

Using Classroom Renovations and Center-Based Learning to Improve Teacher-Student Interactions

Kelly Linker, School District of Philadelphia Office of Research and Evaluation

Background

34 PK-2 Classrooms

The School District of Philadelphia (SDP) renovated 34 Pre-Kindergarten through 2nd grade classrooms in the summer of 2017 at three elementary schools and one PK center.

Renovations, Furniture, and PD

Classrooms received structural updates, new furniture, and manipulatives to facilitate center-based learning. Teachers received at least 15 hours of professional development (PD).

Methods

Three Rounds of Classroom Observations

We conducted classroom visits in four treatment and four comparison schools at three time points: spring 2017, fall/winter 2017-18, and spring 2018 (a total of 172 observations of 78 teachers).

The CLASS Observation Rubric

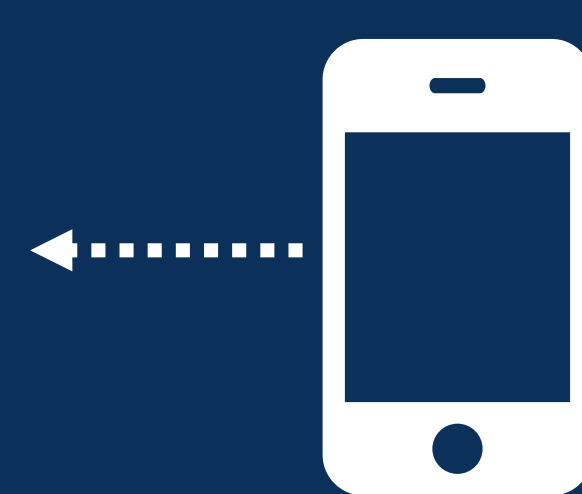
The Classroom Assessment Scoring System (CLASS) is a nationally validated tool developed to assess classroom quality. The three domains on the CLASS are Emotional Support, Classroom Organization, and Instructional Support. The CLASS was chosen to measure changes in teachers' interactions with students as an intermediate result for later student outcomes.

Matched Group of Teachers

The results here are for a matched group (i.e., teachers who had all three observations, one at each time period). Only 36 teachers (19 treatment, 17 comparison) were included in the matched group.

Teachers who received renovated classrooms and training improved in two areas:

- 1) their emphasis on student perspectives and autonomy and
- 2) facilitating activities to maximize student engagement.

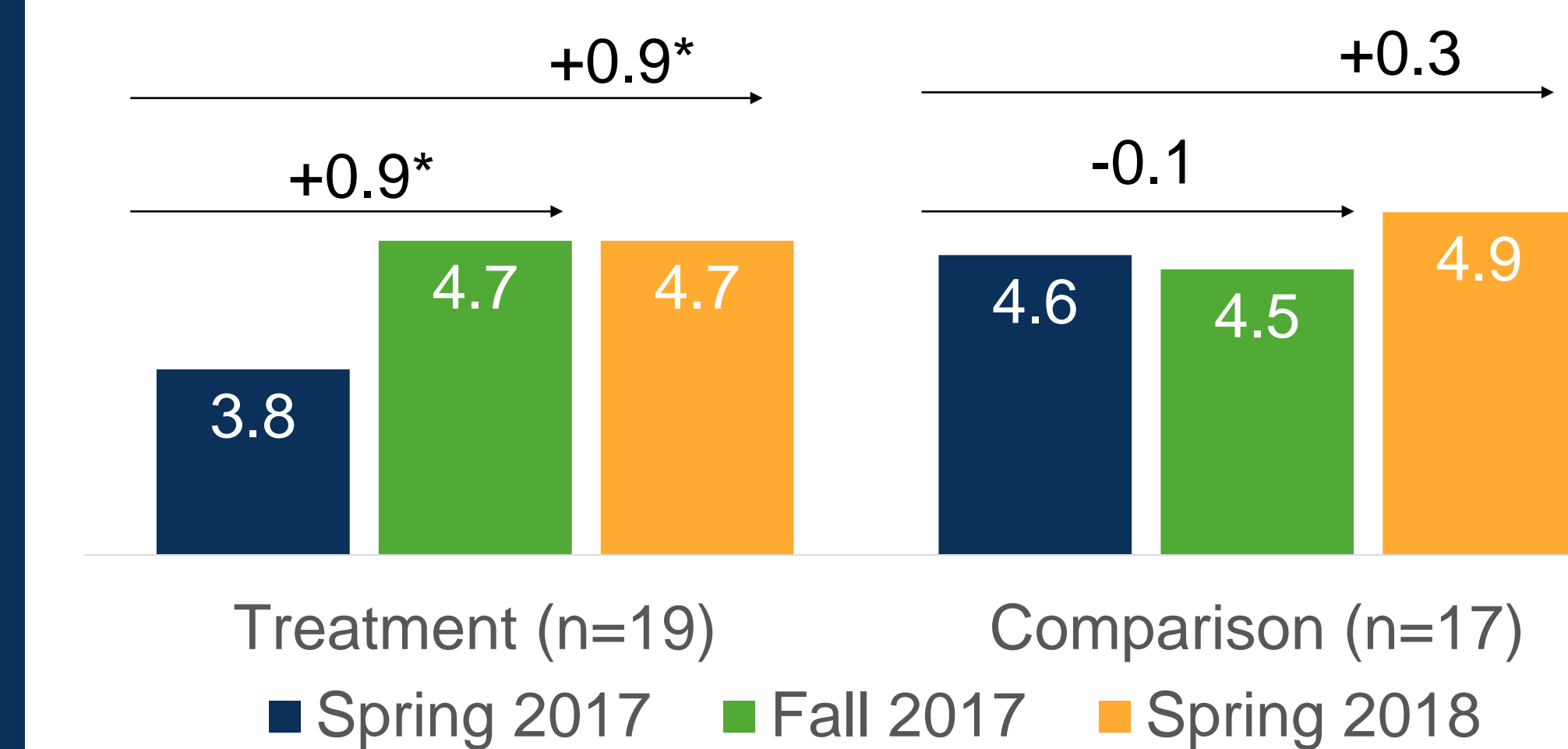


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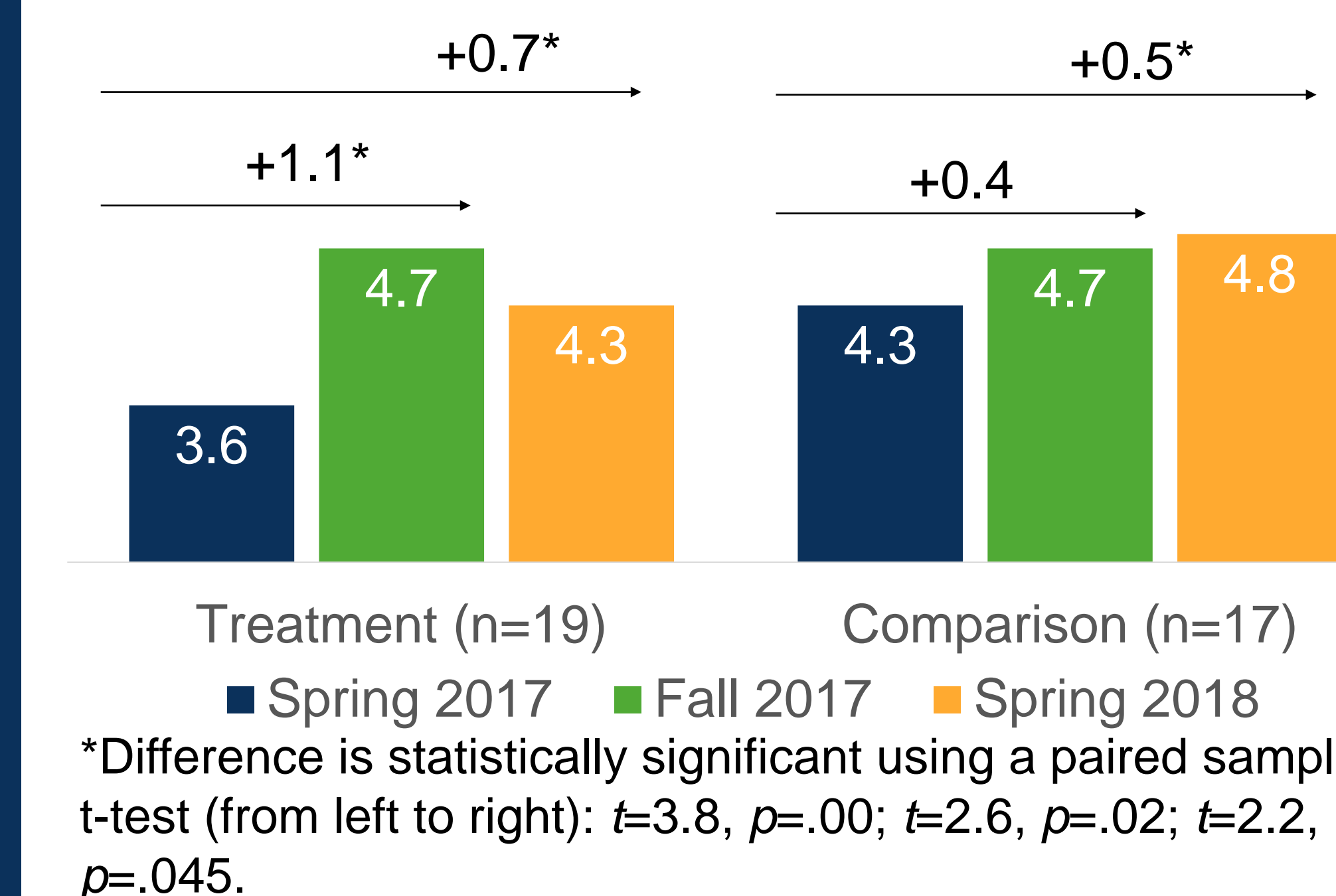
Contact Information:
Kelly Linker
Research Specialist
klinker@philasd.org
(215) 400-6973

Findings

Treatment Teachers Showed Statistically Significant Growth in Regard for Student Perspectives from Spring 2017 to Spring 2018



Treatment Teachers Showed Statistically Significant Growth in Instructional Learning Formats from Spring 2017 to Spring 2018



Regard for Student Perspectives

- Flexibility and student focus
- Support for autonomy and leadership
- Student expression
- Restriction of movement

Instructional Learning Formats

- Effective facilitation
- Variety of modalities and materials
- Student interest
- Clarity of learning objectives

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