Utilizing classroom observation tools for multiple purposes: Exploring potential threats to validity.
Overview

- Review utilization of classroom observation tools
- Benefits of using measures for multiple purposes
- Review concerns of using measures for multiple purposes
- Examples from the front lines of data collection
- Things to consider moving forward
Purpose and use of classroom observation

- Professional development
Purpose and use of classroom observation

- Professional development
- Program evaluation
  - System level
  - Program level
Purpose and use of classroom observation

- Professional development
- Program evaluation
  - System level
  - Program level
- Research
Benefits of multiple use of observation tools

- Common definition of quality
- Data in the age of accountability
- Alignment between program improvement efforts and measures
- Transparency and clarity of expectations
- Efficiency
On the day of observation
On the day of observation

Emotional Support

Classroom Organization

Instructional Support
Examples from the field
Examples from the field
Trying to understand: Are our data representative?

- Ask teachers about the day
- Informal staff reports
- Comparison with master teachers’ perspective on teacher/classroom
Correlation of Toddler CLASS Emotional Support: OU observations & IC Review

$R^2 = 0.0116$
Correlation of Toddler CLASS Instructional Support:
OU observations & IC Review

$R^2 = 0.0069$
Things to consider

• What’s measured gets done
• Some of this is a broader conversation about data use and how we encourage our partners to not let data have too much power
• Do we need to consider having a set of measures that are protected for research?
• Do we need to just be more clever in our data collection or use more complex tools?
• How much data should be shared for local program evaluation and professional development?
• How can we maximize the benefits of this alignment without tipping into too many unintended consequences?
• Is this a problem? And if so, what to do about it?
• Do we work to change culture from compliance to growth?
• Do we need to agree to only share certain details of measures?
• Do we need to just be more clever in our data collection or use more complex tools?
• Do we need to consider having a set of measures that are protected for research?
• How can we maximize the benefits of this alignment without tipping into too many unintended consequences?
THANK YOU

• Thank you to our staff, program partners, and funders
• Thank you to the teachers whose classrooms we observe