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

Effective Teacher

- approachable
- warm
- friendly

cares about children
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.

The CLASS Tool: Looking at What Matters
Elements of Classrooms Influencing Learning

Structure
- What? Who? Where?
  - Curriculum
  - Standards
  - Materials
  - Training and education

Process
- How?
  - Implementation
  - Interactions
  - Relationships

Outcomes
- Children’s learning and development
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

Emotional Support

Classroom Organization

Instructional Support

Low Quality

Moderate Quality

High Quality

CLASS™ Scores
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

- 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.

Teacher-Child Interactions

- Emotional Support
- Classroom Organization
- Instructional Support
## Pre-K CLASS Domains

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<thead>
<tr>
<th>Domain</th>
<th>Emotional Support</th>
<th>Classroom Organization</th>
<th>Instructional Support</th>
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Pre-K CLASS Domains and Dimensions

**Domain**

**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

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

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<td>Ex. Concept Development:</td>
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<td>Regard for Student Perspectives</td>
<td>Expectations</td>
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<td>Indicator</td>
<td>Ex. Positive Climate: Relationships</td>
<td>Proactive</td>
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<td>Positive affect</td>
<td>Redirection of misbehavior</td>
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<td>Positive communication</td>
<td>Student behavior</td>
<td>Connections to the real world</td>
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<td>Respect</td>
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### Pre-K CLASS Domains, Dimensions, Indicators, and Behavioral Markers

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<td><strong>Formats</strong></td>
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<td><strong>Behavioral Marker</strong></td>
<td><strong>Ex. Relationships:</strong></td>
<td><strong>Ex. Clear behavior expectations:</strong></td>
<td><strong>Ex. Analysis and reasoning:</strong></td>
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<td></td>
<td><strong>physical proximity, shared activities</strong></td>
<td><strong>consistency, clarity of rules</strong></td>
<td><strong>why and/or how questions</strong></td>
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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
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
Effective Facilitation through Hands-On Opportunities and Questioning
Behavior Management
Productivity
Instructional Learning Formats
CLASS Dimensions in the Instructional Support Domain
What Is Instructional Support?

- Concept Development
- Quality of Feedback
- Language Modeling
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
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

- **Language Modeling**

### Quality of Feedback

<table>
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<th>Example</th>
<th>Dimension</th>
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<tr>
<td>1. During center time, the children initiate a conversation with the teacher about their experiences in the sensory room. The teacher responds 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 the slide and come back up,” she responds in an interested tone, “How do you mean you went down the slide? Wow! How did it feel?”</td>
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<td>2. The teacher states that a child in the story is frustrated. She goes on to say that frustrated means “not happy, not sad, feeling a little bit upset.”</td>
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<td>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 this green one... How could they go together?” And “Where would this fall? Where’s the hole?”). When the child continues to orient a piece incorrectly, she persists in asking questions that help him reason through the correct placement.</td>
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<td>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 they’re all cut and chopped up and peeled.”</td>
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<td>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.</td>
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<td>6. When Chris asks that his book at lunch be about insects, the teacher replies, “Why do you think it is going to be about insects?”</td>
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<td>7. A teacher asks the children to choose their plans for work time. He asks one girl where she is going to play, and she says, “In here.” He replies, “You are going to work at blocks and play with cars.”</td>
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<td>8. A teacher states, “We talked last week about what’s happening to the trees.” She then goes on to encourage children to brainstorm about the different crimes they might see.</td>
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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

effective teacher-child interactions
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
  o 15–20 minutes observing and taking notes
  o 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