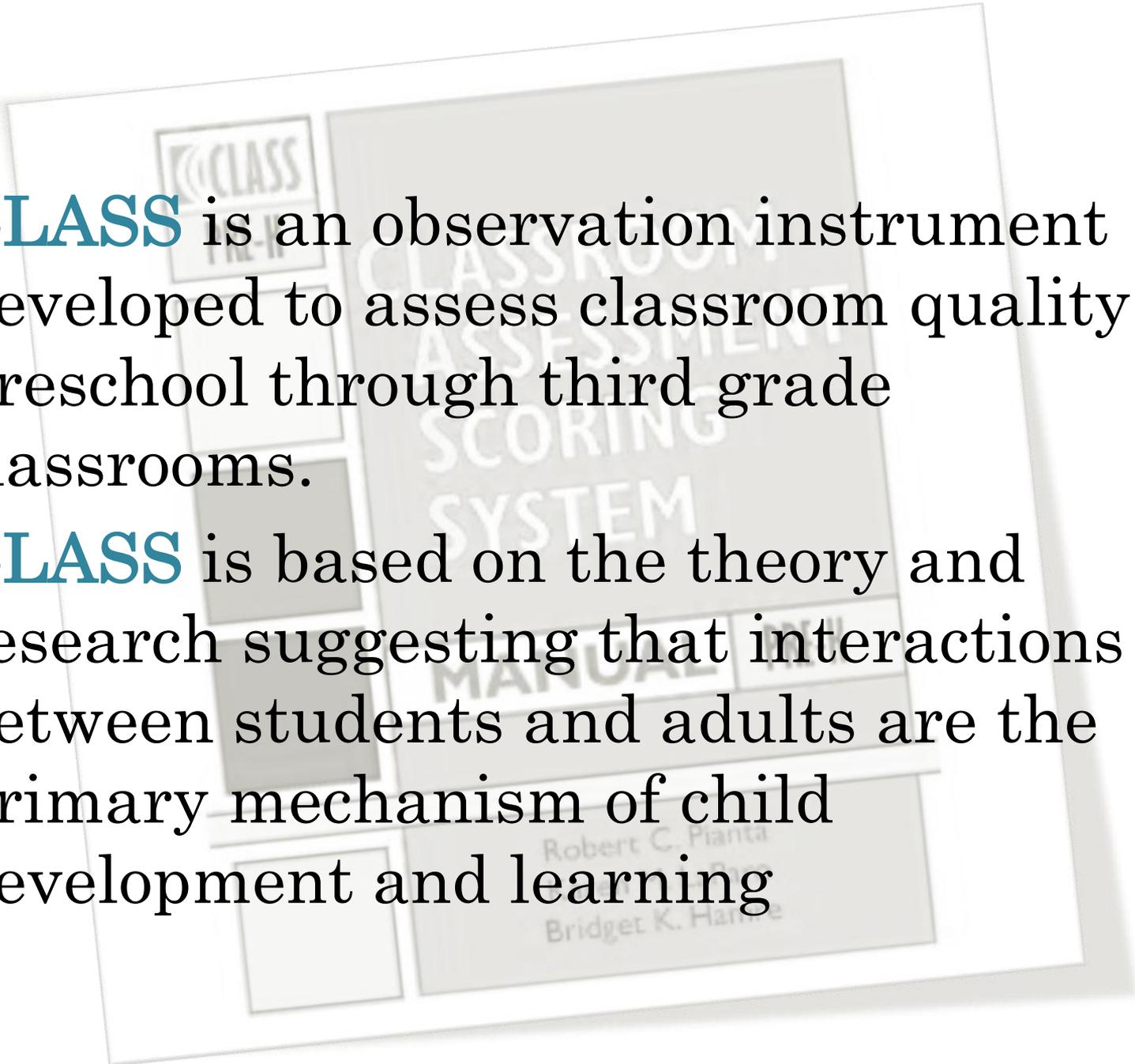
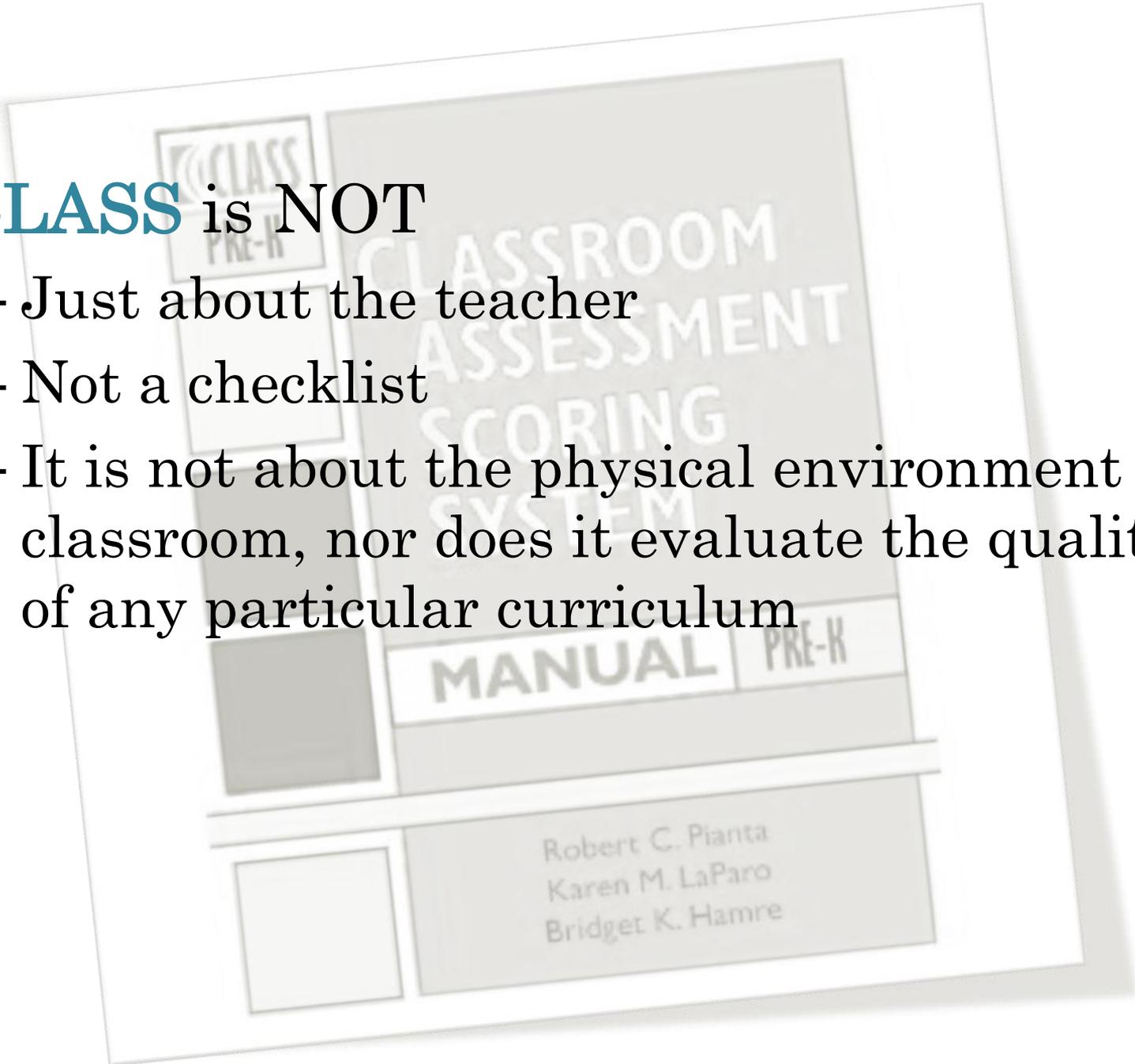


Southern NH Services, Inc.
Child Development Program

- 
- **CLASS** is an observation instrument developed to assess classroom quality in preschool through third grade classrooms.
 - **CLASS** is based on the theory and research suggesting that interactions between students and adults are the primary mechanism of child development and learning

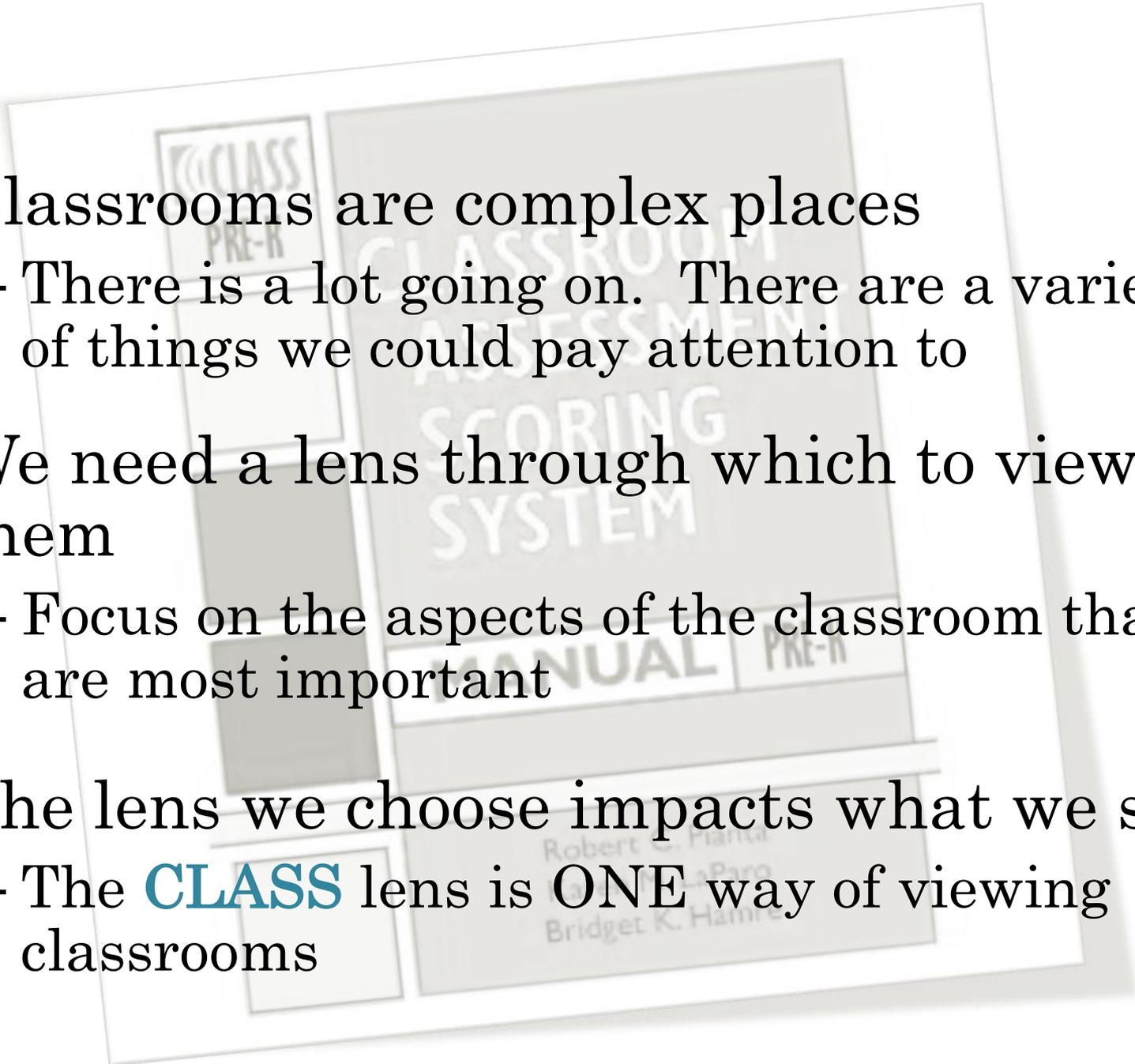


- **CLASS** is NOT

- Just about the teacher

- Not a checklist

- It is not about the physical environment of a classroom, nor does it evaluate the quality of any particular curriculum

- 
- Classrooms are complex places
 - There is a lot going on. There are a variety of things we could pay attention to
 - We need a lens through which to view them
 - Focus on the aspects of the classroom that are most important
 - The lens we choose impacts what we see
 - The **CLASS** lens is ONE way of viewing classrooms

Observing with a **POSITIVE** Lens



What do you see in this picture looking through a **POSITIVE** lens?

Observing with a **NEGATIVE** Lens



What do you see in this picture looking through an **NEGATIVE** lens?

Observing with an **INSTRUCTIONAL** Lens



What do you see in this picture looking through a **INSTRUCTIONAL** lens?

What Does the **CLASS** Measure?

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

How is the **CLASS** Organized?

Domain

Emotional Support

Dimension

Teacher Sensitivity

Indicator

Behavioral Markers

Encompasses the teacher's awareness of and responsivity 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.

	Low (1,2)	Mid (3,4,5)	High (6,7)
Awareness <ul style="list-style-type: none"> Anticipates problems and plans appropriately Notices lack of understanding/ difficulties 	Teacher consistently fails to be aware of students who need extra support, assistance, or attention	Teacher is sometimes aware of students who need extra support, assistance, or attention	Teacher is consistently aware of students who need extra support, assistance, or attention
Responsiveness <ul style="list-style-type: none"> Acknowledgement of emotions Comfort and assistance Individualized support 	Teacher is unresponsive or dismissive to students and provides the same level of assistance to all students, regardless of their individual needs	Teacher is sometimes responsive to students, but at other times is more dismissive or unresponsive; matching her support to the needs and abilities of some students, but not others	Teacher is consistently responsive to students and matches her support to their needs and abilities
Addresses Problems <ul style="list-style-type: none"> Effective /timely help Problem resolution 	Teacher is ineffective at addressing students' problems and concerns	Teacher is sometimes effective at addressing students' problems and concerns	Teacher is consistently effective at addressing students' problems and concerns
Student Comfort <ul style="list-style-type: none"> Seek support and guidance Freely participate Take risks 	Students rarely seek support, share their ideas with, or respond to questions from the teacher.	Students sometimes seek support, share their ideas with or respond to questions from the teacher	Students appear comfortable seeking support from, sharing their ideas with, and respond freely to the teacher

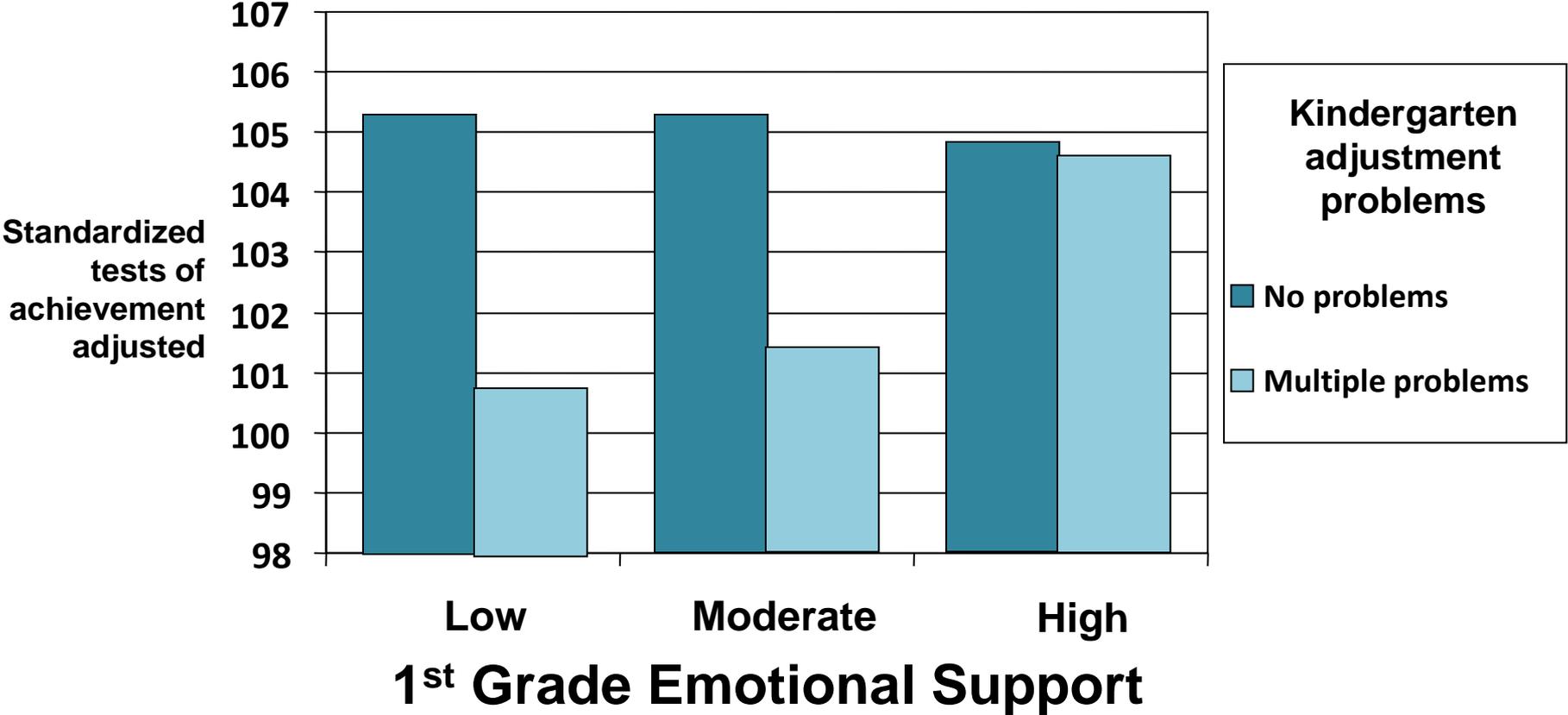
Scoring the CLASS

Low		Mid			High	
1	2	3	4	5	6	7
<p>Low range description fits.</p> <p>All, or almost all, relevant indicators in the low range are present.</p>	<p>Low range mostly fits.</p> <p>There are one or two indicators that are in the mid range.</p>	<p>Mid range mostly fits.</p> <p>There are one or two indicators in the low range.</p>	<p>Mid range description fits very well.</p> <p>All, or almost all, relevant indicators in the mid range are present.</p>	<p>Mid range mostly fits.</p> <p>There are one or two indicators in the high range.</p>	<p>High range mostly fits.</p> <p>There are one or two indicators in the mid range.</p>	<p>High range description fits very well.</p> <p>All, or almost all, relevant indicators in the high range are present.</p>

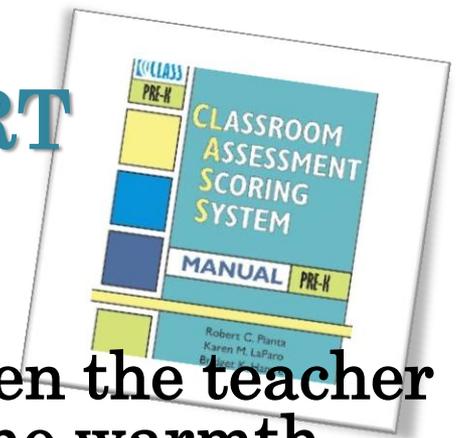
What the Research Says...

- Effective classroom interactions make a critical difference in student achievement as shown by studies in thousands of classrooms.
- **The CLASS tool works.**—Students in classrooms with higher CLASS™ scores make greater academic and social gains than those in classrooms with lower CLASS™ scores
- **The CLASS tool lasts.**—It is valid across age-levels
- **The CLASS tool helps.**—It is particularly effective in minimizing the achievement gap by supporting students at-risk of school failure

Gains in Achievement in Emotionally Supportive Elementary Classrooms



EMOTIONAL SUPPORT

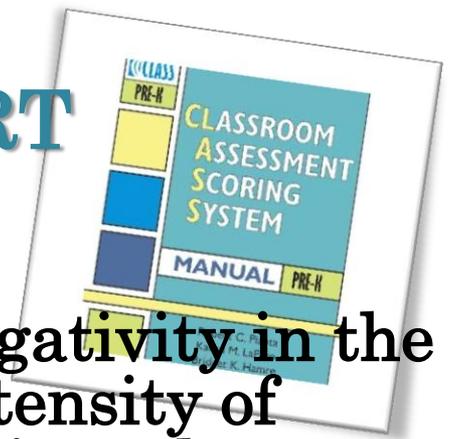


Positive Climate

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

- Teacher is often in close physical proximity with the students & freely joins in their activities
- Students appear to enjoy spending time with one another
- The environment is warm and pleasant
- There are frequent positive comments by the teacher and children
- Respect is demonstrated through eye contact, warm & calm voices, respectful language, and cooperation

EMOTIONAL SUPPORT



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.

- There are no instances when a teacher displays strong anger or verbal or physical aggression
- In dealing with student misbehavior the teacher remains calm and does not use a negative tone of voice, yell, or threaten children
- The teacher never uses a disrespectful or sarcastic tone of voice
- The teacher and children do not humiliate, put down, or disgrace the other children

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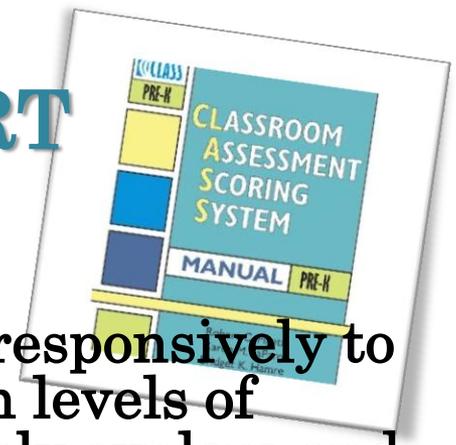
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EMOTIONAL SUPPORT

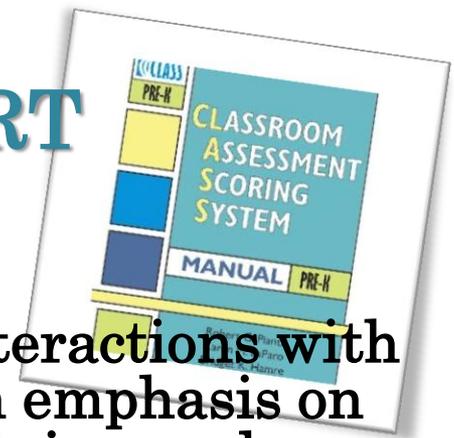


Teacher Sensitivity

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

- The teacher anticipates problems and plans accordingly
- The teacher notices when children are struggling to understand a lesson, are disengaged, or appear to be sad or anxious
- The teacher matches his or her support to each child's needs and abilities
- Children become happily engaged in an activity after the teacher has addressed their concerns
- Children feel comfortable taking risks

EMOTIONAL SUPPORT

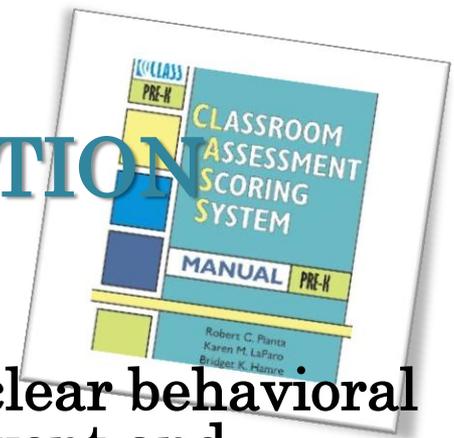


Regard for Student Perspectives

Captures the degree to which the teacher's interactions with the students and classroom activities place an emphasis on students' interests, motivations, and points of view and encourage student responsibility and autonomy.

- The teacher is flexible in his or her plans and goes along with children's interest and ideas
- The teacher provides opportunities for children to be independent and take on leadership roles
- The teacher appears interested in understanding how a child see's the world and encourages them to explain their thought process
- There is a balance of teacher and child conversations
- Children have freedom of movement within the behavioral expectations

CLASSROOM ORGANIZATION

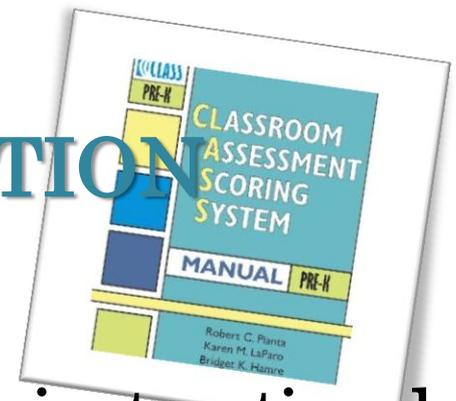


Behavior Management

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

- The rules and expectations are clearly stated
- There is evidence that the children understand the rules
- All teachers/adults in the classroom enforce the same rules in consistent manners
- Teachers have a proactive vs. reactive response to situations in the classroom
- Use of positive feedback to encourage desirable behaviors
- Redirection techniques are used and do not take away from instruction
- There are few if any misbehaviors in the classroom

CLASSROOM ORGANIZATION

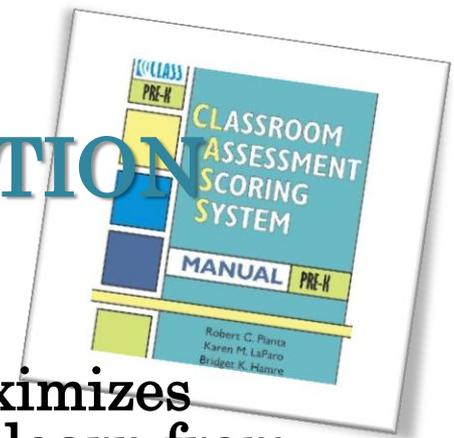


Productivity

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

- Activities and materials are ready and available as soon as children arrive to the learning centers
- Managerial tasks do not interfere with instruction time
- The classroom resembles a “well-oiled machine” where everyone knows what is expected of them
- Transitions are quick and efficient and the teacher uses them as learning opportunities

CLASSROOM ORGANIZATION



Instructional Learning Formats

Focuses on the ways in which the teacher maximizes students' interest, engagement, and ability to learn from lessons and activities.

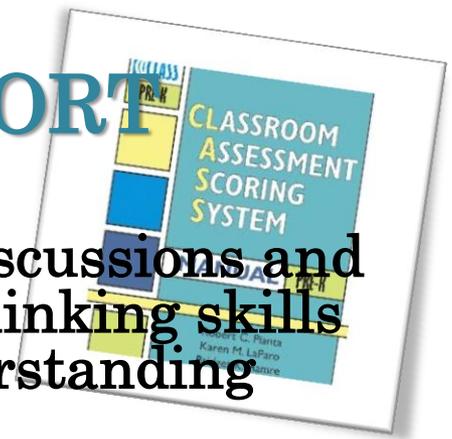
- While children are engaged in learning activities, the teacher is actively moving around the room, asking questions, engaging the children, and participating in play experiences.
- The teacher uses a variety of modalities to engage the children's interests and participation in activities
- The children are consistently involved and interested in the learning activities presented in the classroom.
- The teacher effectively focuses the children's attention toward learning objectives

INSTRUCTIONAL SUPPORT

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.

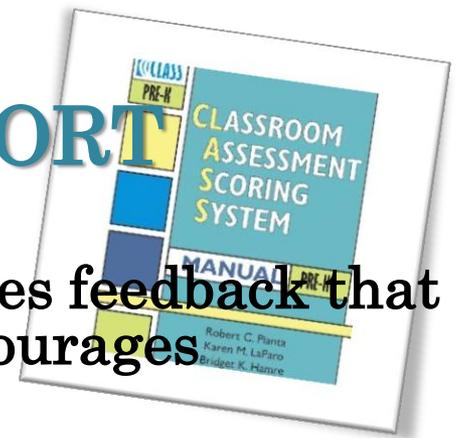
- The teacher consistently uses strategies that get children thinking about the how and why of learning rather than simply encouraging memorization.
- Questions are open-ended to facilitate the use of children's analysis and reasoning
- Instead of simply answering questions- teachers find ways to help children discover the answer
- The teacher makes use of brainstorming to find out what children know and what they want to know
- The teacher makes an active effort to link together different concepts or tie together multiple concepts within a single lesson
- The teacher relates concepts to the children's actual lives to make learning meaningful



INSTRUCTIONAL SUPPORT

Quality of Feedback

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



- The teacher acknowledges where a child is starting and provides the necessary level of help to allow the child to succeed or complete a task
- The teacher provides hints or assistance to scaffold a child's learning
- There are frequent feedback loops or back-and-forth exchanges between the teacher and the child.
- The teacher often asks the children to explain their thinking and rationale
- The teacher provides additional information to expand a child's understanding.
- The feedback given from the teacher is specific rather than global "good jobs"
- The teacher recognizes effort and praises children's attempts

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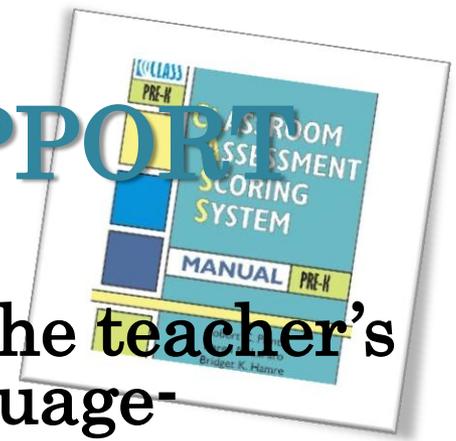
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INSTRUCTIONAL SUPPORT

Language Modeling

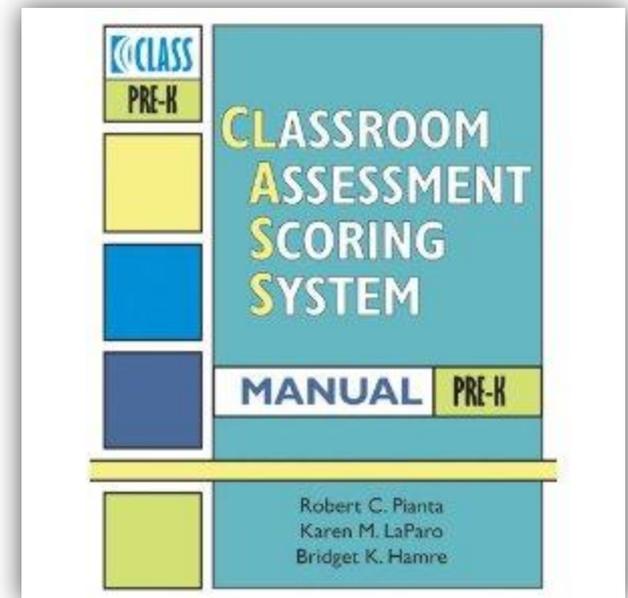
Captures the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques.



- There are frequent conversations in the classroom
- There is a natural flow in the exchange of information, and the conversations are engaging for both the teacher and the children
- The teacher asks many open-ended questions
- The teacher often repeats or extends on the children's responses
- The teacher maps out his or her own language and the children's actions.
- The teacher uses advanced language that are new to the children but that connect to concepts they already understand

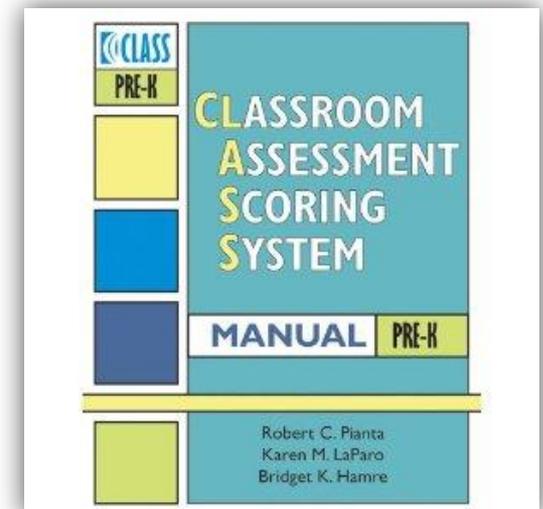
How **CLASS** is used at SNHS, Inc. Child Development Center

- Observations
- Indicators are scored for an average
- Strengths & areas for improvement are determined
- Observation is reviewed
- Resources provided



How **CLASS** is used at SNHS, Inc. Child Development Center

- **CLASS** Round 1
 - Three-Four 20-minute observations
 - Copy of High Quality descriptions provided as resource
- **CLASS** Round 2
 - Two 20-minute observations
 - NAEYC Article provided as resource
- **CLASS** Round 3
 - Snippets of day videotaped
 - Focus is on Areas for Improvement
- **CLASS** Round 4
 - Self-Reflection Opportunity
 - Various resources and tools provided



Sources

- Classroom Assessment Scoring System- CLASS Pre-K Observation Training Powerpoint
- Pianta, Robert C.; La Paro, Karen M.; Hamre, Bridget K. (2008). *Classroom Assessment Scoring System- CLASS Pre-K Manual*. Paul Brookes Publishing Co.