



COUNTY OF SAN BERNARDINO
PRESCHOOL SERVICES DEPARTMENT
POLICY

NO. 01 EECD ISSUE 1

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EFFECTIVE: 11-01-12

SUBJECT:

**IMPLEMENTATION OF THE CLASSROOM
ASSESSMENT AND SCORING SYSTEM (CLASS)**

APPROVED: 11-01-12

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**BY: Nighett Ahmed, Acting
Director**

PURPOSE:

The purpose of this procedure is to ensure compliance set by the Head Start Performance Standards and the Head Start Act that governs Staff Performance, Evaluation and Professional Development.

The process is designed to communicate and assess the performance expectations of Teachers within Head Start classrooms and ensure their performance expectations adhere to both Federal and State Performance Standards. The process also provides support for the professional development of staff through goal setting, mentoring, training and education.

The Classroom Assessment Scoring System (CLASS) is an observational instrument developed to assess Teachers in a Preschool classroom. CLASS provides programs with reliable, valid data on Teacher effectiveness. It also creates a common language about effective teaching practices across subject areas, it helps Teachers better understand how their interactions in the classroom affect a child's learning and documents improvements in the effectiveness of Teachers' interactions with children.

POLICY:

1304.52 Human resources management.

(a) Organizational structure.

(1) Grantee and delegate agencies must establish and maintain an organizational structure that supports the accomplishment of program objectives. This structure must address the major functions and responsibilities assigned to each staff position and must provide evidence of adequate mechanisms for staff supervision and support.

(2) At a minimum, grantee and delegate agencies must ensure that the following program management functions are formally assigned to and adopted by staff within the program:

(j) Staff performance appraisals. Grantee and delegate agencies must, at a minimum, perform annual performance reviews of each Early Head Start and Head Start staff member and use the results of these reviews to identify staff training and professional development needs, modify staff performance agreements, as necessary, and assist each staff member in improving his or her skills and professional competencies.

REFERENCES:

Performance Standards 1304.52(a)(1)(2)(j) Human resources management.
Head Start Act 641A(f)

PROCEDURE:**TEACHING STAFF OBSERVATION AND PROFESSIONAL DEVELOPMENT GOALS:**

- All Teaching Staff will be evaluated using the CLASS instrument two (2) times a year by CLASS Reliable staff.
- Phase 1 of the evaluation process will be completed by the end of November. Phase 2 of the Evaluation process will be completed by the end of March.
- CLASS Reliable staff will provide copies of the completed Scoring Summary Sheet and the Professional Development Planning Sheet to the Site Supervisor within 7 days of completion.
- Assessment scores will be reviewed with Teaching Staff by the Site Supervisor.
- Upon review of the assessment scores, both the Teaching Staff and Site Supervisor will develop Professional Development goals based on any scores of 4 and below.
- An Action Plan will be initiated to meet the goals set by Teaching staff and the Site Supervisor.
- The Teaching Staff and Site Supervisor must sign the Professional Development Planning Sheet acknowledging receipt and the implementation of the Action Plan.
- Professional Development Planning Sheets are submitted to Education for tracking, training, mentoring and educational needs.
- Professional Development Goals will be implemented on performance feedback and annual evaluations.

ONGOING MONITORING OF CLASS IMPLEMENTATION AND ACTION PLANS

- Professional Development Planning Sheets are reviewed and scores are aggregated at the Agency, Site and Individual Levels to determine areas of strengths and areas needing improvements.
- Tracking of scores are maintained by Education and aggregated to determine Agency and Site Level averages.
- Action Plans are created at the Agency, Site and Individual Levels for scores of 4 and below.
- Action Plans include implementation of Trainings, Mentoring and Educational needs required by Agency, Sites and Individual Staff for improvement.
- Ongoing Monitoring is conducted by Education to ensure quality and ongoing progress.