Pre-K CLASS™ Instructional Support

An Introduction to Improvement Strategies

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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

- Share your organization's current approaches for supporting effective interactions within Instructional Support
- Understand the interconnectedness of effective interactions across CLASS domains
- Practice strategies for helping teachers generate analysis and reasoning questions that target effective Concept Development
- Prepare to share strategies with your organization
- Explore relevant resources

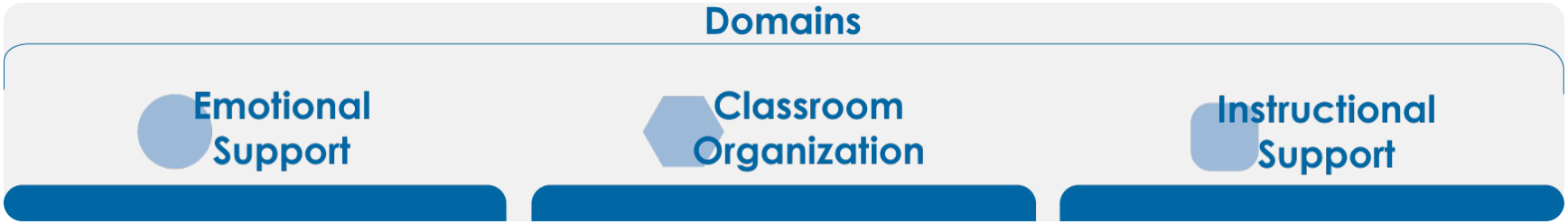
Instructional Support Strategies

- Facilitating Discussions Using the Video Library Companion
- Conferencing to Build Reflective Practice
- Role-Play to Build Skills
- Name that Dimension!
- Explicit Instruction
- Transcribing Interactions
- Share the Solution
- **Planning Lessons to Target Higher-Order Thinking**

Connections across Domains

How do interactions within CLASS domains and dimensions relate and support one another?

Organization of the Pre-K CLASS Tool



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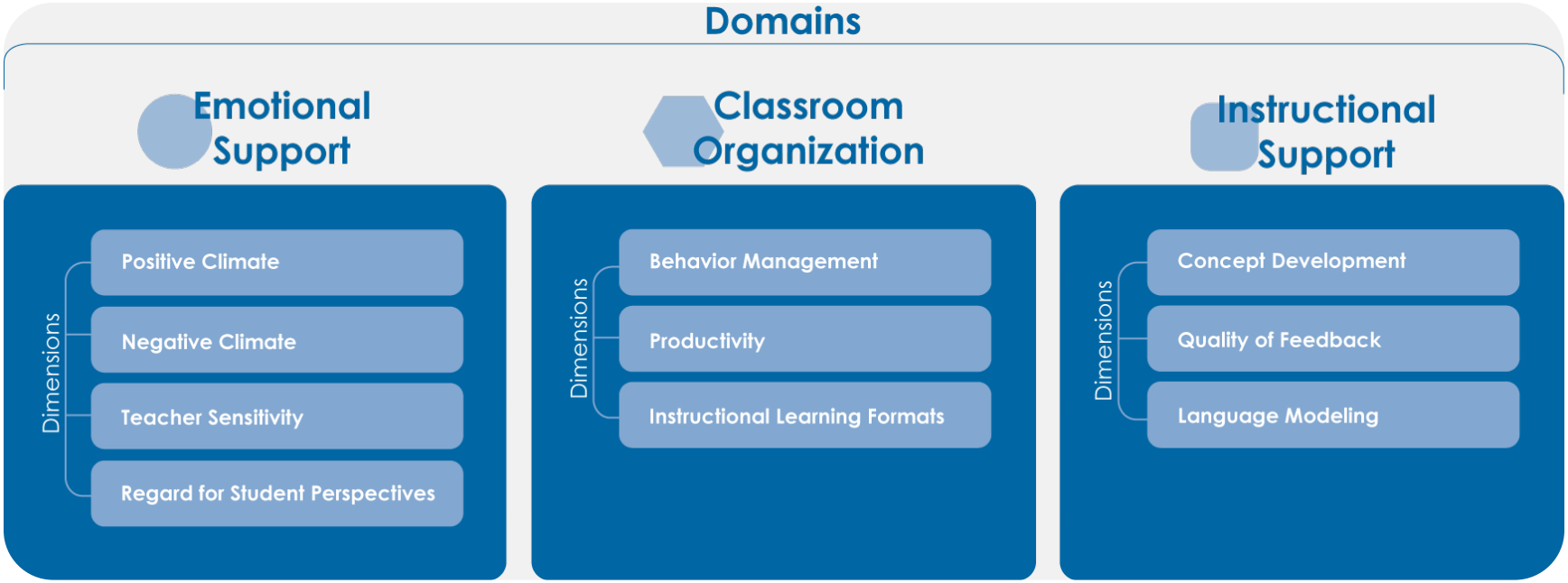

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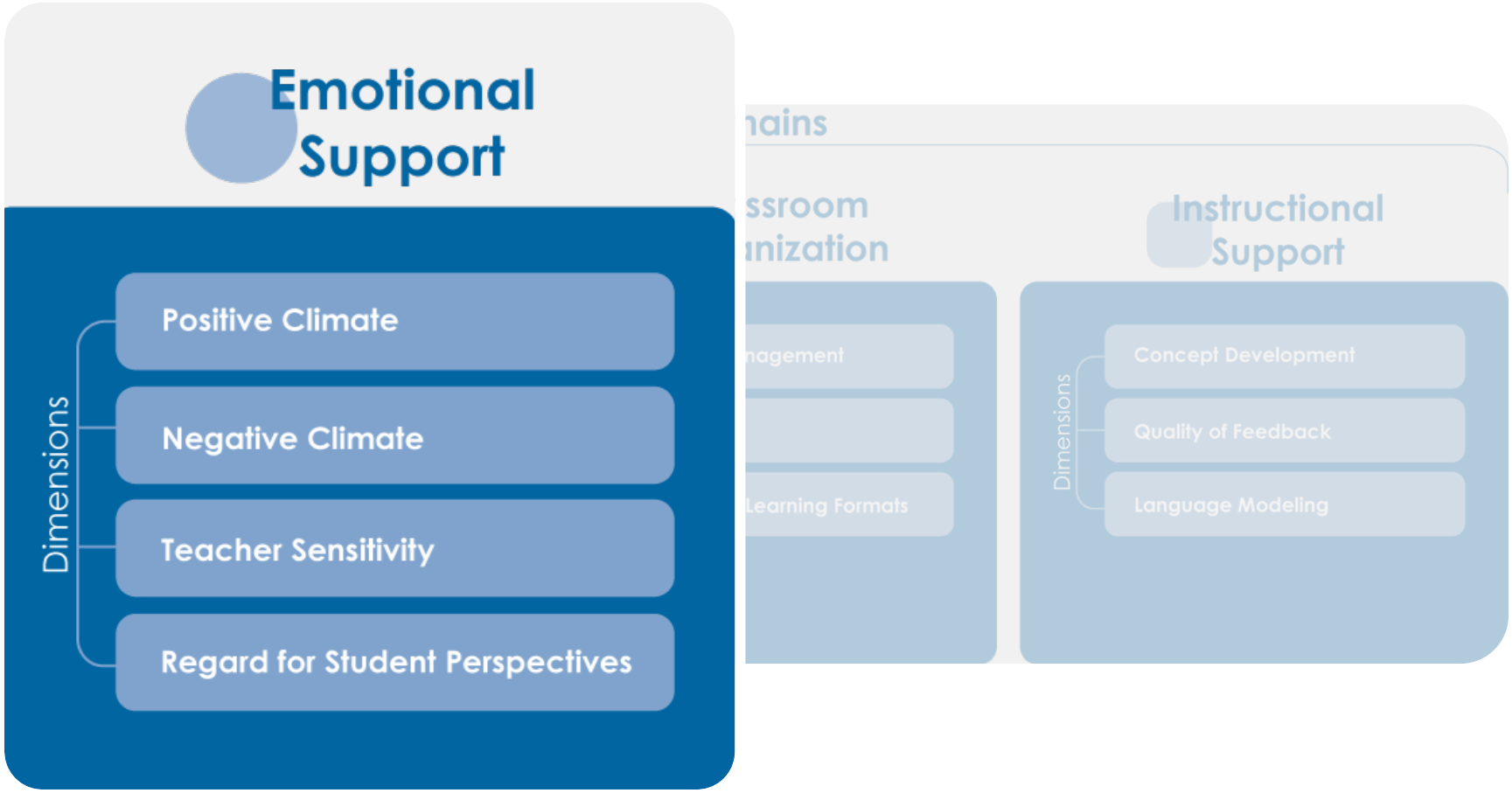

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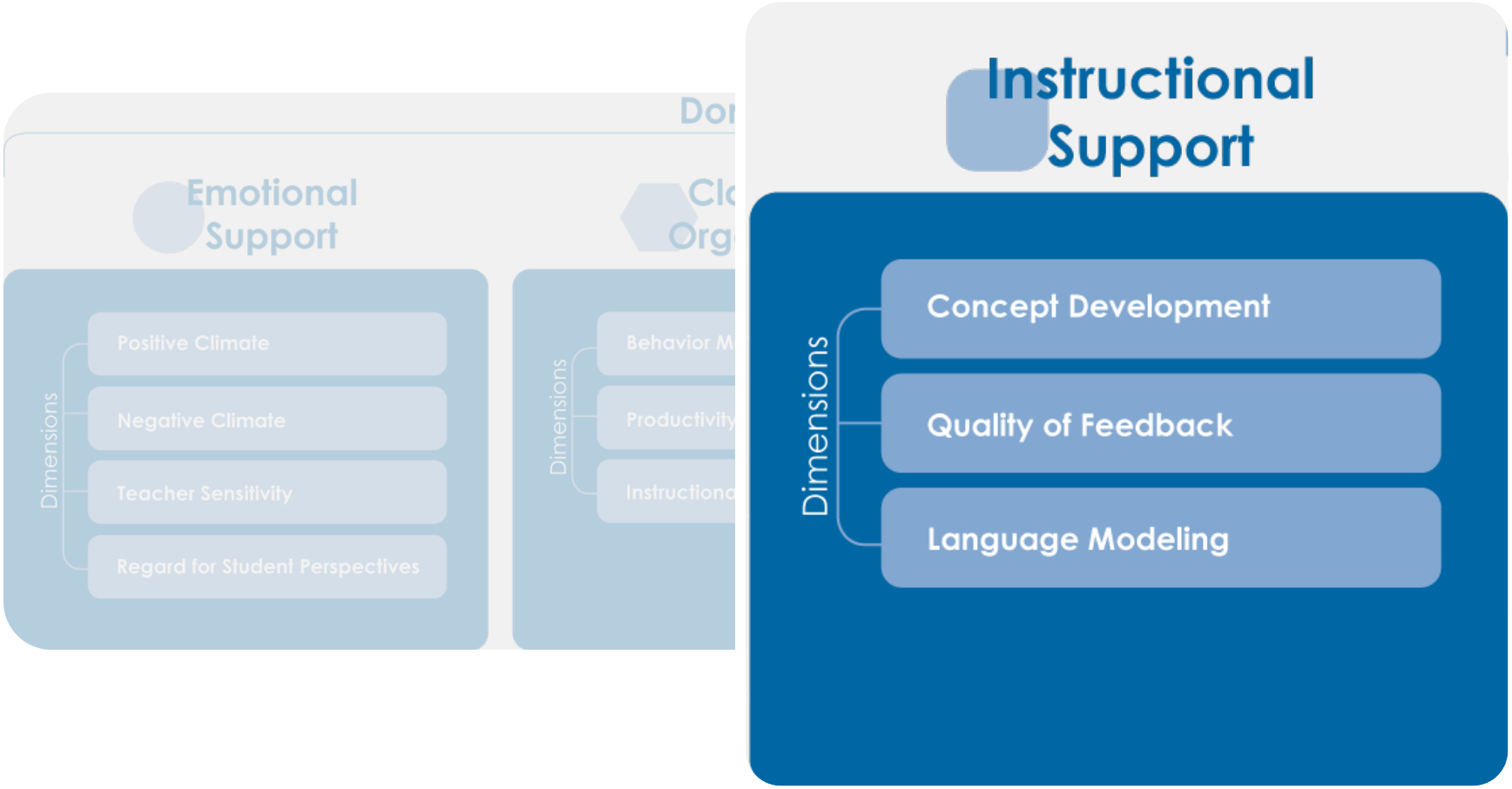

Interrelationship of CLASS Domains

effective
teacher-child
interactions

Interrelationship of CLASS Domains

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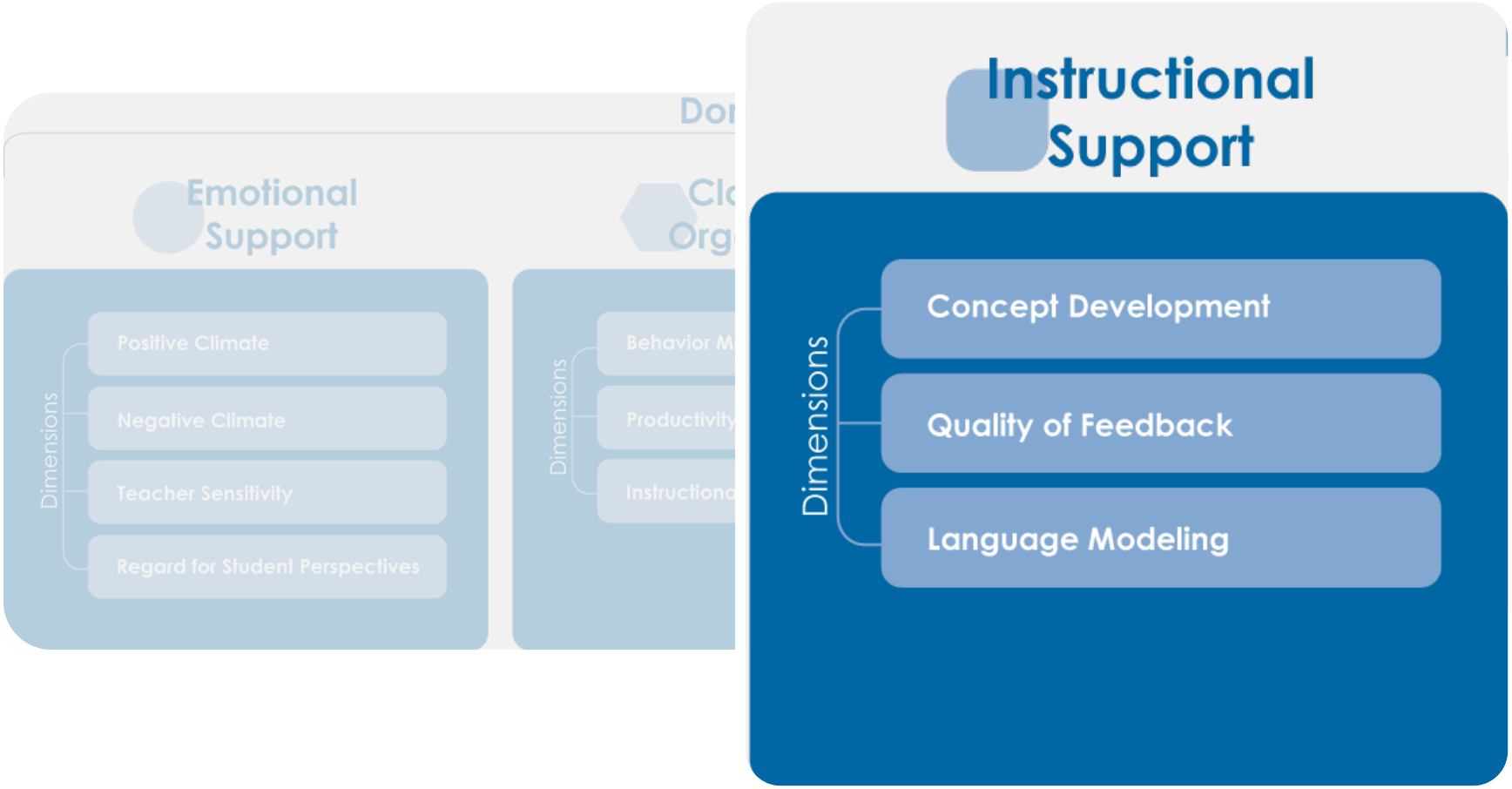

Concept Development

Analysis and reasoning

Why and/or how questions
Problem solving
Prediction, experimentation
Classification, comparison
Evaluation

Creating

Brainstorming
Planning
Producing

Integration

Connects concepts
Integrates with previous knowledge

Connections to the real world

Real-world applications
Related to students' lives

Quality of Feedback

Scaffolding
Hints
Assistance

Feedback loops
Back-and-forth exchanges
Persistence by teacher
Follow-up questions

Prompting thought processes
Asks students to explain thinking
Queries responses and actions

Providing information
Expansion
Clarification
Specific feedback

Encouragement and affirmation
Recognition
Reinforcement
Student persistence

Language Modeling

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

Connected to familiar words and/or ideas

Increasing Effectiveness

What strategies should I use to help teachers increase the effectiveness of their Instructional Support interactions?

How do you support effective interactions within the CLASS Instructional Support domain?

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Related to students' lives

Planning How and Why Questions

Blocks: "What do you think would happen if we put this big, heavy block on top?"

Art area: "Why do you think our markers got all dried out?"

Large group/story time: "How would you feel if that happened to you?"

Science: "What is different about these leaves?"

Housekeeping/dramatic play: "Uh oh, our pizza's frozen. What are we going to do?"

Analysis and Reasoning Questions

Analysis and reasoning

Why and/or how questions

Problem solving

Prediction, experimentation

Classification, comparison

Evaluation

Whole group

Working at the water table on sink and float

Small groups

- Comparing hard/soft
- Understanding story narrative
- Problem solving behavior issues
- Importance of tooth brushing

Effective Professional Development

Focused on **Outcomes**

Effective Professional Development

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Sufficient Intensity and **Duration**

Effective Professional Development

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Group Involvement

Effective Professional Development

Focused on **Outcomes**

Sufficient Intensity and **Duration**

Group Involvement

Quality Implementation

How will you support interactions within Instructional Support?

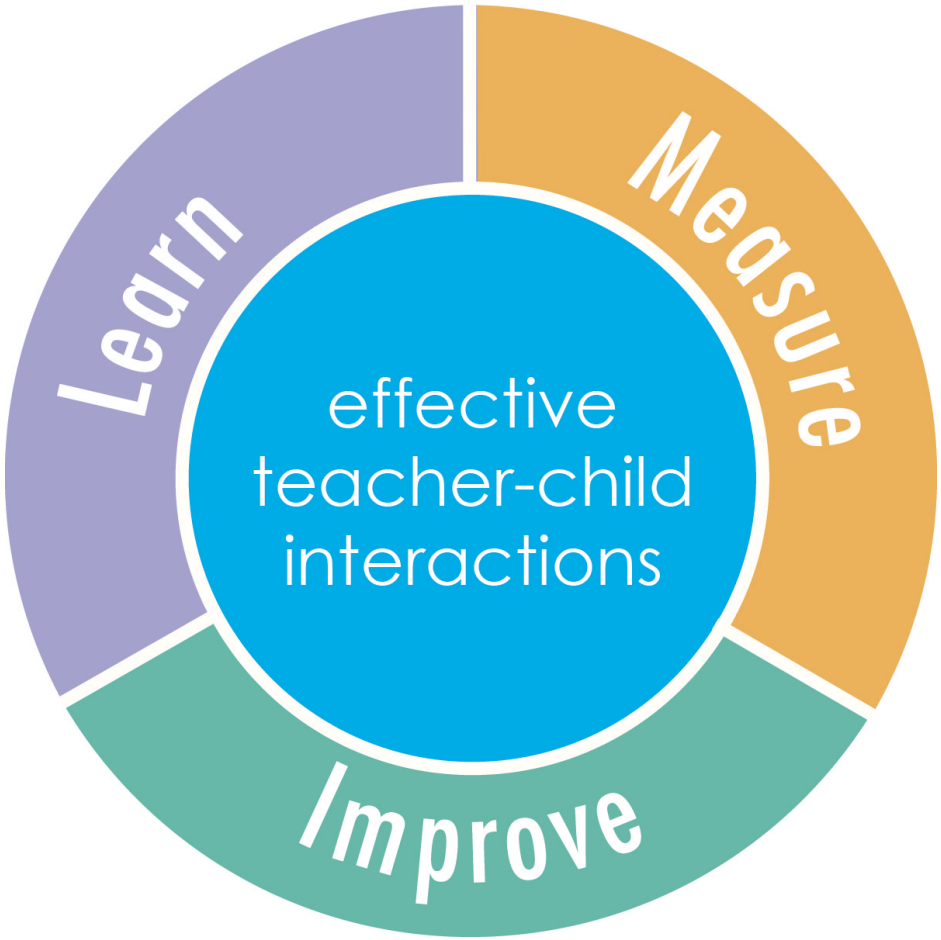
Resources

What resources are available to support this work?

using the

CLASS™ System

The CLASS System



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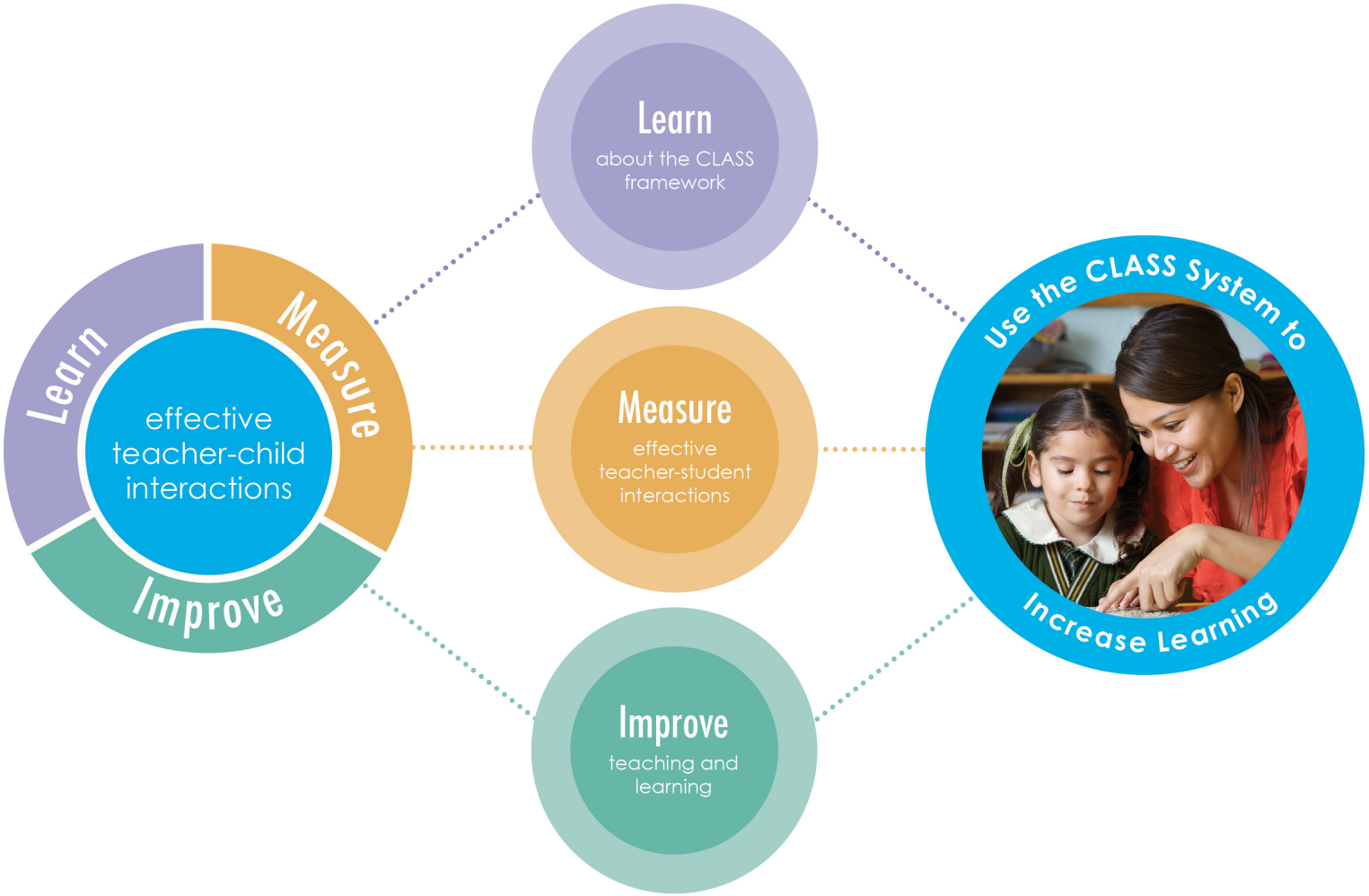
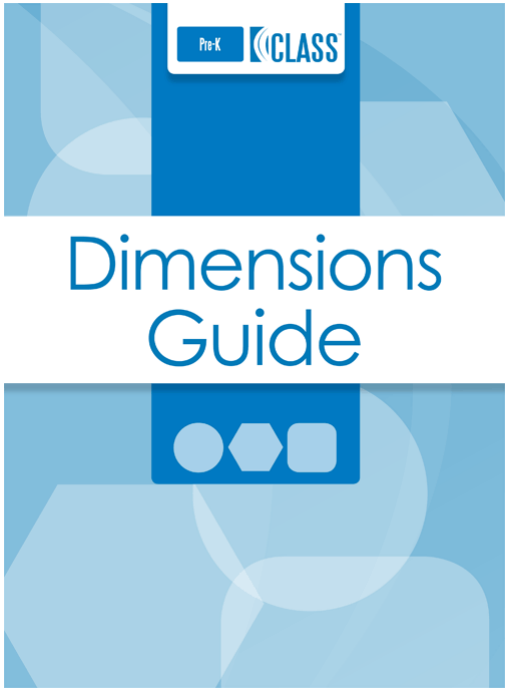
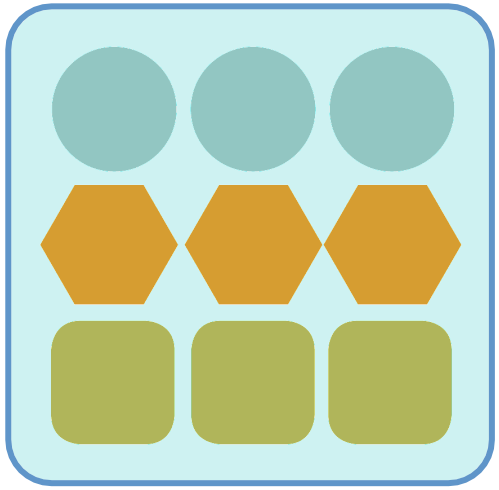


Learn

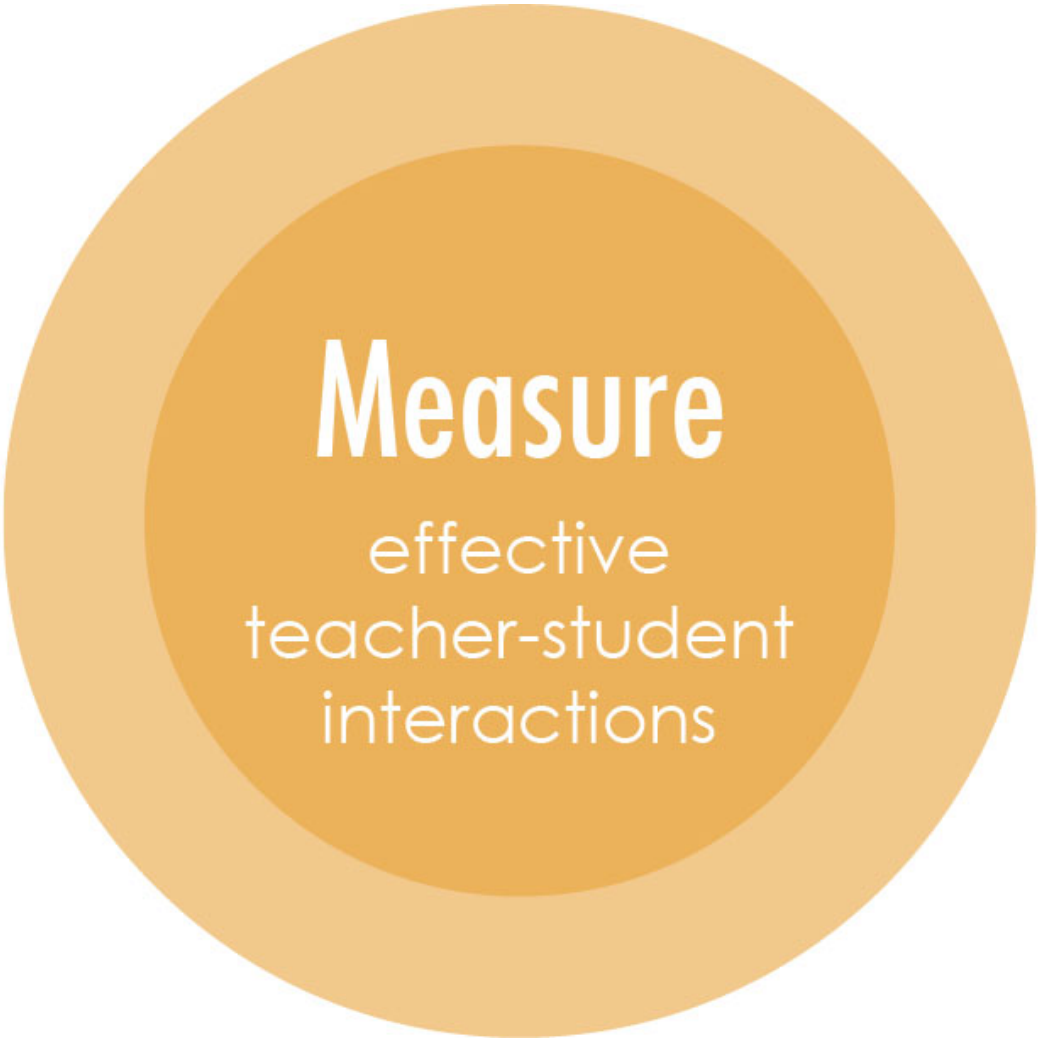
about the CLASS framework

A Foundation for Improvement

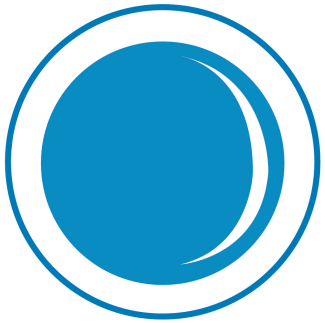




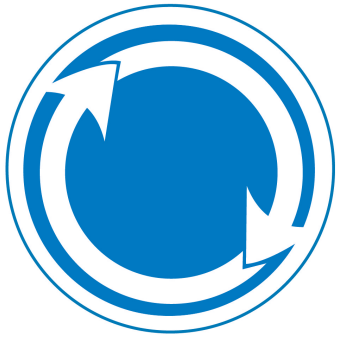
Introduction
to the CLASS Tool


Measure
effective
teacher-student
interactions

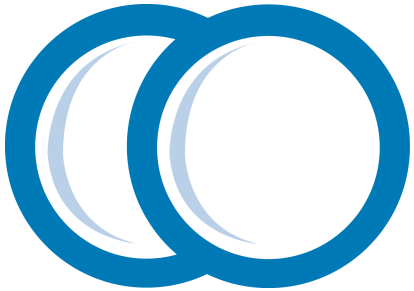
Fair and Accurate Data



CLASS
Observation
Training



CLASS
Train-the-Trainer
Program



CLASS
Double Coding

CLASS
Calibration

Improve
teaching and
learning

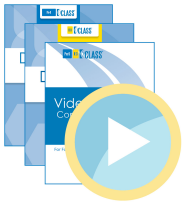
Evidence-Based Resources

MyTeachingPartner™ Coaching

Making the Most of Classroom Interactions

Looking at CLASSrooms

Video Library



CLASS Discussion Toolkit

CLASS Feedback Strategies

Instructional Support Strategies

Closing Thoughts

Keep in touch!

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