



CLASS

Year 1 Implementation Evaluation Findings September 2024

What Is CLASS?

ESC 18's Texas Center for Educator Excellence (TxCEE) designed the Collaborative Language Acquisition Strategies for Success (CLASS) project to provide evidence-based professional development for all teachers as well as those seeking bilingual and/or English as a Second Language certification. Additionally, CLASS provides career pathway opportunities for teacher leaders to facilitate learning communities and mentor novice teachers while earning a stipend for taking on additional responsibilities.

This project is funded by the U.S. Department of Education through their National Professional Development grant and provides three years of implementation support to participating campuses.



*What did
participation
look like?*

429 TEACHER PARTICIPANTS

118 CLLs

21 MENTORS

- Campuses integrated ESC 18-TxCEE's professional development content, based on a federal [What Works Clearinghouse practice guide](#), in weekly teacher collaborative learning communities (CLCs) led by a CLASS Collaborative Learning Leader (CLL).
- TxCEE's online [TEEMS](#) (Texas Educator Excellence Management System) platform was used to manage CLC agendas, attendance, and notes.
- CLASS Mentor Teachers provided goal setting, planning, observing, and modeling support to novice teachers (0-2 years of experience) through weekly coaching sessions.
- ESC 18-TxCEE provided virtual professional learning opportunities to educators seeking a bilingual/ESL certification in preparation for the certification exam.
- ESC 18-TxCEE provides monthly support; district, campus, and teacher leaders attend an annual 1-2 day summer institute to connect CLASS roles and content to identified needs.

FINDINGS

from the First Implementation Year ('23-24)

Early findings from American Institutes for Research's (AIR) independent evaluation suggest that over time teachers found multiple benefits of implementing CLASS strategies.

- Overall, participants valued the collaboration with colleagues to review student work, share ideas, and discuss successes and challenges.
- Teachers felt that CLCs have helped them be more intentional in their teaching.
- Some initial challenges early in the year included understanding the CLC structure and how to apply the new content in their classrooms, as well as Mentor Teachers finding time to observe and provide feedback to mentees.
- Notably, most teachers felt the professional development facilitated students' language and/or literacy development, regardless of their language background.

Implementation data for years 2 and 3 will be collected in spring 2025 and 2026, respectively, and will be reported the following fall. Final implementation and impact outcomes will be released in the 2026-27 school year. Additional resources from CLASS can be found on the [TxCEE website](#).