



## Enhancing the Quality of Instruction in 4K May 2019 Update

The [Madison Education Partnership \(MEP\)](#) is bringing together educators in Madison Metropolitan School District and researchers from the Wisconsin Center for Education Research to better understand strengths and areas for growth in 4K instructional practice and to collaborate in creating a professional development series that can enhance 4K instruction. **This project could not be done without awesome teachers like you; thank you for your support!** We are excited to check in about our progress.

### What data have we collected?

The data for this project include Pre-K Classroom Assessment Scoring System (CLASS) data from MMSD administrators' observations last spring, as well as CLASS and semi-structured instructional observation data collected by pairs of MEP research assistants over this school year. The MMSD CLASS data were collected in the classrooms of 31 4K teachers who volunteered to be observed in the spring of 2018, covering 18 schools and 9 community sites. We completed MEP classroom data collection between fall of 2018 and spring of 2019. We were able to visit 32 4K classrooms – 18 school-based rooms, 11 community sites, and 3 Head Start rooms. We have also spoken with 24 teachers during 4 focus groups and three individual interviews in April and May.

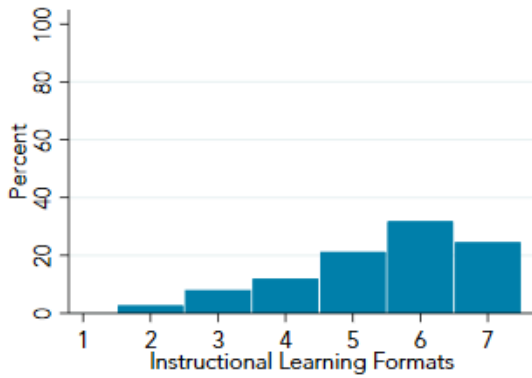
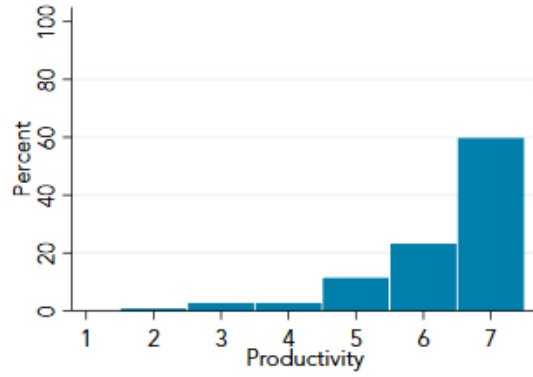
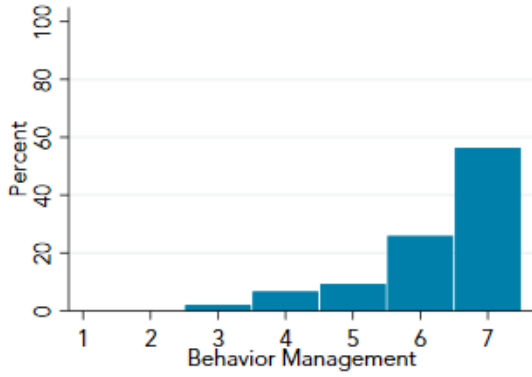
### What have we learned thus far?

The **Pre-K Classroom Assessment Scoring System (CLASS)** is a research-based observation instrument designed to assess the quality of teacher-child interactions. The CLASS categorizes interactions into three domains – Emotional Support, Classroom Organization, and Instructional Support – with classroom quality rated on a scale of 1-7 for each dimension within domains.

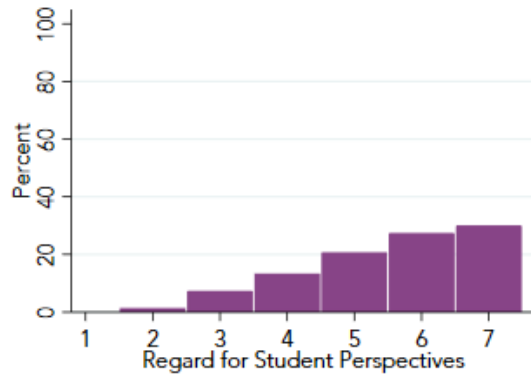
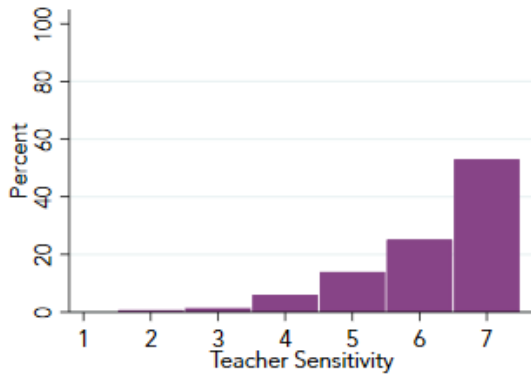
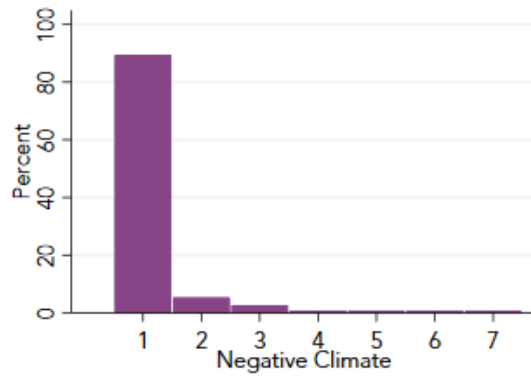
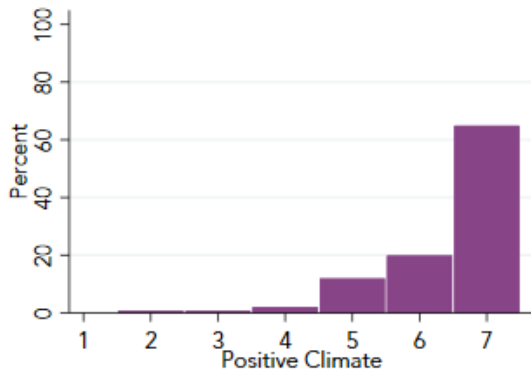
We compiled all the scores in each domain to determine some broad trends for 4K classrooms in the district. The bar charts on page 2 and 3 show the percent of ratings at each level of the CLASS by domain (emotional support, classroom organization and instructional support) and dimension within each domain.

Overall it appears that MMSD 4K teachers have **strengths in the Emotional Support and Classroom Organization domains**. The **Instructional Support domain represents an opportunity for growth** and likely area for professional development. This pattern in our data reflects national patterns in early childhood CLASS data.

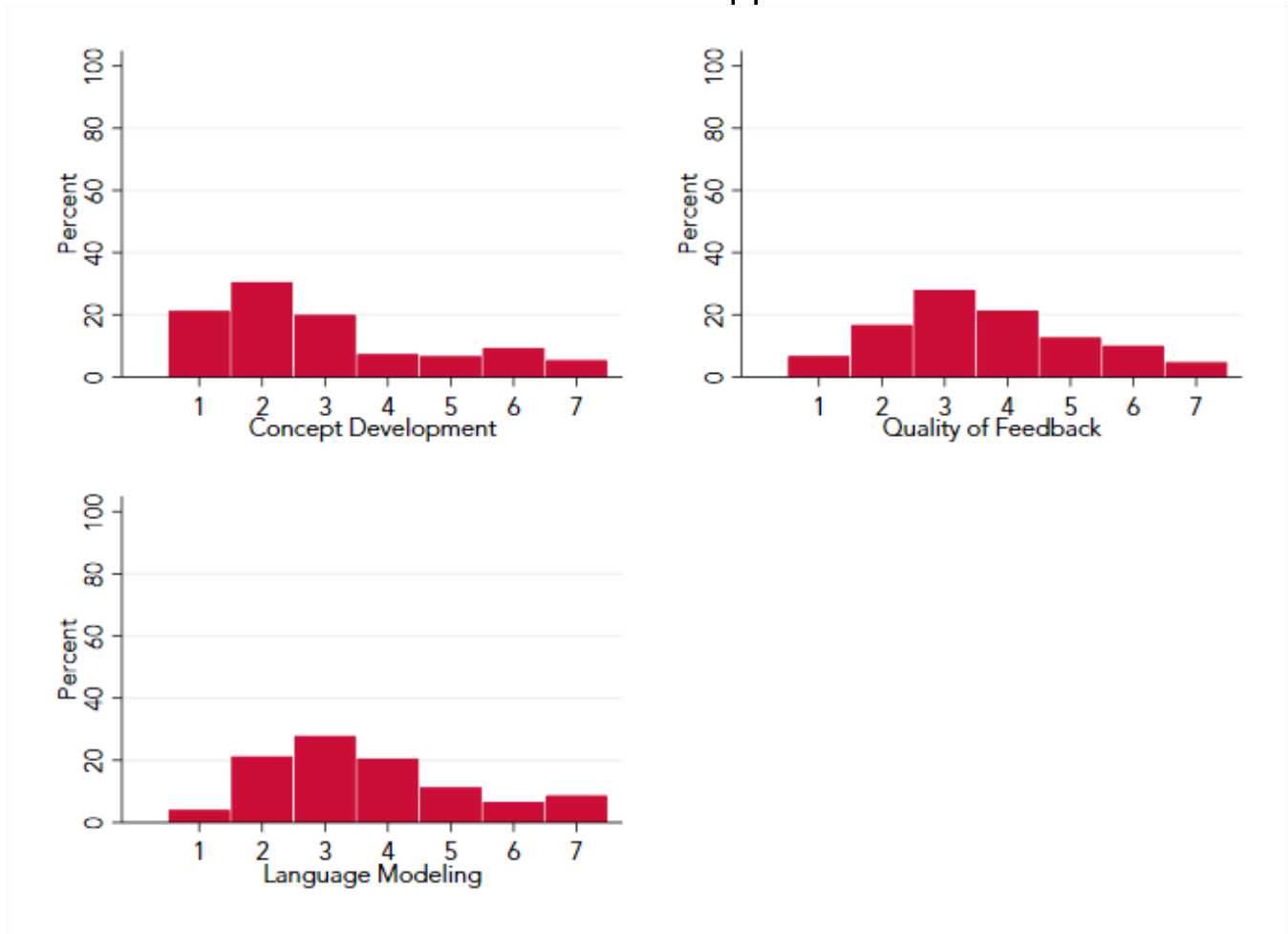
## Classroom Organization



## Emotional Support

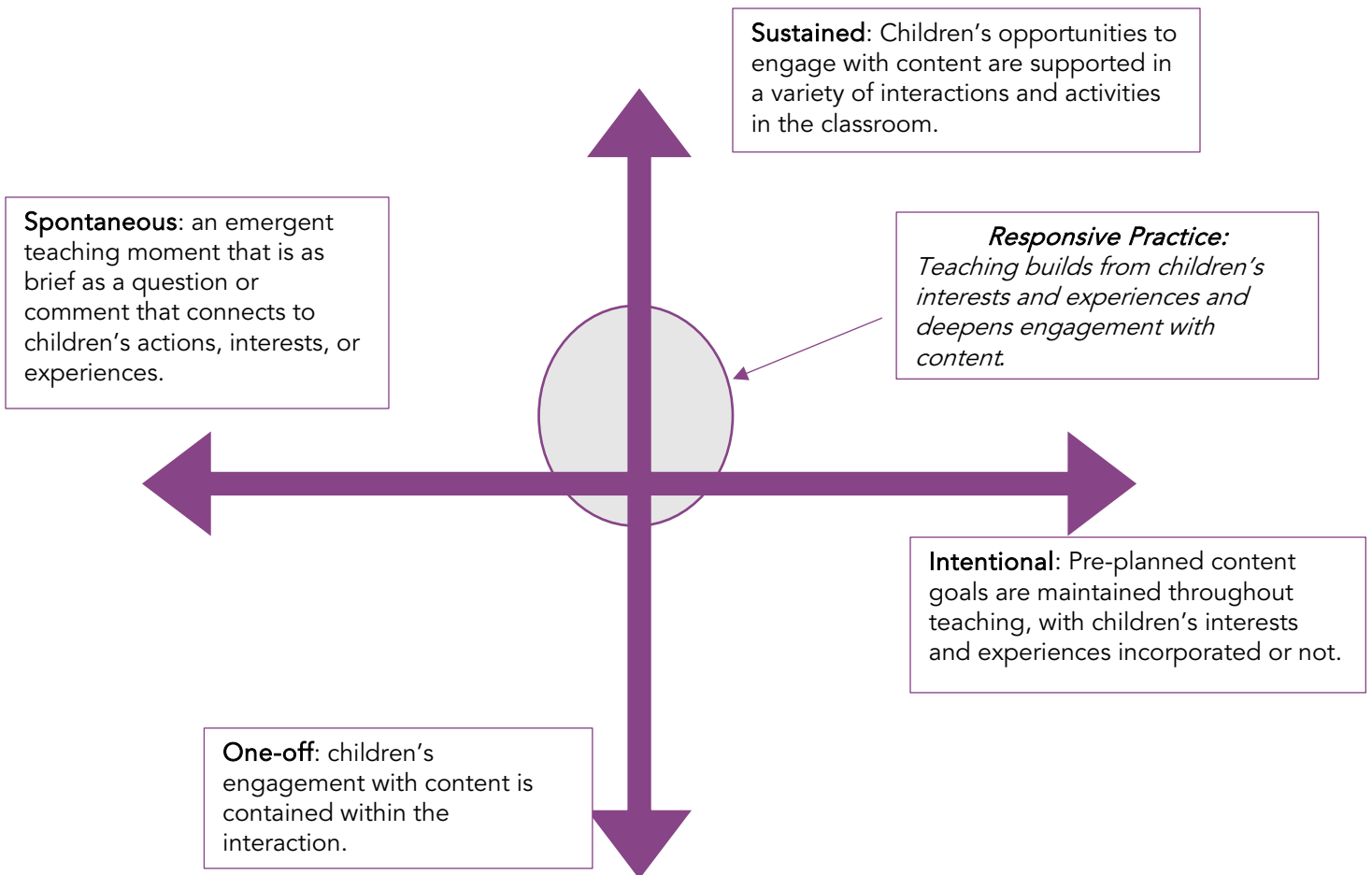


## Instructional Support



We designed the **semi-structured observational tool** to complement the CLASS observations by providing more detail on instructional practice with a focus on content, format of instruction, teacher roles, and instructional talk.

Our initial analysis centered on identifying qualities of instructional interactions - exchanges between a teacher and student(s) that can occur at any point during a school day, including whole group activities, free play, meals, and transitions. One way we're trying to understand how teachers foster teaching and learning opportunities is to consider instructional interactions on a grid of **responsive practice**. One axis reflects the connectivity of teacher's instructional interactions to children's interests and experiences, ranging between **spontaneous** to **intentional**. The other axis characterizes instructional interactions by the opportunities they offer to engage deeply with content, ranging from **one-off** to **sustained**.



We think that this grid of responsive practice offers teachers an opportunity to consider their teaching as it relates to the qualities of connectivity to children, and richness of content learning opportunities. These and other qualities that we identify in the data can serve to focus professional development planning around effective and diverse instructional interaction strategies.

### What’s next for this project?

- **Data analysis** - We will continue to dig into our data, exploring specific domains of the CLASS and connecting those findings to the semi-structured observation data. We will analyze the focus group data, looking for themes and connecting those to the observation data.
- **Further research** – We will compile best practices on professional development and 4K instruction from the research literature.
- **PD planning** - We will convene a planning team of researchers and teachers representing 4K in schools, community sites, and Head Start to create the professional development series. This team will work June-August to create the 2019-20 series.

Look for more information on the PD series in August. MEP will be presenting at the **4K Summer Institute** and recruiting teachers to participate in the PD. As always, let us know if you have questions or feedback! Follow this [link](#) to share your feedback.