Discover the Comprehensive CLASS™ System

Learning about, Measuring, and Improving Interactions
Welcome!

Your role in education?

• Teacher or care provider
• Center director
• Education manager
• Program director
• Coach or technical assistance provider
• Teacher educator
Welcome!

Knowledge of the CLASS™ measure and related resources?

• New to the CLASS measure
• Know a little
• Use occasionally
• Use frequently and feel comfortable with the CLASS lens and language
What's it all about?

- Improving teacher-child interactions
- Evidence-based
- Research to practice
- Birth through grade 12
Objectives

• Understand research foundations and context for the current focus on teacher-child interactions

• Learn how teacher-child interactions relate to children’s learning and development

• Understand how the CLASS framework defines and organizes effective interactions

• Learn how the CLASS measure fits within the larger CLASS system

• Explore how the CLASS system helps educators learn about, measure, and improve interactions
Foundations and Context

Why the current focus on teacher-child interactions?
Research History

• Debate over early childhood programs
• Success of intensive programs
  o Abecedarian, Perry Preschool Project, Chicago Child-Parent Centers
• Concerns about “fade-out” and scaling
• Increasing focus on what goes on inside classrooms
Attachment and Ecological Systems
Young children experience the world in the context of relationships. In turn, these relationships influence all areas of development. These relationships also lay the foundation for later developmental outcomes including self-confidence, mental health, motivation to learn, achievement in school, and conflict resolution.

Pivotal Study

NICHD Study of Early Childhood and Youth Development

- Multiple aspects of children’s environments
- Broad range of outcomes
NICHD Study of Early Child Care

- Quality of child care linked to child outcomes
- Quality defined as teacher-child interactions

NICHD ECCRN, 2000a; NICHD ECCRN, 2000b; NICHD ECCRN, 2002; NICHD ECCRN, 2005
Your Thoughts about Effective Interactions

To me, effective interactions are ...

I also think they include ...
Learning and Development

How are these influenced by teacher-child interactions?
Why focus on interactions?

1. They affect children’s learning more than other factors.
2. They are **HOW** we improve student outcomes.
Why focus on interactions?

- They define and clarify what we already know about effective teaching.
- They are **WHAT** teachers are already doing that can be done more consistently and more intentionally.
Why focus on interactions?

3

- They represent the heart of teaching.
- They are **WHY** we come to work every day.
Interactions Matter
Stronger vocabulary and reading outcomes lead to increased math achievement, higher CLASS scores, greater student behavioral engagement.
stronger vocabulary and reading outcomes

greater student behavioral engagement

increased math achievement

teacher
Of the five individual quality indicators, the CLASS measure of teacher-child interaction quality consistently was the strongest predictor of children's learning.

Definition and Organization

How does the CLASS framework help us understand complex classrooms?
Infant CLASS Domains and Dimensions

Infant

Responsive Caregiving

Relational Climate

Teacher Sensitivity

Facilitated Exploration

Early Language Support
Toddler CLASS Domains and Dimensions

- **Positive Climate**
- **Negative Climate**
- **Teacher Sensitivity**
- **Regard for Child Perspectives**
- **Behavior Guidance**

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- **Facilitation of Learning and Development**
- **Quality of Feedback**
- **Language Modeling**
Pre-K CLASS Domains and Dimensions

Infant
- Relational Climate
- Teacher Sensitivity
- Facilitated Exploration
- Early Language Support

Toddler
- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Child Perspectives

Classroom Organization
- Behavior Management
- Productivity
- Instructional Learning Formats

Instructional Support
- Concept Development
- Quality of Feedback
- Language Modeling

Emotional Support
- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives
Teacher Sensitivity

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- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives
- Behavior Management
- Productivity
- Instructional Learning Formats
- Concept Development
- Quality of Feedback
- Language Modeling
Developmentally Appropriate Interactions
Teacher Sensitivity—Infant

Awareness and Cue Detection
- Visual scans
- Attends physically
- Acknowledges verbally and/or physically

Responsiveness
- Responds to infants’ emotions and needs
- Adjusts actions based on individual needs of the infants

Infant Comfort
- Infants comfortable or content when teachers are present
- Infants seek out teachers
- Infants soothed or calmed by teachers’ efforts
Teacher Sensitivity—Infant

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Teacher Sensitivity—Toddler

**Awareness**
- Is attentive to children throughout the classroom
- Notices difficulties or children who are upset

**Responsiveness**
- Responds to children’s bids for attention
- Acknowledges and accepts emotions
- Provides comfort

**Child Comfort**
- Freely approaches and participates
- Seeks support
- Genuine problem resolution
Teacher Sensitivity—Toddler

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Teacher Sensitivity—Pre-K

Awareness
• Anticipates problems and plans appropriately
• Notices lack of understanding and/or difficulties

Responsiveness
• Acknowledges emotions
• Provides comfort and assistance
• Provides individualized support

Addresses problems
• Helps in an effective and timely manner
• Helps resolve problems

Student comfort
• Seeks support and guidance
• Freely participates
• Takes risks
Teacher Sensitivity—Pre-K

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Language Support

Infant
- Responsive Caregiving
  - Relational Climate
  - Teacher Sensitivity
  - Facilitated Exploration
- Early Language Support

Toddler
- Emotional and Behavioral Support
  - Positive Climate
  - Negative Climate
  - Teacher Sensitivity
  - Regard for Child Perspectives
  - Behavior Guidance
- Engaged Support for Learning
  - Facilitation of Learning and Development
  - Quality of Feedback
  - Language Modeling

Pre-K
- Emotional Support
  - Positive Climate
  - Negative Climate
  - Teacher Sensitivity
  - Regard for Student Perspectives
- Classroom Organization
  - Behavior Management
  - Productivity
  - Instructional Learning Formats
- Instructional Support
  - Concept Development
  - Quality of Feedback
  - Language Modeling
Early Language Support—Infant

Teacher Talk
- Self-talk
- Describes classroom events
- Verbally labels objects
- Uses complete and varied sentences

Communication Support
- Initiates sounds or words
- Imitates or repeats sounds

Communication Extension
- Provides words for infants’ communication
- Expands and extends on infants’ communication
- Models turn-taking
Early Language Support—Infant

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Language Modeling—Toddler

Supporting language use
- Back-and-forth exchanges
- Contingent responding
- Open-ended questioning

Repetition and extension
- Repeats
- Extends/elaborates

Self- and parallel talk
- Describes own actions with language
- Narrates children’s action with language

Advanced language
- Variety of words and/or vocabulary
- Labeling
- Connections to familiar words and ideas
Language Modeling—Toddler

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Language Modeling—Pre-K

Frequent conversation
- Back-and-forth exchanges
- Contingent responding
- Peer conversations

Open-ended questions
- Questions require more than a one-word response
- Students respond

Repetition and extension
- Repeats
- Extends/elaborates

Self- and parallel talk
- Maps own actions with language
- Maps student action with language

Advanced language
- Variety of words
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Language Modeling—Pre-K

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An Integrated System

How does the CLASS measure fit within the larger CLASS system?
using the CLASS™ System
The CLASS System

effective teacher-child interactions
The CLASS System

Learn about the CLASS framework

Measure effective teacher-child interactions

Improve teaching and learning

Use the CLASS System to increase learning
Learn about the CLASS framework
A Foundation for Improvement

Dimensions Guide

Introduction to the CLASS Tool
Measure
effective
teacher-child
interactions
Fair and Accurate Data

CLASS Observation Training
CLASS Train-the-Trainer Program
CLASS Double Coding
CLASS Calibration
Improve teaching and learning
Evidence-Based Resources

MyTeachingPartner™ Coaching

Making the Most of Classroom Interactions

Looking at CLASSrooms

Instructional Support Strategies

CLASS Feedback Strategies

CLASS Discussion Toolkit

Video Library
Putting It to Use
How do educators implement the CLASS system?
The CLASS System

effective teacher-child interactions
Sample Implementation Calendar

- **June**
  - **Learn**
    - Recruitment, Enrollment, Introductory Resources

- **July**
  - **Measure**
    - Pre Observations

- **Aug.**
  - **Improve**
    - Feedback and Professional Development

- **Sept.**
  - **Measure**
    - Post Observations
Your Turn!

I think it would help us to ...

I’d like to try ...
Closing Comments

Questions

Answers
Keep in Touch!

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