

Introduction

The Louisiana Department of Education (LDOE) continues to focus on improving educational outcomes and developing an accountability system that reflects the quality of instruction for students in kindergarten through second grade.

In the current [accountability proposal](#) to BESE, either CLASS® or NIET would be used as a score in a Classroom Quality Indicator and would count for a portion of the K-2 School Performance Score. In 2022-2023, school systems servicing students in grades K-2 have the opportunity to join the optional [K-2 Learning Year: Phase I](#). To participate, school systems should plan to implement the CLASS® or NIET Teaching and Learning Standards rubric to observe teachers. Participants are expected to use either tool to observe the participating teachers once in the fall and once in the spring. Observation data gathered from K-2 Learning Year: Phase I will provide valuable information to the Department as it continues to develop the K-2 accountability system proposal, and it will support evidence-based practices to improve instructional practices.

Questions can be emailed to compass@la.gov.

Implementing the CLASS® Observation Rubric

The CLASS® observation rubric is used to drive the quality of interactions between teachers and students. It serves as a method for delivering high-quality professional development on positive teacher-student interactions and also provides a measure for teacher professional practice in EC-2nd grade classrooms. This guide provides best practices supporting the implementation of CLASS® for teacher observations.

Section 1: Observational Protocol (Local and Third Party)

The LDOE recommends that school systems implementing CLASS® in Kindergarten through Grade 2 develop an observation protocol using the guidance outlined below. The following table outlines recommended practices for local observations and what to expect from third party observers from the ULL Picard Center.

| Protocol | Local Observations | Third Party Observations |
|------------------------------|---|--|
| Observer Requirements | Following training, observers MUST be certified by Teachstone as a reliable observer (i.e., passed K-3 CLASS® or Pre-K-3 CLASS® reliability certification test). | Following training, observers MUST be certified by Teachstone as a reliable observer (and recertified annually). Observers participate in on-going calibration exercises (i.e. shadow scoring) at least once per observation period that result in 80-100% reliability. |
| CLASS® Edition | Observers may use CLASS® 1st or 2nd Edition. Teachstone has emphasized that the 2nd edition is not a different tool from the 1st edition, but simply an evolution. Observers may transition to the 2nd edition once recertifying on the updated tool or wait until the 2023-2024 school year. | The Picard Center will use CLASS® 1st Edition for observations. Teachstone has emphasized that the 2nd edition is not a different tool from the 1st edition, but simply an evolution. |

| | | |
|---------------------------------------|--|---|
| <p>Scheduling Observations</p> | <p>A timeline is developed to ensure observations are scheduled for all participating sites and classrooms for the fall and again for the spring. Visits should be scheduled during optimal learning times.</p> <p>Observation results are entered in the K-2 portal within ten days after the visit occurs. If a school system has purchased access to myTeachstone, the school system should connect their observation from myTeachstone to the K-2 portal within ten days of the visit.</p> | <p>Each observation will take place at an assigned date and time.</p> <p>Observation results are entered in the K-2 portal within 2 days after the visit occurs.</p> |
| <p>Site Notification</p> | <p>Notification for observations completed locally will follow local policy.</p> | <p>The Picard Center contacts each site by phone and then email prior to the month they will be observed to verify site information:</p> <ul style="list-style-type: none"> ● Number of classes, ● Optimal learning time (schedule), ● Email address, and ● Mailing/physical address. <p>Site leaders and system contacts are notified electronically of upcoming third-party visits of the month in which the observation(s) will occur. Site leaders submit any scheduling conflicts no later than one week before the scheduled timeframe of the observation.</p> <p>Observers will not directly contact sites/schools to schedule or reschedule an observation.</p> |
| <p>Visit Protocol</p> | <p>Based on site-reported optimal learning times (e.g. language/literacy or math blocks), CLASS® observations typically start at the beginning of the school day. Observations may also be conducted in the afternoon.</p> | <p>Based on site-reported optimal learning times (e.g. language/literacy or math blocks), CLASS® observations typically start at the beginning of the school day and continue until observation/scoring cycles are complete. In some cases, observers may conduct an observation in the early morning followed by an observation in a different grade level later.</p> |
| <p>Observations</p> | <p>It is recommended that observations consist of four 20-minute observation cycles each followed by a 10-minute scoring cycle. Observers should conduct no fewer than 3 observation cycles.</p> | <p>The observation will consist of four 20-minute observation cycles each followed by a 10-minute scoring cycle.</p> |

| | | |
|---|--|---|
| | <p>A classroom must have the regularly assigned lead teacher present during the observation. Lead substitute teachers may be eligible for a CLASS® observation if they have been in the classroom for at least 10 consecutive days.</p> <p>The following sessions conducted by extra-curricular pull-out teachers and/or special visiting teachers will not be observed:</p> <ul style="list-style-type: none"> ● Physical Education, ● Music, ● Computer, ● Library, and/or ● Art, etc. <p>Cafeteria-based meals/snacks, restroom breaks and outdoor play (e.g. recess) will not be observed. If teachers are leading instructional/interactional activities outdoors, then these periods may be observed.</p> | <p>A classroom must have the regularly assigned lead teacher present during the observation. Lead substitute teachers are eligible for a CLASS® observation if they have been in the classroom for at least 10 consecutive days.</p> <p>The following sessions conducted by extra-curricular pull-out teachers and/or special visiting teachers will not be observed:</p> <ul style="list-style-type: none"> ● Physical Education, ● Music, ● Computer, ● Library, and/or ● Art, etc. <p>Cafeteria-based meals/snacks, restroom breaks and outdoor play (e.g. recess) will not be observed. If teachers are leading instructional/interactional activities outdoors, then these periods may be observed.</p> |
| <p>Reporting Scores and Observation Feedback</p> | <p>Systems establish and implement a protocol for providing feedback to teachers after an observation.</p> <p>Observation results are entered in the K-2 portal within ten days after the visit occurs. If a school system has purchased access to myTeachstone, the school system should connect their observation from myTeachstone to the K-2 portal within ten days of the visit.</p> | <p>The two highest and two lowest dimension scores for each observation will be entered in the K-2 portal within two days of the completed observation. Summary statements for each dimension should address each indicator, noting the presence/absence of particular behaviors.</p> |
| <p>Shadow Scoring</p> | <p>Shadow scoring by local observers is a recommended practice to ensure fidelity and reliability to the tool. (See Important Note below regarding reopening phases and shadow scoring.)</p> | <p>ULL will shadow score each observer and at least 10% of observations monthly to ensure fidelity and reliability to the tool.</p> |
| <p>Timelines for Conducting Visits</p> | <p>Fall visits should be conducted from September 12 through December 15 of each fall semester. All observation results should be entered in the K-2 portal by December 15.</p> | <p>For the 2022-2023 school year, third-party observations will be conducted in the Fall and Spring.</p> <p>Fall visits will be conducted from September 12-December 15. All results will be entered in the K-2</p> |

| | | |
|--|---|--|
| | Spring visits should be conducted from January through May 15. All results should be entered in the K-2 portal by May 15. | portal by the end of December. Spring visits will be conducted from January through May 15. All results will be entered in the K-2 portal by the end of May. |
|--|---|--|

Rescheduling Observations due to COVID-19 Related Issues: If an observation needs to be canceled due to unforeseen circumstances such as school closures or COVID-19 related incidences, site leaders should re-evaluate in two weeks to determine if the observation(s) can be safely conducted. This applies to both local and third-party observations.

Continuous Learning Considerations: Teachstone (2020) recommends the continued use of CLASS®, regardless of the current learning environment, to understand the quality of classroom interactions and to support educators in their professional development during the pandemic. Teachers will especially benefit from supportive feedback related to high-quality teacher-child interactions during this time.

Additional Considerations for Live Virtual Observations

School systems that choose this method should use the following guidelines:

- Review Teachstone’s [Guidance for Conducting CLASS® Observations During COVID-19](#).
- Review Teachstone’s [Guidance for Conducting CLASS® Observations of Virtual Teaching](#).
- Ensure that protocols align with Louisiana children’s privacy laws and best practices (e.g., parental consent, opt-out policies).
- Identify technology needs and confirm that participants have the capacity required to complete virtual observations.
- Place the device in an area of the classroom where the interactions/actions of both the teacher(s) and students can be observed.
- Determine a way to signal that the observation cycle has started and when it has ended and if the device needs to be moved to capture the best video and audio.
- Observers should mute the microphone and remain visible in the camera for live video (e.g., Zoom, Google Meets) observations.
- Observers should turn off their camera while scoring and should signal to the sites/teachers that they are doing so in order to avoid confusion over technical issues.
- Video security measures should be taken to ensure that only necessary individuals have access.

SECTION 2 – Shadow Scoring

The LDOE recommends that participants in the K-2 Learning Year: Phase I, conduct shadow scoring sessions to support rater reliability. Shadow scoring, or double coding, is when two reliable CLASS® observers conduct an observation at the same time in order to sharpen their observation and coding skills. It is a mechanism for maintaining inter-rater reliability and fidelity to the system. Inter-rater reliability occurs when two reliable observers produce consistent observation results for the same classroom at the same time. (This means that their results are at least **80%** reliable overall.)

NOTE: Shadow scoring should be used for the entire CLASS® observation (all cycles) as seen in the example below.

Shadow Scoring Procedure

| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 |
|--|--|--|---|--|
| One person is assigned as the observer, and one person is assigned as the shadow scorer. | Both observers arrive at the site at the same time. They begin and end Cycle 1 at the same time observing for the full cycle (recommended 20 minutes). Each record notes and score the cycle separately. | Both observers take at least 10 minutes to score/code Cycle 1 independently without discussing. | Once scoring is completed for Cycle 1, review scores and discuss any dimension scores that are off by 2 points or more. Determine who has the supporting evidence most closely aligned with the CLASS® manual and come to a consensus on the score for the dimension. | Repeat steps 2-4 for each remaining cycle. Count to determine the number of scores off by 2 points or more across all cycles. Subtract this number from the possible scores. Then divide the result by the number of total scores to determine the percentage of reliability overall. See example below. |

Example: The observer's scores are in the blue circles. The shadow scorer's scores are in the orange squares.

| Cycle 1 | Observer notes are not included in this example. | | | | | | |
|---------------------------------|--|---|---|---|---|---|---|
| Positive Climate | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Negative Climate | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Teacher Sensitivity | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Regard for Student Perspectives | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Behavior Management | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Productivity | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Instructional Learning Formats | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Concept Development | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Quality of Feedback | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Language Modeling | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| Cycle 2 | Observer notes are not included in this example. | | | | | | |
|---------------------------------|--|---|---|---|---|---|---|
| Positive Climate | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Negative Climate | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Teacher Sensitivity | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Regard for Student Perspectives | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Behavior Management | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Productivity | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Instructional Learning Formats | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Concept Development | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Quality of Feedback | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Language Modeling | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| Cycle 3 | Observer notes are not included in this example. | | | | | | |
|---------------------------------|--|---|---|---|---|---|---|
| Positive Climate | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Negative Climate | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Teacher Sensitivity | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Regard for Student Perspectives | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Behavior Management | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Productivity | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Instructional Learning Formats | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Concept Development | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Quality of Feedback | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Language Modeling | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| Cycle 4 | Observer notes are not included in this example. | | | | | | |
|---------------------------------|--|---|---|---|---|---|---|
| Positive Climate | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Negative Climate | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Teacher Sensitivity | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Regard for Student Perspectives | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Behavior Management | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Productivity | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Instructional Learning Formats | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Concept Development | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Quality of Feedback | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Language Modeling | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

The red arrows identify the four dimensions that have scores that are off by 2 points or more. As mentioned in Step 4 above, the observer and shadow scorer will discuss these scores to determine the consensus scores for each of these four dimensions. **The observer will make note of the consensus score which will be used when the observer enters the scores into the K-2 portal. The observer will also enter his/her scores which are the blue circles. Note: The observer will be the only one to enter scores into the portal for this observation. No shadow scores are used.**

Number of dimensions scores that were off by 2 or more across all 4 cycles = 4
Subtract from the total possible scores (10 dimensions x 4 cycles =40) 40-4 = 36
Divide the result by the number of total scores to get an overall percentage: 36 divided by 40 = 90%
The overall inter-rater reliability for this observation is 90% which meets the 80% or higher threshold.

Section 3: Converting CLASS® Scores to a Compass Rating

In accordance with [Bulletin 130](#), personnel evaluation policy is composed of two parts: professional practice and growth in student learning. CLASS® scores are an approved qualitative assessment of teacher or administrator performance (professional practice) in grades K-2.

CLASS® scores entered into the Department’s K-2 portal flow to the Compass Information System (CIS) for use in personnel evaluation. The highest observation of the semester is sent to CIS automatically. If a school system would like to use Compass in place of either the Fall or Spring CLASS® observation, they should enter the Compass score in the system and it will supersede the CLASS® observation score. Since CLASS® is an accepted alternative rubric for teacher evaluation, school systems should determine the way teachers are evaluated during the K-2 Learning Year: Phase I for each semester. To align the CLASS® rubric with the state’s adopted Standards of Effectiveness, it was necessary to develop a conversion chart. To compute the CLASS® score, average the dimension scores. *Note: Omit negative climate when computing the dimension average.*

Example:

Ms. Penny's classroom

| | |
|---|------|
| Positive Climate | 5.50 |
| Teacher Sensitivity/Educator Sensitivity | 5.25 |
| Regard for Student Perspectives/Regard for Child Perspectives | 5.25 |
| Behavior Management | 5.00 |
| Productivity | 4.50 |
| Instructional Learning Formats | 4.25 |
| Concept Development | 4.25 |
| Quality of Feedback | 4.50 |
| Language Modeling | 4.50 |
| Total (add all dimension scores, omitting negative climate) | 43 |

Adding the dimension scores totals 43. When dividing 43 by 9, the average is 4.78. This is rounded to 4.80 and aligns to a Compass score of 2.70 (Effective: Proficient).

Align the CLASS® score to the following chart to compute the Compass score:

| CLASS® | Compass | |
|--------|---------|---|
| 7.00 | 4.00 | Highly Effective $3.5 \leq x$ |
| 6.90 | 3.95 | |
| 6.80 | 3.90 | |
| 6.70 | 3.85 | |
| 6.60 | 3.80 | |
| 6.50 | 3.75 | |
| 6.40 | 3.70 | |
| 6.30 | 3.65 | |
| 6.20 | 3.60 | |
| 6.10 | 3.55 | |
| 6.00 | 3.50 | |
| 5.90 | 3.44 | Effective: Proficient $2.5 \leq x < 3.5$ |
| 5.80 | 3.37 | |
| 5.70 | 3.30 | |
| 5.60 | 3.24 | |
| 5.50 | 3.17 | |
| 5.40 | 3.10 | |
| 5.30 | 3.04 | |
| 5.20 | 2.97 | |
| 5.10 | 2.90 | |
| 5.00 | 2.84 | |
| 4.90 | 2.77 | |
| 4.80 | 2.70 | |
| 4.70 | 2.63 | |
| 4.60 | 2.57 | |
| 4.50 | 2.50 | Effective: Emerging $1.5 \leq x < 2.5$ |
| 4.40 | 2.44 | |
| 4.30 | 2.37 | |
| 4.20 | 2.30 | |
| 4.10 | 2.24 | |
| 4.00 | 2.17 | |
| 3.90 | 2.10 | |
| 3.80 | 2.04 | |
| 3.70 | 1.97 | |
| 3.60 | 1.90 | |
| 3.50 | 1.84 | |
| 3.40 | 1.77 | |
| 3.30 | 1.70 | |

| | | |
|------|------|--------------------------|
| 3.20 | 1.63 | Ineffective $x < 1.5$ |
| 3.10 | 1.57 | |
| 3.00 | 1.50 | |
| 2.90 | 1.44 | |
| 2.80 | 1.41 | |
| 2.70 | 1.39 | |
| 2.60 | 1.37 | |
| 2.50 | 1.35 | |
| 2.40 | 1.32 | |
| 2.30 | 1.30 | |
| 2.20 | 1.28 | |
| 2.10 | 1.25 | |
| 2.00 | 1.23 | |
| 1.90 | 1.21 | |
| 1.80 | 1.18 | |
| 1.70 | 1.16 | |
| 1.60 | 1.14 | |
| 1.50 | 1.12 | |
| 1.40 | 1.09 | |
| 1.30 | 1.07 | |
| 1.20 | 1.05 | |
| 1.10 | 1.02 | |
| 1.00 | 1.00 | |