentiation Composite is reported that includes scores from the following categories: Teacher Sensitivity (K–12), Regard for Student Perspectives (K–5), Regard for Adolescent Perspectives (6–12), Instructional Learning Formats (K–12), Concept Development (K–3), and Analysis and Problem Solving (4–12).

Along similar lines, a Culturally Responsive composite score was created to assess culturally responsive behaviors in the classroom between teacher and students. The categories used to measure this outcome were Positive Climate (K–12), Negative Climate (K–12), Teacher Sensitivity (K–12), Regard for Student Perspectives (K–5) or Regard for Adolescent Perspectives (6–12), Behavior Management (K–12), Instructional Learning Formats (K–12), Content Understanding (4–12), Analysis and Problem Solving (4–12), Quality of Feedback (K–12), and Student Engagement (4–12).

Table 1 shows the number of world languages classes observed in 2010-11, the mean score (scale of 0–7), and the standard deviation for each CLASS domain and dimension, by school level. The *Differentiation Composite* and the *Culturally Responsive Instruction Composite* scores are also included by level.

Table 1: Average Domain, Dimension, and Composite Scores for 2010-11

Average Domain, Dimension, or Composite Score	Elementary			Middle School			High School		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Emotional Support	24	5.12	0.77	33	5.68	0.82	35	5.51	1.03
Positive Climate	24	5.25	1.22	33	5.58	0.97	35	5.74	1.17
Negative Climate	23	1.39	0.66	33	1.42	0.56	35	1.60	1.14
Teacher Sensitivity	24	4.92	1.35	32	5.56	1.13	35	5.03	1.29
Regard for Student Perspectives (K–5)	24	3.71	1.33	n/a	n/a	n/a	n/a	n/a	n/a
Regard for Adolescent Perspectives (6–12)	n/a	n/a	n/a	32	4.97	1.49	35	4.86	1.29
Classroom Organization	24	5.65	1.10	33	5.61	0.88	35	5.46	0.94
Behavior Management	24	5.67	1.46	33	5.94	0.97	35	5.51	1.09
Productivity	24	5.96	1.12	33	5.73	1.15	35	5.54	1.17
Instructional Learning Formats	24	5.33	1.27	33	5.15	1.20	34	5.32	1.04
Instructional Support	24	3.20	0.69	33	4.57	1.28	34	4.72	1.14
Content Understanding (4–12)	8	3.63	0.92	33	4.97	1.10	34	4.82	1.14
Analysis and Problem Solving (4–12)	8	2.38	0.52	33	4.21	1.49	34	4.38	1.26
Concept Development (K–3)	16	2.56	0.63	n/a	n/a	n/a	n/a	n/a	n/a
Quality of Feedback (all grades)	24	3.54	1.22	33	4.52	1.58	34	4.94	1.30
Language Modeling (K–3)	16	3.44	0.96	n/a	n/a	n/a	n/a	n/a	n/a
Instructional Dialogue (4–5)	8	3.50	0.93	n/a	n/a	n/a	n/a	n/a	n/a
Student Engagement (4–12)	8	5.13	1.46	33	5.61	1.14	35	5.23	1.24
Differentiation Composite	24	4.11	0.69	33	4.98	1.17	35	4.89	1.09
Culturally Responsive Instruction	24	4.93	0.83	33	5.31	0.89	35	5.22	0.96

Table 2 shows the number of world languages classes observed in 2011-12, the mean score (scale of 0–7), and the standard deviation for each CLASS domain and dimension, by school level. The *Differentiation Composite* and the *Culturally Responsive Instruction Composite* scores are also included by level.

Table 2: Average Domain, Dimension, and Composite Scores for 2011-12

Average Domain, Dimension, or Composite Score	Elementary			Middle School			High School		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Emotional Support	13	5.13	0.63	30	5.64	0.80	32	5.64	0.68
Positive Climate	13	4.77	1.01	30	5.57	0.90	32	5.66	0.90
Negative Climate	13	1.08	0.28	30	1.40	1.00	32	1.22	0.55
Teacher Sensitivity	13	5.00	0.91	30	5.57	1.14	32	5.22	1.13
Regard for Student Perspectives (K–5)	13	3.85	0.99	n/a	n/a	n/a	n/a	n/a	n/a
Regard for Adolescent Perspectives (6–12)	n/a	n/a	n/a	30	4.83	1.15	32	4.91	1.03
Classroom Organization	13	5.49	1.16	30	5.51	0.92	32	5.46	1.01
Behavior Management	13	5.46	1.45	30	5.57	1.22	32	5.56	1.22
Productivity	13	5.85	1.41	30	5.53	1.04	32	5.63	1.24
Instructional Learning Formats	13	5.15	0.90	29	5.41	0.91	32	5.19	1.09
Instructional Support	13	3.73	0.75	30	4.78	1.04	32	4.84	1.01
Content Understanding (4–12)	6	4.67	1.03	30	5.13	0.97	32	5.19	1.20
Analysis and Problem Solving (4–12)	6	2.67	0.82	30	4.17	1.56	32	4.44	1.48
Concept Development (K–3)	7	3.57	1.27	n/a	n/a	n/a	n/a	n/a	n/a
Quality of Feedback (all grades)	13	3.85	1.07	30	5.03	1.22	32	4.91	0.96
Language Modeling (K–3)	7	3.71	0.95	n/a	n/a	n/a	n/a	n/a	n/a
Instructional Dialogue (4–5)	6	4.00	0.63	n/a	n/a	n/a	n/a	n/a	n/a
Student Engagement (4–12)	6	5.33	1.21	30	5.63	1.13	32	5.28	1.14
Differentiation Composite	13	4.29	0.80	30	4.99	0.90	32	4.94	0.89
Culturally Responsive Instruction	13	4.88	0.74	30	5.35	0.79	32	5.31	0.76

Figures 1 and 2 show the average CLASS score for each domain by level for the 2010-11 and 2011-12 school years, respectively. They also include the *Differentiation Composite* and the *Culturally Responsive Instruction Composite* scores.

Figure 1: Average World Languages CLASS Scores for 2010-11

Average World Languages CLASS Scores, 2010-11

	Emotional Support	Classroom Organization	Instructional Support	Student Engagement (4-12)	Differen-tiation Composite	Culturally Responsive Instruction
Elementary (n=24)	5.12	5.65	3.20	5.13	4.11	4.93
Middle School (n=33)	5.68	5.61	4.57	5.61	4.98	5.31
High School (n=35)	5.51	5.46	4.72	5.23	4.89	5.22
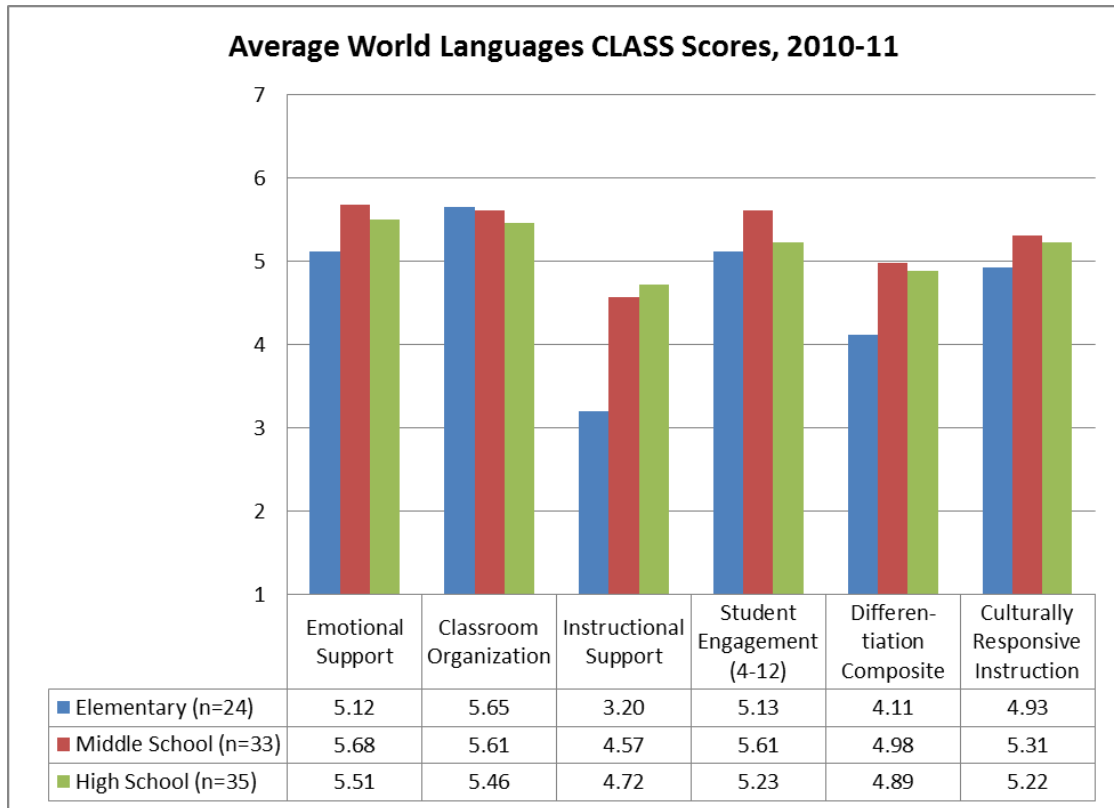
Figure 2: Average World Languages CLASS Scores for 2011-12

Average World Languages CLASS Scores, 2011-12

	Emotional Support	Classroom Organization	Instructional Support	Student Engagement (4-12)	Differen-tiation Composite	Culturally Responsive Instruction
Elementary (n=13)	5.13	5.49	3.73	5.33	4.29	4.88
Middle School (n=30)	5.64	5.51	4.78	5.63	4.99	5.35
High School (n=32)	5.64	5.46	4.84	5.28	4.94	5.31
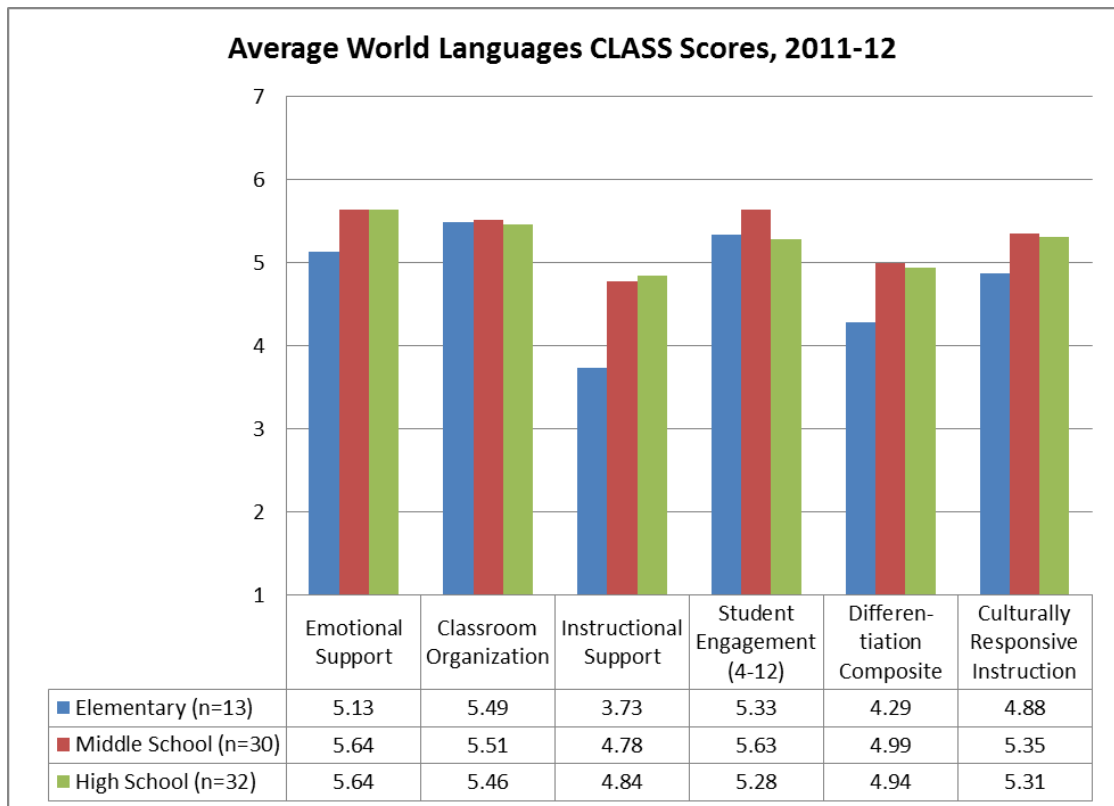
Figures 3, 4, and 5 display the score distribution within the Emotional Support domain at the elementary, middle, and high school levels, respectively, during the 2010-11 school year.

Elementary

Mean = 5.1215
Std. Dev. = .76927
N = 24

Number of Observations (y-axis)

World Languages Emotional Support Score (x-axis)

Middle School

Mean = 5.6793
Std. Dev. = .82024
N = 33

Number of Observations (y-axis)

World Languages Emotional Support Score (x-axis)
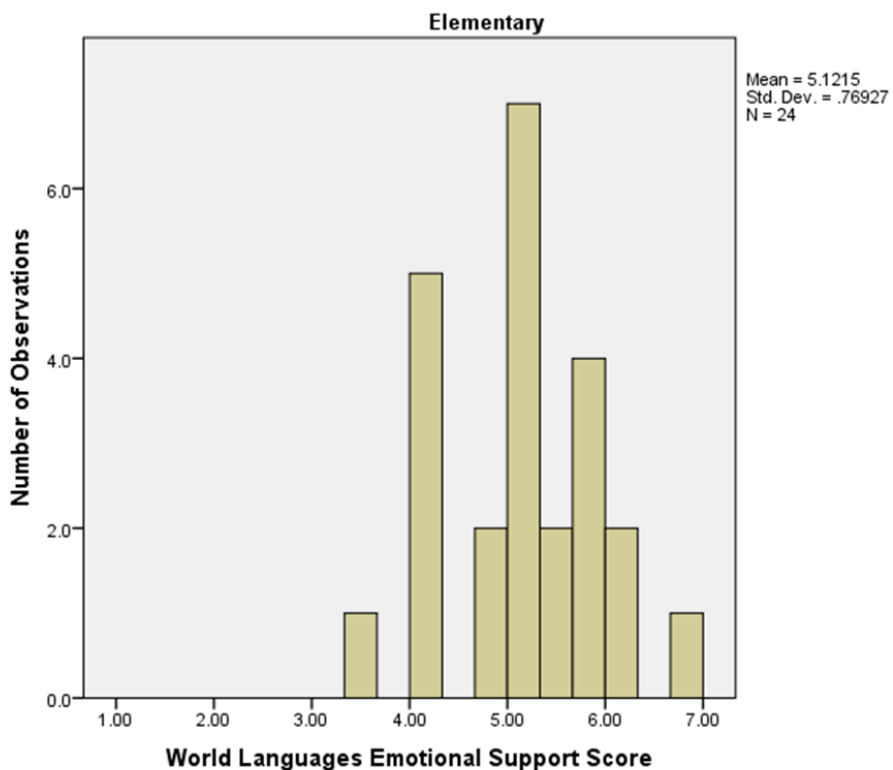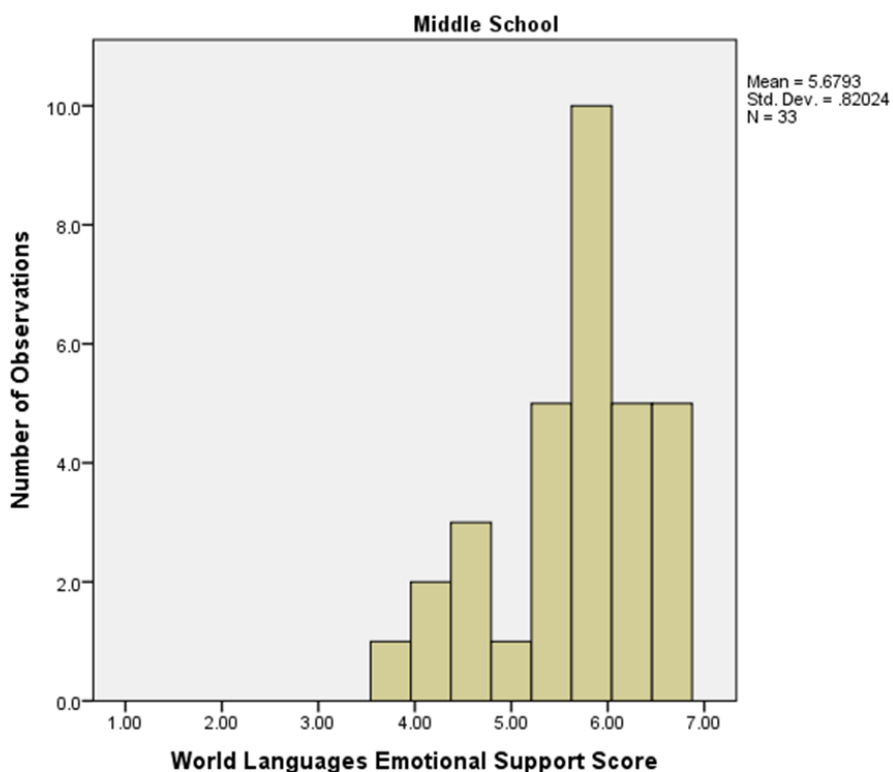
Figure 5: High School Score Distribution for Emotional Support, 2010-11
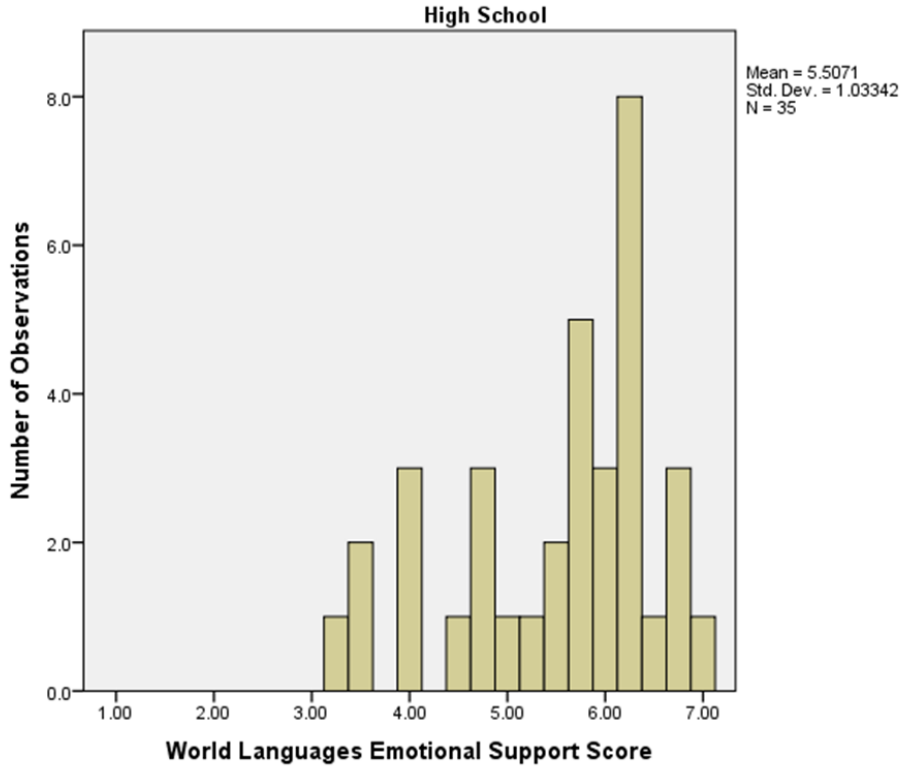
Figures 6, 7, and 8 display the score distribution within the Classroom Organization domain at the elementary, middle, and high school levels, respectively, during the 2010-11 school year.

Figure 6: Elementary School Score Distribution for Classroom Organization, 2010-11
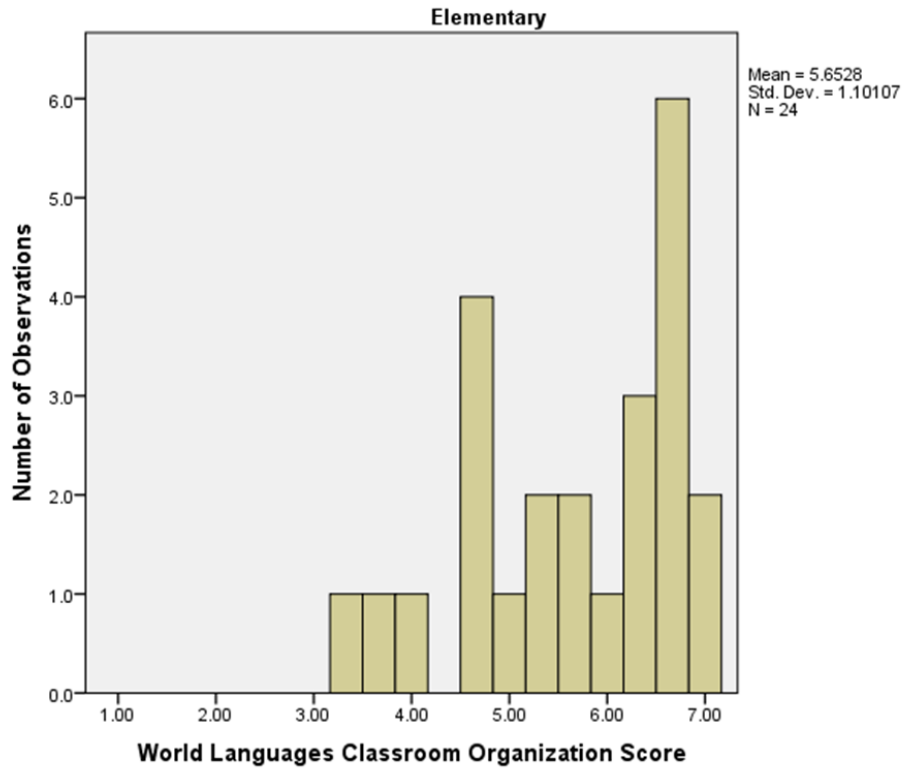
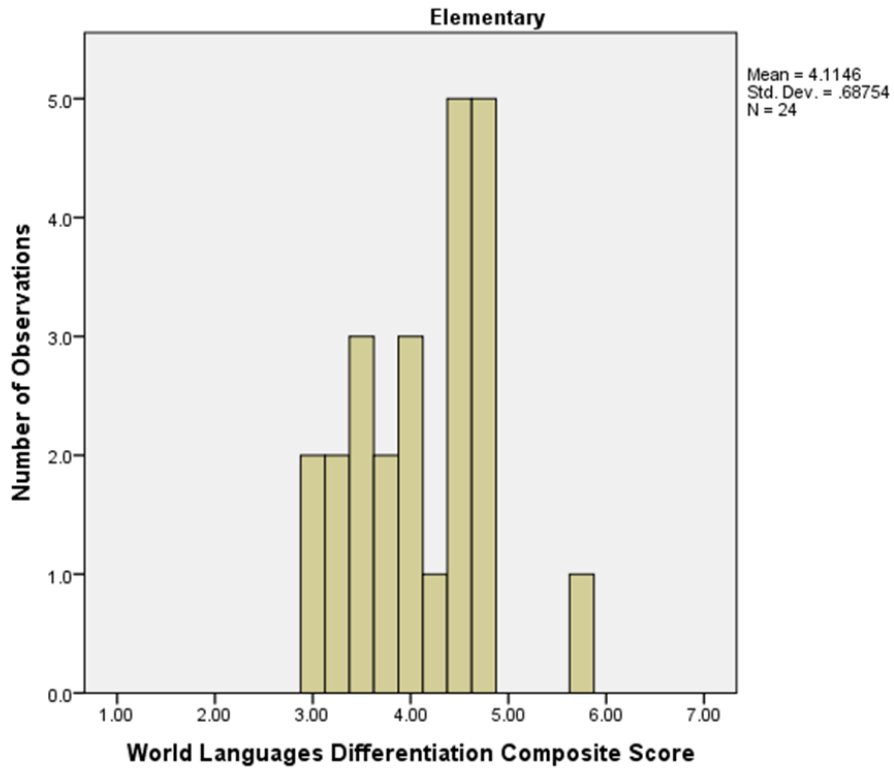## Figure 7: Middle School Score Distribution for Classroom Organization, 2010-11
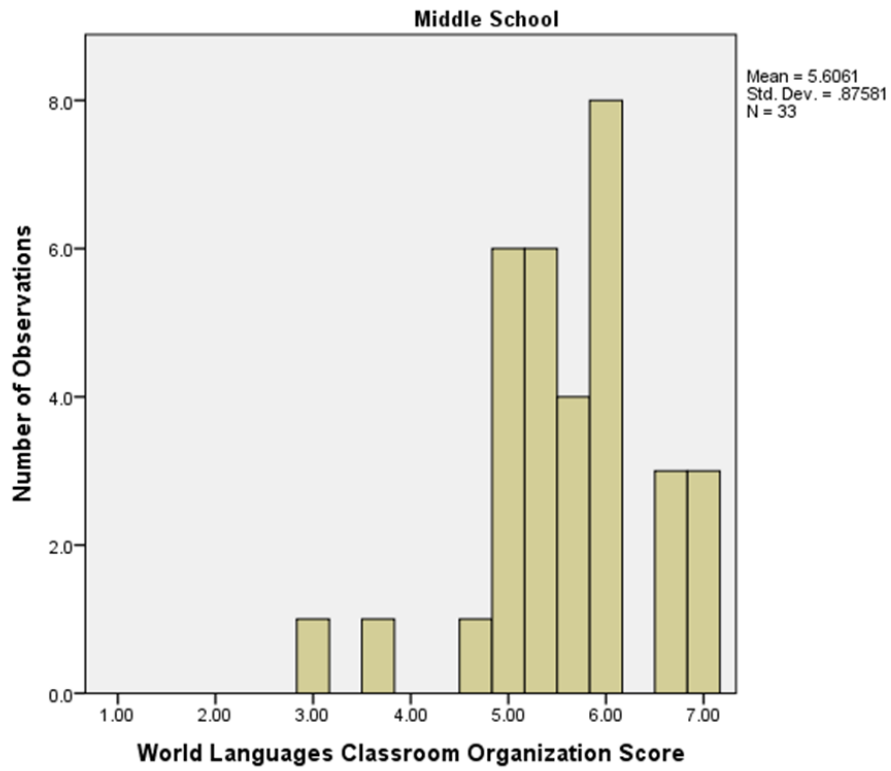
Figure 8: High School Score Distribution for Classroom Organization, 2010-11
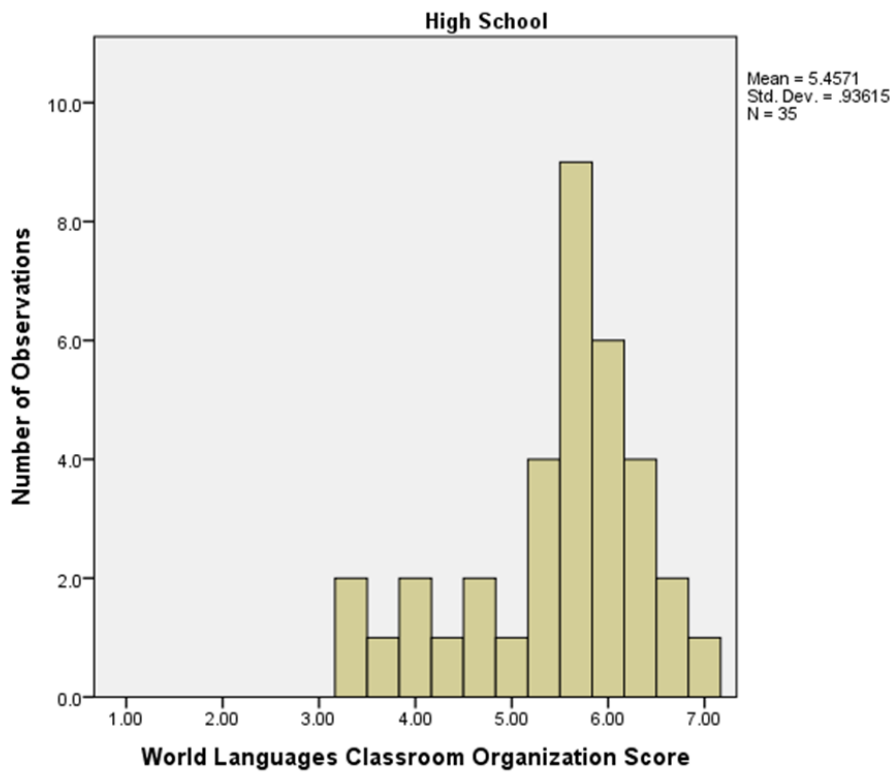
Figures 9, 10, and 11 display the score distribution within the Instructional Support domain at the elementary, middle, and high school levels, respectively, during the 2010-11 school year.

Figure 9: Elementary School Score Distribution for Instructional Support, 2010-11
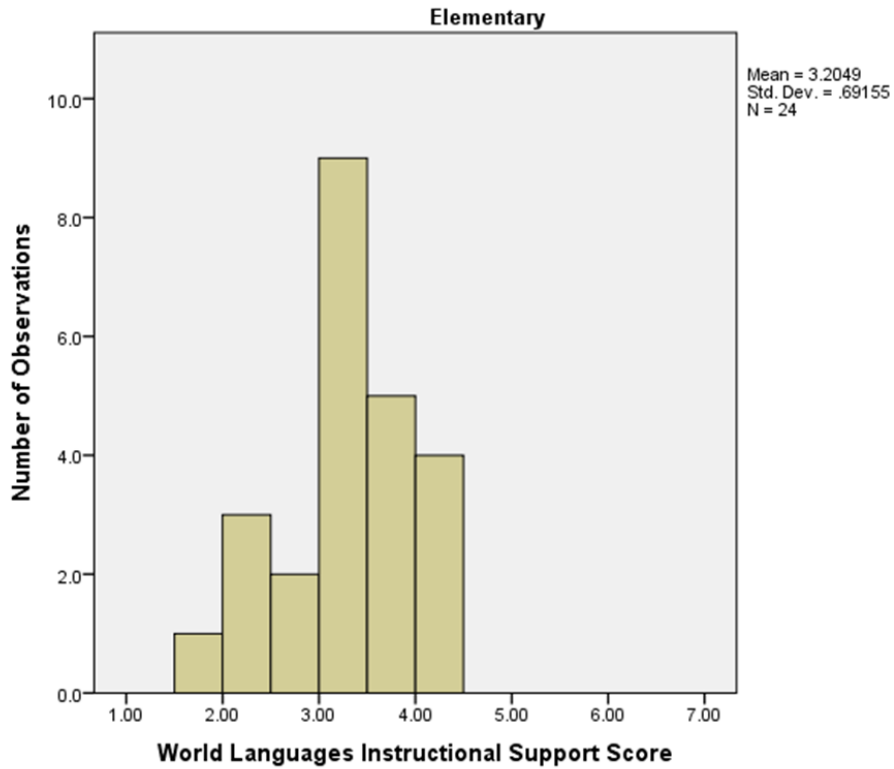
Figure 10: Middle School Score Distribution for Instructional Support, 2010-11
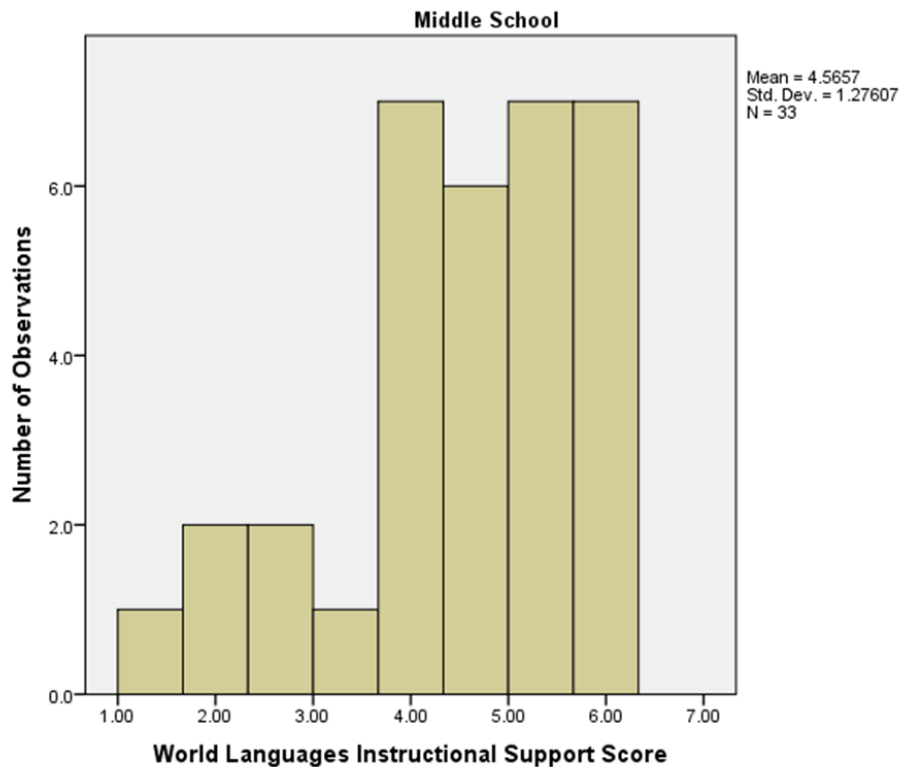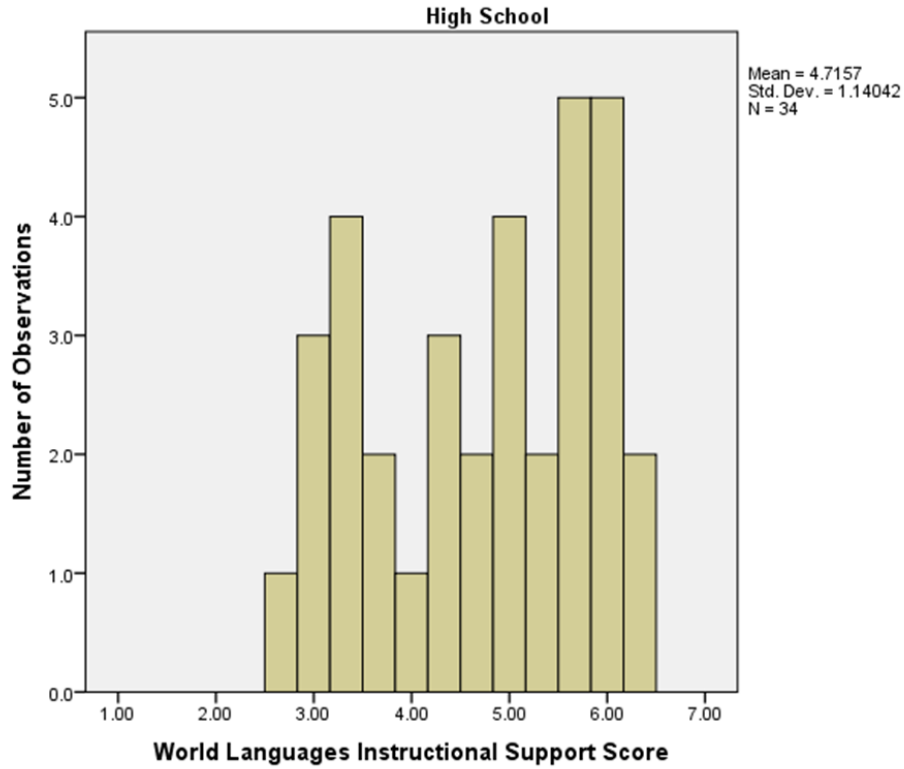
Figures 12, 13, and 14 display the score distribution within the Student Engagement domain at the elementary (grades 4 and 5), middle, and high school levels, respectively, during the 2010-11 school year.

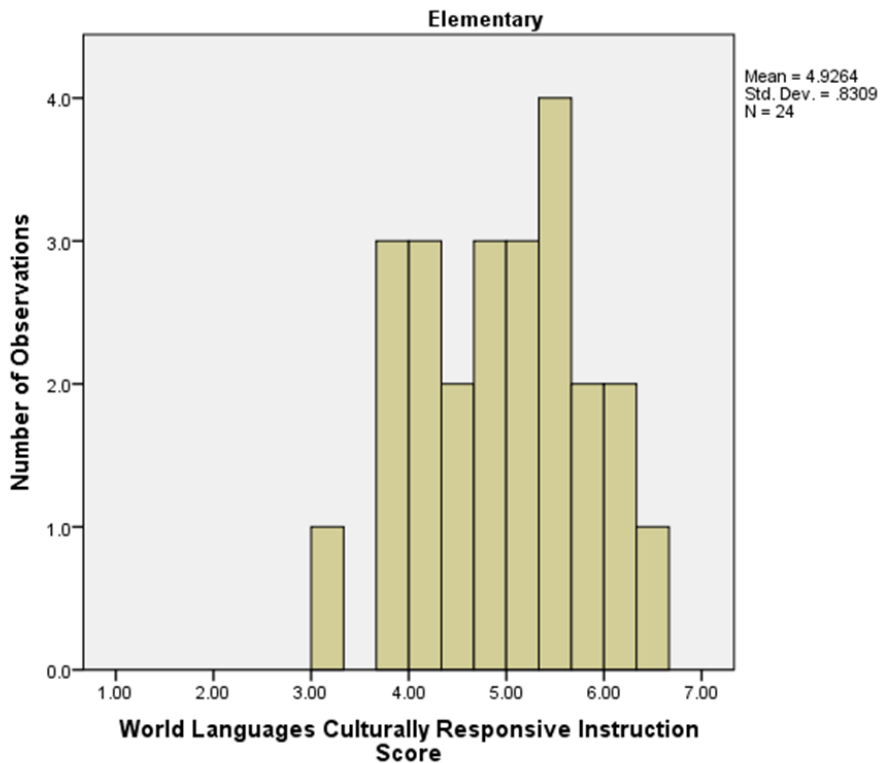Figure 12: Elementary School Score Distribution for Student Engagement, 2010-11
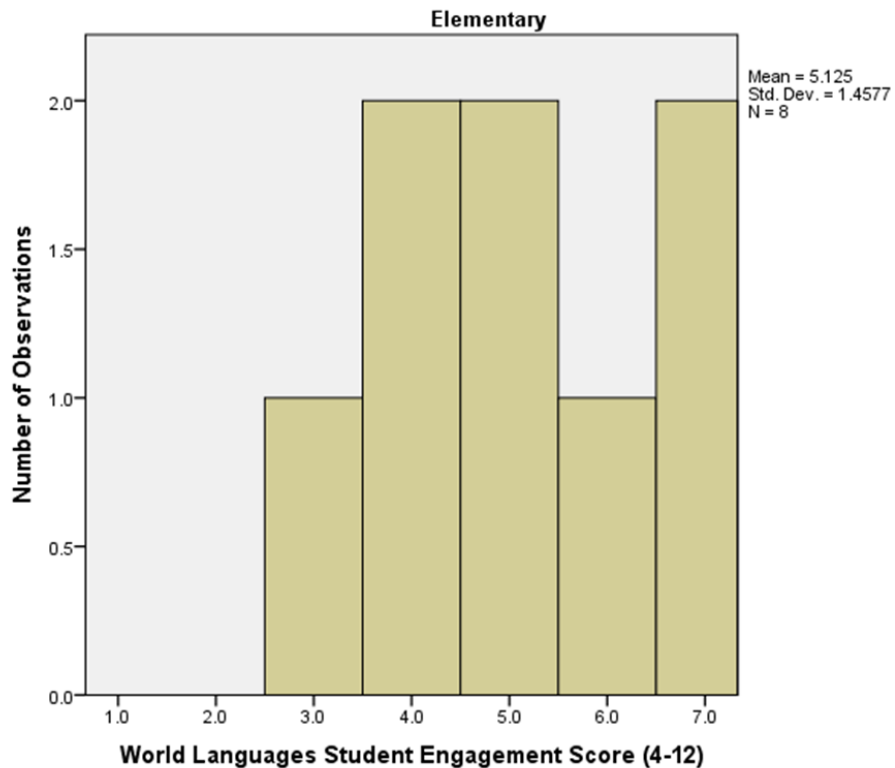
Figure 13: Middle School Score Distribution for Student Engagement, 2010-11

Middle School

Mean = 5.606
Std. Dev. = 1.144
N = 33

Number of Observations

World Languages Student Engagement Score (4-12)
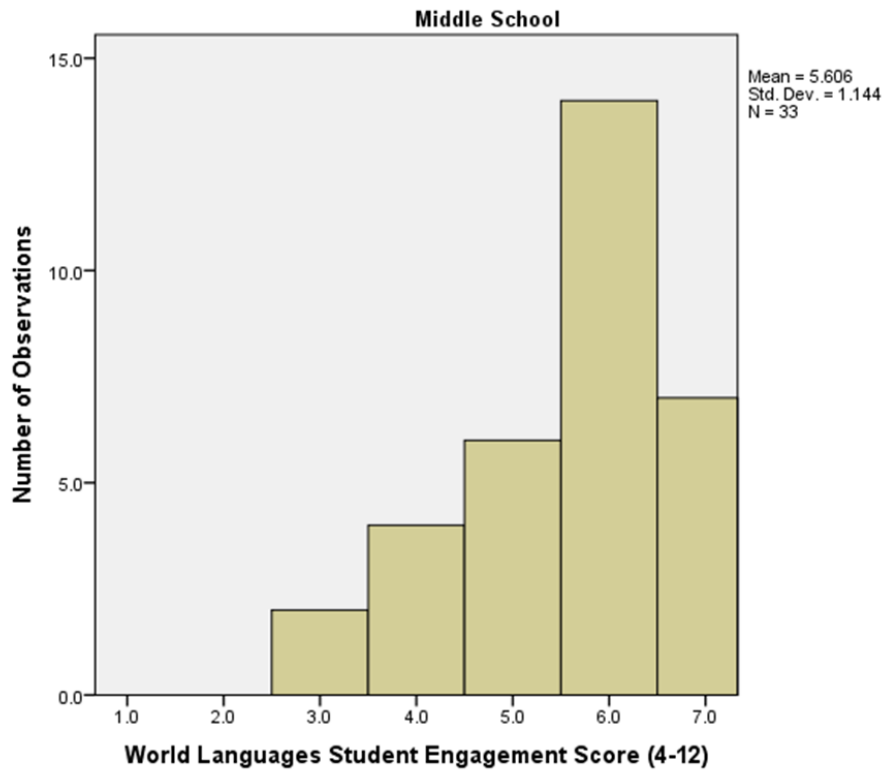
Figure 14: High School Score Distribution for Student Engagement, 2010-11

High School

Mean = 5.229
Std. Dev. = 1.2387
N = 35

Number of Observations

World Languages Student Engagement Score (4-12)
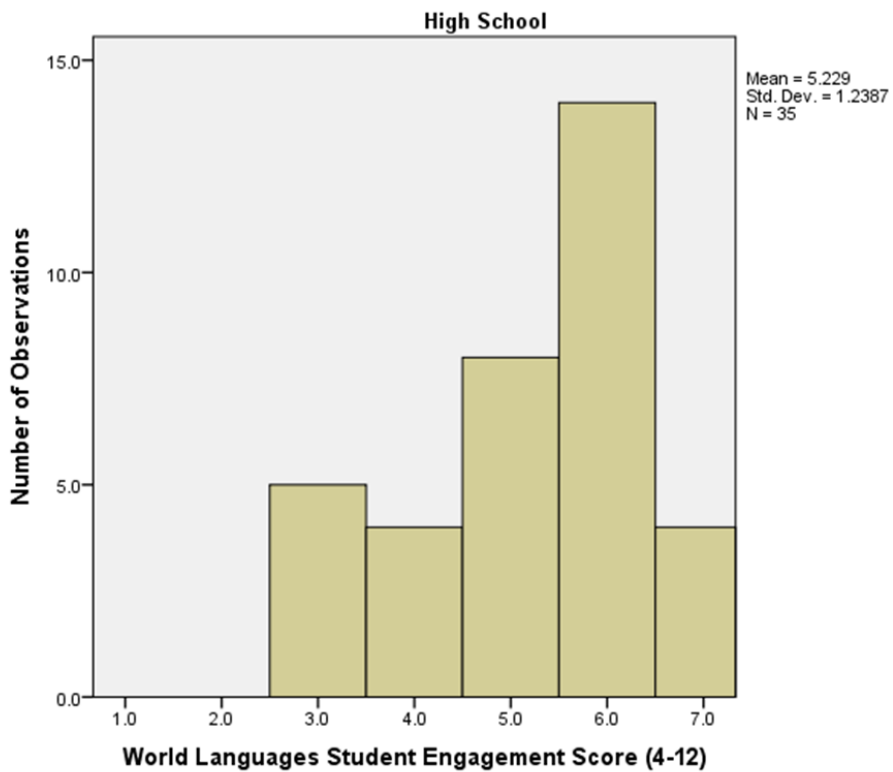
Figures 15, 16, and 17 display the distribution of scores for the Differentiation Composite at the elementary, middle, and high school levels, respectively, during the 2010-11 school year.

Figure 15: Elementary School Score Distribution for the Differentiation Composite, 2010-11

Figure 16: Middle School Score Distribution for the Differentiation Composite, 2010-11
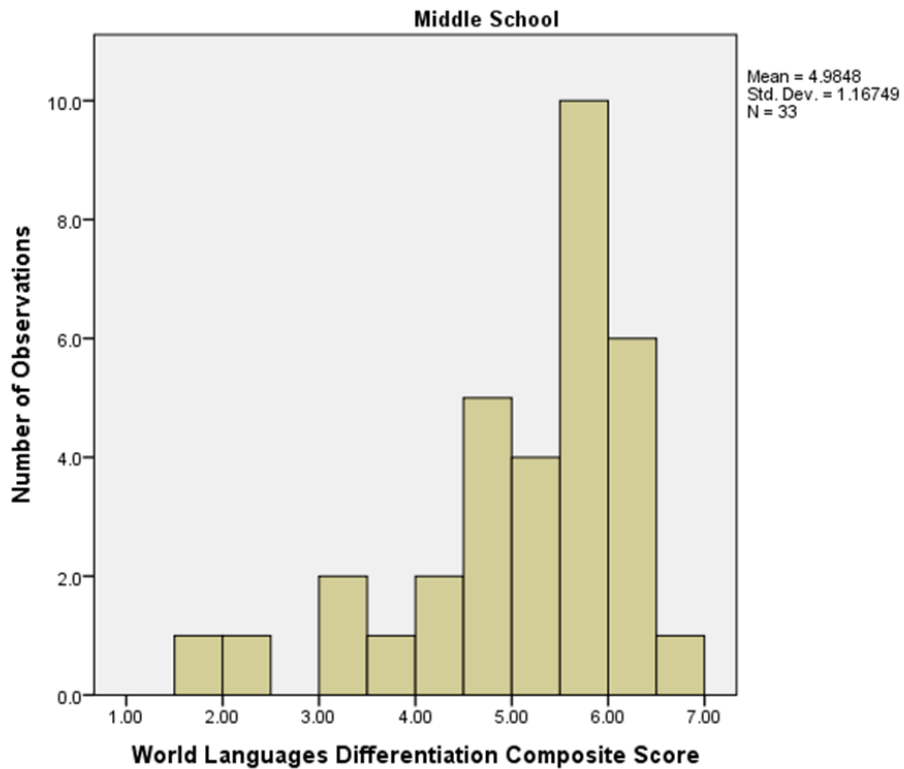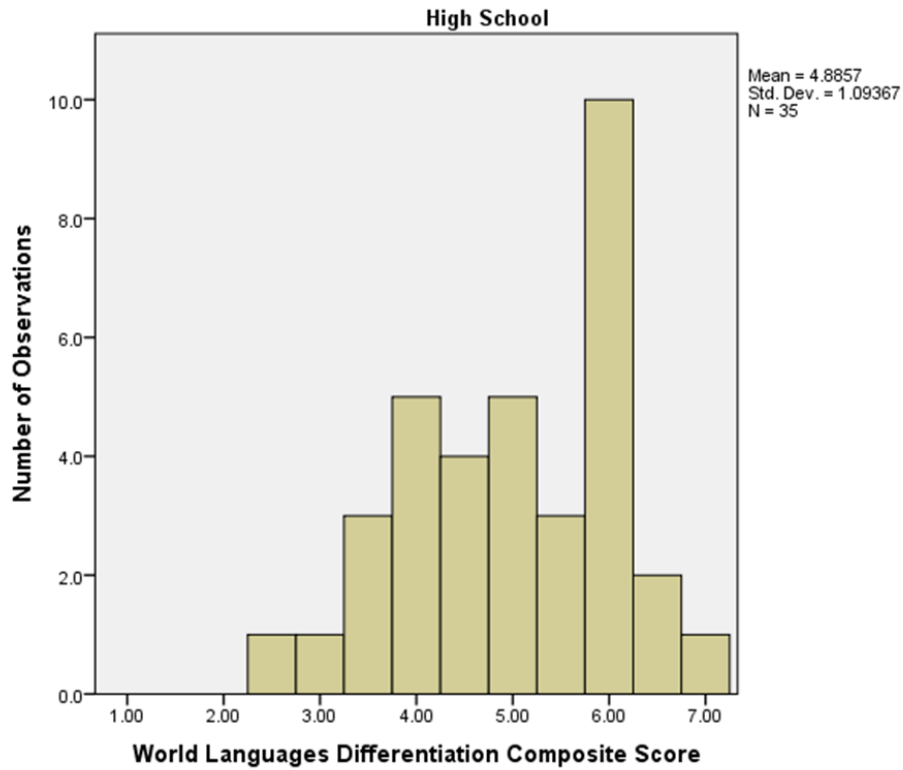
Figures 18, 19, and 20 display the distribution of scores for the Culturally Responsive Composite at the elementary, middle, and high school levels, respectively, during the 2010-11 school year.

Figure 18: Elementary School Score Distribution for Culturally Responsive Instruction, 2010-11

Figure 19: Middle School Score Distribution for Culturally Responsive Instruction, 2010-11

Middle School

Mean = 5.3121
Std. Dev. = .88554
N = 33

Number of Observations

World Languages Culturally Responsive Instruction Score
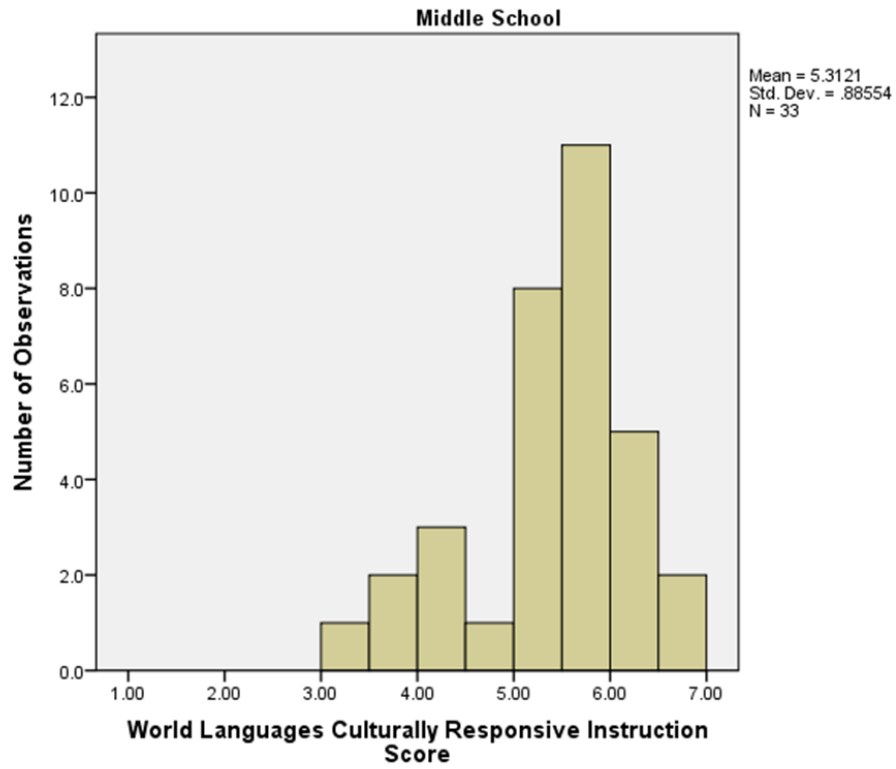
Figure 20: High School Score Distribution for Culturally Responsive Instruction, 2010-11

High School

Mean = 5.2238
Std. Dev. = .9597
N = 35

Number of Observations

World Languages Culturally Responsive Instruction Score
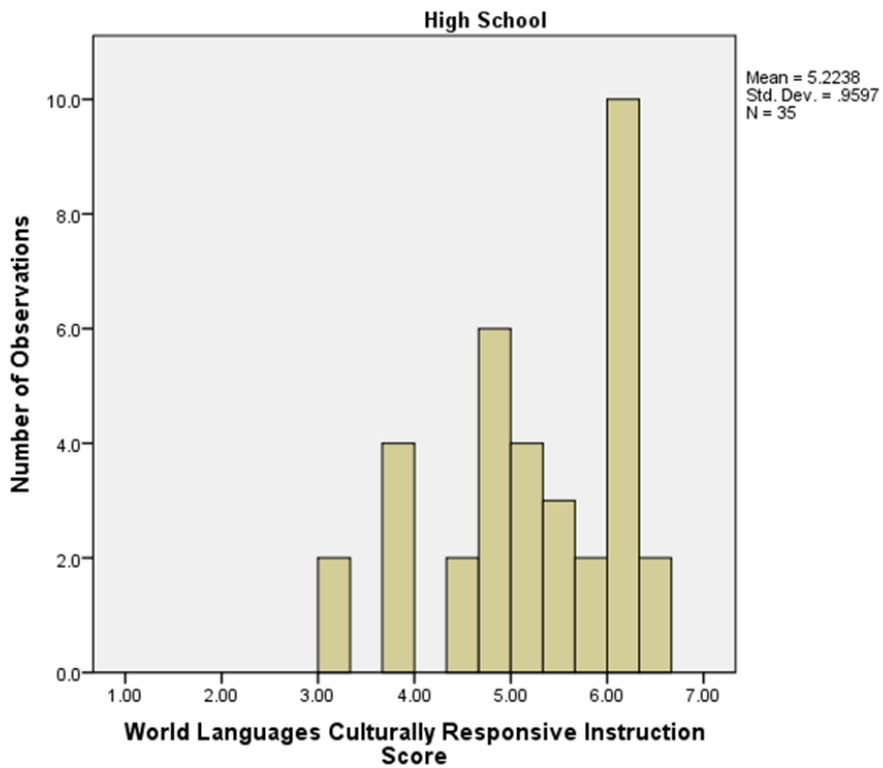
Figures 21, 22, and 23 display the score distribution within the Emotional Support domain at the elementary, middle, and high school levels, respectively, during the 2011-12 school year.

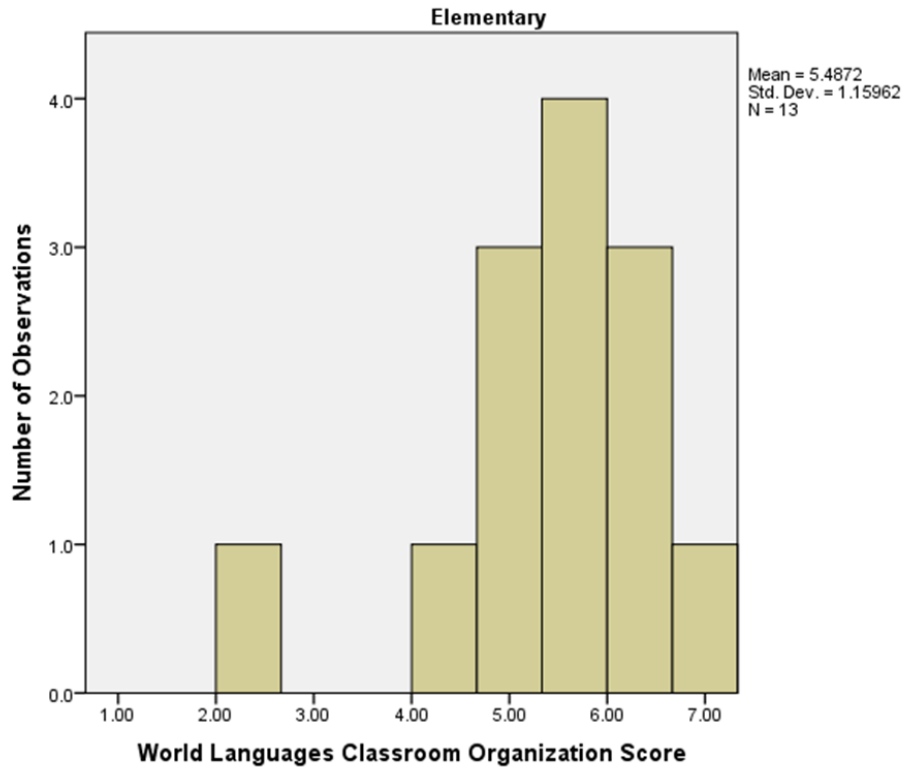**Figure 21: Elementary School Score Distribution for Emotional Support, 2011-12**
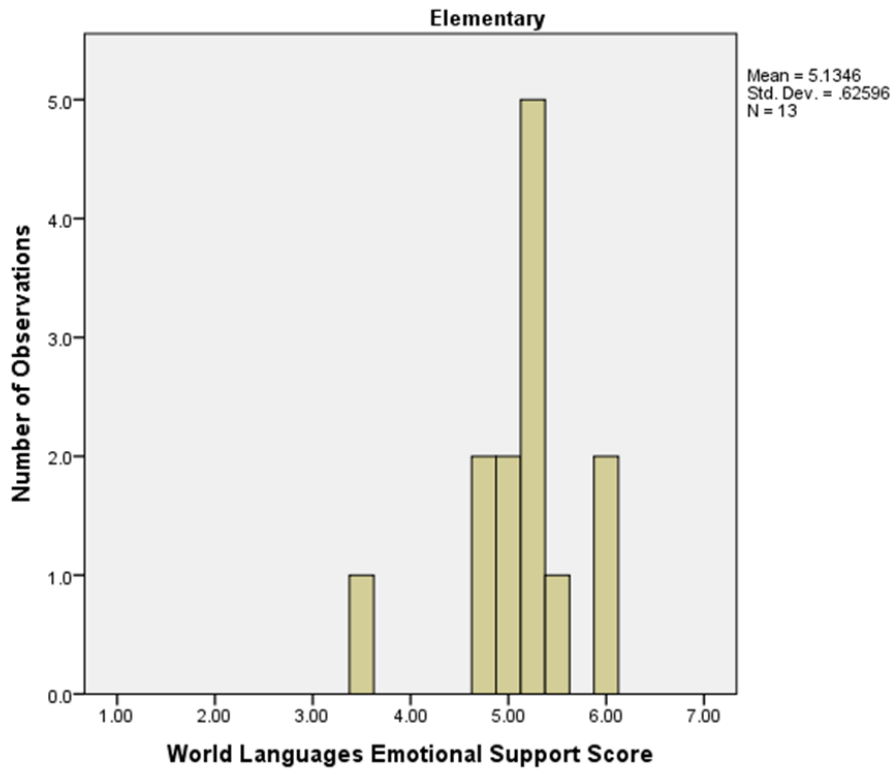
Figure 22: Middle School Score Distribution for Emotional Support, 2011-12
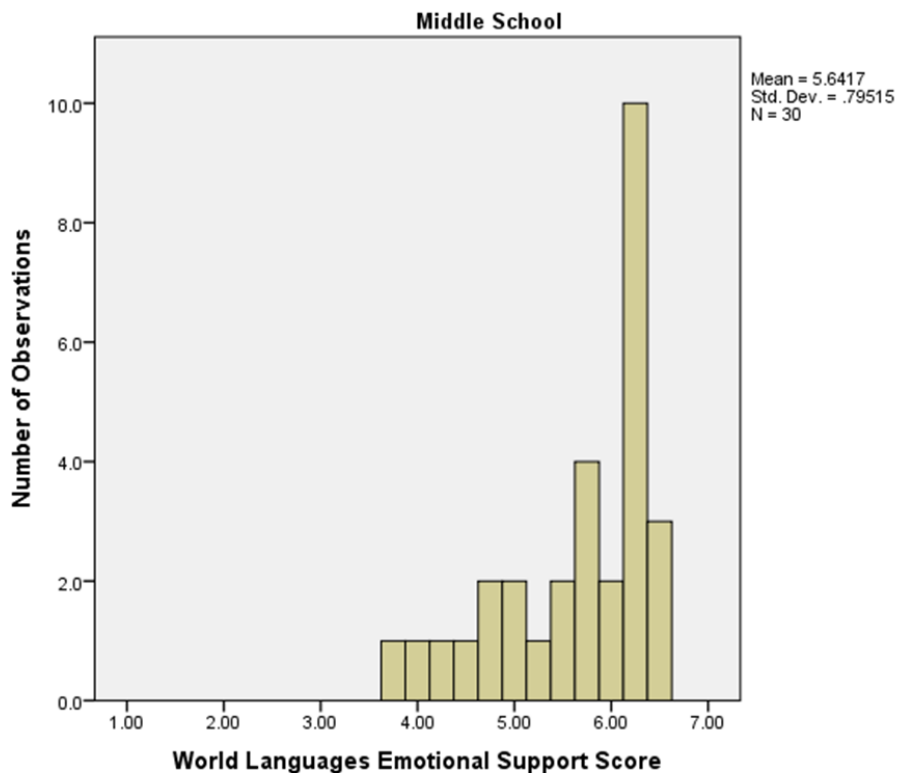
High School

Mean = 5.6406
Std. Dev. = .68373
N = 32
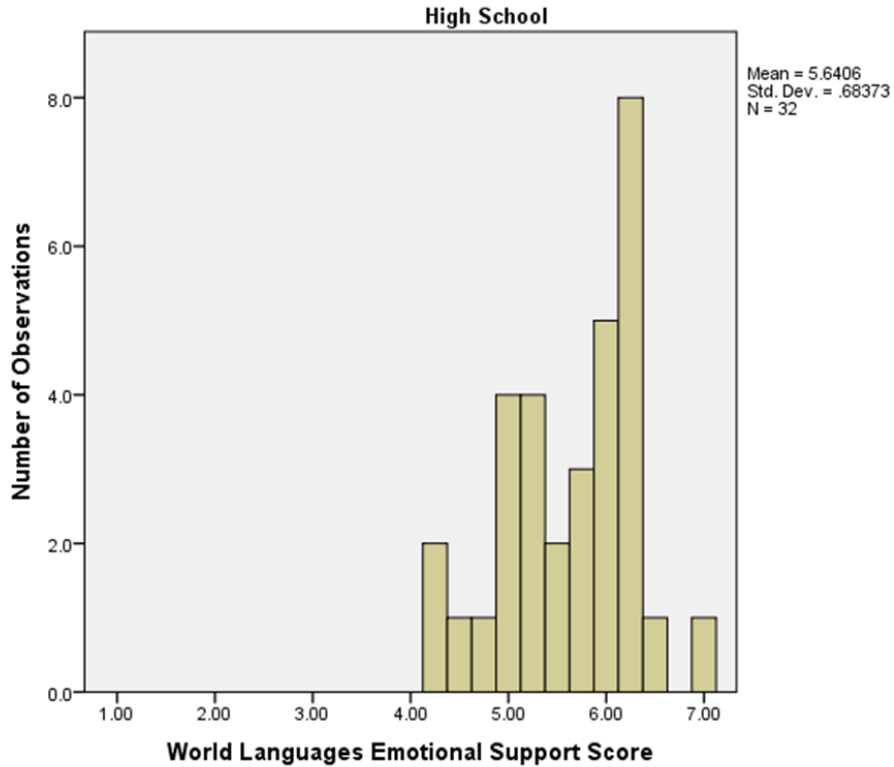
Figures 24, 25, and 26 display the score distribution within the Classroom Organization domain at the elementary, middle, and high school levels, respectively, during the 2011-12 school year.

Figure 24: Elementary School Score Distribution for Classroom Organization, 2011-12

Elementary

Mean = 5.4872
Std. Dev. = 1.15962
N = 13

Figure 25: Middle School Score Distribution for Classroom Organization, 2011-12

Middle School

Mean = 5.5111
Std. Dev. = .91699
N = 30

Number of Observations

World Languages Classroom Organization Score
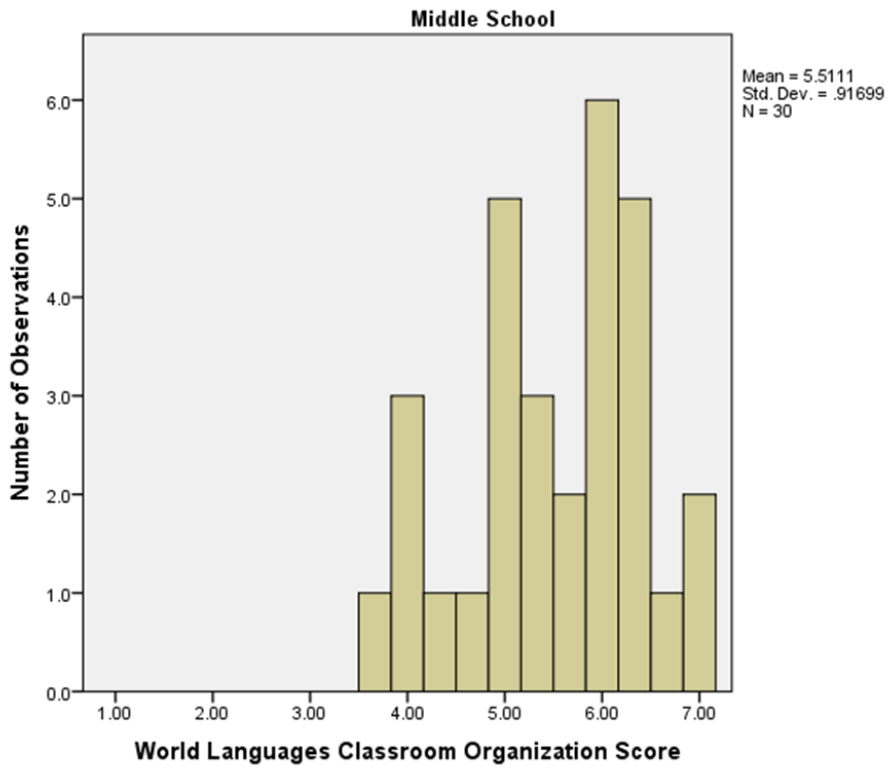
Figure 26: High School Score Distribution for Classroom Organization, 2011-12

High School

Mean = 5.4583
Std. Dev. = 1.00803
N = 32

Number of Observations

World Languages Classroom Organization Score
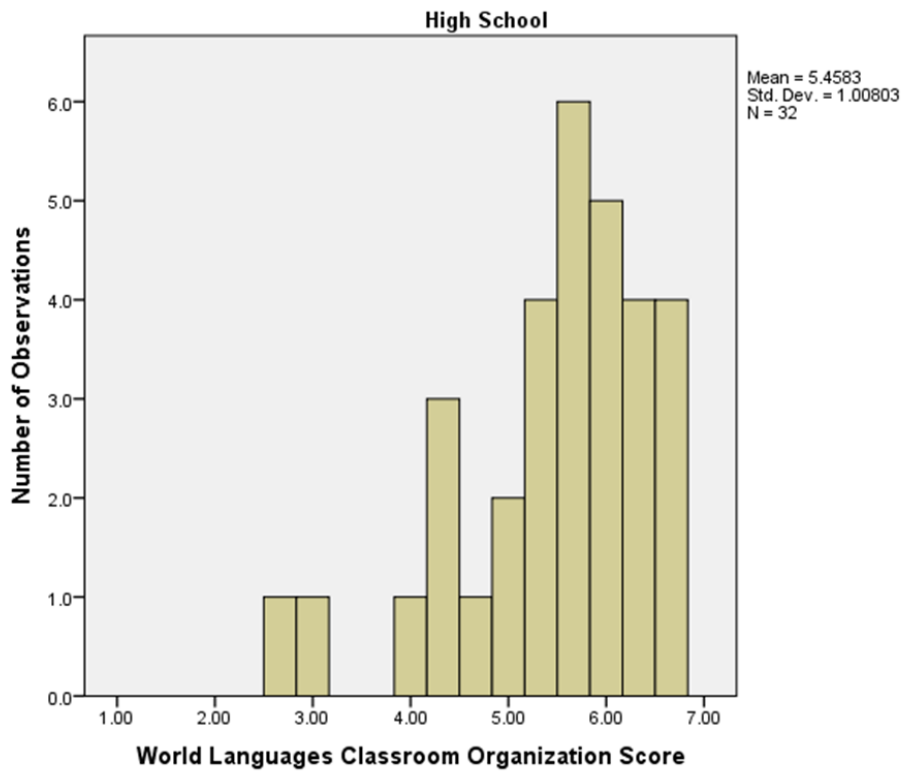
Figures 27, 28, and 29 display the score distribution within the Instructional Support domain at the elementary, middle, and high school levels, respectively, during the 2011-12 school year.

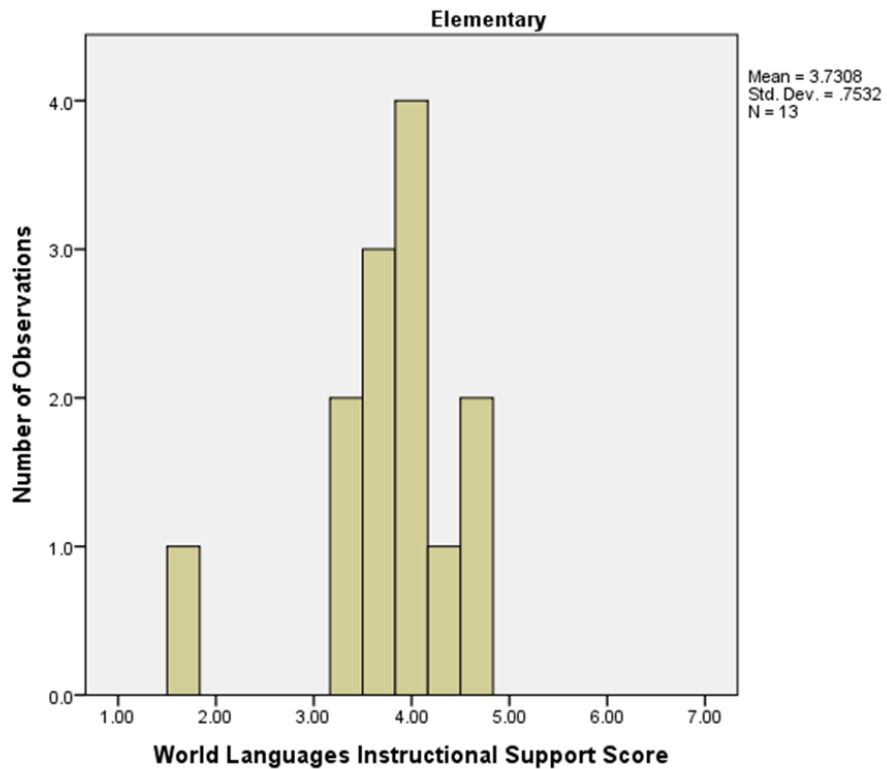**Figure 27: Elementary School Score Distribution for Instructional Support, 2011-12**

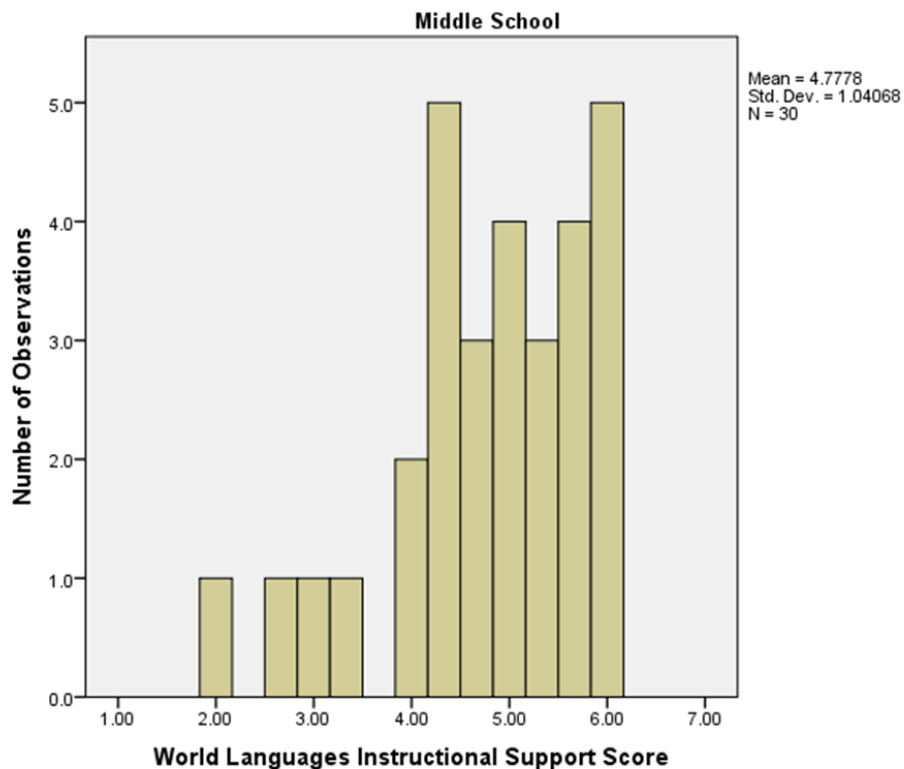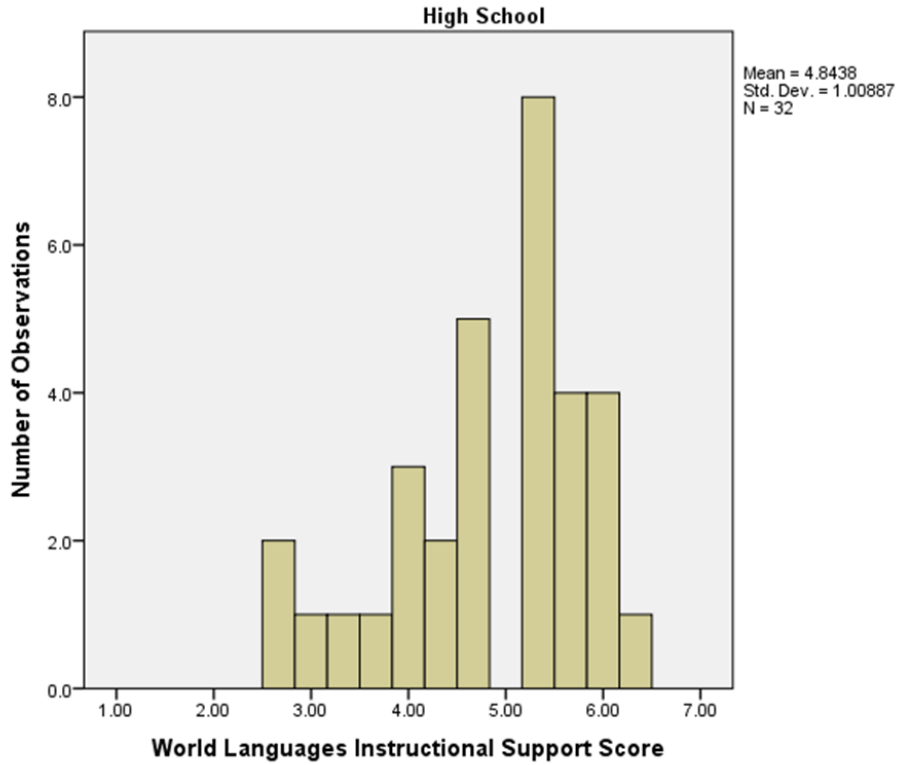**Figure 28: Middle School Score Distribution for Instructional Support, 2011-12**

Figures 30, 31, and 32 display the score distribution within the Student Engagement domain at the elementary (grades 4 and 5), middle, and high school levels, respectively, during the 2011-12 school year.

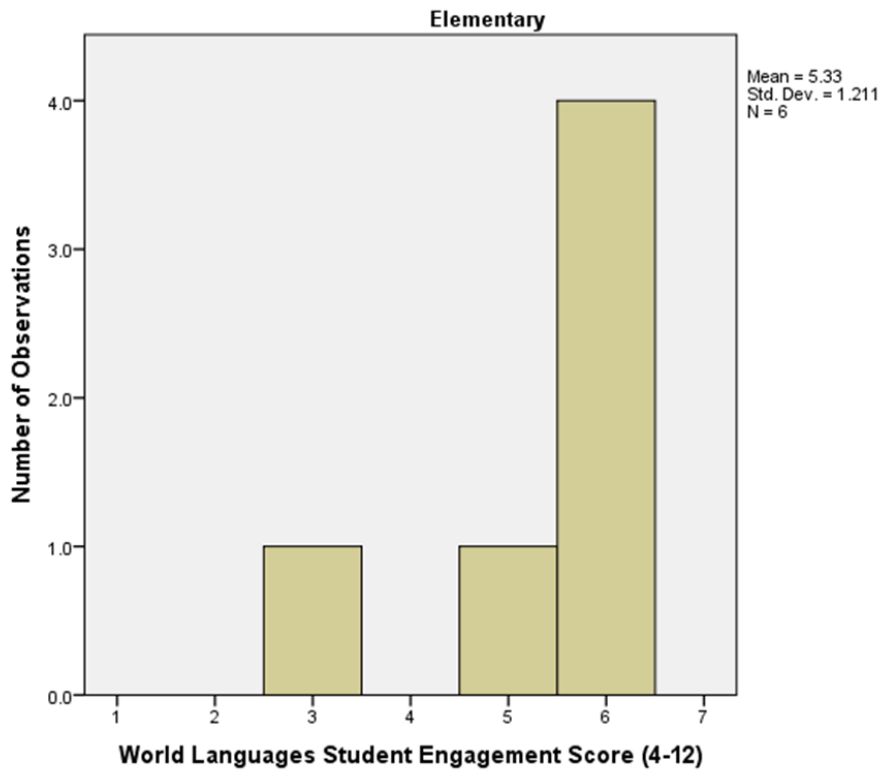Figure 30: Elementary School Score Distribution for Student Engagement, 2011-12

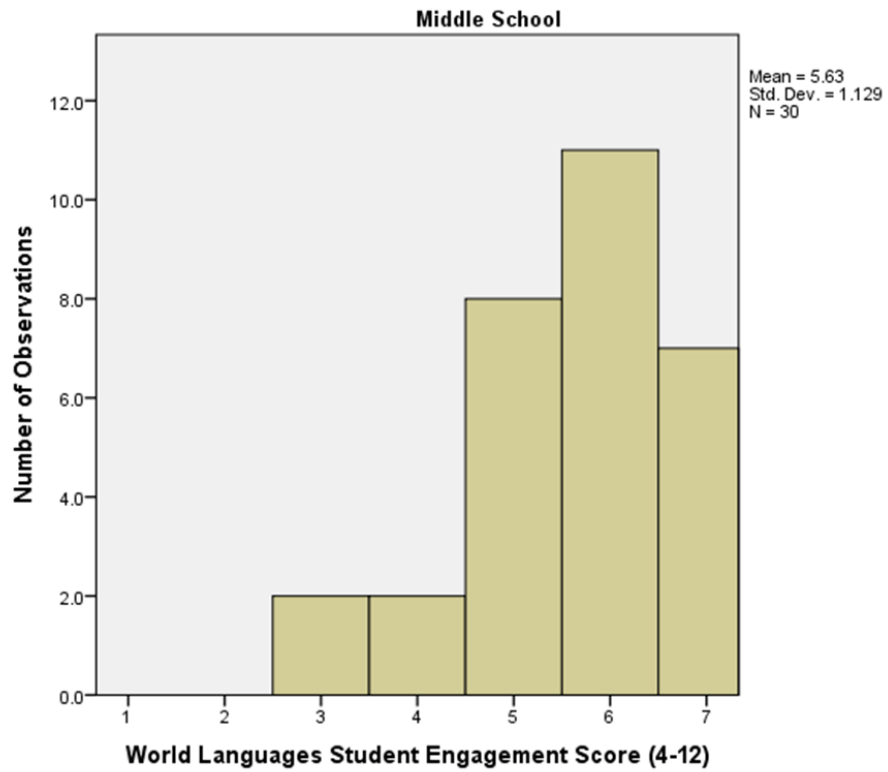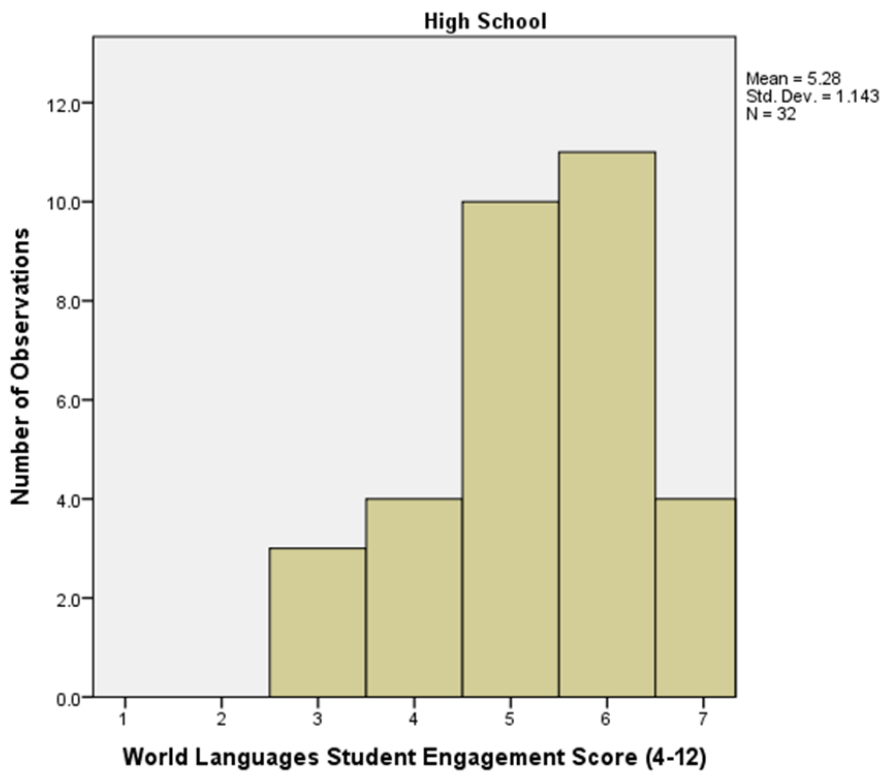**Figure 31: Middle School Score Distribution for Student Engagement, 2011-12**

Middle School

Mean = 5.63
Std. Dev. = 1.129
N = 30

Number of Observations

World Languages Student Engagement Score (4-12)

Figure 32: High School Score Distribution for Student Engagement, 2011-12

High School

Mean = 5.28
Std. Dev. = 1.143
N = 32

Number of Observations

World Languages Student Engagement Score (4-12)

Figures 33, 34, and 35 display the distribution of scores for the Differentiation Composite at the elementary, middle, and high school levels, respectively, during the 2011-12 school year.

Figure 33: Elementary School Score Distribution for the Differentiation Composite, 2011-12
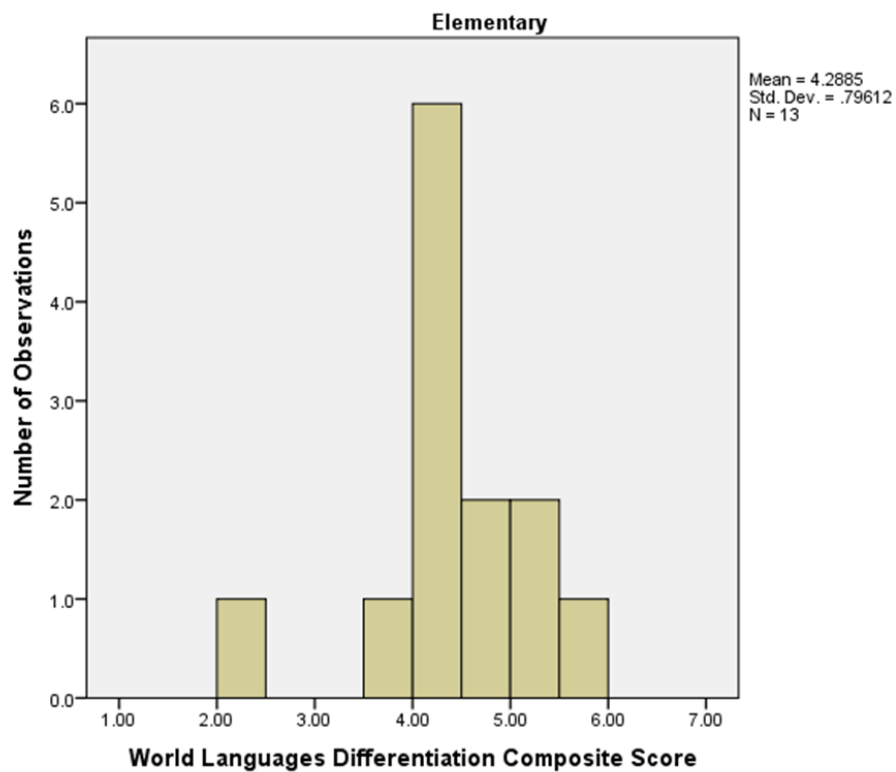

Figure 34: Middle School Score Distribution for the Differentiation Composite, 2011-12
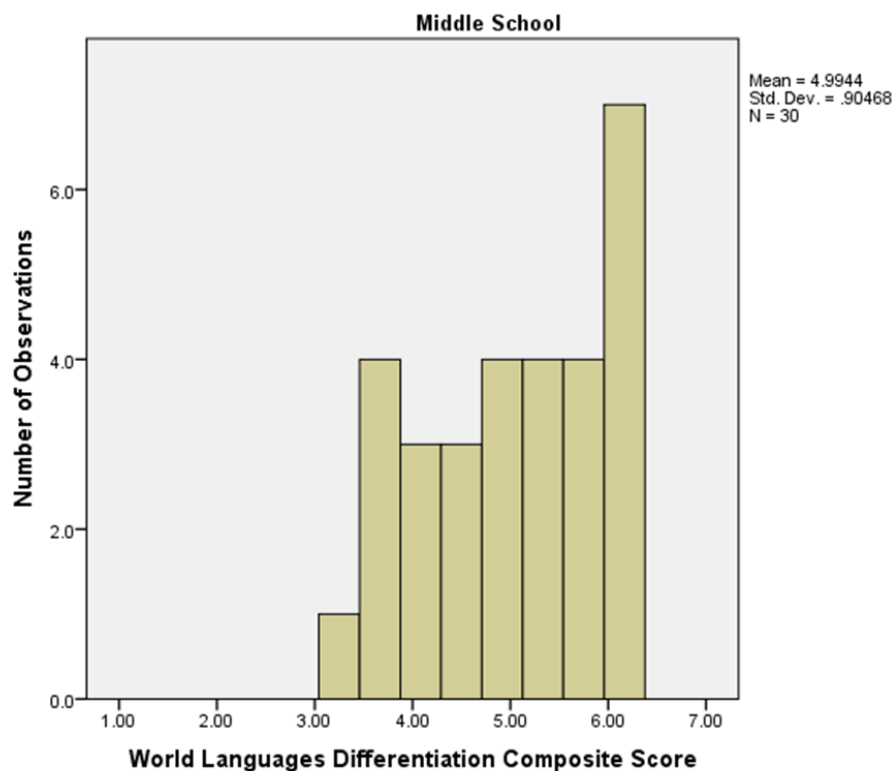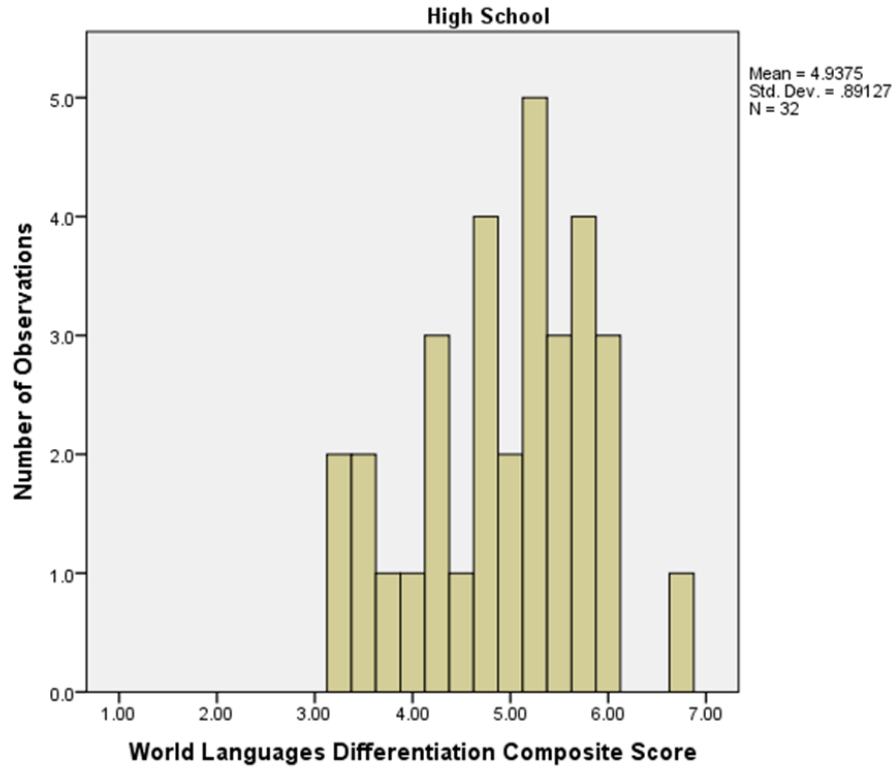
Figure 35: High School Score Distribution for the Differentiation Composite, 2011-12

Figures 36, 37, and 38 display the distribution of scores for the Culturally Responsive Composite at the elementary, middle, and high school levels, respectively, during the 2011-12 school year.

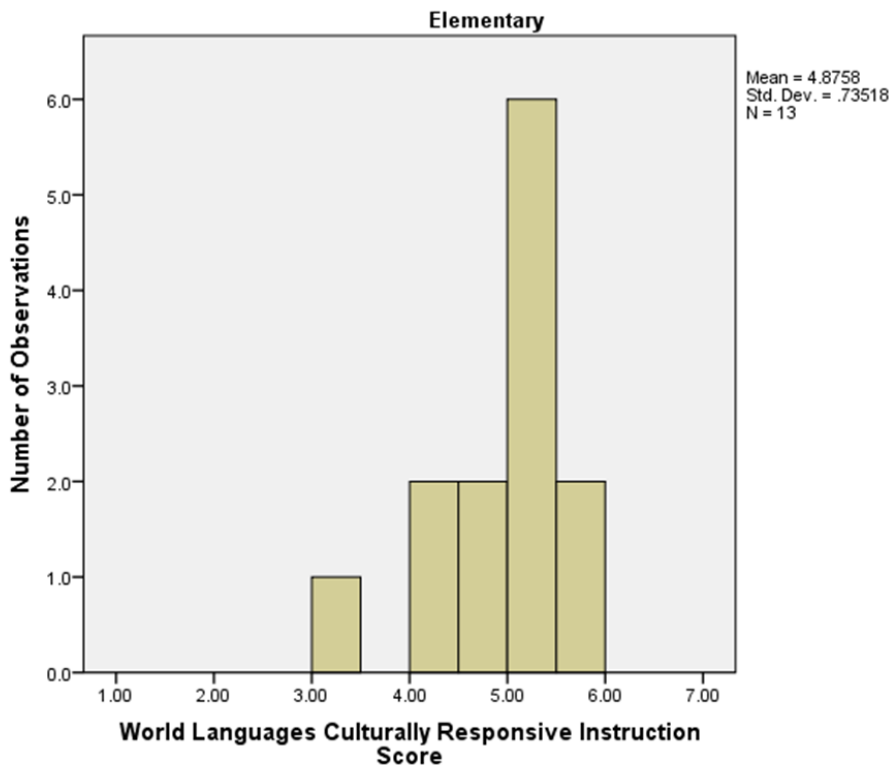Figure 36: Elementary School Score Distribution for Culturally Responsive Instruction, 2011-12

Middle School

Mean = 5.3519
Std. Dev. = .79252
N = 30
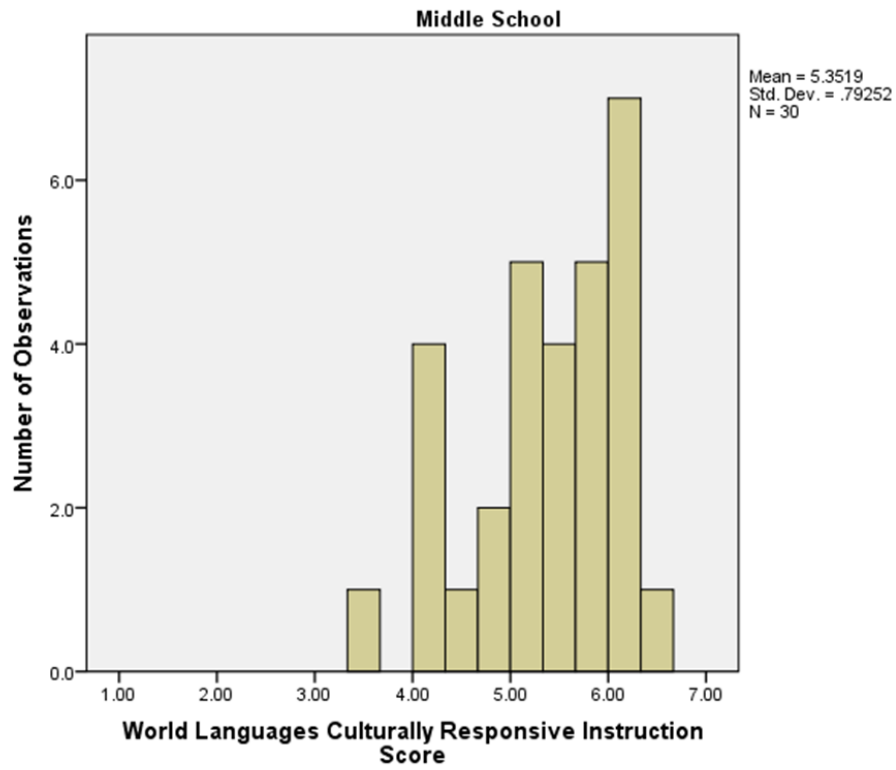
High School

Mean = 5.3125
Std. Dev. = .75552
N = 32
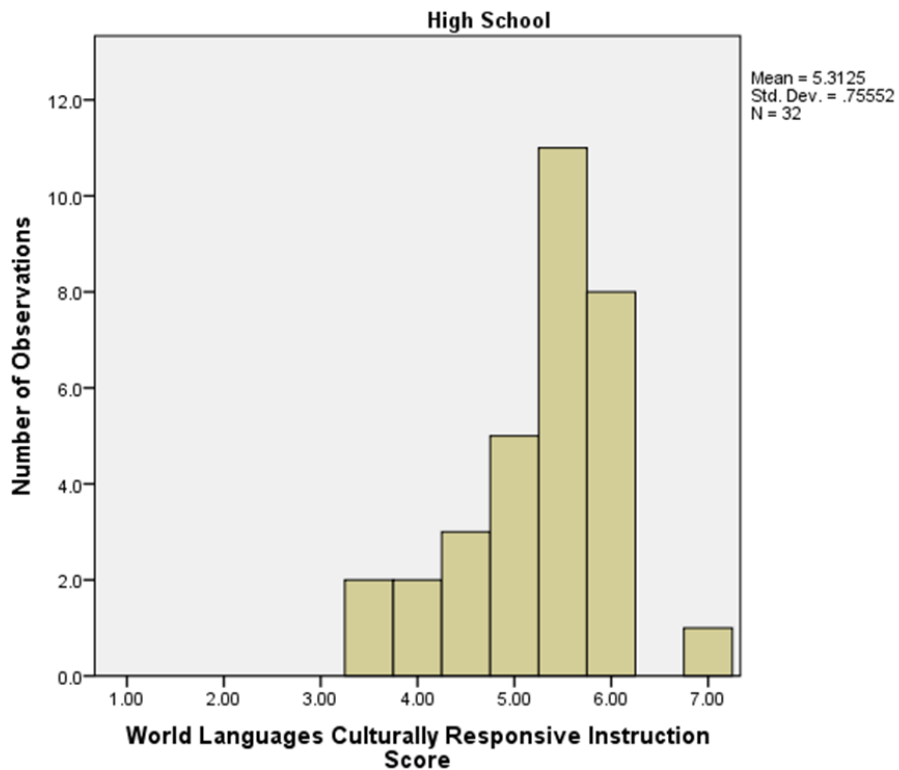
Table 3 shows the number of world languages classes observed in 2010-11 by world language program, the mean score (scale of 0—7), and the standard deviation for each CLASS domain and dimension. The *Differentiation Composite* and the *Culturally Responsive Instruction Composite* scores are also included by level.

Table 3: Average Domain, Dimension, and Composite Scores for 2010-11 by World Languages Program
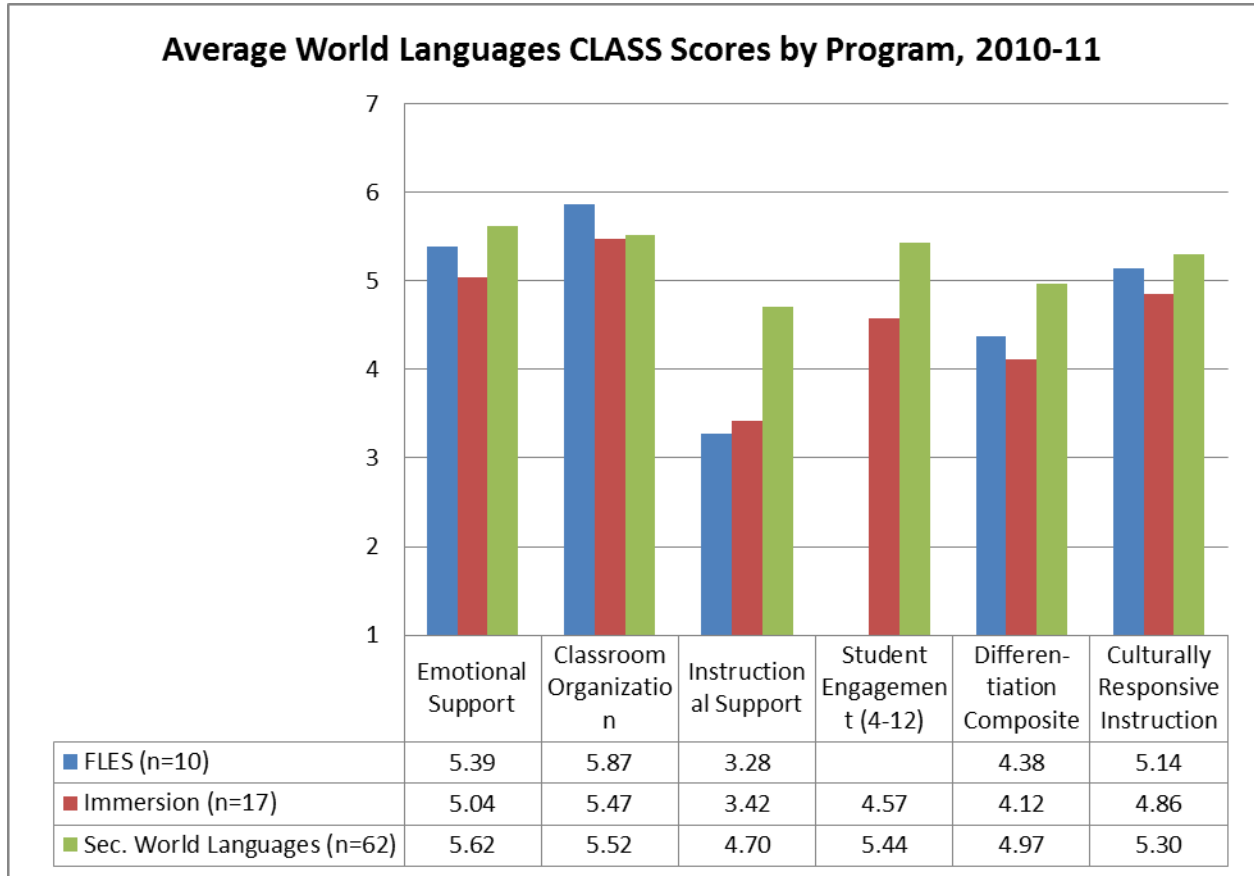
Average Domain, Dimension, or Composite Score	FLES			Immersion (Elementary & Middle)			Secondary World Languages		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Emotional Support	10	5.39	0.66	17	5.04	0.79	62	5.62	0.95
Positive Climate	10	5.70	0.95	17	5.06	1.25	62	5.71	1.09
Negative Climate	9	1.44	0.73	17	1.47	0.62	62	1.50	0.94
Teacher Sensitivity	10	5.10	0.88	17	4.94	1.52	61	5.26	1.24
Regard for Student Perspectives (K-5)	10	4.20	1.62	14	3.36	1.01	n/a	n/a	n/a
Regard for Adolescent Perspectives (6-12)	n/a	n/a	n/a	*	*	*	61	4.98	1.34
Classroom Organization	10	5.87	1.06	17	5.47	1.04	62	5.52	0.93
Behavior Management	10	5.80	1.23	17	5.65	1.50	62	5.66	1.07
Productivity	10	6.00	1.15	17	5.82	1.07	62	5.61	1.18
Instructional Learning Formats	10	5.80	1.32	17	4.94	1.09	61	5.30	1.12
Instructional Support	10	3.28	0.76	17	3.42	0.85	61	4.70	1.18
Content Understanding (4-12)	*	*	*	7	4.29	0.76	61	4.92	1.13
Analysis and Problem Solving (4-12)	*	*	*	7	3.43	1.27	61	4.34	1.35
Concept Development (K-3)	6	2.50	0.55	10	2.60	0.70	n/a	n/a	n/a
Quality of Feedback (all grades)	10	3.80	1.48	17	3.53	1.01	61	4.85	1.39
Language Modeling (K-3)	6	3.50	1.05	10	3.40	0.97	n/a	n/a	n/a
Instructional Dialogue (4-5)	*	*	*	*	*	*	n/a	n/a	n/a
Student Engagement (4-12)	*	*	*	7	4.57	0.98	62	5.44	1.21
Differentiation Composite	10	4.38	0.64	17	4.12	0.76	62	4.97	1.11
Culturally Responsive Instruction	10	5.14	0.70	17	4.86	0.84	62	5.30	0.94

*Fewer than 5 observations; not reported.

Figure 39 shows the average CLASS score for each domain by world language program for the 2010-11 school year. They also include the *Differentiation Composite* and the *Culturally Responsive Instruction Composite* scores.

Figure 39: Average World Languages CLASS Scores by Program for 2010-11

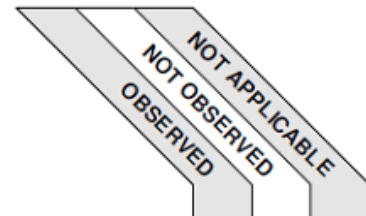|	Emotional Support	Classroom Organization	Instructional Support	Student Engagement (4-12)	Differen-tiation Composite	Culturally Responsive Instruction
■ FLES (n=10)	5.39	5.87	3.28		4.38	5.14
■ Immersion (n=17)	5.04	5.47	3.42	4.57	4.12	4.86
■ Sec. World Languages (n=62)	5.62	5.52	4.70	5.44	4.97	5.30

World Languages Checklist Results

In the spring of 2010-11, World Languages content experts (i.e., retired World Languages teachers or World Languages Advisory Committee Members) observed current World Languages teachers conducting lessons at the elementary, middle, and high school levels.   They followed content-specific observation protocol developed by the World Languages Office to capture the degree to which best practices in World Language instruction were being employed.   In particular, these content experts were looking to observe 21 outcomes dealing with classroom environment, planning and preparation, instruction, and assessment.

Overall, the observers visited 32 elementary school, 36 middle school, and 40 high school World Language classes. This data was further disaggregated by FLES classrooms, Immersion classrooms, and secondary World Language classrooms—both traditional (face-to-face) and non-traditional (distance learning).

The results can be found in the tables on the following pages. The World Languages Observation Checklist used during the classroom observations can be seen below

	OBSERVED	NOT OBSERVED	NOT APPLICABLE
1. Classroom Environment			
1A. The classroom displays include materials that are culturally and linguistically significant.	◯	◯	◯
1B. The students use the target language at their proficiency level to communicate with each other and the teacher.	◯	◯	◯
Notes:			
2. Planning and Preparation			
2A. The lesson reflects real world, language performance goals.	◯	◯	◯
2B. The learning experiences address multiple communicative modes (interpersonal, presentation and interpretive).	◯	◯	◯
2C. The learning experiences address multiple skill modalities: ◯speaking ◯listening ◯reading ◯ writing	◯	◯	◯
2D. The students have opportunities to learn about culture, such as customs, traditions, ideas, geography and history of the societies where the language is/was spoken.	◯	◯	◯
Notes:			
3. Instruction			
3A. The teacher presents activities clearly with explanation of expected language outcomes.	◯	◯	◯
3B. The teacher groups students to allow for engagement in meaningful linguistic tasks.	◯	◯	◯
3C. The teacher presents grammar in meaningful context.	◯	◯	◯
3D. The teacher presents vocabulary in meaningful context.	◯	◯	◯
3E. The teacher provides learning activities that develop various language skills according to the level of the class.	◯	◯	◯
3F. The teacher differentiates instruction according to the students' proficiency levels.	◯	◯	◯
3G. The students have sufficient time for the practice of skills and processes presented in the lesson.	◯	◯	◯
3H. The teacher uses the target language almost exclusively and encourages students to do so.	◯	◯	◯
3I. The teacher provides students with sufficient comprehensible input, using a variety of strategies.	◯	◯	◯
Notes:			
4. Assessment			
4A. The teacher monitors comprehension, confidence and application of language skills.	◯	◯	◯
4B. The teacher assesses, formally or informally, what students can do with language, not just what they know about it.	◯	◯	◯
Notes:			

Table 1 shows the percent of observed outcomes disaggregated by school level.

Table 1: World Languages Observed Outcomes by Level

	Checklist Item	Elementary School (n=32*)	Middle School (n=36)	High School (n=40)
		Percent Observed		
1	The classroom displays include materials that are culturally and linguistically significant.	81.3%	88.9%	82.5%
2	The students use the target language at their proficiency level to communicate with each other and the teacher.	75.0%	75.0%	72.5%
3	The lesson reflects real world, language performance goals.	90.6%	80.6%	70.0%
4	The learning experiences address multiple communicative modes (interpersonal, presentation and interpretive).	71.9%	69.4%	62.5%
5	The learning experiences address multiple skill modalities (speaking, listening, reading, writing).	93.8%	86.1%	90.0%
6	The learning experience addressed "Speaking"	75.0%	66.7%	86.8%
7	The learning experience addressed "Listening"	75.0%	86.7%	84.2%
8	The learning experience addressed "Reading"	65.6%	50.0%	68.4%
9	The learning experience addressed "Writing"	78.1%	76.7%	78.9%
10	The students have opportunities to learn about the cultures, ideas, geography and history of the societies where the language is/was spoken.	31.3%	44.4%	57.5%
11	The teacher presents activities clearly with explanation of expected language outcomes.	71.9%	66.7%	70.0%
12	The teacher groups students to allow for engagement in meaningful linguistic tasks.	65.6%	50.0%	50.0%
13	The teacher presents grammar in meaningful context.	59.4%	66.7%	55.0%
14	The teacher presents vocabulary in meaningful context.	93.8%	75.0%	70.0%
15	The teacher provides learning activities that develop various language skills according to the level of the class.	78.1%	77.8%	67.5%
16	The teacher differentiates instruction according to the students' proficiency levels.	28.1%	44.4%	55.0%
17	The students have sufficient time for the practice of skills and processes presented in the lesson.	78.1%	91.7%	85.0%
18	The teacher uses the target language almost exclusively and encourages students to do so.	90.6%	55.6%	77.5%
19	The teacher provides students with sufficient comprehensible input, using a variety of strategies.	75.0%	61.1%	70.0%
20	The teacher monitors comprehension, confidence and application of language skills.	96.9%	75.0%	85.0%
21	The teacher assesses, formally or informally, what students can do with language, not just what they know about it.	75.0%	66.7%	75.0%

*This included 17 FLES classrooms and 15 Immersion classrooms.

Table 2 shows the percent of observed outcomes disaggregated by language program.

Table 2: World Languages Observed Outcomes by Program

	Checklist Item	FLES (n=17)	Immersion (n=22*)	Secondary WL (n=69)
		Percent Observed		
1	The classroom displays include materials that are culturally and linguistically significant.	64.7%	100.0%	84.1%
2	The students use the target language at their proficiency level to communicate with each other and the teacher.	64.7%	86.4%	72.5%
3	The lesson reflects real world, language performance goals.	94.1%	86.4%	73.9%
4	The learning experiences address multiple communicative modes (interpersonal, presentation and interpretive).	70.6%	63.6%	68.1%
5	The learning experiences address multiple skill modalities (speaking, listening, reading, writing).	94.1%	86.4%	89.9%
6	The learning experience addressed "Speaking"	76.5%	68.4%	79.7%
7	The learning experience addressed "Listening"	70.6%	73.7%	87.5%
8	The learning experience addressed "Reading"	47.1%	73.7%	62.5%
9	The learning experience addressed "Writing"	76.5%	78.9%	78.1%
10	The students have opportunities to learn about the cultures, ideas, geography and history of the societies where the language is/was spoken.	35.3%	22.7%	55.1%
11	The teacher presents activities clearly with explanation of expected language outcomes.	76.5%	68.2%	68.1%
12	The teacher groups students to allow for engagement in meaningful linguistic tasks.	70.6%	40.9%	55.1%
13	The teacher presents grammar in meaningful context.	52.9%	63.6%	60.9%
14	The teacher presents vocabulary in meaningful context.	94.1%	81.8%	73.9%
15	The teacher provides learning activities that develop various language skills according to the level of the class.	70.6%	81.8%	72.5%
16	The teacher differentiates instruction according to the students' proficiency levels.	29.4%	45.5%	46.4%
17	The students have sufficient time for the practice of skills and processes presented in the lesson.	76.5%	77.3%	89.9%
18	The teacher uses the target language almost exclusively and encourages students to do so.	88.2%	77.3%	69.6%
19	The teacher provides students with sufficient comprehensible input, using a variety of strategies.	76.5%	63.6%	68.1%
20	The teacher monitors comprehension, confidence and application of language skills.	94.1%	72.7%	87.0%
21	The teacher assesses, formally or informally, what students can do with language, not just what they know about it.	70.6%	68.2%	73.9%

*This included 15 elementary school classrooms and 7 middle school classrooms.

Table 3 shows the percent of observed outcomes disaggregated by delivery format at the secondary level.

Table 3: World Languages Observed Outcomes by Delivery Format (Secondary Level)

	Checklist Item	Traditional (n=61)	Non-traditional* (n=14)
		Percent Observed	
1	The classroom displays include materials that are culturally and linguistically significant.	93.4%	50.0%
2	The students use the target language at their proficiency level to communicate with each other and the teacher.	72.1%	78.6%
3	The lesson reflects real world, language performance goals.	72.1%	85.7%
4	The learning experiences address multiple communicative modes (interpersonal, presentation and interpretive).	62.3%	78.6%
5	The learning experiences address multiple skill modalities (speaking, listening, reading, writing).	86.9%	92.9%
6	The learning experience addressed "Speaking"	77.4%	78.6%
7	The learning experience addressed "Listening"	84.9%	85.7%
8	The learning experience addressed "Reading"	60.4%	57.1%
9	The learning experience addressed "Writing"	79.2%	78.6%
10	The students have opportunities to learn about the cultures, ideas, geography and history of the societies where the language is/was spoken.	50.8%	50.0%
11	The teacher presents activities clearly with explanation of expected language outcomes.	67.2%	71.4%
12	The teacher groups students to allow for engagement in meaningful linguistic tasks.	44.3%	71.4%
13	The teacher presents grammar in meaningful context.	60.7%	57.1%
14	The teacher presents vocabulary in meaningful context.	67.2%	92.9%
15	The teacher provides learning activities that develop various language skills according to the level of the class.	70.5%	78.6%
16	The teacher differentiates instruction according to the students' proficiency levels.	49.2%	50.0%
17	The students have sufficient time for the practice of skills and processes presented in the lesson.	86.9%	92.9%
18	The teacher uses the target language almost exclusively and encourages students to do so.	68.9%	57.1%
19	The teacher provides students with sufficient comprehensible input, using a variety of strategies.	60.7%	85.7%
20	The teacher monitors comprehension, confidence and application of language skills.	77.0%	92.9%
21	The teacher assesses, formally or informally, what students can do with language, not just what they know about it.	67.2%	85.7%

* Non-traditional refers to distance learning instruction that is delivered online.