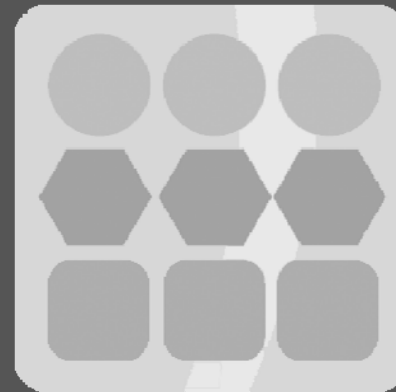


# Introduction to the Pre-K CLASS™ Tool



# Agenda

- Welcome and Overview
- The Classroom Assessment Scoring System™ (CLASS™) Tool: Looking at What Matters
- Organization of the Pre-K CLASS Tool
- Class Dimensions
- Putting It All Together—Video Observation Activity
- CLASS Data and Professional Development
- Conclusion

# Objectives

## Participants will

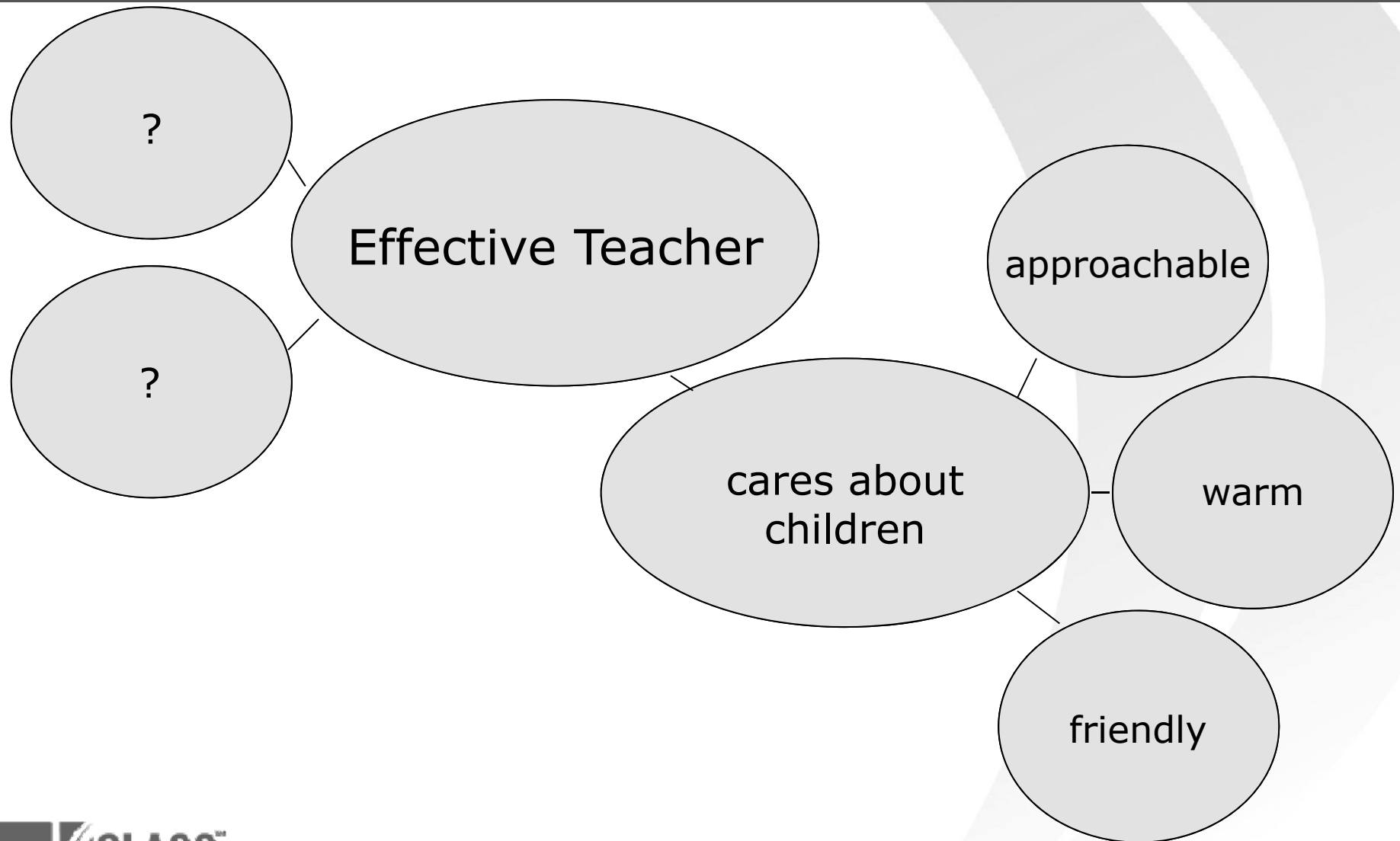
- Understand what the CLASS tool measures
- Understand the link between effective teacher-child interactions and children's learning gains
- Identify and discuss effective teacher-child interactions

# Warm-Up

What makes teachers effective?



# Warm-Up



# Preschoolers' Development

# Defining “Preschoolers”

- 3 to 5 years old
- Refining skills learned in toddlerhood
- Developing active imaginations and critical-thinking skills



# How Preschoolers Learn

- Preschoolers learn by doing, experiencing, and playing.
- Positive relationships with teachers encourage preschoolers to learn about the world around them.



# Preschoolers' Development



- Physical
- Language
- Cognitive
- Behavioral
- Social

# Preschoolers' Physical Development

- Climbing, running, hopping, and skipping
- Pedaling a tricycle, going up and down stairs
- Using small objects to write, cut, and paint



# Preschoolers' Language Development



- Communicating needs, ideas, and feelings
- Expanding receptive and communicative language skills
- Using language to communicate about thinking and problem solving

# Preschoolers' Cognitive Development

- Learning how to organize thoughts into categories
- Using symbols, images, and concepts in their drawings and play
- Beginning to use memory and reasoning strategies
- Developing active imaginations—"magical thinking"





# Preschoolers' Social Development



- Learning empathy and peer perspective taking
- Expanding relationships with peers
- Developing self-concept and self-efficacy

# Importance of Relationships

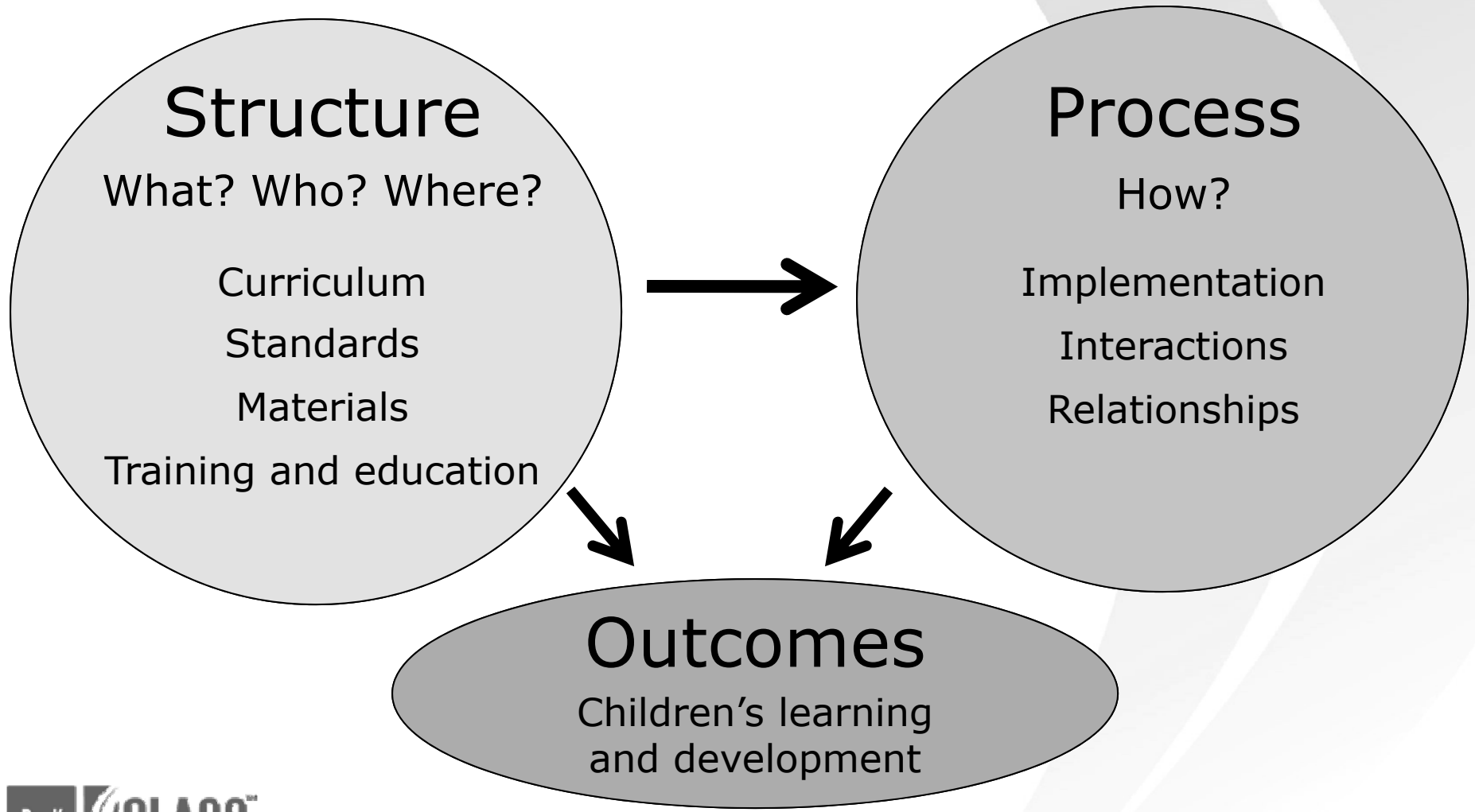
*Young children experience the world in the context of relationships. In turn, these relationships influence all areas of development. These relationships also lay the foundation for later developmental outcomes including self confidence, mental health, motivation to learn, achievement in school, and conflict resolution.*

National Scientific Council on the Developing Child (2004). *Young Children Develop in an Environment of Relationships: Working Paper No. 1*. Retrieved from [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu).

# The CLASS Tool: Looking at What Matters



# Elements of Classrooms Influencing Learning



# The CLASS Observation Tool

The Classroom Assessment Scoring System™ (CLASS™) is a research-based observation tool used to help teachers and schools improve the effectiveness of classroom interactions.



# Creating a Shared Lens

The CLASS tool provides a common language and shared lens for teachers, coaches, observers, researchers, and administrators.

# Benefits of Using the CLASS Observation Tool

- Captures the complexity of classrooms
- Views and measures effective teacher-child interactions
- Aligns measurement with professional development that produces effective teaching and learning gains

# Effective Interactions Matter

High scores  
on the ORCE

- Language stimulation
- Positive caregiving environments

Advanced  
development  
at school  
entry

- Language
- Cognitive

Advanced  
development  
in first grade

- Short-term  
memory

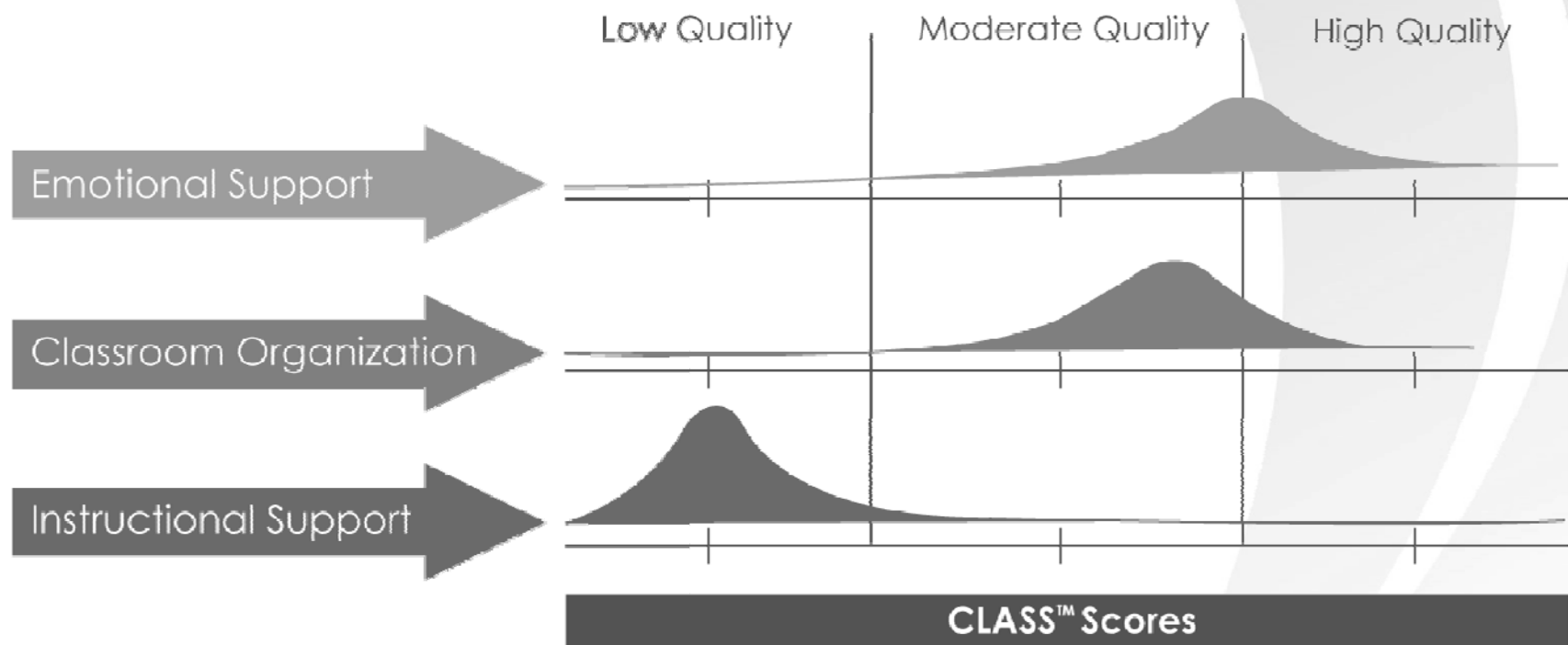
Effects  
persist into  
third grade

- Math
- Vocabulary
- Memory  
skills



# Effectiveness of Interactions Varies Widely

## Average Ratings of Interactions in Pre-K—3rd Classrooms



# The CLASS Tool and Effective Teacher-Child Interactions

- Many pre-K classrooms have low or moderate levels of interactions.
- Effective interactions lead to better cognitive, behavioral, and social outcomes.
- The CLASS tool evaluates the effectiveness of teacher-child interactions.
- Small differences in teacher-child interactions net real differences for children's outcomes.

# The CLASS Tool Looks at Interactions across Ages and Grades

**Infant**

**Toddler**

**Pre-K**

**K-3**

**Upper Elementary**

**Secondary**

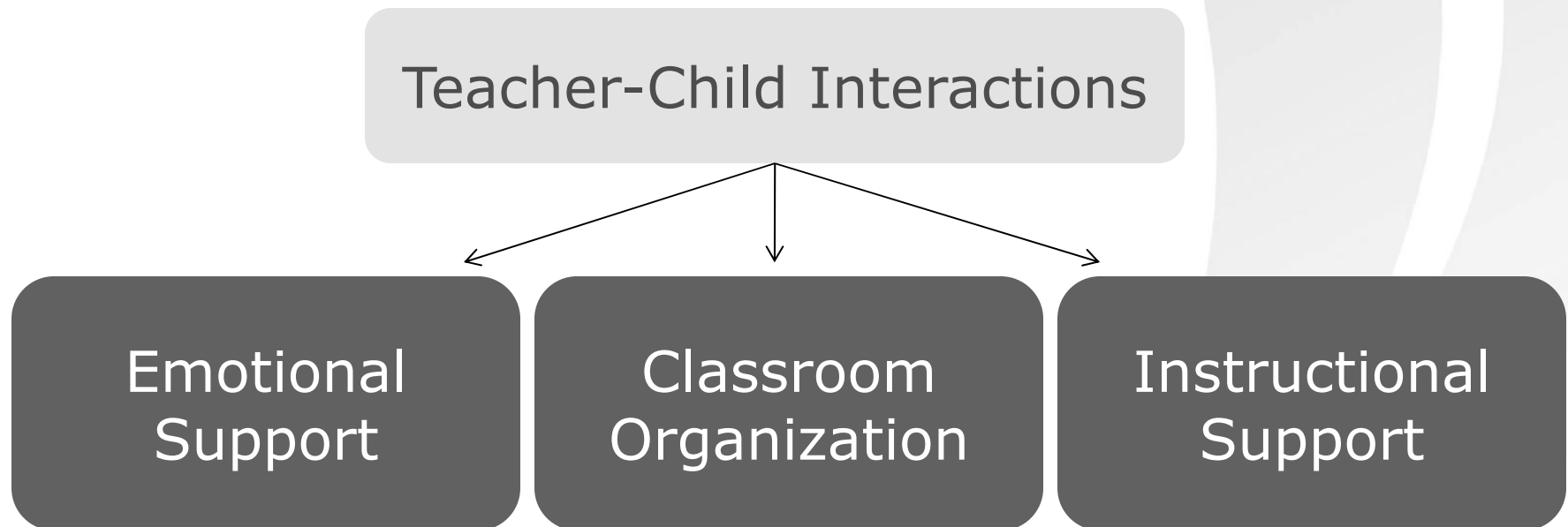
- Effective interactions share commonalities across age levels.
- Behaviors described within each CLASS age level are developmentally appropriate.

# Organization of the Pre-K CLASS Tool



# Interactions and Effective Teaching

The CLASS tool organizes effective classroom interactions into three broad categories or domains.



# Pre-K CLASS Domains

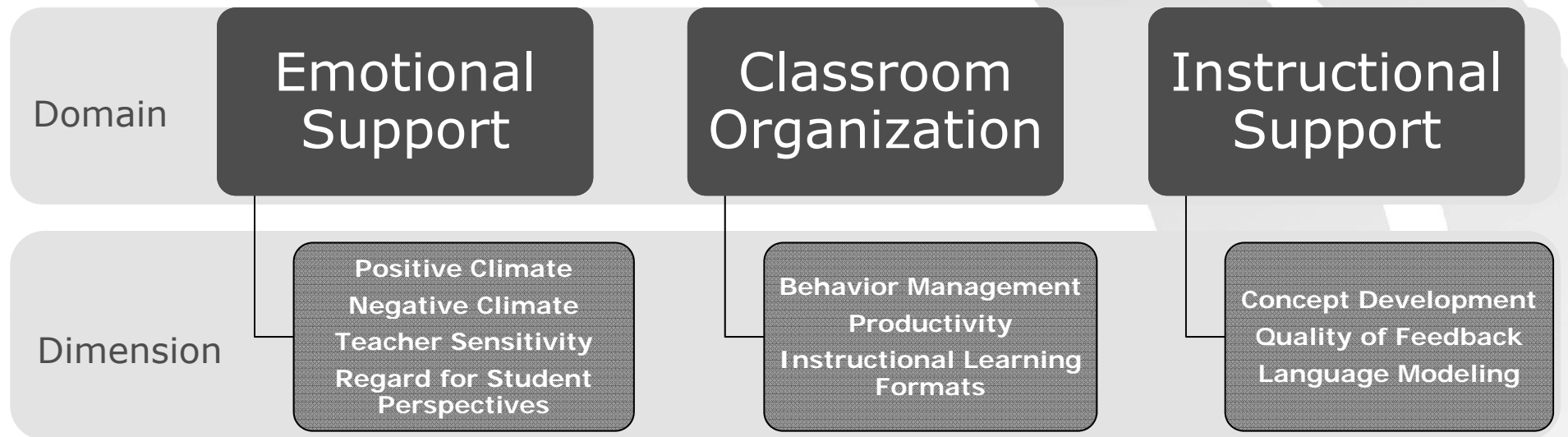
Domain

Emotional  
Support

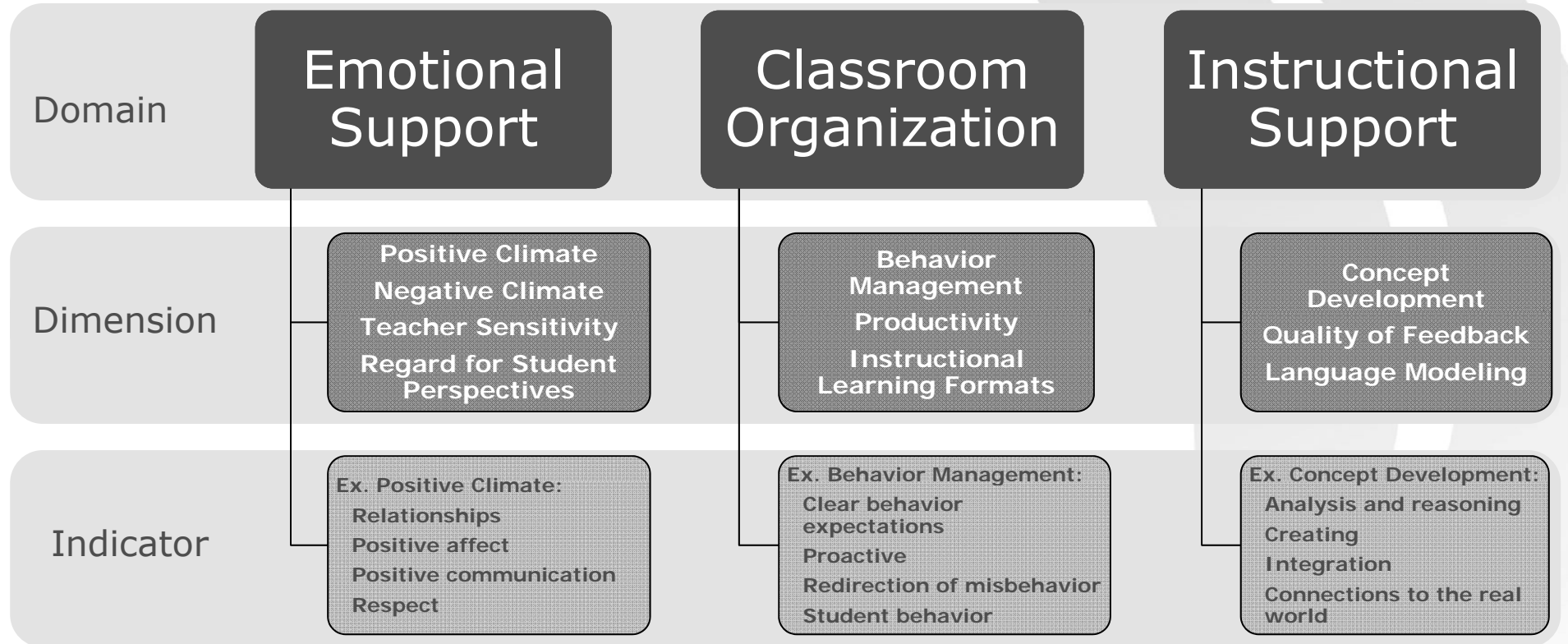
Classroom  
Organization

Instructional  
Support

# Pre-K CLASS Domains and Dimensions



# Pre-K CLASS Domains, Dimensions, and Indicators





# Pre-K CLASS Domains, Dimensions, Indicators, and Behavioral Markers

Domain	Emotional Support	Classroom Organization	Instructional Support
Dimension	Positive Climate Negative Climate Teacher Sensitivity Regard for Student Perspectives	Behavior Management Productivity Instructional Learning Formats	Concept Development Quality of Feedback Language Modeling
Indicator	Ex. Positive Climate: Relationships Positive affect Positive communication Respect	Ex. Behavior Management: Clear behavior expectations Proactive Redirection of misbehavior Student behavior	Ex. Concept Development: Analysis and reasoning Creating Integration Connections to the real world
Behavioral Marker	Ex. Relationships: physical proximity, shared activities	Ex. Clear behavior expectations: consistency, clarity of rules	Ex. Analysis and reasoning: <i>why</i> and/or <i>how</i> questions

# CLASS

## Dimensions in the Emotional Support Domain

# What Is Emotional Support?

Positive Climate

Negative Climate

Teacher Sensitivity

Regard for Student Perspectives



# Emotional Support Domain

## How teachers help children develop

- Warm, supportive relationships with teachers and peers
- Enjoyment of and excitement about learning
- Motivation to engage in learning activities
- Feelings of comfort in the classroom
- Willingness to accept cognitive and social challenges
- Appropriate levels of autonomy

# Positive Climate

Reflects the emotional connection between the teacher and students and among students and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions

- Relationships
- Positive affect
- Positive communication
- Respect



# Positive Climate Video

*Emotional  
Connections at the  
Dress-Up Center*



# Negative Climate

Reflects the overall level of expressed negativity in the classroom; the frequency, quality, and intensity of teacher and peer negativity are key to this scale

- Negative affect
- Punitive control
- Sarcasm/disrespect
- Severe negativity



# Teacher Sensitivity

Encompasses the teacher's awareness of and responsiveness to students' academic and emotional needs; high levels of sensitivity facilitate students' ability to actively explore and learn because the teacher consistently provides comfort, reassurance, and encouragement

- Awareness
- Responsiveness
- Addresses problems
- Student comfort





# Teacher Sensitivity Video

*Encouraging a Child to Take a Risk*



# Regard for Student Perspectives

Reflects the teacher's interactions with children that emphasize children's interests, motivations, and points of view

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



# Regard for Student Perspectives Video

## *Child-Led Chant and Movement*



# CLASS Dimensions in the Classroom Organization Domain

# What is Classroom Organization?

Behavior  
Management

Productivity

Instructional  
Learning Formats



# Classroom Organization Domain

## How teachers help children

- Develop skills to regulate their own behavior
- Get the most out of each school day
- Maintain interest in learning activities

# Behavior Management

Encompasses the teacher's ability to provide clear behavior expectations and use effective methods to prevent and redirect misbehavior

- Clear behavior expectations
- Proactive
- Redirection of misbehavior
- Student behavior



# Behavior Management Video

*Clear Behavioral Expectations during Transition*





# Productivity

Considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities

- Maximizing learning time
- Routines
- Transitions
- Preparation



# Productivity Video

## *Incorporating Letter Names into a Transition Activity*



# Instructional Learning Formats

Focuses on the ways in which teachers maximize students' interest, engagement, and ability to learn from lessons and activities

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



# Instructional Learning Formats Video

*Effective  
Facilitation through  
Hands-On  
Opportunities and  
Questioning*



# Classroom Organization Domain Activity

Behavior  
Management

Productivity

Instructional  
Learning Formats

**Classroom Organization Domain Activity—Sketch-to-Stretch Storyboard**

Scene 4			
Scene 3			
Scene 2			
Scene 1			
Dimension / Indicator	Behavior Management Indicator: _____	Productivity Indicator: _____	Instructional Learning Formats Indicator: _____

# CLASS

## Dimensions in the Instructional Support Domain

# What Is Instructional Support?

Concept  
Development  
Quality of Feedback  
Language Modeling



# Instructional Support Domain

## How teachers

- Help children learn to solve problems, reason, and think
- Use feedback to expand and deepen children's skills and knowledge
- Help children develop more complex language skills



# Concept Development

Measures the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition and the teacher's focus on understanding rather than on rote instruction

- Analysis and reasoning
- Creating
- Integration
- Connections to the real world



# Concept Development Video

## *Predicting and Experimenting with Eggs*



# Quality of Feedback

Assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation

- Scaffolding
- Feedback loops
- Prompting thought processes
- Providing information
- Encouragement and affirmation



# Quality of Feedback Video

*Giving Feedback to  
Answers by Asking  
Questions*



# Language Modeling

Captures the effectiveness and amount of the teacher's use of language-stimulation and language-facilitation techniques

- Frequent conversation
- Open-ended questions
- Repetition and extension
- Self- and parallel talk
- Advanced language



# Language Modeling Video

*Using Open-Ended Questions to Explore Children's Ideas*



# Instructional Support Domain Activity

Concept  
Development

Quality of  
Feedback

Language  
Modeling

## Instructional Support Domain Activity—Dimension Identification Sheet

	Example	Dimension
1.	During center time, the children initiate a conversation with the teacher about their experiences in swimming pools. The teacher appears genuinely interested in what they have to say. She comments on their ideas and asks questions. For example, when one child tells her, "I go down to the water one day and came back up," she responds in an interested tone, "You mean you went down under the water? Wow! How did it feel?"	
2.	The teacher states that a child in the story is frustrated. She goes on to say that frustrated means "not angry, not sad, feeling a little bit upset."	
3.	As a child tries to put together a puzzle, the teacher provides the necessary level of help by asking questions that help him see how the pieces fit ("Look at the green here. How could they go together?" and "Where would the tail go? Where's the horse's bottom?"). When the child continues to orient a piece incorrectly, she persists in asking questions that help him reason through the correct placement.	
4.	During the reading of a story the teacher asks, "What do we have for lunch?" She notes that the pineapple the children have for lunch is not the same as that pictured in the illustration by saying, "It's not like this; it's all cut and chopped up and peeled."	
5.	During a science lesson, a teacher asks the children to make predictions about three different types of eggs (fake, raw, cooked). In addition, she asks the children to think about the difference between the raw eggs and the cooked eggs.	
6.	When Omar says that he thinks the book they are about to read is about insects, the teacher replies, "Why do you think it is going to be about insects?"	
7.	A teacher asks the children to discuss their plans for work time. He asks one girl where she is going to play, and she says, "In cars." He replies, "You are going to work in blocks and play with cars."	
8.	A teacher states, "We talked last week about what is happening to the trees." She then goes on to encourage children to brainstorm about the different colors they might see.	

# Putting It All Together

Video Observation Activity



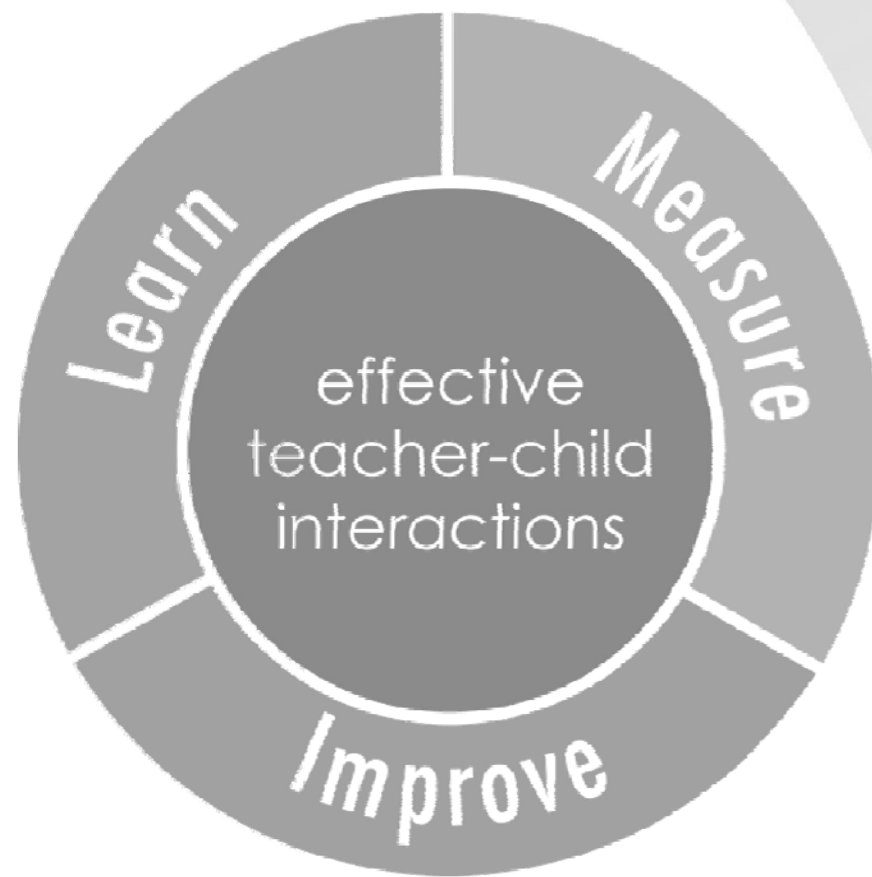
# Putting It All Together Video Observation

*Building Blocks and  
Washing Hands*



# CLASS Data and Professional Development

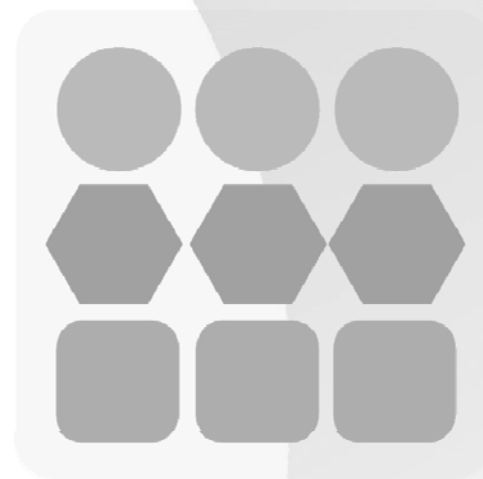
# The CLASS System



# Learn

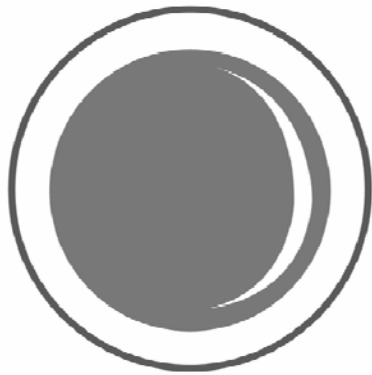


## Dimensions Guide



## Introduction to the CLASS Tool

# Measure



CLASS  
Observation  
Training



CLASS  
Train-the-Trainer  
Program



CLASS  
Double Coding



CLASS  
Calibration

# CLASS Observations

- A Certified CLASS Observer typically observes for four cycles.
- Each cycle includes
  - 15–20 minutes observing and taking notes
  - 10 minutes assigning codes to each CLASS dimension

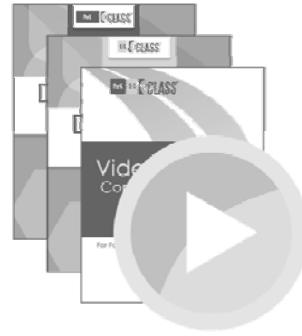
# Uses of CLASS Data

- Teacher preparation and education
- Teacher performance evaluation
- Professional development
- Research and evaluation

# Improve



Video Library



CLASS Discussion Toolkit



Looking at  
CLASSrooms



Making the Most  
of Classroom  
Interactions



MyTeachingPartner™  
Coaching



# Conclusion