

The 2018-2021
Infant & Toddler
Intensive
Technical
Assistance
Model Pilot
Project
Evaluation



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I. INTRODUCTION

During years birth to three, children gain awareness of the self, the ability to comprehend and use language, and an understanding of their own and others' emotions. At such a crucial stage of brain development, infants and toddlers are especially sensitive and responsive to their social environments.¹ As part of their social environment, teacher-child interactions during this phase of life play a key role in healthy development.

Yet, teachers of young children often make poverty level wages and receive limited employment benefits. According to CCSA's 2019 Statewide Workforce Study, right before the pandemic, only 15% of centers who served children ages birth to five offered fully paid health insurance to their teachers. Further still, teachers of infants and toddlers are paid less and have received less education and training when compared to teachers of young children ages three to five, and teachers of school age children.² These economic realities are structural threats to positive teacher-child interactions in infant toddler classrooms. When teachers do not have the support they need and deserve, the classroom cannot thrive.

Improving the quality of infant and toddler care is one of the state Division of Child Development and Early Education's³ long standing priority areas. In 2004, with the help of the statewide Child Care Resource and Referral Council,⁴ the Division of Child Development and Early Education established the Infant Toddler Quality Enhancement Project, which serves all 100 counties of North Carolina by placing Infant Toddler Specialists in regional child care resource and referral agencies across the state. Specialists provide a variety of services to child care programs, including technical assistance (TA). TA in infant and toddler classrooms includes activities such as professional development planning, consultation and demonstration of classroom management strategies, curriculum planning, classroom enhancement and design support, and assisting teachers with preparation for classroom assessment.

A new project, the Infant & Toddler Intensive Technical Assistance Model Pilot Project, funded from September 2018 to September 2021, was developed to trial a transformative model of TA provision to enhance the quality of infant and toddler experiences in early child care and education settings. There are a large number of TA practitioners working to improve the environmental and instructional quality in classrooms across North Carolina; however, their impact on quality is mixed. This project was designed to provide intensive coaching and mentoring to the TA practitioners to transform their coaching practices and their modeling of instructional strategies. In turn, these TA practitioners implemented TA with infant and toddler teachers and their directors to pilot a transformative new model of technical assistance (TA) provision to enhance the quality of infant and toddler experiences in early child care and education settings.

The project was designed to propel TA practitioners beyond the traditional focus on preparing teachers for assessment, and instead shift the TA paradigm to provide a more advanced coaching lens around teacher interactions and facilitation of learning for young children.

This project gauged the impact of the TA interventions through

qualitative data in the form of focus groups and surveys. In addition, the project measured classroom level improvements using pre- and post-Infant and Toddler Classroom Assessment Scoring System (CLASS™) assessments and measured child care programs' administrative improvements using the Program Administration Scale (PAS). The intent of the pilot was to use data to come to consensus on the key components fundamental to building master level TA practitioners, demonstrate that highly skilled consultation and support of teachers by TA specialists can change classroom practices and meet the goal of improving infant and toddler experiences in early child care and education settings. The pilot was operated by the Child Care Resource & Referral (CCR&R) Council, funded through the state Division of Child Development and Early Education (DCDEE) and coordinated by Child Care Services Association (CCSA) on behalf of the Council.

Through the project, six TA practitioners received frequent coaching to transform their own coaching practices and improve the way they modeled instructional strategies in the classroom. A TA mentor leader trained and supported this TA team with the goal of creating "master TAs." In turn, these TAs used both their previous experience and their newfound knowledge to support not just infant and toddler teachers, but also their program directors.

Thus, the Intensive TA Pilot was designed to be "intensive" in multiple ways and on multiple levels: (1) In addition to a simple TA to teacher coaching model, TAs themselves were also receiving regular support. (2) The classroom coaching took place for a longer period of time than is typical for technical assistance, a period of one to three years. (3) The classroom coaching was more frequent (weekly when possible), and longer in duration of meeting time, especially for those teachers who were able to receive in-person coaching prior to the pandemic.

Goal project outcomes included the following: 75% of infant and toddler teachers increasing their Classroom Assessment Scoring System (CLASS) scores in at least one dimension after receiving technical assistance, 75% of program administrators increasing their Program Administration Scale (PAS) score in at least two subscales after receiving technical assistance, and 100% of TAs confidently providing coaching and professional development to teachers and program administrators after receiving coaching from their TA mentor. Program level data on classrooms and administrative gains were collected as a proxy for the quality of TA delivered. The following report will discuss the results of the pilot, share findings from data collected, and reflect on the project's successes and challenges in light of the project's initial goals.

¹ *Baby's Brain Begins Now: Conception to Age 3*. Urban Child Institute. (n.d.). <http://www.urbanchildinstitute.org/why-0-3/baby-and-brain>.

² According to [CCSA's 2019 North Carolina Statewide Workforce study](#), 58% of infant and toddler teachers had AA degree or higher compared to 73% of three to five year old teachers (p. 10).

³ To learn more about DCDEE, visit: <https://ncchildcare.ncdohhs.gov/Home/About>

⁴ To learn more about the CCR&R Council, visit: <http://childcareremc.org/>

II. PROJECT STRUCTURE AND PARTICIPANTS

A total of 35 programs, including 35 directors and 48 infant or toddler teachers, received technical assistance and coaching through the project. Project benefits included long-term, intensive weekly coaching, Making the Most of Classroom Interactions (MMCI) professional development training for teachers, monthly regional “Director Leadership Academy” (DLAs) meetings for directors, substantial funds for kits of classroom enrichment materials, and access to the myTeachstone online portal, which included professional development resources with exemplar classroom videos, mini courses, and articles on a variety of topics.

Participating classrooms joined the project in two cohorts. Cohort One received services for the full length of the pilot, and contained 24 classrooms at 19 centers. Programs in Cohort Two joined the project in the summer of 2020 and received services until September of 2021. Cohort Two was made up of 24 classrooms at 21 centers.⁵ Each program director was assessed using the Program Administration Scale (PAS), which measures the leadership and management skills of early childhood program administrators.⁶ The teacher receiving TA in each classroom was also assessed, using the Classroom Assessment Scoring System (CLASS) at the beginning, middle (if Cohort One), and end of their time in the project. The CLASS assessment tool measures the quality of teacher-child interactions in center-based child care settings. The focus of this project was to demonstrate the value of the “coaching the coaches” model. Increases in PAS and CLASS scores, while certainly beneficial to the children in care, served as a proxy to show this model’s effectiveness.

Technical Assistant Mentor Leader

Playing a pivotal role in this project, the TA mentor leader created meaningful and relevant learning experiences for TA specialists using a model that valued working relationships, built on the TAs’ existing strengths, and prioritized individual coaching goals. Typical activities of the mentor leader included leading and participating in live and online mentor coaching meetings, providing video feedback sessions, conducting onsite visits (prior to the onset of COVID-19), and providing TAs with professional development resources. The mentor leader met with TAs individually at least three times per month, with TA team partners once a month, and with the entire TA team once a month.

The TA mentor leader held a Master’s degree in Early Childhood Education, and over 40 years of experience as an early care and education practitioner. In addition, she had a strong understanding of research-based adult learning theory and education and developmentally appropriate practices for young children.

The mentor leader worked closely with each TA practitioner, each TA team pair, and held monthly meetings with the entire TA project team. She also served as the liaison between project staff, the research team, and the TA team and followed up with the TA practitioners to ensure all relevant research data was collected and received. Employed by CCSA, the mentor coach managed all aspects of the project in coordination with the project leadership team.

Technical Assistance Practitioners

The six TA practitioners were paired into teams of two, who conducted TA in three areas in the state. Programs were served in all the following counties: Caldwell, Davie, Forsyth, Randolph, Surry, and Watauga. See Table 1. TA partner teams of two were assigned to one of the three areas, and, as opposed to the TA mentor leader who was employed by CCSA, the TA teams were hired by one of three agency subcontractors central to the child care programs they would be working with. TAs met for monthly meetings as a group, received weekly coaching with their TA mentor leader at CCSA and collaborated with their TA partner regularly. In addition, TA practitioners received a variety of specific training including: Infant & Toddler CLASS Observer training; Making the Most of CLASS Interactions (MMCI) Train the Trainer; Program Administration Scale (PAS) Course and the Art & Science of TA; as well as numerous workshops and distance learning on Trauma Informed Practices and Resiliency Training.

TABLE 1

Team	CCR&R Region(s)	Countries Covered	Agency Placement
TA team 1	Region 9	Caldwell, Watauga	The Children’s Council of Watauga County
TA team 2	Region 11	Randolph	Randolph County Partnership for Children
TA team 3	Region 10	Davie, Forsyth, Surry	Child Care Resource Center

The six TAs had a combined 106 years of experience working in the early care and education field. In terms of specific TA experience, at the beginning of the project, the least experienced TAs had no previous roles working as a technical assistance practitioner, and the most experienced member of the TA team had worked nine years in a TA role. The three TAs newest to the profession were each paired with a more experienced member in their team partner relationship.

All TAs had at least an associate degree at the beginning of the project, and by the end of the project, all TAs had a bachelor’s degree or higher. Two TAs completed a degree program during the project, resulting in two TAs with a master’s degree, and four with a bachelor’s degree at project end. Six out of six TAs had an Early Educator Certification, Professional Development, and a TA Endorsement. TAs also mentioned other ECE related credentials they held, such as the NC Administration Credential, Infant Toddler Certification, Teaching Strategies Gold Interrater Reliability and more. By the end of the project, TAs were certified as CLASS observers and had obtained training to administer PAS assessments. TAs also described other relevant experience such as: owning a family child care home, working as a director, working as an evaluator for NC Pre-K teachers, behavioral

⁵ Five child care programs were repeated between Cohort One and Cohort Two, but no individual classroom was part of both cohorts.

⁶ To learn more, visit: <https://mccormickcenterelearning.nl.edu>

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therapy experience, completing early childhood related trainings and webinars, and knowledge of the Reggio Emilia philosophy. Throughout the project, TAs earned a yearly salary ranging from approximately \$34,000 to \$53,500, depending on the salary structure of each agency subcontractor.

In Cohort One of the project, each TA began work in April 2019 with four infant and/or toddler classrooms each, to model instructional strategies to improve teacher-child interactions, and support teachers and directors in their professional growth. In Cohort Two, each TA increased their caseload to serve four additional classrooms. A TA's typical weekly activities included preparing for and conducting classroom visits and observations, visiting with directors, meeting with their TA coach, preparing for and conducting teacher training and regional director meetings, and taking part in other activities such as documenting their work, keeping track of budgeting, ordering materials, and meetings at their agency. As part of the intensive model, TAs met with their teachers more frequently, for longer periods of time, and for a longer duration than is often routine for the field. Before COVID, TAs spent four to six hours weekly in each classroom. After the pandemic's onset, length and frequency of (virtual) meeting times were reduced, but for the most part, TAs still met weekly with their teachers for at least an hour.

Early Education Programs

With the help of their agency partner sites and Regional Infant Toddler Specialists, TAs used various methods to recruit early education programs for the project, starting in April of 2019 with in-person TA beginning in May or June, depending on the classroom. Recruitment methods included



pre-selection through an application process by the agency partner site, group and one-on-one informational meetings with directors, in-person visits, informational letters, and cold calling. Programs of any star-rated level were eligible to apply, as long as they were not under a current administrative action. After programs were

selected, TAs collected signed participation agreements from the center directors and participating teachers.

After their first three months of intensive coaching, all participating classrooms received a minimum of \$2,500 in funds to choose from specially designed kits of classroom enrichment materials. These specially designed kits focused on different developmental areas (i.e. social/emotional, sensory, language and literacy, etc.). With their TA practitioner's guidance, teachers were allowed to choose up to five different kits. Cohort One classrooms participated in the project for three years, and therefore were provided \$2,500 in funding for kits twice. In the last year of the project, funds in the budget were revised because money had been saved on travel and professional development activities due to COVID-19. The extra funding was divided between programs so they could purchase some larger items such as furniture and equipment not available in the kits.

By the end of the project, some classrooms in Cohort One received over \$5,000 in funds for classroom materials and Cohort Two classrooms received a minimum of \$4,200, which provided a lasting impact especially for less resourced centers who participated.

Prior to COVID-19, each infant or toddler classroom was provided with four to six hours of weekly, in-person coaching based on identified needs in the teacher's pre-CLASS assessments. Directors were also provided with on-site support based on growth areas identified in their Program Administration Scale (PAS) pre-assessments conducted with their TA practitioner. After making the switch to virtual learning due to COVID-19, teachers met with their TA on average one to two hours per week and set up technology for the TA to observe them virtually. The TA was unfortunately no longer able to visit the center for classroom observation, or to interact in-person with the children, teachers, or directors.

As part of the project, teachers and directors committed to other professional development in addition to weekly coaching. For teachers, this professional development was the Making the Most of Classroom Interactions (MMCI) course, which is a 24-hour course designed by Teachstone focusing on a deeper dive into the CLASS tool and improving adult/child interactions. Facilitated by the two TA practitioners in each region, the eight teachers working with those TAs formed a supportive network around the topic of teacher/child interactions. For directors, TAs facilitated a monthly meeting with the other directors in their region referred to as Director Leadership Academy, or DLA meetings. These meetings addressed topics of leadership and management pulled from the PAS and also allowed directors to network and raise issues of their own to gain ideas from the shared experience of other directors. Both teacher MMCI trainings and director DLA meetings shifted to Zoom sessions when made necessary by COVID-19.

Almost all of the centers served by the project were private, for-profit programs. Most of these were single-site (25), though four of the participating sites belonged to one for-profit private, multi-site program. The remaining few were nonprofit centers (4), one Head Start, and one program operated through a university. Centers served by the project had a median of 22 years in existence, with the newest center having been open five years when they started the project, and the longest running center having been open 51 years when they started the project. A total of 13 infant, 32 toddler, and three mixed-age classrooms were served by the project. Directors consistently reported teacher to child ratios for all infant classrooms as 1:5 or less, while the teacher to child ratio of toddler classrooms was 1:9 or less.

Directors were asked two questions related to salary range: "What is the minimum you would likely pay a new teacher?" and "What is the maximum you would pay a new teacher?" Directors who responded said they would pay a new teacher anywhere between \$7.25 and \$15.00 per hour, with a median of \$9.00 per hour, and their most experienced teacher (of any age group) anywhere between \$10.00 and \$24.00 per hour, with a median of \$14.00 per hour. The highest level of education the plurality of directors (48%) required for a starting teacher was the NC Early Childhood Credential, with five directors requiring the credential and some additional coursework, and five requiring a full associate degree. Only three centers said a high school

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diploma was their minimum education requirement for any classroom teacher in their program.

Directors varied in their own levels of education, with almost all directors who responded having at least an associate degree (88%) when they started the project. By the end of the project, 97% of directors who responded had an associate degree or higher. Of directors who answered the post project survey, 85% had any level of degree in Early Childhood Education (ECE), with 58% of respondents having a bachelor's degree or higher in ECE. To view more statistics about director education view Table 2.

TABLE 2

Director Education Level	Statewide Workforce Study	IT Pilot Project First Survey Completed	IT Pilot Project Post Survey
AA Degree or higher in Any Subject	87%	88%	94%
Any ECE Degree	50%	70%	85%
BA+ in Any Subject	64%	61%	67%
BA+ in ECE	25%	48%	58%

Infant and Toddler Teachers

Teachers were also asked about their salaries and benefits earned, their education and credentials, and their previous experience working with infants and toddlers. Cohort One teachers were surveyed at three points in time (beginning, middle, and end of their time in the project), and Cohort Two teachers were surveyed twice, at the beginning and end of their time in the project. Due to the large amount of teacher turnover, the following statistics represent those teachers who were part of the project for at least two rounds of the survey data collection, and therefore were given two CLASS assessments. For Cohort One, teachers could have been present from beginning to end (2019-2021), from beginning to mid assessment, or from middle to end. For Cohort Two, teachers were employed long enough to have been given the survey in winter of 2020 (or later in the case of teacher turnover), and at the end in August of 2021.

In their first survey,⁷ teachers who responded reported a median hourly wage of \$11.00 per hour, with some teachers earning as little as \$8.50 per hour, and some teachers earning up to \$14.00 per hour. In comparison, infant and toddler teachers

who were surveyed as part of CCSA's 2019 Statewide Workforce Study reported that they made a median salary of \$11.50 per hour.

About 18% of infant and toddler teachers who answered about their health insurance on the TA pilot survey said they were provided health insurance by their center, whereas a similar 18% of directors of single site, for-profit centers⁸ who were surveyed as part of the Statewide Workforce Study said they paid for full or partial health insurance for their employees. Consistent between pre- and post-surveys, only 41% of teachers said they received regular salary increases. On the contrary, 73% of directors said they regularly increased teacher pay.

About 45% of teachers who reported their education had a degree in ECE when they started the program. By the final survey they answered, 47% of teachers had earned either an associate, bachelor's, or master's degree in ECE, and four teachers were on track to finish an associate or bachelor's degree program by 2023. The most common level of education in general was an associate degree (34% first response, and 42% final response), and 24% (remained constant) of teachers had a bachelor's degree or higher in any field, with two teachers having a bachelor's degree or higher in ECE. These statistics can be compared with the 2019 Statewide Workforce Study, which found that 58% of infant and toddler teachers surveyed had an associate degree or higher. For more information about teacher education, view Table 3 (below).

By the end of the project, participating teachers had spent a median of ten years working in the early care and education field, with a median of four years working with infants and toddlers. In comparison, infant and toddler teachers who were part of the 2019 Statewide Workforce Study had spent a median of 12 years working as an early care and education provider. Teachers who took part in the pilot project also described other relevant prior experience that helped them in the classroom, some examples being: caring for older children, working as a summer camp counselor or director, ECE related trainings, and fluency in a second language.

TABLE 3

Teacher Education Level	2019 Statewide Workforce Study Infant Toddler Teachers	Statewide Workforce Study All Teachers (0-5)	IT Pilot Project First Survey Completed	IT Pilot Project Post Survey
AA Degree or higher in Any Subject	58%	66%	58%	66%
Any ECE Degree	44%	44%	45%	47%
BA+ in Any Subject	22%	34%	24%	24%
BA+ in ECE	8%	16%	8%	8%

⁷ A few teachers did not respond to the pre-project survey. Therefore, this statistic was calculated using data from the first survey each teacher answered.

⁸ The statistic referenced from the Statewide Workforce Study is specific to private, single site centers because the majority of centers who took part in the pilot project were of this type. The remaining few were for-profit, multi-site centers and nonprofit centers, with one Head Start and one university-run center. In the Workforce Study, 47% of for-profit multi-site centers, 29% of nonprofit centers sponsored by a faith community, and 54% of nonprofit centers operated by a community board provided full or partial health insurance.

III. IMPACT OF COVID-19 ON PROJECT STRUCTURE

The chaos in the world as a result of the COVID-19 pandemic did not spare the original design of the Model TA pilot project. Instead the project underwent major changes which drastically altered implementation. Initially, TAs spent four to six hours in the classroom weekly, hands on with their teachers. Making the Most of Class Interactions (MMCI) training for teachers and Directors Leadership Academy (DLA) meetings were held in person. One time per quarter, the TAs were able to hold one of their monthly meetings with their coach in person, and the coach visited each agency once annually.

Though the project had a virtual component to begin with, starting in late March of 2020 (during Cohort One), all project meetings, observations, and in-person visits were shifted to a virtual format. The project was designed from the beginning to rely heavily upon technological tools to access professional development videos and assignments, and to use classroom videos of teachers implementing strategies to give coaching feedback. Because of these activities directors and teachers already had some familiarity with the technology of Zoom, and used different devices to connect. However, technical difficulties interrupted the flow of the project with some frequency. Some examples included: teachers having trouble setting up their Kindle Fire tablets for virtual observations, TAs and teachers finding the myTeachstone platform difficult to use, connectivity and focus issues via Zoom, and more.

For myriad reasons, the four to six hour weekly TA visits were no longer feasible, and in many cases, TAs struggled to have even one hour of time per week with their teachers. The focus of TA sessions and support shifted due to anxieties and transitions related to COVID-19. For example, TAs became a sounding board for pandemic-related fears, answered questions and helped centers strategize about

meeting DCDEE health and safety protocols, and provided self-care suggestions to teachers and directors.

The pandemic also influenced the timeline and recruitment of centers in Cohort Two. Centers who were closed due to COVID-19 reopened slowly, delaying center recruitment and pushing back the start time for technical assistance. Even in the region who had preselected their Cohort Two participants, TA delivery was delayed due to staffing changes, programs quarantining, and a few centers that closed completely. For these reasons, virtual TA with Cohort Two did not begin until June to August of 2020, depending on the region and individual classroom. Contract, agreement, and expectation forms were modified to reflect a virtual component to the project. Recruitment shifted to Zoom meetings, short videos explaining the project, PowerPoint presentations, and other virtual methods.

The pilot project saw an unusual amount of teacher turnover due to pandemic-related chaos. In fact, 83 teachers participated in the pilot at one point or another, with teachers frequently cycling through the 48 classrooms. TAs expressed that teacher turnover had a variety of causes: teachers were stressed by pandemic working conditions and left the profession, teachers were laid off and chose not to return when centers re-opened, teachers were ill with COVID-19 or had to care for sick family members.

The pandemic also saw teachers having to shift into new roles due to staff shortages, and directors having to make difficult choices. Directors had to work in classrooms which made them less available to meet. Directors were unable to cover classrooms enough to allow their teachers to meet with TAs. Teachers were reassigned to school age groups, took on additional responsibilities such as administrative duties, and even worked in the kitchen as cooks. Some classrooms were closed altogether, children were regrouped or center hours were reduced due to low enrollment.



IV. DATA COLLECTION METHODS

The project team used a mixed mode data collection method to inform evaluation for the Model TA pilot project. The first was the aforementioned pre-, mid-, and post-project surveys of teachers, directors, TAs, and the TA mentor coach. The second was the pre-, mid-, and post-project Classroom Assessment Scoring System (CLASS) assessments of teachers, and Program Administration Scale (PAS) assessments of directors. The original design of the project included only these above described methods of data collection. However, because of the pandemic's profound impact on the field and the course of the project, the research team chose to add a third method of data collection in the form of a focus group session with the TAs and regional focus groups with directors and teachers.

Though the CLASS and PAS quantitative measures were useful tools during the project and will be discussed in the analysis, numerical CLASS and PAS scores do little to reflect the ways the project adapted



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to COVID-19. For this reason, the research team decided to collect qualitative data in the form of eight 30- to 45-minute focus groups over a period of three months (April to June 2021), first with the technical assistants, second with directors, and third with teachers. One 45-minute focus group was held with the technical assistants. Of the director and teacher focus groups, two were held in each region, with three director focus groups, and three teacher focus groups. Following the conclusion of the originally scheduled teacher focus groups, an extra teacher focus group was scheduled to increase the teacher response rate. TAs, directors, and teachers were also given the option to fill out a post-focus group survey, which contained the same set of questions discussed in their respective focus groups. Focus group questions can be referenced in Appendix I.

Qualitative data was collected to supplement CLASS and PAS scores and provide information about how the pilot adapted to COVID-19, but the insights gained from focus groups and surveys also capture the “why” and “how” of the project in a way that quantitative data cannot. The following sections will consider insights gathered in the focus groups and TA mentor, TA, director, and teacher surveys along with CLASS and PAS scores to provide a well-rounded portrait of the project.

V. FINDINGS

Technology Use Prior to and During COVID-19

Directors and teachers described how the project impacted their center's relationship with technology, as well as difficulties with technology use.

The goal of the project's virtual component before COVID-19 was for teachers to access professional development resources on myTeachstone, and for teachers to share videos of their practices in the classroom with their TA, so the TA could track and offer suggestions on their progress toward each teacher's identified goals. Prior to the pandemic, the project began providing Kindle Fire tablets in Cohort One when it became clear that some teachers did not have consistent access to a device to access the online myTeachstone materials and to interact with their TA virtually. For example, in some centers, directors did not allow teachers to use their phones, some rural centers had unreliable internet connections, and in some centers, the teachers shared a communal laptop in the director's office. The project provided additional funds to ensure consistent internet access at rural centers. After the onset of COVID-19, all teachers who needed tablets were provided with one. By the beginning of Cohort Two, the project decided to provide the Kindle Fire tablets to participating infant and toddler teachers in every center, as part of the project contract when a center signed on. In their focus groups, directors shared their feedback about the tablets.

Some directors did not have the opportunity to use tablets in their centers very often, others felt the tablets were very useful. One director described how the tablets helped improve communication between parents and teachers.

“With the tablets, we’re able to interact with parents and send them messages and they’re able to send us messages. ‘Cause you know, they can’t come in, [and] they get tired of seeing my face. And as much as I try, sometimes I forget to tell them they need diapers or just those little bitty things that the teachers are so good at taking care of in their classroom...so they’re absolutely loving the technology for that.”

Notably, one director described how her teachers were not able to use the tablets because her program is located within an elementary school. In future, project creators may wish to assure that technology purchased for teachers is enabled for use in all centers.

“Even though we received the tablets and were so excited about that, we were not able to use the tablets because of firewalls and different regulations from the [elementary school]. So her teacher wasn’t able to use those fully.”

Because the pilot's design incorporated a virtual component and the project team took the aforementioned steps to ensure each classroom had equal access to technology, the participating centers and classrooms were a step ahead in their preparation for the switch to virtual that began with COVID-19. Still, it was not an easy transition. Many teachers and directors found Zoom meetings impersonal and had trouble feeling

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connected virtually, even when they felt the TAs did their best to adapt to the circumstances. Most directors who responded in the focus groups felt they were at least proficient with technology use in their center before the project, but one director in particular mentioned how the project helped her improve even though she did not see herself as a technologically “savvy” person.

“I’m older than a lot of other people in this project. And so...to hear them talk, they really are a lot more computer savvy...listening to some of them talk about some of the things they do in their centers has made me realize that there was a lot of ways we can use technology... you can work around COVID and not being able to actually see each other...”

Technology use was the most frequently identified and frequently increased item score in director PAS assessments. Another director shared how, even though COVID-19 “made things a little bit less personal for everyone,” her TAs assistance was an “amazing feat.”

“The ability to flip a program that is as personal and onsite as this one to an all virtual setting was an amazing feat. It seemed to go very smoothly from this side of things.”

Still, directors described how they missed face-to-face communication, felt they were getting less out of the project, had technical issues, or struggled to connect via video call. One director said they struggled with “feeling lost” and how they felt the project was thrown off in certain ways, despite the overall structure remaining solid.

“I feel as though a group email would be beneficial from the TA to both the director and staff simultaneously. There are times and days that get so hectic, the teacher may forget to mention something specific to the director and vice versa. I also feel like this year was thrown off by COVID, so everyone was adjusting to virtual observations and meetings, so I think some things may have been missed or skipped over unintentionally, but the overall structure of the program seemed to roll along nicely.”

Teachers also struggled with the virtual format, technical difficulties due to Zoom, and found the online myTeachstone platform difficult to navigate. TAs agreed that while teachers enjoyed the focus on teacher-child interactions and use of the CLASS tool was invaluable in their work together, centers were not ready to take advantage of the web-based professional development resources on the myTeachstone platform.

In one region in particular, teachers had strong complaints about the myTeachstone platform, citing password problems, technical difficulties, and “issues with logging us out and telling us we weren’t students anymore.” As far as virtual observations, one teacher described how it was difficult to prop up the tablet in their classroom in order to show their TA the full room for their observation. This

teacher also spoke to the contrast in classroom observation pre- and post-COVID-19, as a member of Cohort One.

“Instead of having [my TA] come in and actually see...what we were doing...I’d have to figure out a way to prop up my tablet and get it centered...and the way our classroom is set up, it was really hard to get it where we needed it. It would fall over. It was a hassle, and I felt like I didn’t get as much out of it once that happened.”

Another teacher who was part of the first cohort spoke to technical difficulties in MMCI training and Zoom meetings, and the frustration of not being able to have the TA visit the classroom.

“The MMCI training that we did all together was not easy to navigate virtually...there was a lot of technical difficulties... especially Zoom crashing, just things that were out of our control. Having someone to be able to see your classroom... it’s kind of hard when they can’t see the behavior except for virtually, and sometimes it’s not a virtual thing, you actually need to see it so that you can help.”

Coping with COVID-19

I. The TA Perspective

Clearly, pandemic-related circumstances including classroom closures, teachers and directors contracting COVID-19, low enrollment, mental health concerns, and devastating rates of teacher turnover deeply impacted the services provided by the pilot, making its success difficult to quantify. The following section includes perspectives from TA, director, and teacher interviews and open-ended survey responses to provide context for the project’s hurdles. These insights reveal how the intensive model of technical assistance provision functioned during an unforeseen crisis.

The effect of COVID-19 on staffing was a major hurdle to building and maintaining relationships in both cohorts, including both teacher turnover and teacher and director availability. In her post-project survey, the TA mentor described how turnover was so high in one region that TAs had significant periods of time with no teacher with whom to provide TA at multiple centers. All TAs experienced teacher turnover in their Cohort One or Cohort Two caseloads, with some TAs having almost none of the teachers they started with in their final group of teachers.

“We would get two weeks straight and then ‘boom,’ something would happen. I wouldn’t see [my teacher] for three weeks, and then it would be another week, and then I wouldn’t see her again. So it’s really been hard to continue those relationships when that’s what you’re working with, along with...the teacher turnover rate for my Cohort Two. I think I’ve got one that started originally, [where the teacher] has not switched over at least once or twice.”

TAs had to be creative in how they connected with teachers and directors, shifting their hours, using alternative modes of communication, and being flexible to change meeting times or meet with teachers on short notice. The design of the project, with smaller caseloads per TA than is typical for the field, made this flexibility possible. One TA described how she adapted to staffing shortages by performing technical assistance “on the fly.”

“I feel like we have to be very constructive in our time management with them...it may be that we had an appointment scheduled...for one of my teachers at 9:00 A.M. and they had some catastrophe, or three people called out and they’ve shifted and now they’re in the pre-K classroom. This is what I’m encountering since COVID is that things shift... and I’m doing TA on the fly, sometimes at nighttime.”

TAs saw these changes reflected in differences in their relationships with teachers and directors in Cohort One, who had started the program before COVID-19 hit, and those who joined for Cohort Two, where all of their project meetings, coaching sessions, MMCI trainings hours, and classroom observations were held virtually. Multiple TAs felt that though relationships with Cohort One teachers and directors were “easy to maintain” post-COVID-19 even with the switch to virtual meetings, gaining the trust of teachers in Cohort Two proved more difficult.

“Six plus months into Cohort Two I still feel like I’m just beginning, compared to where I was at this point with Cohort One. The relationships with my Cohort One teachers when we went virtual were completely easy to maintain...I didn’t feel a shift in relationship, but gaining that same trust with my Cohort Two has been very challenging...there’s a lot of short staffed programs I’m working with so the teachers don’t have as much time out of the classroom to work with me.”

Whereas with Cohort One, TAs had spent some time in their teachers’ classrooms, TAs lamented the fact that they had no opportunity to model teaching strategies and behaviors in the classroom after COVID-19 hit.

“One of my teachers was hurt...with COVID because I think teachers were so used to having someone in the classroom to help out...you can’t be in a classroom and not participate in some activity or be a part of it...you’re talking to kids, you’re doing that modeling all the time. So for both Cohort One and Cohort Two, the [inability] to model those things has been really, really hard.”

Despite all of these disruptions, TAs felt they were a source of stability for their teachers and directors, especially for those centers they worked with the longest, providing the most intensive TA. For example, one TA described consistent growth in multiple Cohort One classrooms despite what she described as “real, real struggles.” Though she only saw PAS assessment goal item scores increase by 0.4 to 0.6 points

in these centers, she celebrated her impact because she was able to provide enough support for her directors to increase scores even during great adversity.

One TA described how the switch to virtual actually helped her have a more consistent relationship with her directors now that they “have to devote that time every week” instead of being called out of the room to attend to other matters while she was visiting them in person. Another TA shared a particularly profound reflection, with nods of agreement from the group, about how she felt they all had “saved a teacher” at some point during the project.

“I bet that every other TA on this meeting could say the same, that we saved a teacher. I can’t think of any teacher that didn’t come to me [and say] ‘I don’t know if this is for me. I don’t know if I’m any good at this’... being able to talk them off of that ledge...I think is a big success. It’s such a high turnover field. We did have a lot of turnover in the program, but I really feel...if you would’ve taken all these teachers and not given them any TA, see how many would still be in the role that they’re in. I think the numbers would be different.”

II. The Director Perspective

Like the TAs, the directors had much to say about how COVID-19 impacted both their center’s functioning and their teachers’ experiences as part of the project. Directors experienced high rates of teacher turnover, closures due to quarantine measures after possible COVID-19 exposures, staff shortages, roadblocks to communication with parents, difficulty acquiring PPE and public health information, and more. A few directors felt that, on top of all this, the time commitment the teachers had to give to virtual coaching was not ideal considering the loss of benefits from in-person coaching.

“I think the amount of time that teachers have to spend out of their classroom, whether it’s school or, with their own families or whatever else, is already a huge amount of time to be away from their children. And then to take that time also for the project to meet, to do tasks or whatever may come up, I think it was more beneficial when...the TA’s could be in the classroom and at least offer that support and onsite...as far as the change from before and after COVID life.”

Conversely, other directors felt that the TAs helped sustain them and their teachers as a “go to” when they were at their “wit’s end.” Directors appreciated how TAs were flexible in providing different types of support (beyond their typical role) depending on what teachers needed. One director in Cohort One said her TA kept up with teachers, “making sure that they were taking care of themselves and that their needs were met, [like a] friend.”

One director described how the TA helped their center gain information about COVID-19 precautions and talked them through some of their most difficult moments.

“[Our TA] has helped myself and our center, especially... more during COVID even. We were so uncertain about things for a while and just having somebody to be calming and knowledgeable there, just to talk to for support...and to bounce around some ideas she had heard other people use in their centers, different ways they were cleaning...and information that they were giving out to parents. It was just nice to have a go-to person...we have our state consultant that we can talk to, but it was nice to have somebody else that you knew personally and felt a little closer to, to have those conversations and to support you.”

III. The Teacher Perspective

Teachers mentioned many challenges to their center overall and factors that impacted their relationships to their TA and the pilot project due to COVID-19. These barriers ranged from long term as well as last minute staff shortages, to closures due to multiple COVID-19 cases in the center, to difficulties setting up tablets and navigating the virtual format, and more. One teacher described how difficult it was to establish a relationship with their TA because of high staff turnover: “It was a struggle because our kids didn’t have a steady teacher prior to us for six months...[they] had probably eight different teachers in and out of the classroom.”

Another teacher described how they felt their children were “falling behind” in language development due to the necessity of wearing masks. This teacher also felt the mask made it more difficult to show facial expression in their observations with their TA.

“I feel like the mask...I know they’re for protection...[but] it’s been really hard to show [my TA] what I’m doing...because you can’t see the faces I’m making...it was kind of frustrating because they need to see my mouth move...I actually felt my kids falling behind in the language area.”

Despite COVID-19’s impact, many teachers felt their TA did the best they could under the circumstances, and found their TA to be a source of stability. One of the teachers quoted above added the caveat that “[My TA] took [technical difficulties] with strides...she was amazing. She was like ‘we will work this out.’” Another of the teachers who spoke about their frustration with virtual observations said, “[My TA] was still great and she would answer questions and try her best to reach me, and keep that information there...” A third teacher shared that even when they had to miss MMCI meetings due to staff shortages, their TA always did her best to fill them in: “Sometimes I was not able to get to some of the meetings...we were so short-handed...but I was able to call [my TA and she] would fill me in and talk me through and tell me all about everything. So, I did not miss out on anything.”

Several teachers mentioned that their TA was available, even outside of pre-determined coaching hours, saying things like “anytime I needed anything I could text or call,” “she is always there when I need her,” or “she listened to all of my concerns and answered my questions with

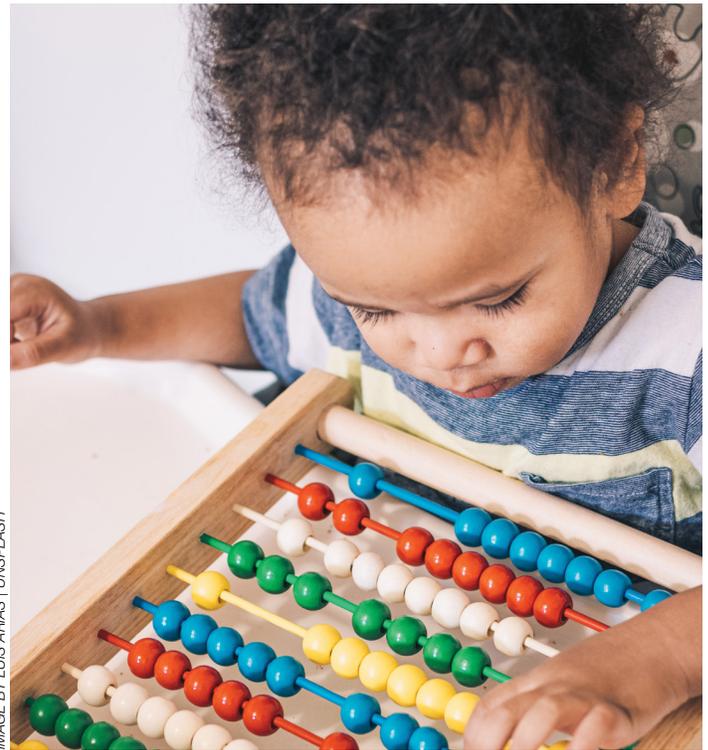


IMAGE BY LUIS ARIAS | UNSPLASH

research.” Almost all teachers who participated in the focus groups or answered the focus group survey were happy with their relationship with their TA, felt supported, or felt they had grown because of the relationship. In their final survey response, teachers rated their relationship with their TA an average of 9.5 out of 10. One teacher even said:

“[My TA] breathed life back into my caregiver/teacher soul. Sometimes we settle into a routine and aren’t able to see what we may need to improve. [My TA] helped me to notice and acknowledge the things in my classroom and my teaching method that needed enhancing.”

Because COVID-19 dramatically altered the course of this project, typical progress towards achievement of the stated project goals is difficult to fully delineate. Though the pandemic interrupted the flow, introduced last minute changes, and left some teachers and directors unavailable to fully take advantage of resources and coaching, the results of the pilot are promising. As teachers and directors expressed, the intimacy created by the intensive model of TA provision allowed relationships to flourish that sustained them throughout the crisis.

Directors and the PAS Assessment

GOAL OUTCOME: Seventy-five percent (75%) of program administrators will increase their PAS score in at least two subscales after receiving coaching and mentoring.

PROJECT RESULT: Eighty percent (80%) of program administrators increased their PAS score in at least two subscales after receiving coaching and mentoring.

The Program Administration Scale (PAS) is an assessment made to “measure both leadership and management functions of center-based early care and education programs.”⁹ Each program director was given this

⁹ To learn more, visit: <https://mccormickcenter.nl.edu/library/program-administration-scale-pas-2nd-ed/>

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assessment when they joined the program and before the pilot ended. If a program was in Cohort One, they were also given a mid-project assessment at the beginning of year two. The PAS contains 10 subscales (topic areas) with a number of individual items within the subscales. For example, the “Human Resources” subscale contains three items. On each item, directors can be given a score from 1 to 7. These items are “Staff Orientation,” “Supervision and Performance Appraisal,” and “Staff Development.” With the help of their TA, each director made a Program Improvement Plan, which focused on goals related to the PAS subscales. Through focusing on these goals, they may have improved in multiple items within multiple subscales.

When the project began, most TAs had never formally used the PAS to measure director leadership. While TAs gained competence and familiarity with the assessment over time, one point of feedback from TAs was that directors lacked focus on their identified PAS improvement goals due to managing staff and classroom crises during COVID-19. Because PAS assessments are conducted via interview with directors, the switch from in-person to virtual assessment was not inherently a threat to the measure’s validity. However, the PAS was not written to measure director resilience in the face of such a crisis, and directors showed leadership in the face of overwhelming challenges brought on by the pandemic. Despite the odds, the project still met and exceeded the goal outcome identified in the TA Pilot contract that 75% or more of participating program directors would improve in two subscales of the PAS, with 80% of programs increasing scores in two or more subscales. Directors increased in these scores while simultaneously providing leadership and direction as they navigated the uncharted waters of running a program during a pandemic not experienced in 100 years, and beyond the ability of PAS to measure.

Of the 19 programs in Cohort One, all but two (89%) met the goal outcome, and one of the two programs who showed no increase joined the project late in March of 2021. A majority of Cohort One programs increased in three or more subscales, exceeding the goal outcome. Five programs increased in three subscales, four programs increased in four subscales, one program increased in five subscales, and two programs raised their scores in six subscales.

In Cohort Two, a higher percentage of centers did not meet the goal outcome, showing a correlation between duration of technical assistance received, and PAS score. Five centers in Cohort Two did not meet the goal outcome, of which only two did not increase in any subscale, and the remaining three raised their scores in one subscale. The remaining eleven centers (69%) met the goal by raising their scores in two or more subscales. In Cohort Two, 31% of programs exceeded expectations by increasing their scores in more than two subscales.

“Center Operations” was the top subscale TAs and directors chose and improved in goal items from, including “Internal Communications,” “Facilities Management,” and “Risk Management”. Second most common was the “Technology” subscale, with “Use of Technology” being chosen and improved upon 13 times. Other commonly identified items under various subscales were “Program Evaluation,” “Staff Orientation,” “Compensation”, and “Family Support and Involvement”. For further detail about PAS subscale scores and goal item improvement, see Appendix II.

The following sections will explore insights from director, teacher, and TA focus groups and surveys related to the director experience.

Considering PAS scores in combination with this qualitative data and the COVID-19-related reflections already explored above, there is strong evidence to suggest that the intensive model of technical assistance provision improved teacher and director relationships, connected directors to one another, assisted directors in managing COVID-19-related risk and communication, and left a lasting impression on centers overall by improving and encouraging staff development and growth.

I. TA Impact on Director-Teacher Relationships

On the topic of center operations and internal communication, many of the TAs self-described “greatest successes” related to their influence in improving communication and relationships within the centers in their caseloads. One TA mentioned that, because of improvements related to their work together, one of her teachers was promoted to the assistant director role. The TAs often operated as liaisons to facilitate better relationships between teachers and directors. One TA said she served as a bridge between one of her teachers and the center director.

“One of the teachers had a director that was kind of a micromanager...she want[ed] to do so many things in the classroom and she couldn’t, but with me coming in, I was [a] bridge between those two...Now [the director] let’s her do her own thing. She uses her as a leader for other people, and their relationship has gotten so much better due to us just working all together...she loves her job now.”

Teachers in each region also described better relationships with their director due to the TA’s role as a liaison. Many teachers reflected that the project strengthened the bond between them and their director, improved the director’s trust in their abilities in the classroom, and “refreshed” teacher-director relationships that had “always been great.” One teacher described how the TA smoothed their transition as a new employee.

“I was new to my center...and [my TA] working with me and talking with my director built our bond a little better... we understood each other better. She felt like I understood what to do in my classroom, what things were needed or [not] needed, how to talk with the children...overall it made the relationship better for me.”

Some teachers had challenging relationships with their directors at the start of the project, but the TA’s guidance helped resolve conflict and improve communication. Multiple teachers described an initial relationship that was top-down, strictly employer-employee, and then became more collaborative. Collaboration improved job satisfaction for teachers and directors, and improved internal communications. One teacher shared how the relationship was transformed after they initially feared seeking support from their director.

“My relationship with my director has grown a lot...I’ve told her all about my observations. I’ve told her the good, the bad, the ugly, and of course [my TA] has told her what I need

to do as well...it has created a different kind of bond...She's trying...to help me grow, to do things correctly. And so it's made our relationship different because it's made me lean on her more to do better instead of worry..."

Other teachers had nothing negative to say about their relationship with their director when the project began, but nonetheless felt their experience opened up another dimension to the relationship. One teacher described how the connection felt "refreshed and renewed."

Directors too echoed the sentiments expressed in the TA focus group about technical assistants smoothing communication with their teachers. This increased morale for both teachers and directors, and allowed for deeper, more satisfying relationships beyond the boss-employee hierarchy. One assistant director described how she struggled to receive feedback from her teachers until she built her relationship with her TA.

"I didn't want to hear the feedback from my staff about what I was doing wrong, but she made it a good transition...it helped me grow as an assistant director, and therefore it made the relationship with the women at the center a lot better."

A second director described how the TA's coaching helped her work as a team with her teachers, and how this relationship building actually spilled over in the way of positive impacts on other classrooms in her center beyond the classroom that was participating in the project.

"[The project] did give us...a more mutual ground that wasn't a boss-staff relationship. It was a group effort. I think just the team effort...in our infant room we've got two teachers...she was able to work with the lead. And then that of course...just spread to the other teachers."

II. Directors Leadership Academy Meetings

Program directors in each region met monthly in a group for Director Leadership Academy meetings led by their region's technical assistant team. In these meetings, they had the opportunity to interface with other directors, to learn about how their TAs were coaching their teachers, and to share strategies and learn administrative skills that would benefit their center. Most found these meetings useful and enjoyed the opportunity to compare notes and "bounce ideas." During COVID-19, this was especially important because the meetings allowed directors to share resources and have conversations about how they were coping with and implementing new health and safety guidance, communicating with parents, and accessing personal protective equipment and other necessary materials. One director talked about one of the strategies they implemented because of a suggestion from another director.

"It's been nice to talk to other directors and see what they had implemented...we did start the 'Remind' app and communicate with parents through there so that they didn't

just have me or the door greeter to interact with and to talk with...they could message or have a better connection with the [teachers] and the teachers could send information about whole group. That was something I actually learned from another director... it was nice just to be able to bounce around some ideas that actually worked for us."

Others felt that they would have gotten more out of these meetings were they not in a virtual format. Because their time was limited due to staff shortages, closings, and other pandemic related crises, sometimes the time commitment was difficult.

"It's not [the TA's] fault, but before COVID I was personally getting a lot more out of it. It was a nice outlet for me to go and have coffee and with people that were becoming our friends and just chat and have great conversations because these zoom things are kind of awkward...I definitely think that we would've gotten a lot more out of it had COVID not hit."

III. Project Resources:

MMCI and Classroom Enrichment Materials

Several directors expressed that the MMCI course for their teachers was one of the largest benefits to their center. This opportunity gave teachers the chance to work on classroom goals and improve teaching strategies, and provided directors an easy way to achieve staff professional development goals for their center.

"I think the program offered another layer of professional development, giving them some strategies and methodologies to implement in their classrooms. And I can see where the teachers have actually implemented some things. So overall for us, the program offers several facets that really, really, really were a great benefit to what we do every day here."

Another director described how they saw growth in their teacher and an "inner spark reignited" due to the combination of the TA's intensive mentorship in tandem with the MMCI course.

"I have seen such growth in my participating staff members and interaction with the children that goes hand in hand with the MMCI training and weekly feedback/suggestions from the TA, that I could never replace that. To see a teacher's inner spark reignited during the middle of a pandemic- to see children learn and benefit from that spark invokes more than helpfulness...it's creating change and intent."

Though most found the MMCI course to be a benefit, some directors felt that the combination of the MMCI course and the TA sessions was a difficult time commitment for their teachers on top of their other obligations and stresses related to COVID-19. One director, for example,

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expressed that they wished their teacher had been compensated for their time spent taking the MMCI course.

Secondly, a majority of directors expressed that the classroom materials provided by the project enriched the classrooms in their center and had a positive impact on teacher-child interactions. One director said the materials were “out of this world” and many shared that the materials were the most important resource they received through the project.

Materials in the variety of kits offered were designed by a team of early childhood specialists before COVID-19. In a few cases, materials were purchased that could not be used due to new state regulations related to reducing the risk of virus transmission from surfaces. The project team operated with the knowledge that programs would eventually be able to use the few items that were temporarily banned. For this reason, programs were also provided with “extra funds” each year to purchase items for their particular needs and wants.

A couple directors shared more critical or hesitant feedback, often related to not being able to use some of the materials due to changed state regulations on soft toys during COVID-19, or variation in the toy and material quality.

Most directors found the materials to be a major benefit. For some less resourced centers, they received materials they would not have been able to purchase otherwise.

“The materials we got so enriched the children’s world and it’s things that we could never afford to buy...just seeing the various types of materials that they chose...it really cuts down on discipline problems. It just really enriched the whole class all the way around...it was like a whole new classroom.”

Another director described how they had set out to make their classroom a “model classroom.” Due to the classroom materials, they were able to create the vision they had shared with their TA, by “chang[ing] the classroom completely,” saying,

“We painted to make it more calming. We took things out that didn’t need to be there...everything was meaningful and purposeful...it just changed the whole atmosphere of the classroom.”

IV. Director Takeaways

Overall, directors were impressed by the work TAs did with their teachers and saw growth in their teachers – their professional development, confidence, classroom management skills, and teacher-child interactions. Many directors named this growth as the “greatest success” of the program. Several directors felt their TAs went “above and beyond” to improve teacher and center well-being and facilitate teacher growth.

“She was good at building relationships. She had a great relationship with all the children in the classroom, with this teacher, with me. And I felt like that was one of her strong points—you pitch in and hold a baby and help out. I mean, it was really above and beyond.”

In their final surveys, directors were asked if they had any final feedback about their participation in the pilot, and all who chose to respond shared at least one benefit to their center. The resounding positive feedback, even with those directors who shared several aspects of the project they found difficult, was the benefit of the intensive support from their TA.

One director described how the project was particularly meaningful for one of her teachers, who started at the beginning of Cohort One and remained in the project for its full course. She expressed that this teacher has “grown beautifully,” and that her TA was an “amazing resource” and “go-to encyclopedia” for them both (teacher and director). Another director expressed that she was impressed to see even greater growth with one of her already experienced and competent teachers.

“I don’t have anything negative at all to say about the project. It’s been a godsend. The teacher that’s working with [her TA], she’s a wonderful teacher...we always knew she was wonderful, but this has really helped her...to be intentional about what she’s doing in her classroom. And it just helps her recognize that what she’s been doing for 20 years can just be tweaked and it is just perfectly right on target...”

Teachers and the CLASS Assessment

GOAL OUTCOME: Seventy-five percent (75%) of infant and toddler teachers will increase their CLASS score in at least one dimension after receiving coaching and mentoring.

PROJECT RESULT: Eighty-one percent (81%) of infant and toddler teachers increased their CLASS score in at least one dimension after receiving coaching and mentoring.

After the first few weeks of relationship building with teachers and directors, TAs scheduled Infant or Toddler CLASS assessments with each of the classrooms they were working with to measure classroom practices and the quality of teacher-child interactions. The CLASS tool is designed for use in child care centers and has different variations for infant and toddler classrooms. Two overarching domains comprise the toddler assessment, with several categories (dimensions) within them. The domains are “Emotional and Behavioral Support,” and “Engaged Support for Learning.” Infant classroom assessments contain one domain, “Responsive Caregiving,” with four dimensions in which teachers can be scored.

In general, classrooms in Cohort One were assessed at the beginning, middle, and end of the project and classrooms in Cohort Two were given a pre and post assessment. In many cases, however, teacher turnover complicated this process. Some teachers participated in the project for a significant amount of time, but left unexpectedly before they could be assessed a second time. Other teachers came and went, and TAs had to continually perform assessments on new teachers. For the sake of this analysis, CLASS scores discussed will be for teachers who were part of the project for two consecutive assessments.

TAs had some difficulty with the process of conducting CLASS

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assessments and completing the CLASS certification training. Some TAs felt they could have used more time to acquaint themselves with the assessment. One of the two more inexperienced TAs mentioned that the CLASS course made her feel “stressed out to the max.”

During COVID-19, part of the difficulty with performing CLASS assessments for the TAs had to do with the virtual format, considering that the CLASS assessment is designed to be performed via in-person observation. Teacher-child interactions were more difficult to see, teachers had technical difficulties setting up equipment for TAs to observe them, and TAs put more pressure on themselves because they could re-watch the assessments rather than trusting their initial impressions as they would in person.

“For me...it has been harder virtually because I’ve relied too much on having the video to go back to...as opposed to...going with what’s happening right there in the moment. When you have more time to look at it, I think it’s harder because you put more pressure on yourself...”

Because CLASS assessments were designed to be performed in person and because the virtual scoring process had so many differences, the research team followed the guidance of Teachstone and this report will compare virtual scores to virtual scores. Though pre-pandemic scores for Cohort One can be seen in Appendix II, only the mid to post scores will be discussed below, in keeping with Teachstone guidelines.

INFANT CLASSROOMS

Similar to the process for choosing goal items in director PAS assessments, TAs and teachers chose two goal dimensions to focus their efforts after each classroom’s first CLASS assessment, and dimensions were scored on a scale from 1 to 7. Four infant classrooms in Cohort One and seven in Cohort Two had a consistent teacher present for a mid CLASS assessment, and a post CLASS assessment. Despite teacher turnover and all the previously mentioned COVID-19-related disruptions, eight of these classrooms increased scores in one or more dimensions, meeting or exceeding the program outcome specified in the TA Pilot Contract. Only three classrooms did not increase in any dimension.

Though TAs focused their coaching on the two identified goals, they also provided general technical assistance and some guidance related to other dimensions of CLASS, when appropriate. In fact, six classrooms increased scores in more than two dimensions. For all instances of an infant classroom increasing score in one of their goal dimensions, the average increase was 1.1 points, and the average final score in a goal area was 4.7. The most common goal dimension was Early Language Support, for which six classrooms increased their scores.

TODDLER CLASSROOMS

The CLASS assessment for toddler classrooms includes the Emotional and Behavioral Support and the Engaged Support for Learning domains. The former includes five dimensions, and the latter has three dimensions teachers can be scored in. A total of 15 toddler classrooms in Cohort One were given mid and post assessments. This number is lower because multiple teachers left the program before their final

assessment could be completed. Thirteen classrooms increased in one or more dimensions, with seven increasing in four or more, and two classrooms raised their scores in all eight dimensions of the assessment. Only two of these classrooms showed no increase in any dimension. Behavior Guidance was the most common goal dimension, for which eight classrooms increased their scores.

In Cohort Two, 13 classrooms were given pre and post CLASS assessments. Three classrooms were not able to be assessed because the teacher left the program before the post assessment could be completed. Of the 13 classrooms, 11 met the standard of increasing scores in two or more dimensions, and one classroom increased in one dimension. Among those classrooms who raised their scores, the average number of dimensions with an increased score was five, with two centers gaining in as many as eight dimensions. The most common goal dimension chosen between both cohorts was Behavior Guidance (within the Emotional and Behavioral Support Domain), followed closely by Facilitation of Learning and Development (under the Engaged Support for Learning Domain). Ten and nine classrooms increased scores in these areas, respectively. For those classrooms who increased their scores, the average final score in a goal dimension was 4.6, and the average number of points increased by was 1.1. For more information about CLASS scores and goal dimension improvements, visit Appendix II.

While it is impossible to determine how these scores would be different if the project had been able to operate with the intended coaching intensity, the reflections on teacher experiences and growth previously in the discussion of COVID-19 and in the below feedback from focus groups, suggest a strong connection between the improvement of teacher-child interactions and the intensive coaching model.

I. Project Resources: The MMCI Course

In the TA focus group, one TA expressed that it was not the certification training for Infant Toddler CLASS that was most helpful in building her classroom observation skills, but the MMCI training course, saying, “[MMCI] brought much more meaning...understanding and knowledge.” This brought emphatic nods of agreement from the rest of the TA team. A second TA chimed in to say, “MMCI was the best thing that ever happened, for us and the teachers.”

In addition to their coaching sessions with their TA team member, teachers participated in evening meetings as part of their 24-hour “Making the Most of Classroom Interactions” (MMCI) course. The course is designed to help teachers “identify, understand, and apply stronger CLASS (Classroom Assessment Scoring System) interactions in their classrooms.” As a result of their MMCI course and their interactions with their TA coach, many teachers described improved dynamics in their classroom, increased understanding of infant and toddler development, and fostered better relationships with the children in their care. One teacher described how they felt that teacher-child interactions are what “matter most” in the classroom.

“I love CLASS and think it should be how our classrooms are observed by the state. I think the state should pay more attention to the interactions with the children because this is

what matters most. I've always known this coming into the field but feel like it is pushed to the back burner many times. I love my kids and this has helped me understand that even though my kids cannot respond to me verbally yet, it is still so important to talk to them as if they could. Their language is through the roof and I am so proud of them!"

Other teachers described how the knowledge they gained from the MMCI course and working with their TA helped them relinquish control, encourage curiosity, and understand complexity in their children. One teacher described how working with their TA helped them "build patience...relax a little bit and be better about letting them make more messes," which improved their relationship with the children. Another teacher described how they felt less hindered by routines and better able to organically engage with their children because of their new knowledge.

"I can see a lot of difference in my room because I'm spending more time with the children on the floor and doing a lot more 'one-on-one'...I get to know the children a lot better... instead of just worrying about the routines and stuff so much, it made me focus on what was the most important and it was spending time with the children."

Some teachers described a "different outlook" after taking the course that allowed them to be more flexible and helped them understand the child development reasoning behind certain approaches in the classroom. For example, one teacher described how they would have the children put away toys even if they were not doing it "exactly right."

"I believe [the MMCI course] was a big impact because...it gives you different outlooks...[my TA] and I were talking one time, maybe you tell a kid to put something up and they're not doing it exactly right. You want them to but you still let them because they're still learning. And then you just go back later and fix it yourself, because it's not a big deal. They're all in a learning process and we're all in this together."

II. Project Resources: Classroom Enrichment Materials

A resounding theme of the teacher focus groups was the impact of project-provided materials on the classroom. Teachers remarked that the toys, furniture, books, etc., made their classrooms more interesting and functional, and encouraged play. Many centers could not have afforded the materials without the help of the project. One teacher shared how a new bookshelf improved classroom safety.

"My room was bare and the bookshelf was an issue for climbing. I was able to get this little bookshelf, it was perfect. It has been a life-changing situation with the bookshelf and my classroom has changed completely...the kids gravitate to those sections instead of just climbing on everything."

For some teachers, the materials improved behavior in the classroom by encouraging curiosity and limiting boredom. Multiple teachers expressed that these new tools allowed them to have "enriched conversations" and felt better equipped for one-on-one interactions with their infants and/or toddlers. Some classrooms had not received new materials for long periods of time, and other teachers expressed that there was a lack of variety in the available toys and learning activities before the project. One teacher described how the new materials helped them individualize their teaching strategies for each child.

"Having materials to change out has helped the behavior problems a lot. Being able to change materials keeps the children from getting bored. It has also prompted us to do studies with the new materials because this is what the children have been focused on...it helps us teach them better by focusing on their interest."

On the other hand, some teachers and classrooms were not able to experience the full benefit of the classroom materials due to the impact of COVID-19. Some teachers mentioned that materials were backordered or slow to arrive, and other teachers weren't able to open some of their materials due to COVID-19-related restrictions on certain toys: "We ordered materials and you can't use anything soft here...so I literally have materials sitting in boxes because the state says 'no.'"

In the few cases where materials were unable to be used, they were either purchased before state regulations to reduce the risk of virus transmission from surfaces went into effect, or they were purchased with the intent to be used in the future. Though some teachers were disappointed not to be able to use some materials immediately, they will be able to use them in their classrooms when restrictions are lifted in the future.

Overall, the majority of teachers who participated in the focus groups or completed the online survey commented that the materials were a benefit to their classroom, particularly for those classrooms with less financial resources.

"We've gotten a lot of use out of [the materials]...We're a small center. We don't have a lot of money, and the new shelves and [other materials] really helped us because we could move the classroom around where we needed to...we can make it more cozy for the children."

III. Teacher and TA Relationships and Takeaways

TAs served as a source of stability for teachers during an incredibly difficult period of time, but this was not their only role. More than just "getting by," teachers were sincerely interested in improving their understanding of infant and toddler development and their roles as caregivers and educators.

For most teachers who shared their opinions, working with their TA was their favorite aspect of the project. Largely, they described their TAs as "easy to talk to," available, enlightening, and invested in their growth. One teacher said,

“We clicked right away...we had common ground. Anytime I needed anything I could text or call. When she came [to my classroom] and she would show me how to do something... she helped me build patience. Working with one-year-olds and two-year-olds, you can’t really be [a perfectionist] about how things are done. She helped me relax and be better about letting them make more messes and she helped me a lot with the relationships I had with the children.”

In the teacher focus groups and the final survey they completed for the project, teachers were asked to share any final reflections on their time with their TA. One common takeaway for many teachers was a better understanding of classroom management and classroom dynamics. One teacher said:

“I grew so much with this program. It opened my eyes in a different way. It helped me understand how to do my job so much better. Working with [my TA] opened my mind to so many different options on how to run my classroom. I loved being able to receive her thoughts and feedback.”

The TA Experience

Central to the structure of the Model TA pilot was the intensive, weekly coaching support that the TAs received from the TA mentor leader resulting in the transformation of the TAs to “master coaches.” In addition to the coaching that TAs received from their TA mentor leader, TAs experienced this mentorship at multiple levels, with each of the three least experienced TAs paired up with a more experienced partner. TAs were also supported, to varying degrees, by their supervisor in their agency and their regional Infant Toddler Specialist.

I. Agency Support

Feedback was mixed at the agency level, but TAs agreed that their relationship with their agency was crucial to their experience. Agency support influenced TA development and their ambitions for growing in the field. A few common issues included inattention or reduced attention over time from their supervisor, less time for meetings due to COVID-19, lack of guidance in recruiting ECE programs for the project, and feeling undervalued compared to other colleagues at the agency. However, positive experiences were equally represented with one TA team in



particular describing their agency as “like a family” and “an agency like no other.” The two felt their supervisors had a “wealth of knowledge” in the Early Childhood field that they could call upon if needed. Other TAs appreciated frequent check in meetings, being able to rely on their co-workers for advice, and receiving consistent support from supervisors with an “open-door policy.”

In the focus group, TAs mentioned that agency size was a key factor that influenced how supported they felt. TAs who were placed in a small agency felt they had the least difficulty onboarding and building relationships quickly.

TAs who were placed in the particularly supportive and smaller agency not only reported more general satisfaction with the project, they had the strongest team partner relationship of the three teams (according to survey feedback and numerical ratings of the TA relationship quality). In addition, directors and teachers who participated in the very supportive region’s focus group shared the most positive feedback of any focus groups.

II. TA Team Partner Relationship

A TA’s relationship with their team partner also greatly influenced their experience in the pilot. In each of their pre, mid, and post surveys, TAs were asked to rate their relationship with their team partner on a scale of one to ten. On average across time, TAs rated the relationship an 8.6, with frequent feedback including sentiments such as “we are able to easily collaborate on tasks,” “we help each other to “see things from different points of view,” and “we provide each other constructive feedback.” Especially for the less experienced TAs, support from their partner was crucial to their success. In the focus group, one TA described how her partner helped her overcome feeling “scared” at the beginning of the project.

“I remember walking into the room and meeting [another TA]...I told her I was scared of them because I didn’t know what I was doing, I have no experience. But I’ve really grown a lot over the past couple years...I would be very lost if I didn’t have [my TA teammate].”

More experienced TAs also benefited from these mentor-like relationships. One TA even said that her “greatest success was building [her] friendship with [her TA partner].” Another TA described her partner as “very energetic,” saying “I admire her passion for children and it shows in her work.”

In addition to the positive feedback, some challenges named both by TAs and the TA mentor leader included partners not always “seeing eye to eye,” different styles and expectations for the work, and imbalanced division of responsibilities.

III. TA Mentor Relationship

Because the foundation of the Model TA pilot project was built on the intense coaching that TAs received from a highly qualified mentor leader, necessarily, TAs met frequently with the mentor leader individually and

as part of a larger group. Individually, each TA met with the mentor leader three times monthly to discuss their coaching practices, barriers and issues, and goals for improvement. Additionally, each partner team also met once monthly with their mentor to discuss issues in their region, and all six TAs met together once monthly to discuss project issues and share resources. The TA mentor leader served as a vital resource for the TAs, who described how her leadership “filled their bucket” so they could be present for their teachers and directors.

On a monthly basis, TAs were required to videotape themselves coaching a teacher or director and submit the video to the mentor leader. During individual coaching sessions, the mentor leader would model, using the TAs own work, how to provide teachers with feedback (always using a strengths-based approach). The mentor leader supported TAs in discovering and identifying for themselves what they were doing well and how to improve their coaching practices. TAs were encouraged by their mentor leader to record videos working with some of their more challenging participants, so together they could problem solve how to appropriately engage that teacher or director. The project used a parallel process of the TAs experiencing the feelings of being videotaped and then reflecting on their own practices, before they utilized this technique with the teachers they were coaching. This allowed TAs to truly empathize with teachers and share in that uncomfortable experience. Although TAs were reluctant at first to videotape themselves, regularly stating that they didn’t like to see or hear themselves on tape, TAs and teachers alike came to highly value this form of professional development even if they did not always like it.

Notably, TAs unanimously provided enthusiastic feedback about their mentor leader in focus groups and in open-ended questions on project surveys. When asked to rate their relationship with their mentor on a scale of one to ten, TAs gave an average of 9.4 over time, with no ratings below an 8. Sentiments included “she eased my fears,” “she is a wonderful listener,” “she doesn’t force any ideas on me,” and “she is quick to respond.” In the focus group, TAs called their mentor “nurturing” and an “amazing encourager,” and multiple members of the team shared that their meetings with the TA mentor were “the best part of [their] week.” One TA described how she was “always positive.”

“She’s an amazing encourager, she’s always positive. Even when she’s delivering something negative, she’s positive about it. She really uses gentle guidance as her method...I found it wonderful from the perspective that [the TA coach] had a lot of knowledge and I knew where she had been in her experience and background. It was nice to see that guidance from her in a way that was not at all intimidating.”

TAs only mentioned minor areas for improvement related to their coaching experience. One TA expressed that at times she wished the mentor would hold the TAs to tighter deadlines when things “came down to the wire,” and other members of the team echoed this sentiment. TAs also felt at times there were some miscommunications somewhere along the line between themselves, the mentor leader, and the other project staff as far as deadlines and project changes related to COVID-19.

IV. TA Takeaways and Challenges

Over time, the mentor coach rated each TA's confidence, knowledge, experience, and overall readiness in providing technical assistance on the following scale: high, medium high, medium, medium low, low. Over the course of the pilot, all TAs improved in at least one of these categories, on average improving in three out of four. By the end of the project, two TAs were rated "High" in all four dimensions.

In their focus group, TAs were asked to name the greatest challenge they faced in the pilot. Several TAs overcame challenges related to teachers who were resistant to work with them or invest energy in the project. Some TAs expressed that teachers were disengaged due to the emotional and logistical impact of COVID-19. One TA expressed that in one of her classrooms, a very small increase in CLASS score was actually her biggest achievement because that center was rather difficult to work with.

Some teachers told their TAs they had been told to do the project by their director, rather than agreeing to participate. The TA said, "this set a precedent of 'I'm not really invested in it...I'm just doing it because my director told me I had to'...it took probably nine months for [my teacher] to even give me more than two word [responses]."

Another TA described a particularly impactful experience with a teacher who mistrusted her at first, but opened up throughout the course of the program.

"I had a teacher who didn't really like me coming into her classroom at all. She's had 20-plus years of experience. She's older, very set in her ways and it drained me...but by the end of it, just the change in her mindset was probably the most amazing thing I've ever seen in my life. She just started getting on the floor with the children, engaging with them... she would scoot the rocking chair up and bend over and be engaged as much as possible...she would ask me for ideas, which is not how it was when it first started out."

TAs worked through some of this by being willing to go beyond their job description to process teachers' feelings and fears that were unrelated to CLASS or teacher-child interactions, and serving as a general support person.

Several teachers mentioned major difficulties of their own in adjusting to the post-COVID-19 world. Not being able to model teaching strategies was a major hurdle. Some of the less experienced TAs felt thrown into the deep end because of such extraordinary circumstances, and expressed how they struggled to cope.

Despite it all, TAs saw a difference in their classrooms and centers due to the impact of intensive technical assistance. Even during COVID-19, one TA described how, with her guidance and support, a teacher was promoted to an assistant director position after being "remarkable in her teaching," and described a "ripple effect" due to her TA that took place through many centers who all improved their technology use quickly. In the focus group, TAs agreed with the sentiment that at some point they had all "talked [a teacher] off the ledge" from quitting their job.



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V. Project Structure

In their focus group, TAs shared a few of their thoughts about what could be improved for future intensive TA projects, and what would have made their experience run more smoothly.

One TA expressed her confusion at the start of the project by the TA mentor coach role and the difference between a "mentor" and a "supervisor." At first, she wasn't sure who to report to when she needed a vacation day or about her timesheet, for example. Several TAs wished for clearer deadlines and project guidelines in light of project changes due to COVID-19. One TA described how clearer communication and more training time before going into classrooms would have served as "preventative medicine" and said, "we took care of many things on the other side instead of in the beginning."

Part of this "preventative medicine," would have been more time to orient to using and training with the CLASS and PAS assessments, in particular the PAS. Across the board, TAs had little experience with PAS when they came onboard, and those who knew about the tool had not used it in a formal capacity. The less experienced TAs especially expressed being overwhelmed by the CLASS and PAS tools and trainings at first, with one TA saying, "I was stretched out to the max with [both] CLASS and PAS classes."

Overall, TAs greatly appreciated the coaching they received in this model and how it impacted their work in the classroom. Their favorite resources included the MMCI course, the CLASS tool, and their time spent with their mentor. One TA called this a "trickle-down effect."

"All of us can say we [made] a teacher feel good about themselves because that's a trickle-down effect...you may have gone back to [the TA coach] and she's so positive...and then [the TA coach] fills our bucket back up so that we can go do that for teacher...I think it is a big success."

VI. RECOMMENDATIONS AND CONCLUSIONS

In a final project meeting, technical assistants shared further reflection about six topic areas: intensity, duration, caseload, classroom materials, technology and their experience with DLAs, MMCI, and mentor coach meetings.

- ▶ **Intensity:** All TAs believed the first year of intensive services (four to six hours weekly) was very beneficial to building strong relationships with teachers. Relationships that were built with these teachers were honest, trusting, and open. However, TAs felt that they couldn't handle a larger case load when providing intensive TA because distances and driving time along with additional project expectations made it too difficult to do it all in 40 hours a week. The pandemic actually assisted by alleviating the time spent on travel, although doubling the case-load virtually with Cohort Two still felt overwhelming to some TAs.
- ▶ **Duration:** TAs agreed that due to the high rate of teacher turn-over (regardless of the pandemic), they did not get to keep working with the same teachers for the intended durations of two to three years for Cohort One, and almost two years for Cohort Two. One TA felt that the duration was too long with Cohort One teachers, allowing them to cross the line of professionalism and carry on conversations that were off topic. One TA remarked that with very little turn-over at the director level, the duration was better and made for stronger relationships. Directors relied on TAs to share ideas with and get questions answered easily.
- ▶ **Caseload:** The caseload of eight teachers and eight directors total felt like too much for the TAs because of the expected intensity. PAS & CLASS assessments, DLAs, MMCI, recommending Teachstone resources, meeting technology requirements, ordering classroom materials and regular collaboration within the team were all made easier when the pandemic switched things virtually.
- ▶ **Classroom Materials:** Kits of classroom materials were designed by a team of early childhood specialists, and directors and their TAs picked the kits they wanted to receive. Sites also received additional funds to purchase self-selected materials from other vendors. Despite this, TAs felt strongly that they would have liked to formulate the kits themselves based on what they identified as the needs in the individual classrooms. However, TAs commented that teachers and directors were thrilled with the materials they received.
- ▶ **Technology:** Technology turned out to be more essential in the work of the project than originally intended. There were many lessons learned including making sure that programs have WiFi and the resources teachers need to utilize the benefits of virtual professional development.
- ▶ **DLAs, MMCI, and Mentor Coach:** TAs were unanimous in their feelings that conducting DLAs and MMCI were highly beneficial to the participants. TAs said they loved having a mentor coach and were appreciative of all these aspects of the project design, and would highly recommend them.

Recommendations

1. Intensive coaching of TA staff provides the support and guidance to ensure that TAs, in turn, provide similar levels of support and guidance to teachers and directors who are then fully able to utilize best practices for the infants and toddlers in their care. Further, this intensive coaching when provided by a non-supervising, highly educated and experienced mentor can bring additional depth to the professional development process.
2. Consider a hybrid project model including intensive in-person technical assistance coupled with a virtual TA component. At the onset, in-person TA using a supportive consultative model can build strong, trusting relationships which may strengthen teacher's receptivity to changing their practices when TAs model appropriate teaching. Infusing technological tools creates efficiencies and can be used to aid in communication, professional development, observation, and reflection.
3. Take the necessary steps to equip programs with technology resources (WiFi, iPads, tablets, etc.) and provide instruction on their many uses and benefits. Many early childhood programs have not invested significantly in technology due to fewer financial resources and education. Investments in these resources are overdue in light of the use of technology in society at large. Special attention should be given to programs with extenuating circumstances such as classrooms in public schools that may have firewalls or policies around internet use, or programs in areas with spotty internet availability.
4. Using a strength-based approach is recommended for providing technical assistance and modeling of best practices focused on improving both director/teacher communication and teacher/child interactions.
5. Further exploration of duration and intensity of TA support is needed to further identify appropriate case load numbers per TA specialist. A case load of eight in this project demonstrated successful gains in program and classroom quality.
6. In TA support, create a frame for quality improvement that is structured and measurable in order to focus teachers and directors on outputs and outcomes. In planned intervals, check progress of goals for improvement through formal and informal assessments, always providing strength-based feedback on efforts. This project utilized professional development resources and evidence-based tools such as the Program Administration Scale (PAS) for directors, and the Classroom Assessment Scoring System (CLASS) along with Making the Most of CLASS Interactions (MMCI) for teachers. There are other tools available but a frame for quality improvement is not uniformly integrated with TA services in early education, leading to a lack of opportunity for reporting gains from TA.

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7. In conducting TA with administrators of early childhood programs, opportunities for them to collaborate and network on topics related to their leadership skills builds potentially sustainable support networks. This project created a monthly Directors Leadership Academy (DLA) to provide such a forum. Further exploration of these networks and this strategy may find it promising for long term improvements in program quality.
8. Providing developmentally appropriate enrichment materials for participating classrooms enables the teachers to have the resources needed to engage and implement improved teaching practices. Due to the financial investment, this project found success by having teachers participate in intensive technical assistance and professional development for at least three months before the purchase of materials. Further testing of the use and timing of classroom materials and incentives is warranted, especially given the inconsistent availability of materials across programs.
9. Individualizing the technical assistance experience to match the knowledge, needs, and schedule of each participant is key to TA success and satisfaction. Therefore, use of a collaborative coaching partnership to guide them through a cycle of continuous quality improvement which should include focused observation, reflection and feedback, and shared goals and action planning is recommended.

The Model TA Pilot project was designed as a jumping off point to determine if growth of the project design concept was warranted. Despite the interference and setbacks caused by the pandemic, the overwhelming success of this project suggests that this model of providing intensive coaching to the TA staff who in turn provide intensive coaching to teachers works in improving the child care experience of infants and toddlers. As such, further funding should focus on the development of master TAs.

Because of the unexpected impact of the COVID-19 pandemic, the quantitative measures of success of this project were unable to be fully realized. Further project development and research, post-pandemic, is needed to better understand the impact of this project during typical times. In addition, qualitative research proved to be informative for reasons beyond supplementing the quantitative data collected. In future

projects, pandemic or not, qualitative data collection can help to provide well-rounded evaluation.

Overall, TAs, directors, and teachers valued their time as part of the pilot project and felt they had grown due to their participation. The project showed promise for the burgeoning use of technology in technical assistance provision. The decision to provide tablets for teachers and ensure WiFi to access the virtual component led to greater equity and allowed all teachers to consistently access their technical assistance specialist. In addition, the generous funding for classroom materials radically improved some classrooms in a way that was transformative. DLA meetings and the MMCI course allowed teachers and directors to collaborate and proved to be valuable resources for professional development.

Considering the amount of support teachers and directors needed during the pandemic, the timing of the pilot was in some ways serendipitous. Though teacher turnover was high, TAs sincerely felt that more teachers would have left their programs if not for the consistent and intensive support they received. Thus, intensive TA shows promise as a protective factor in times of crisis, and more research could further establish this connection. 🙏



APPENDIX I

TA, DIRECTOR, AND TEACHER FOCUS GROUP QUESTIONS

TA Experience Focus Group Questions

1. How prepared did you feel to support teachers when you started the program? Has your feeling of preparedness or effectiveness changed over time?
2. What was your experience with CLASS and PAS when you started? How did your comfortability with those tools change over time?
3. What has been your experience working with your coach (Maggie)? Do you have any feedback on the style of coaching, or the coaching experience in general (for example, frequency and length of meetings, assignments, style of communication, communication between your supervisors/agencies and CCSA)?
4. Did you feel supported by your agency during the project? Why or why not?
5. Can you share about a moment with one of your teachers or programs that left a lasting impression, be it positive or negative?
6. What has been your biggest challenge overall?
7. How did COVID-19 impact your relationship with the pilot project? Did COVID-19 change the quality of your relationships with your teachers and directors? How did you adapt to that?
8. In light of COVID-19, what has been your greatest success?

Director Experience Focus Group Questions

1. What were you hoping to improve about your administrative or leadership skills when you started the project? Where are you now in your progress towards those goals?
2. How comfortable were you with using technology in your center before the project? How comfortable are you now?
3. What has been your experience working with your TA? Do you have any feedback on the style of coaching (for example, frequency and length of meetings, style of communication, etc.)?
4. Do you have any feedback on the structure of the project in general, be it positive or negative?

5. Which resource provided by the project was most helpful to you, and why? (MMCI training for teacher, DLAs, classroom materials, etc.)
6. What has been your greatest challenge or difficulty throughout the project, particularly in light of COVID-19?
7. What has been your greatest success?

Teacher Experience Focus Group Questions

1. What was your relationship like with your director when you started the project? What is that relationship like now?
2. How would you describe your relationship with your TA, and your experience of working with them?
3. How do you feel about the CLASS tool and the information that the TA shared during the MMCI course? How would you say it has affected your interactions with the children?
4. How have the classroom enrichment materials you chose for your classroom impacted your work with the children?
5. How did you feel your experience of the program was impacted by COVID-19?
6. What was the greatest challenge you faced during the project? What was your greatest success?



APPENDIX II

PAS ASSESSMENT SCORES

IT TA MODEL Cohort 1 Pre-PAS Subscale Scores 2019									
Center ID	Human Resources	Personnel Cost and Allocation	Center Operations	Child Assessment	Fiscal Management	Program Planning and Evaluation	Family Partnerships	Marketing/ Public Relations	Technology
11	2.66	1	4.33	2	6	2	3.5	5.5	6
12	3.66	2.66	5	2.5	6.5	4	5.5	7	5.5
13	5	2	6	2.5	6.5	5	4	7	6.5
14	4	3	4.33	4.5	3.5	1	3	5.5	5.5
15	2	1	2	1	1	1	1	3.5	3
16	2.66	1	4.66	2	2.5	1	5	2.5	6
17	2.66	1	1	1	1	1	1	2	2.5
18	4	1	2.6	1	1	1	2	1.5	4
19	3	6.33	5.33	3	6	1	1.5	3.5	4
110	4.6	1.33	2	4.5	2.5	1	2.5	4.5	4
111	2	1	4.6	3	5	5.5	4	4.5	6.5
112	1.3	1	2.6	1	1	1	2	2	4
113	2.6	1.6	2.3	2	2.5	1	2.5	4.5	5.5
114	6	3.33	5.33	2.5	1	1	5.5	4	4
115	1.3	1	1.6	1.5	1	1	1.5	1	3
116	3.66	2.33	6	2	5	3	4	4	5.5
117	3	1.6	6	3	1	1	2	1	2.5
118	3.33	1.6	4	7	5	4.5	4	4.5	5.5
119	3	1	1	2.5	1	3.5	3.5	3	5.5

APPENDIX II

PAS ASSESSMENT SCORES *continued*

Cohort 1 Mid-Project PAS Goal Items (Identified in Program Improvement Plans)						
Center ID	PAS Goal 1	1st Score	2nd Score	PAS Goal 2	1st Score	2nd Score
11	Staffing Patterns and Scheduling	1	4	Internal Communications	2	3
12	Staff Orientation	6	7	Staffing Patterns and Scheduling	1	5
13	Compensation	2	3	Internal Communications	4	5
14	Internal Communications	2	3	Family Support and Involvement	2	3
15	Strategic Planning	1	3	Use of Technology	2	4
16	Assessment in Support of Learning	3	7	Use of Technology	5	7
17	Supervision and Performance Appraisal	1	4	Compensation	1	6
18	Staff Development	1	4	Program Evaluation	1	3
19	Supervision and Performance Appraisal	2	6	Use of Technology	1	7
110	Facilities Management	1	6	Internal Communications	1	3
111	Staff Orientation	1	4	Compensation	1	4
112	Staff Orientation	2	4	Facilities Management	5	6
113	Staff Development	1	3	Screening and Identification of Special Needs	1	2
114	Assessment in Support of Learning	1	2	Technological Resources	3	5
115	Assessment in Support of Learning	1	2	Technological Resources	5	7
116	Supervision and Performance Appraisal	3	6	Benefits	2	3
117	Budget Planning	1	2	Use of Technology	1	2
118	Community Outreach	4	7	Use of Technology	4	6

Subscale Key	
	Human Resources
	Personnel Cost and Allocation
	Center Operations
	Child Assessment
	Fiscal Management
	Program Planning and Evaluation
	Family Partnerships
	Marketing/Public Relations
	Technology

APPENDIX II

PAS ASSESSMENT SCORES *continued*

IT TA MODEL Post-PAS Subscale Scores 2021 ¹⁰									
Center ID	Human Resources	Personnel Cost and Allocation	Center Operations	Child Assessment	Fiscal Management	Program Planning and Evaluation	Family Partnerships	Marketing/Public Relations	Technology
11	2.66	2.6	4.6	2	6	2	3.5	5.5	6
12	4	4	5.3	2.5	6.5	4	5.5	7	5.5
13	5	2.3	6.3	2.5	6.5	5	4	7	6.5
14	4	3	4.3	4.5	3.5	1	4	5.5	5.5
15	2	1	2	2.5	1	2	1	3.5	3
16	2.6	1	4.6	4.5	2.5	4	5	2.5	7
17	3.6	2.6	1	1	1	4	3.5	2	2.5
18	5	2	3.3	1	1	2	2	2	5.5
19	5	6.3	6.6	3	6	4	3	6.5	7
110	4.6	1.3	5.3	4.5	2.5	2	2.5	4.5	5.5
111	3.3	3	5	3	5.5	2	1	3	4
112	2	1	3	1	1	1	2	2	4
113	3.3	1.6	3	2.5	2.5	1.5	3.5	4.5	5.5
114	6	3.33	5.33	3	2	1	5.5	5	5
115	1.3	1	2.3	2	1	1	1.5	1	4
116	4.6	2.6	6	2	5	3	4	4	7
117	4	1.6	6	3	1	1	2	1	4.5
118	4.6	1.6	5	7	5	4.5	4	6	7
119	1.6	1	3.6	1	1	1	1	2	4

¹⁰ For the Post PAS, a regular full PAS assessment was not completed by an outside assessor. Due to COVID-19 and the director's limited availability, the impartial assessor focused the final assessment on PAS items related to the Director's Program Improvement Plans. Programs highlighted in blue were part of Cohorts One and Two, and their final PAS scores are duplicated in the Cohort Two Final PAS Subscale Scores table.

APPENDIX II

PAS ASSESSMENT SCORES *continued*

Cohort 1 Post-PAS Goal Items (Identified in Program Improvement Plans)						
Center ID	PAS Goal 1	1st Score	2nd Score	PAS Goal 2	1st Score	2nd Score
11	Program increased Pre to Mid scores in 2 items. Final PAS showed no additional increases.					
12	Internal Communications	1	2			
13	Program increased Pre to Mid scores in 2 items. Final PAS showed no additional increases.					
14	Family Support & Involvement	3	4			
15	Assessment in Support of Learning	1	4			
16	Screening and Identification of Special Needs	1	2	Program Evaluation	1	7
17	Program Evaluation	1	7	Family Communications	1	6
18	Compensation	1	4	Use of Technology	1	4
19	Strategic Planning	1	4	External Communications	1	7
110	Program Evaluation	1	3	Use of Technology	1	4
111	Internal Communications	1	3	Program Evaluation	1	3
112	Program increased Pre to Mid scores in 2 items. Final PAS showed no additional increases.					
113	Facilities Management	1	3	Family Support & Involvement	3	5
114	Budget Planning	1	3	Community Outreach	3	5
115	Facilities Management	2	4			
116	Use of Technology	4	7			
117	Supervision and Performance Appraisal	1	4			
118	Risk Management	4	7	Use of Technology	6	7

Subscale Key	
	Human Resources
	Personnel Cost and Allocation
	Center Operations
	Child Assessment
	Fiscal Management
	Program Planning and Evaluation
	Family Partnerships
	Marketing/Public Relations
	Technology

APPENDIX II

PAS ASSESSMENT SCORES *continued*

IT TA MODEL Cohort 2 Pre-PAS Subscale Scores 2020-2021 ¹¹									
Center ID	Human Resources	Personnel Cost and Allocation	Center Operations	Child Assessment	Fiscal Management	Program Planning and Evaluation	Family Partnerships	Marketing/Public Relations	Technology
21	3	2.3	4.3	1.5	2.5	1.5	3	4.5	5.5
22	2.6	4.6	5	1	7	3	4	5.5	5
23	1.3	2.6	4.3	1	1	1	2.5	1	6.5
24	7	3	4.6	2	3.5	7	6.5	6.5	7
25	2.6	1	2.6	2.5	1	1	1	4	6
26	2.6	1	3	2.5	1	1	1	4	4
15	2	1	2	1	1	2	1	3.5	4
16	2.3	1	4	7	1	1	1	4	7
111	2.6	3	4.3	3	5.5	1	1	3	4
27	2.3	1	4	1	5.5	2	1	3	4
28	5.3	2.6	3.6	7	7	6.5	2.5	5.5	7
110	4.6	1.3	4.3	4.5	2.5	2	2.5	4.5	4
29	1	1	5.3	5.5	1	1	4.5	3	4
210	2	1.3	4	1	3	1	5	5	5.5
211	5.3	2.3	5	1	1	3	4	6.5	5.5
212	3.3	1	3.6	1	1	2	2	2	4
213	5	2.3	4.6	3	4	3	2.5	3.5	5
214	3.6	3.6	5	4	5	3.5	5	6.5	5.5
116	4.6	2.6	6	2	5	3	4	4	5.5
215	3.3	1	4.3	4	4	4	3	4.5	4.5
216	3.6	1	4	3.5	1	1.5	1	3.5	1

¹¹ Five programs were part of both Cohort One and Cohort Two, identified in the far left column in light blue. No classrooms were duplicated between cohorts. Scores for programs who part of both Cohort One and Two are shown in both tables.

APPENDIX II

PAS ASSESSMENT SCORES *continued*

IT TA MODEL Cohort 2 Post-PAS Subscale Scores 2020-2021 ¹²									
Center ID	Human Resources	Personnel Cost and Allocation	Center Operations	Child Assessment	Fiscal Management	Program Planning and Evaluation	Family Partnerships	Marketing/Public Relations	Technology
21	3	2.3	4.3	1.5	2.5	1.5	3.5	5	5.5
22	2.6	4.6	5	1	7	3	4	5.5	5.5
23	1.3	2.6	4.3	1	1	1.5	2.5	1.5	6.5
24	7	3	4.6	2	3.5	7	6.5	6.5	7
25	2.6	2.6	2.6	3.5	1	1	2.5	4	6
26	2.6	1	3	2.5	1	1	1	4	4
15	2	1	2	2.5	1	2	1	3.5	3
16	2.6	1	4.6	4.5	2.5	4	5	2.5	7
111	3.3	3	5	3	5.5	2	1	3	4
27	2.3	1	5.6	1	5.5	2	1	3	4
28	5.3	2.6	4.6	7	7	6.5	2.5	6.5	7
110	4.6	1.3	5.3	4.5	2.5	2	2.5	4.5	5.5
29	2	1	5.3	5.5	1	1	4.5	3	6
210	3	1.3	4	1	3	2	5	5	6
211	5.6	3	5.6	1	1	3.5	4	6.5	5.5
212	3.3	1	5.3	2.5	1	2	2	2	5
213	5	2.3	4.6	3.5	4	3	3.5	4.5	5
214	3.6	3.6	6	4	5	3.5	5	6.5	7
116	4.6	2.6	6	2	5	3	4	4	7
215	3.3	1	5.3	4	4	4	5	4.5	4.5
216	3.6	1	5	3.5	1	1.5	3	3.5	1

¹² For the Post PAS, a regular full PAS assessment was not completed by an outside assessor. Due to COVID-19 and the director's limited availability, the impartial assessor focused the final assessment on PAS items related to the Director's Program Improvement Plans. Programs highlighted in blue in the left column were part of Cohorts One and Two, and their final PAS scores are duplicated in the Cohort One Post PAS Subscale Scores table.

APPENDIX II

PAS ASSESSMENT SCORES *continued*

Cohort 2 Post-PAS Goal Items (Identified in Program Improvement Plans)						
Center ID	PAS Goal 1	1st Score	2nd Score	PAS Goal 2	1st Score	2nd Score
21	Family Support and Involvement	4	5	External Communications	4	5
22	Use of Technology	3	4			
23	Program Evaluation	1	2	Community Outreach	1	2
24	Pre to Post this program did not increase scores in any item					
25	Compensation	1	6	Family Communications	1	4
26	Pre to Post this program did not increase scores in any item					
15	Assessment in Support of Learning	1	4			
16	Screening and Identification of Special Needs	1	2	Program Evaluation	1	7
111	Staff Supervision	4	6	Internal Communications	1	3
27	Risk Management	4	6	Internal Communications	1	4
28	Internal Communications	1	4	External Communications	4	6
110	Facilities Management	1	6	Internal Communications	1	3
29	Staff Orientation	1	4	Use of Technology	1	5
210	Staff Orientation	1	3	Program Evaluation	1	3
211	Staffing Patterns and Scheduling	3	5	Internal Communications	1	3
212	Risk Management	3	6	Use of Technology	1	3
213	Family Support and Involvement	1	3	Community Outreach	3	5
214	Risk Management	4	7	Use of Technology	4	7
116	Use of Technology	4	7			
215	Risk Management	4	7	Family Communications	1	5
216	Risk Management	4	7	Family Support & Involvement	1	5

Subscale Key	
	Human Resources
	Personnel Cost and Allocation
	Center Operations
	Child Assessment
	Fiscal Management
	Program Planning and Evaluation
	Family Partnerships
	Marketing/Public Relations
	Technology

APPENDIX III

CLASS ASSESSMENT SCORES

Cohort 1 INFANT Pre-CLASS Assessment							
Program ID	Classroom ID	Teacher ID	Relational Climate Score	Teacher Sensitivity Score	Facilitated Exploration Score	Early Language Support Score	Total Domain Score for Responsive Caregiving
12	1201	1214	4.5	4.75	3.75	3.25	4.06
15	1501	0201	6	6	4.5	3.5	5
18	1801	9001	5.4	5.6	5.4	4.8	5.3
113	1302	0608	4.5	3.5	2.5	2.25	3.19
114	1401	0324	6	5.5	5	4.5	5.25

Cohort 1 INFANT Mid-CLASS Assessment							
Program ID	Classroom ID	Teacher ID	Relational Climate Score	Teacher Sensitivity Score	Facilitated Exploration Score	Early Language Support Score	Total Domain Score for Responsive Caregiving
15	1501	0201	6.5	6.75	5	5	5.81
18	1801	9003	5	4.75	4.75	4	4.63
19	1901	1225	5	5.25	4.25	4	4.63
113	1302	0608	4.5	4.25	2.5	2.75	3.5
113	1303	0910	3.5	4	2.5	2	3
114	1401	0324	6	5.5	5	5	5.38

Cohort 1 INFANT Post-CLASS Assessment								
Program ID	Classroom ID	Teacher ID	Relational Climate Score	Teacher Sensitivity Score	Facilitated Exploration Score	Early Language Support Score	Total Domain Score for Responsive Caregiving	
15	1501	0201	5	3.75	3.75	4.5	4.25	
18	1801	9003	Teacher left program before a post assessment could be completed.					
19	1901	1225	5.5	5.25	4.25	3.75	4.69	
113	1302	0608	4.75	4.25	2.75	3.5	3.81	
113	1303	0910	Teacher left program before a post assessment could be completed.					
114	1401	0324	5	5.25	4.75	4.25	4.81	

The 2018-2021 Infant & Toddler Intensive Technical Assistance Model Pilot Project Evaluation

APPENDIX III

CLASS ASSESSMENT SCORES *continued*

Cohort 1 INFANT Post -Goal Dimension Scores									
Program ID	Classroom ID	Teacher ID	Goal Dimension	Mid Virtual Score	Post Virtual Score	Goal Dimension	Mid Virtual Score	Post Virtual Score	
12	1501	0201	No increase in dimension scores Mid to Post						
113	1302	0608	Relational Climate	4.5	4.75	Early Language Support	2.75	3.5	
114	1401	0324	No increase in dimension scores Mid to Post						
19	1901	1225	Relational Climate	5	5.5				

APPENDIX III

CLASS ASSESSMENT SCORES *continued*

Cohort 1 TODDLER Pre-CLASS Assessment												
Program ID	Classroom ID	Teacher ID	Positive Climate Score	Negative Climate Score	Teacher Sensitivity Score	Regard for Student Perspectives Score	Behavior Guidance Score	Facilitation of Learning and Development Score	Quality of Feedback Score	Language Modeling Score	Total Domain Score for Emotional and Behavioral Support	Total Domain Score for Engaged Support for Learning
11	1101	0911	6	1	5.75	6	4.75	3	2	2	5.9	2.33
13	1301	01061	5.5	1.25	4.75	4.25	4.5	3.25	2.75	2.25	5.15	2.75
14	1401	0215	6	1	6	5.25	4.5	3.25	2.5	2.25	5.75	2.67
16	1601	0403	4	2.25	4.5	4	4	3	2.25	2.25	4.45	2.5
17	1701	1127	5.5	1.25	5.5	5	5.25	2.75	1	1.25	5.6	1.67
19	1901	1007	6	1	5.5	5.5	5.25	4.5	4	4.25	5.85	4.25
19	1902	0629	4.75	1	4.75	5	4.25	3.25	2.75	2.25	5.15	2.75
110	1011	04301	3.75	1	4.25	4.25	4.5	3.5	2.5	2.5	4.75	2.83
111	1101	0313	5.25	1	5.5	5.25	4.75	4.25	3.25	3	5.55	3.5
111	1102	0328	4.17	1.83	3.5	3.83	2.83	2.67	1.83	2.17	4.1	2.22
112	1201	1230	2.8	1.4	3.6	3	3	2.2	1.8	1.8	3.8	1.93
112	1202	0814	3.2	2	3.6	2.8	2.8	2.6	1.8	1.6	3.68	2
113	1301	0910	4.25	2.25	4	3.25	3.5	2	2	2	4.15	2
115	1501	03041	5.25	1	5	4.5	3.75	2.75	2.75	3	5.1	2.83
116	1601	1123	5.25	2	4.75	4.75	3.25	4.25	3	2.75	4.8	3.33
117	1701	0719	4	1.6	4.6	2.3	3	2	2	2.6	4.06	2
117	1702	0203	4.25	2.5	3.5	2	1.75	1.75	1.5	1.5	3.4	1.58
118	1801	0930	5	2.5	5	5.25	2.75	2.5	2.5	2.5	4.7	2.5
119	11901	01062	6	1	6	5	5.75	5.75	3.5	3.5	5.95	4.25

APPENDIX III

CLASS ASSESSMENT SCORES *continued*

Cohort 1 Virtual TODDLER Mid-CLASS Assessment												
Program ID	Classroom ID	Teacher ID	Positive Climate Score	Negative Climate Score	Teacher Sensitivity Score	Regard for Student Perspectives Score	Behavior Guidance Score	Facilitation of Learning and Development Score	Quality of Feedback Score	Language Modeling Score	Total Domain Score for Emotional and Behavioral Support	Total Domain Score for Engaged Support for Learning
11	1101	0911	6	1	6	6	5.7	4	3.5	3.5	6.15	3.67
12	1201	0512	5	2	5.2	5	5	2	1	1.25	5.25	1.42
13	1301	01601	6	1	6	5.75	5.75	3.5	3.75	3.25	6.1	3.5
14	1401	0215	6	1	6	6	5.75	4	3.5	3	6.15	3.5
16	1601	0403	7	1	6.25	6.25	6	5	4	4	6.5	4.33
17	1701	1127	6.75	1	6	6	6	3	2	3.25	6.35	2.75
19	1902	0501	5.75	1	5	5	4.5	3.5	3.75	3.5	5.48	3.58
110	1011	04301	5.5	1	4.75	5.25	4.5	4.75	4	4.25	5.4	4.33
111	1101	06071	5.5	1.25	4.75	3.75	4.5	4.5	2.5	3	5.05	3.33
111	1102	0328	5	1.75	4.25	4.75	3.25	3.5	2.5	2.75	4.7	2.92
112	1201	1230	4.6	1.8	4	3.2	2.6	3	2.2	2.6	4.12	2.6
112	1202	0301	5.25	1	5.75	5.25	4.75	4.75	2.25	2.5	5.6	3.17
115	1501	03041	5.33	1	5	4.33	3.67	2.33	3.33	2.33	5.07	2.67
116	1601	1123	5.67	1.33	6.33	5.67	6.33	5	4	4.67	6.13	4.56
117	1701	0719	6	1.33	5.67	3.67	3.67	3.33	4	4	5.13	3.78
117	1702	0203	6.67	1	6.67	6	6	5.67	4.33	4.33	6.47	4.78
118	1801	0323	5.5	2	3.75	2.75	1.5	2	1.25	1.25	3.9	1.5
119	11901	1019	3.75	1.5	4.25	4	3.25	1.75	1.75	2.5	4.15	2

APPENDIX III

CLASS ASSESSMENT SCORES *continued*

Cohort 1 Virtual TODDLER Post-CLASS Assessment												
Program ID	Classroom ID	Teacher ID	Positive Climate Score	Negative Climate Score	Teacher Sensitivity Score	Regard for Student Perspective Score	Behavior Guidance Score	Facilitation of Learning and Development Score	Quality of Feedback Score	Language Modeling Score	Total Domain Score for Emotional and Behavioral Support	Total Domain Score for Engaged Support for Learning
11	1101	0911	5.75	1	5.5	4.75	4.75	3.75	2.5	3	5.5	3.08
12	1201	0512	Teacher left program before assessment could be completed									
13	1301	01601	5.5	1	5.5	4.75	6	4.75	2.5	3.25	5.75	3.5
14	1401	0215	5.75	1.25	6	5.5	5.25	3.5	3	3.25	5.85	3.25
16	1601	0403	6.25	1.75	5.5	6.25	6.25	5	4.25	4	6.1	4.42
17	1701	1127	5.5	2	4.5	3	3.75	2.25	2	2	4.55	2.08
19	1902	0501	6	1	5.25	5.25	5.25	4.5	3.5	3.75	5.75	3.92
110	1011	04301	5.75	1.25	5	4.75	4.5	3.5	2.75	2.75	5.35	3
111	1101	06071	5.5	1.25	5.25	5	4.75	4.5	2.5	3.25	5.45	3.42
111	1102	0328	5.75	1	6	5.75	5.75	3.75	3	3.5	6.05	3.42
112	1201	1230	5.4	1	4.8	4.4	3.6	3.6	2.4	2.8	5.04	2.93
112	1202	0301	5.75	1	6	5.5	5.75	4	2.25	2.25	6	2.83
115	1501	03041	Teacher left program before assessment could be completed									
116	1601	1123	6	2	6	4.75	6	4.25	3.5	3.25	5.75	3.67
117	1701	0719	5.67	1.33	6	5.67	6	4	2.33	3	6	3.11
117	1702	0203	Teacher left program before assessment could be completed									
118	1801	0323	3	3.5	2.75	3	2	2.25	1.75	2	3.05	2
119	11901	1019	6	1.25	5.75	4	4.75	3.5	2.5	3.25	5.45	3.08

APPENDIX III

CLASS ASSESSMENT SCORES *continued*

Cohort 1 Toddler Post -Goal Dimension Scores									
Program ID	Classroom ID	Teacher ID	Goal Dimension	Mid Virtual Score	Post Virtual Score	Goal Dimension	Mid Virtual Score	Post Virtual Score	
11	1101	0911	Mid to Post showed no increase in dimension scores						
12	1201	0512	Teacher left program before assessment could be completed						
13	1301	01061	Behavior Guidance	5.75	6	Facilitation of Learning & Development	3.5	4.75	
14	1401	0215	Language Modeling	3	3.25				
16	1601	0403	Behavior Guidance	6	6.25	Quality of Feedback	4	4.25	
17	1701	1127	Mid to Post showed no increase in dimension scores						
19	1902	0501	Behavior Guidance	4.5	5.25	Facilitation of Learning & Development	3.5	4.5	
110	1011	04301	Positive Climate	5.5	5.75	Teacher Sensitivity	4.75	5	
111	1101	06071	Teacher Sensitivity	4.75	5.25	Regard for Student Perspectives	3.75	5	
111	1102	0328	Teacher Sensitivity	4.25	6	Behavior Guidance	3.25	5.75	
112	1201	1230	Regard for Student Perspectives	3.2	4.4	Behavior Guidance	2.6	3.6	
112	1202	0301	Positive Climate	5.25	5.75	Behavior Guidance	4.75	5.75	
115	1501	03041	Teacher left program before assessment could be completed						
116	1601	1123	Positive Climate	5.67	6				
117	1701	0719	Behavior Guidance	3.67	6	Facilitation of Learning & Development	3.33	4	
117	1702	0203	Teacher left program before assessment could be completed						
118	1801	0323	Behavior Guidance	1.5	2	Language Modeling	1.25	2	
119	11901	1019	Positive Climate	3.75	6	Facilitation of Learning & Development	1.75	3.5	

APPENDIX III

CLASS ASSESSMENT SCORES *continued*

Cohort 2 Virtual INFANT Pre-CLASS Assessment							
Program ID	Classroom ID	Teacher ID	Relational Climate Score	Teacher Sensitivity Score	Facilitated Exploration Score	Early Language Support Score	Total Domain Score for Responsive Caregiving
22	2201	0430	5.75	5.75	3.5	3	4.5
24	2401	0303	3.75	3.25	2	1.5	2.63
16	1602	09091	5	4.5	2.25	1.25	3.25
111	1112	0607	6	6	6.2	5.6	5.95
110	1101	0801	4	4	3	2.5	3.38
29	2901	0714	3	3.75	3	2.75	3.13
210	2101	0620	6	5.5	5.5	5.5	5.63
213	2131	03043	4.5	4	3.5	2.5	3.63

Cohort 2 Virtual INFANT Post-CLASS Assessment								
Program ID	Classroom ID	Teacher ID	Relational Climate Score	Teacher Sensitivity Score	Facilitated Exploration Score	Early Language Support Score	Total Domain Score for Responsive Caregiving	
22	2201	0430	6	6.25	5.5	4.75	5.63	
24	2401	0303	Teacher left program before assessment could be completed					
16	1602	09091	6	6	5.5	5.5	5.75	
111	1112	0607	6.2	6.2	6	6	6.1	
110	1101	0801	4	4.5	2.25	2.25	3.25	
29	2901	0714	3.75	4	3.25	3	3.5	
210	2101	0620	4.5	4	3.25	3.25	3.75	
213	2131	03043	4.75	4.5	2.75	3	3.75	

APPENDIX III

CLASS ASSESSMENT SCORES *continued*

Cohort 2 INFANT Goal Dimension Scores									
Program ID	Classroom ID	Teacher ID	Goal Dimension	Pre Virtual Score	Post Virtual Score	Goal Dimension	Pre Virtual Score	Post Virtual Score	
22	2201	0430	Facilitated Exploration of Learning	3.5	5.5	Early Language Support	3	4.75	
16	1602	09091	Facilitated Exploration of Learning	2.25	5.5	Early Language Support	1.25	5.5	
111	1112	0607	Teacher Sensitivity	6	6.2	Early Language Support	5.6	6	
110	1101	0801	Teacher Sensitivity	4	4.5				
29	2901	0714	Relational Climate	3	3.75	Early Language Support	2.75	3	
210	2101	0620	Pre to Post showed no increase in dimension scores						
213	2131	03043	Teacher Sensitivity	4	4.5	Early Language Support	2.5	3	

APPENDIX III

CLASS ASSESSMENT SCORES *continued*

Cohort 2 Virtual TODDLER Pre-CLASS Assessment												
Program ID	Classroom ID	Teacher ID	Positive Climate Score	Negative Climate Score	Teacher Sensitivity Score	Regard for Student Perspectives Score	Behavior Guidance Score	Facilitation of Learning and Development Score	Quality of Feedback Score	Language Modeling Score	Total Domain Score for Emotional and Behavioral Support	Total Domain Score for Engaged Support for Learning
21	2101	1109	6	1	6	5	5.5	1.5	1.25	1	5.9	1.25
23	2301	0803	5.25	1.5	5	4.5	4.75	3.5	2.5	2.25	5.2	2.75
15	1502	0831	4	2	3.75	3.75	3	1.75	2	2.5	4.1	2.08
25	2501	1116	4.25	1.5	4	4	5	2	1	1.75	4.75	1.58
26	2601	1016	5.25	2.25	5	3.5	4.25	1.5	1	1.5	4.75	1.33
27	2701	0317	5.75	1.5	6	5	5	5.25	3.5	3.5	5.65	4.08
27	2702	0522	5	1.5	4.75	4	4	2.75	2.25	2.75	4.85	2.58
28	2801	09092	5.75	1.5	5.5	5.75	4.5	4	3.25	4.25	5.6	3.83
110	1102	0507	4.75	1	4.75	3.75	3.75	2.75	2	2	4.8	2.25
211	2111	0612	5	1	5	4	3.5	2.25	2.25	2.25	4.9	2.25
211	2112	0604	4.75	1.5	4.5	4	3.75	3.5	3	2.75	4.7	3.08
212	2121	0314	4.75	1	4.25	4	3.5	2.75	2	2	4.7	2.25
213	2131	0718	6	1	5	2	2	1	1	1	4.4	1
116	1162	1024	6	1	6	5	5	3	3	3	5.8	3
215	2151	1216	6	2	3	3	2	1	1	1	4	1
216	2161	0701	6	1	6	4	4	5	4	5	5.4	4.6

APPENDIX III

CLASS ASSESSMENT SCORES *continued*

Cohort 2 Virtual TODDLER Post-CLASS Assessment												
Program ID	Classroom ID	Teacher ID	Positive Climate Score	Negative Climate Score	Teacher Sensitivity Score	Regard for Student Perspectives Score	Behavior Guidance Score	Facilitation of Learning and Development Score	Quality of Feedback Score	Language Modeling Score	Total Domain Score for Emotional and Behavioral Support	Total Domain Score for Engaged Support for Learning
21	2101	1109	5.5	1.75	5.75	5.75	4	4.5	2.5	3.25	5.45	3.42
23	2301	0803										
15	1502	0831	3.5	2	3.25	3.5	3	2	1.75	2	3.85	1.92
25	2501	1116	5.25	1.75	5.25	4	3.5	2.5	2	2.5	4.85	2.33
26	2601	1016	6	1.5	5.5	5.25	5	2.5	2	3	5.65	2.5
27	2701	0317	6	1	6	5.5	5.25	5.5	3.75	4	5.95	4.42
27	2702	0522	5.5	1	5.75	4.75	4.75	3.5	2.5	3	5.55	3
28	2801	09092	6	1	6	6	4.75	4	3.5	4.25	5.95	3.92
110	1102	0507	5	1	4	3.25	3.25	2	2	2.25	4.5	2.08
211	2111	0612	5	1	4.25	3.25	3.25	3	3	2.75	4.55	2.92
211	2112	0604	4.5	1.25	3.75	3.75	3.5	3.5	2.5	2.75	4.45	2.92
212	2121	0314	Teacher left program before post assessment could be completed									
213	2131	0718	Teacher left program before post assessment could be completed									
116	1162	1024	6.75	1.25	6.5	6	6	4.25	4	4.25	6.4	4.17
215	2151	1216	5.5	1.75	5.75	5.25	5	4.25	2.75	3.5	5.55	3.5
216	2161	0701	5.67	2	5.67	5	5	4	2.67	2	5.47	2.89

APPENDIX III

CLASS ASSESSMENT SCORES *continued*

Cohort 2 Toddler Goal Dimension Score									
Program ID	Classroom ID	Teacher ID		Pre Score	Post Score	Goal Dimension	Pre Score	Post Score	
21	2101	1109	Facilitation of Learning & Development	1.5	4.5	Language Modeling	1	3.25	
23	2301	0803	Regard for Student Perspective	4.5	6	Facilitation of Learning & Development	3.5	5.5	
15	1502	0381	Facilitation of Learning & Development	1.75	2				
25	2501	1116	Positive Climate	4.25	5.25	Teacher Sensitivity	4	5.25	
26	2601	1016	Regard for Student Perspective	3.5	5.25	Language Modeling	1.5	3	
27	2701	0317	Positive Climate	5.75	6	Language Modeling	3.5	4	
27	2702	0522	Teacher Sensitivity	4.75	5.75	Facilitation of Learning & Development	2.75	3.5	
28	2801	09092	Teacher Sensitivity	5.5	6	Regard for Student Perspectives	5.75	6	
110	1102	0507	Positive Climate	4.75	5	Language Modeling	2	2.25	
211	2111	0612	Facilitation of Learning & Development	2.25	3	Quality of Feedback	2.25	3	
211	2112	0604	Pre to Post showed no increase in dimension score						
212	2121	0314							
213	2131	0718							
116	1162	1024	Facilitation of Learning & Development	3	4.25	Language Modeling	3	4.25	
215	2151	1216	Behavior Guidance	2	5	Facilitation of Learning & Development	1	4.25	
216	2161	0701	Regard for Student Perspective	4	5	Behavior Guidance	4	5	

The 2018-2021 Infant & Toddler Intensive Technical Assistance Model Pilot Project Evaluation

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