



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

The three following pages will provide a brief overview of the CLASS tool, for Teachers and Teaching Assistants

Domain 1: Emotional Support

Dimension: Positive Climate

- ❖ Relationships
- ❖ Positive Affect
- ❖ Positive Communication
- ❖ Respect

Dimension: Negative Climate

- ❖ Negative Affect
- ❖ Punitive Control
- ❖ Sarcasm/Disrespect
- ❖ Severe Negativity

Dimension: Teaching Sensitivity

- ❖ Awareness
- ❖ Responsiveness
- ❖ Addresses problems
- ❖ Student Comfort

Dimension: Regard for Student Perspective

- ❖ Flexibility and Student Focus
- ❖ Support for Autonomy and Leadership
- ❖ Student Expression
- ❖ Restriction of Movement

What “Emotional Support” is looking for:

What is the emotional connection between teachers and children?
What is the level of negativity in the classroom?
Does teacher(s) notice and respond to children’s needs?
Does teacher(s) know children enough to predict difficulties and provide support?
Is the Teacher flexible?
Is the Teacher seeking out Children’s Ideas?
Is there an emphasis on children’s interests and points of view?
Are children encouraged to have some responsibility?

Key Teacher Attributes:

Physical proximity, Matched Affect,
Cooperation, Smiling, Enthusiasm, “Matched Affect”
Verbal affection, Physical affection, Positive Expectations
Eye contact, Warm Calm Voice
Respectful language (“please”, “thank you”)
Anticipates problems and plans appropriately
Notices difficulties or lack of understanding
Acknowledges emotions
Provides comfort and assistance
Provides individualized support
Children seek out teacher for comfort and/or guidance
Children freely participate
Children are secure enough to take risks
Children view teachers as a secure base
Teacher is flexible
Incorporates child’s ideas into the lesson
Teacher follows child’s leads

Domain 2: Classroom Organization

Dimension: Behavior Management

- ❖ Clear behavior Expectations
- ❖ Proactive
- ❖ Redirector of Misbehavior
- ❖ Student behavior

Dimension: Productivity

- ❖ Maximizing Learning Time
- ❖ Routines
- ❖ Transitions
- ❖ Preparation

Dimension: Instructional learning Formats

- ❖ Effective facilitation
- ❖ Variety of Modalities and materials
- ❖ Student Interest
- ❖ Clarity of learning Objectives

What "Classroom Organization" is looking for:

How is the children's behavior?

Are behavior expectations clear (reviewed, posted, discussed)?

Are children engaged, doing something?

Are children busy?

Is the Teacher Prepared (has needed materials in advance)? Are transitions smooth?

Are children activity participating?

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

Key Teacher Attributes:

Clear expectations/Rules states before an activity/ Rules posted

Anticipates problems

Low reactivity/not overly upset/Gives Attention to the positive

Uses subtle cues to redirect

Children mostly behave according to classroom rules

Teacher always has something for children to do/Choices when finished

Teachers' tasks don't take from learning

Children know what to do/ Little wandering

Clear instructions Teacher prepared and ready

Range of modalities to keep children's interest (vision, hearing, movement, use of teacher's voice creatively)

Interesting materials

Teacher states what are the Learning Objectives (in advance)

Domain 3: Instructional Support

Dimension: Concept Development

- ❖ Analysis and reasoning
- ❖ Creating
- ❖ Integration
- ❖ Connections to the real World

Dimension: Quality of feedback

- ❖ Scaffolding
- ❖ Feedback Loops
- ❖ Prompting Thought processes
- ❖ Providing information
- ❖ Encouragement and affirmation

Dimension: Language Modeling

- ❖ Frequent Conversation
- ❖ Open-Ended questions
- ❖ Repetition and extension
- ❖ Self and Parallel talk
- ❖ Advanced language

What “Instructional Support” is looking for:

Does teacher Build Knowledge?

Does teacher promote higher order thinking and cognition?

Does teacher focus on understanding not just rote instruction?

Does teacher give feedback that expands learning and encourages participation?

What is the quality AND amount of teacher language?

Does the teacher facilitate children using language?

Key Teacher Attributes:

Gets children thinking with Why and How questions

Problem solving/strategizing/ Prediction/experimentation

Classifying (talk about similarities and differences)

Generating ideas (seeking multiple responses from children)

Teacher helps children Plan what to do

Teacher connects experiences from past to present

Teacher relates learning to “real world” to make learning meaningful

Scaffolding with Verbal and non-verbal Hints

Sustained Back and forth exchanges

Going deeper through follow-up questions

Providing more information in response to child/ Goes beyond “that’s correct”

Expansion/Individualized feedback

Recognition that increases child’s persistence

Praise for effort

Frequent conversations/Open-ended questions

Back and forth exchanges

Teacher repeats child’s words/phrases

Teacher extends and elaborates children’s words

Self-talk and Parallel Talk (teacher narrates own actions, child’s actions)

Uses Advanced Language and then explains the word

Peer conversations