Pre-K CLASS™
Instructional Support

An Introduction to Improvement Strategies
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

Domains

- Emotional Support
- Classroom Organization
- Instructional Support
Organization of the Pre-K CLASS Tool

**Domains**

**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
Organization of the Pre-K CLASS Tool

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- Dimensions
  - Behavior Management
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Interrelationship of CLASS Domains

effective teacher-child interactions
Interrelationship of CLASS Domains

Emotional Support
Interrelationship of CLASS Domains

- Classroom Organization
- Emotional Support
Interrelationship of CLASS Domains

- Instructional Support
- Classroom Organization
- Emotional Support
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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?

We support effective interactions by ...

So do we! And we also ...

So do we!
Instructional Support Strategies

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• Share the Solution
• Planning Lessons to Target Higher-Order Thinking
Instructional Support Strategies

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- Problem solving
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- Planning
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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

Focused on Outcomes

Sufficient Intensity and Duration
Effective Professional Development

- **Focused on Outcomes**
- **Sufficient Intensity and Duration**
- **Group Involvement**
Effective Professional Development

- Focused on Outcomes
- Sufficient Intensity and Duration
- Group Involvement
- Quality Implementation
How will you support interactions within Instructional Support?

I’m going to try ...

Me too! And I think that will work well with our ...
Resources

What resources are available to support this work?
The CLASS System

effective teacher-child interactions
The CLASS System

Learn about the CLASS framework

Measure effective teacher-student interactions

Improve teaching and learning

Use the CLASS System to Increase Learning

Learn effective teacher-child interactions
Learn about the CLASS framework
A Foundation for Improvement

Dimensions Guide

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
Closing Thoughts

I’d love to learn more about ...

What do you think about ...?
Keep in touch!

Teachstone
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