

Observers Review of CLASS Tool

CLASS (Classroom Assessment Scoring System) is a tool WestCOP uses in head Start preschool classrooms, to assess the quality of language and relationships in a classroom. CLASS has three “domains” or categories, which support children's learning and development:

- 1. Emotional Support**
- 2. Classroom Organization, and**
- 3. Instructional Support.**

CLASS DOMAIN	WHAT THE <u>HIGH SCORING</u> CLASSROOM WILL LOOK LIKE
Emotional Support	The classroom will have a positive climate, where teachers are responsive to children. Teacher help children solve problems, acknowledge children’s feelings and emotions, and support positive peer relationships
Classroom Organization	The classroom will have consistent schedules, well-designed learning centers, established routines, and age-appropriate guidance strategies. Children have a sense of stability and predictability so that they feel confident in learning and exploring.
Instructional Support	The teachers in the classroom will engage in practices that promote cognitive and language development. Teachers support and extend children's thinking, and effectively use language to build conversational skills, and vocabulary. Teachers make concepts relevant to children’s everyday lives, ask questions requiring deeper thinking, and “scaffold” (provide the right amount of help) to children

Domain 1: Emotional Support

Dimension: Positive Climate

Indicator: Relationships

Indicator: Positive Affect

Indicator: Positive Communication

Indicator: Respect

Dimension: Negative Climate

Indicator: Negative Affect

Indicator: Punitive Control

Indicator: Sarcasm/Disrespect

Indicator: Severe Negativity

Dimension: Teaching Sensitivity

Indicator: Awareness

Indicator: Responsiveness

Indicator: Addresses problems

Indicator: Student Comfort

Dimension: Regard for Student Perspective

Indicator: Flexibility and Student Focus

Indicator: Support for Autonomy and Leadership

Indicator: Student Expression

Indicator: Restriction of Movement

Domain 2: Classroom Organization

Dimension: Behavior Management

Indicator: Clear behavior Expectations

Indicator: Proactive

Indicator: Redirector of Misbehavior

Indicator: Student behavior

Dimension: Productivity

Indicator: Maximizing Learning Time

Indicator: Routines

Indicator: Transitions

Indicator: Preparation

Dimension: Instructional learning Formats

Indicator: Effective facilitation

Indicator: Variety of Modalities and materials

Indicator: Student Interest

Indicator: Clarity of learning Objectives

Domain 3: Instructional Support

Dimension: Concept Development

Indicator: Analysis and reasoning

Indicator: Creating

Indicator: Integration

Indicator: Connections to the real World

Dimension: Quality of feedback

Indicator: Scaffolding

Indicator: Feedback Loops

Indicator: Prompting Thought processes

Indicator: Providing information

Indicator: Encouragement and affirmation

Dimension: Language Modeling

Indicator: Frequent Conversation

Indicator: Open-Ended questions

Indicator: Repetition and extension

Indicator: Self and Parallel talk

Indicator: Advanced language

I. DOMAIN: EMOTIONAL SUPPORT

Dimension: Positive Climate:

What is the emotional connection between teachers and students, as reflected by verbal AND non-verbal interactions?

Dimension of Positive Climate	What Positive Climate Looks like
Relationships: <i>Physical proximity, Shared activities, matched Affect, Social Conversations, Cooperation</i>	Children are smiling, laugh, and freely responding to each other Teacher is sharing in an activity. Teacher is Close to children
Positive affect <i>Smiling, laughter, Enthusiasm, T and C seem to have positive Regard</i>	Smiling Teacher shows enthusiasm "It's great to see you" "I'm excited about this art project!"
Positive communication <i>Verbal affection, Physical affection, Positive Expectations</i>	"What you're doing looks great," You are on fire, good job. Elbow bump/high fives (air)
Respect: <i>Eye contact, Warm Calm Voice Respectful language ("please", "thank you") Cooperation and/or sharing</i>	Warm, calm voice Child uses respectful language with a peer ("thank you"). Consistently establishing eye contact

Dimension 2: Negative Climate:

What is the level of expressed negativity in the classroom?

Dimension of Negative Climate	What it looks like
Negative Affect <i>Irritability, Anger, harsh Voice, peer aggression</i>	Ignoring a child who teacher is having difficulty with, rather than continuing to try engage
Punitive Control <i>Yelling, threats, Physical Control Harsh Punishment</i>	"You're not going to get a turn" "We're not going to get to go outside" Time out-child made to sit apart
Sarcasm/disrespect <i>Sarcastic voice/statement</i>	"Shhhh....." "Be quiet"

Teasing Humiliation	
Severe negativity Bullying, victimization, Physical Punishment	Physically moving a child away from the group. Singling out a child example "Friends, We would NOT want to act like Johnny is acting!"

Dimension 3: Teacher Sensitivity:

Is teacher (s) aware and do they respond?

Does teacher(s) Notice and respond to All or nearly all needs?

Does teacher(s) Know children enough to anticipate difficulties and provide support?

Dimensions of Teacher Sensitivity	What Teacher Sensitivity Looks like
Awareness: <i>Anticipates problems and plans appropriately</i> <i>Notices difficulties</i> <i>Notices lack of understanding</i>	Teacher makes sure everyone will have a turn "This is going to be hard for some people."
Responsiveness: <i>Acknowledges emotion</i> <i>Provides comfort and assistance</i> <i>Provides individualized support</i>	Acknowledges feelings "You are sad we can't go outside." Teacher responds when children make a comment, "Do you need a hug?"
Addresses Problems <i>Helps effectively</i> <i>Helps in a timely manner</i> <i>Helps resolves problems and concerns</i>	Ensuring everyone can see during circle time or activities. Makes changes that solve children's issues or problems "Can I help you find a Center?" "Would you like to come play with us?"
Student Comfort: <i>Students seek out teacher for comfort and/or guidance</i> <i>Students freely participate</i> <i>Students are secure enough to take risks</i> <i>Students view teachers as a secure base</i>	Lots of responses to T questions Children not afraid of giving a "wrong" answer Children seek out teacher when needing help resolving peer conflict or issue

Dimension 4: Regard for Student Perspectives:

Is the Teacher flexible?

Is the Teacher seeking out Children's Ideas?

Is there an emphasis on students' interests and points of view?

Are students encouraged to have responsibility and some autonomy?

Dimensions of Regard for Student Perspective	What Regard for Student Perspective Looks like
<p>Flexibility and Student Focus: <i>Is flexible</i> <i>Incorporates student's ideas</i> <i>Follows student's leads</i> <i>Acknowledges ideas</i></p>	<p>Goes along with student's ideas, Asks children's favorite song Acknowledges ideas during story time.</p>
<p>Support for Autonomy and Leadership <i>Allows them to take leadership</i> <i>Allows choice</i> <i>Allows students to lead lessons</i> <i>Gives students responsibility</i></p>	<p>Giving children jobs. Meaningful leadership roles within the activity (setting prices, managing orders). Child shows T how to make something or <i>complete a task</i>. Can you Teach us, Show us how?</p>
<p>Student Expression <i>Encourages children to share ideas</i> <i>Encourages student talk</i> <i>Asks for ideas and perspectives</i></p>	<p>Child tells class how to do something. Lots of child conversations</p>
<p>Restriction of movement: <i>Allows movement</i></p>	<p>NOT having to sit in a certain position or chair Giving option of sitting on chair and not on mat like other children Allows a child who doesn't want to sit in circle to sit a short distance away, still supervised.</p>

II. Domain: CLASSROOM ORGANIZATION

Dimension 1: Behavior Management: (If no behavior issues observed AUTO CONSIDERED HIGH)

How is the children's behavior?

Are expectations clear?

Dimensions of Behavior Management	What Behavior Management Looks like
<u>Clear Behavior Expectations:</u> <i>Clear expectations</i> <i>Consistency</i> <i>Rules states before an activity</i> <i>Rules posted</i>	Rules clearly stated before an activity Rules Clearly Posted "Remember how do we go down the hallway...?"
<u>Proactive:</u> <i>Anticipates problems</i> <i>Low reactivity/not overly upset</i> <i>Monitors activity so can prevent</i>	"I really love how __ & __ are cleaning" "Great walking Feet ____." Prevents issues before they happen, by careful watching.
<u>Redirection of misbehavior</u> <i>Attention to the positive</i> <i>Uses subtle cues to redirect</i> <i>Redirection doesn't take away from learning</i> <i>Effective redirection</i>	Eye contact to redirect. (effective) Sees an action which could be altered and tells the child what to do. "Let's put that pillow back on the floor rather than on your friend's head" We can kick a ball, but we cannot kick our friends because that HURTS them" Stating what child CAN do.
<u>Student behavior</u> <i>Frequent compliance-children behave according to classroom rules</i> <i>Little aggression/defiance</i>	Few/no interruptions due to misbehavior (start here)

Dimension 2: Productivity:

Are children engaged, doing something?

Are children busy? Is the Teacher Prepared? Transitions smooth?

Dimensions of Productivity	What Productivity Looks like
<u>Maximizing Learning Time</u> <i>Something to do for children</i>	Children are always doing something When one activity is finished- another is offered.

<i>Choices when finished</i> <i>Few disruptions</i> <i>Teachers' tasks don't take from learning</i>	Lunchtime songs or activities done during transitions.
<u>Routines:</u> <i>Children know what to do</i> <i>Little wandering</i> <i>Clear instructions</i>	Children move from center to center and do not need to check in with teachers about what to do
<u>Transitions</u> (not observed, don't score) <i>Brief (no waiting time)</i> <i>Clear instructions/expectations</i> <i>Embedded learning opportunities</i>	Dismisses in a certain order, in an efficient manner (by color of shirt, socks, shoes) Clear expectations on where and when to move and be successful.
<u>Preparation:</u> <i>Teacher prepared and ready</i> <i>Materials ready</i>	The teachers have all the materials set up and ready for the children

Dimension 3: Instructional Learning Formats

Are children activity participating?

Can teacher keep children engaged and interested, so they can learn?

<u>Dimensions of Instructional Learning Formats</u>	What Instructional Learning Formats Looks like
<u>Variety of Modalities and Materials</u> <i>Range of modalities to keep children's interest (vision, hearing, movement, use of teacher's voice creatively)</i> <i>Hands on opportunities</i> <i>Interesting materials</i>	Visual, movement, auditory, paper center has different colors of paper and textures to add, Reading a book with excitement Whole body activities. Ex: Stomping feet on floor during a book, to mimic the sounds of rain
<u>Student Interest</u> <i>Students actively participating</i> <i>Students are listening and focused</i>	Children are listening Children raise hands to give ideas, participates in activities,
<u>Clarity of Learning Objectives</u> <i>Teacher states LO in advance</i> <i>Teacher summarizes what the LO are</i> <i>During the lesson, teacher re-states LO</i>	Child is able to say what he/she is learning.

DOMAIN 3: INSTRUCTIONAL SUPPORT

Dimension 1: Concept Development:

Does teacher **Build Knowledge?**

Does teacher promote higher order thinking and cognition?

Does teacher focus on understanding not just rote instruction?

Dimensions of Concept Development	What Concept Development Looks like
<p>Analysis and Reasoning <i>Gets students thinking with Why and Problem solving/strategizing</i> <i>Prediction/experimentation</i> <i>Classifying/talk about similarities and differences</i> <i>Teacher asks child to evaluate what he did/what lesson was about</i></p>	<p>“What happens if we do this? What do we have to do before we start? “ “Why does it have ____?” “How is that like_____?” “How well did our activity go?” “What can we do better?”</p>
<p>Creating: <i>Brainstorming/Generating ideas (seeking multiple responses)</i> <i>Teacher helps children Plan what to do</i> <i>Producing</i></p>	<p>Brainstorming (What materials would we need to make___?) “What will you start on?” “How are you going to work together?” “What do we need in order to ___?” KWL charts</p>
<p>Integration: <i>Teacher connects experiences from past to present</i> <i>Helping children at using previous knowledge</i></p>	<p>“We’re singing a song about the animals, which we read about yesterday” Building Blocks activities which build on prior day’s lesson.</p>
<p>Connections to the Real World: <i>Teacher relates lesson to children’s “real World” to deepen understanding and make learning meaningful</i></p>	<p>Connecting something discussed in class to something they experienced with their families.</p>

Dimension 2: Quality of Feedback: (where CHILD starts the exchange)

Does teacher give feedback that expands learning and encourages participation?

Dimensions of Quality of Feedback	What Quality of Feedback Looks like
<p><u>Scaffolding</u> <i>Verbal and non-verbal Hints</i> <i>Help to make child successful</i></p>	<p>"Let's look at our number line and count to see which one is 5..." "What would happen if we put these blue pieces together....?"</p>
<p><u>Feedback Loops:</u> Sustained Back and forth exchanges <i>Going deeper through follow-up questions</i></p>	<p>Several back and forth exchanges (at least 5-6) between child and teacher</p>
<p><u>Prompting thought processes</u> <i>Asking children "why" they are doing something or how they arrived at an answer</i></p>	<p>Open-ended response/question in response to something child says</p>
<p><u>Providing information</u> <i>Providing more information in response to child</i> <i>Goes beyond "that's correct"</i> <i>Expansion</i> <i>Individualized feedback</i></p>	<p>Child Asks "Do I have to wear my mask" and rather than just say "yes" Teacher gives information on why. Example: "Yes. We wear them to keep ourselves and our friends and teachers safe"</p>
<p><u>Encouragement and Affirmation:</u> <i>Recognition that increases child's persistence</i> <i>Praise for effort</i> <i>Teacher encourages student persistence by giving support if child is frustrated</i></p>	<p>"Wow you are trying hard to____. Keep going I know you can do it." "Terrific! you kept going and didn't give up!" "You were getting a little frustrated but you kept going"</p>

Dimension 3 Language Modeling:
What is the quality AND amount of teacher language?
Does the teacher facilitate children using language?

Dimensions of Language Modeling	What Language Modeling Looks like
<u>Frequent conversations</u> <i>Back and forth exchanges</i> <i>Peer conversations</i> <i>Teacher language is relevant to child</i>	Frequent conversation. Children engage in conversations with other children.
<u>Open Ended Questions</u> O-E questions which prompt children to talk	Questions that are not "yes" or "no" questions. "What do you think?" (Child: "I was at the park") Teacher, "What happened at the park?"
<u>Repetition and extension</u> <i>Teacher repeats child's words/phrases</i> <i>Teacher extends and elaborates</i>	(child: "This is my coat") Teacher, "Yes that is your coat" (child: "This is my jacket") Teacher: "Yes we will need to wear that today during outdoor play, as its windy"
<u>Self and Parallel Talk</u> <i>Teacher maps own actions while doing them</i> <i>Teacher maps child's actions while action is happening</i>	Almost like a sportscaster: "You are painting a pictures; I see you using green and yellow...you are making circles..." "I'm handing out the cups of milk" "I see you putting a blanket on the baby" Talk HAS to happen as teacher of child's action is happening.
<u>Advanced Language</u> <i>Teacher uses a variety of words, and explains un-familiar words</i> <i>Connects a new word to more familiar words of ideas</i>	Stating a word that may be new for a child, and then defining it. "We use the HAND SANITIZER-that is this special liquid that cleans our hands when we don't have soap and water." Meteorologist "That's the person who describes the weather"

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