Classroom Assessment Scoring System (CLASS) 102

Introduction to the CLASS Dimensions

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FOR ALL

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CLASS Webinar Series-Scope & Sequence

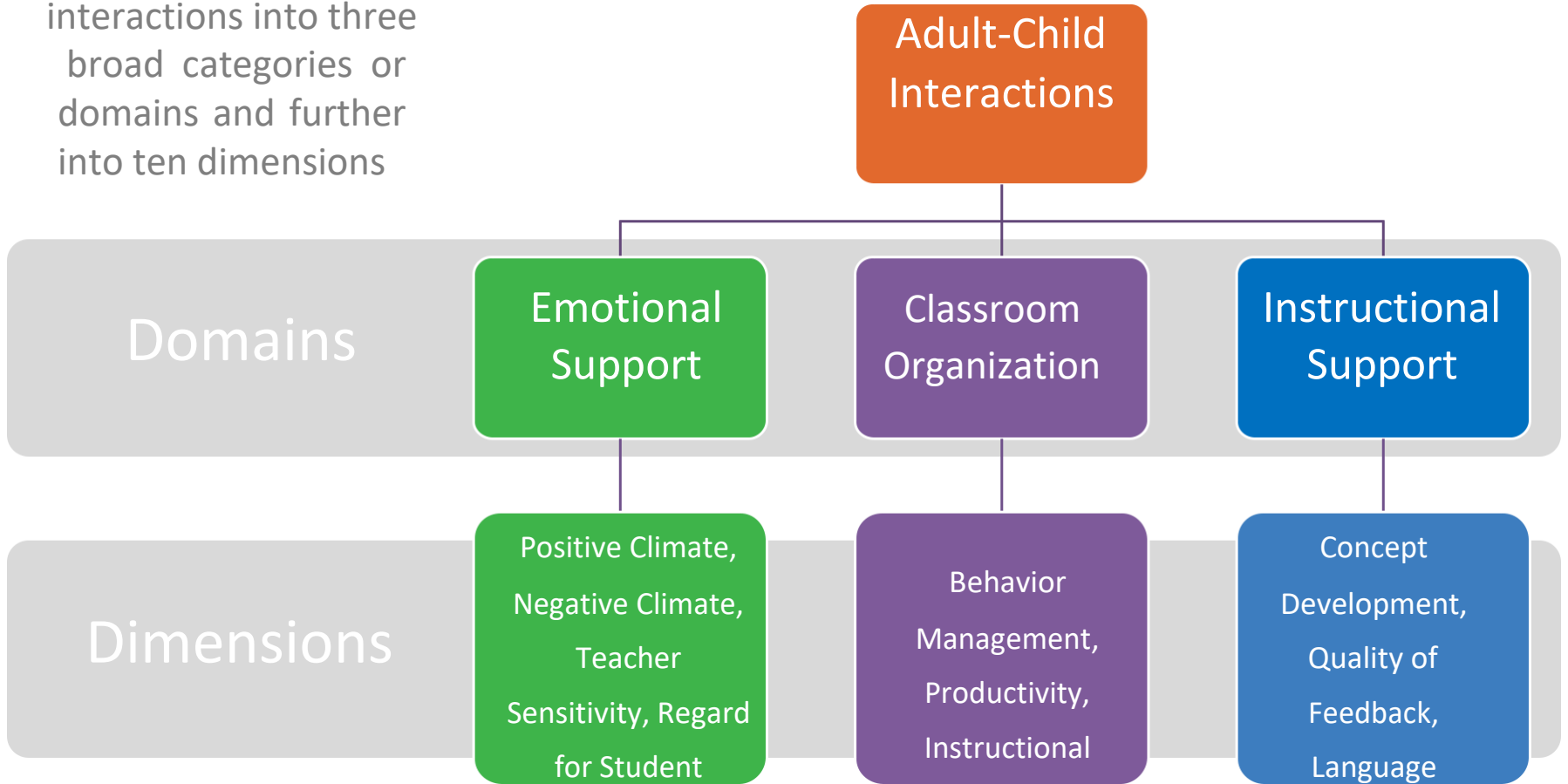| Title	Description
CLASS 101	• Why the DECE uses the CLASS tool • What the CLASS tool measures • What to expect before, during, and after a CLASS assessment • What resources are available to support you
CLASS 102	• How staff-child interactions contribute to child outcomes • What effective interactions look like in Emotional Support and Classroom Organizational CLASS domains • Strategies for improving interactions in the Regard for Student Perspectives and Instructional Learning Formats dimensions
CLASS 103	• Why Instructional Support is important • What effective interactions look like in this domain • Strategies for improving Concept Development, Quality of Feedback, and Language Modeling dimensions
CLASS 104	• How to read and interpret your CLASS report • How to use CLASS data and recommendations to inform pre-K program goals

CLASS 102- Objectives

- Review how the CLASS tool is organized and what it measures

- Identify what effective interactions look like in the Emotional Support Domain and the Classroom Organization Domain, and how to improve interactions in each

- Learn how to use the *CLASS Dimensions Guide* to support your understanding of CLASS dimensions

CLASS Domains & Dimensions

CLASS organizes interactions into three broad categories or domains and further into ten dimensions

Adult-Child Interactions

Domains

Emotional Support	Classroom Organization	Instructional Support

Dimensions

Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Student	Behavior Management, Productivity, Instructional	Concept Development, Quality of Feedback, Language

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How the CLASS is scored

- Frequency, depth and duration (Pianta, La Paro & Hamre, 2008)

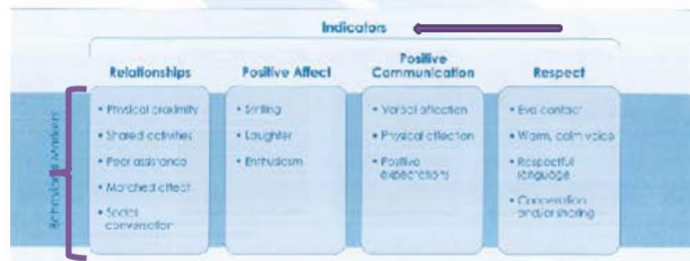| Frequency	Depth	Duration
How often interactions occurred during an observation cycle	How impactful/powerful these interactions were during an observation cycle	How long interactions took place during an observation cycle

How the CLASS is Scored

- Each dimension is rated on a scale of 1-7 (Pianta, La Paro & Hamre, 2008)

Low-range (1-2)	Mid-range (3-5)	High-range (6-7)
Dimension was never evident or instances when this dimension was evident were brief and lacked depth during the observation cycle.	Dimension was observed but not consistently, not in a way that included all children, or sometimes were brief and lacked depth during the observation cycle.	Dimension was reflected in all or most classroom activities, included most children, and often sustained depth and duration during the observation cycle.

- Frequency, depth, and duration of interactions is important

CLASS Dimensions Guide

(Pianta, La Paro & Hamre, 2008)

Emotional Support

Emotional Support Domain

- How staff promote children's social and emotional development in the classroom

- Four dimensions:

Positive Climate	Negative Climate	Teacher Sensitivity	Regard for Student Perspectives

- Aligns with EFQ: Respect and value differences (1) and Create safe and positive environment (2)

(Pianta, La Paro & Hamre, 2008)

Dimensions Guide
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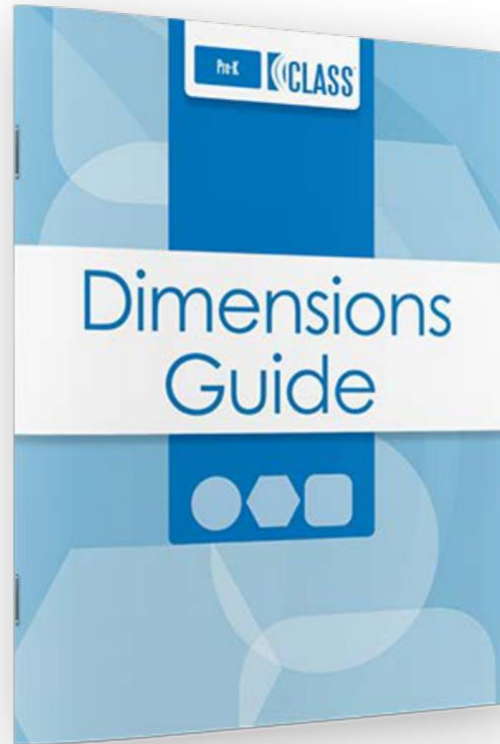
Positive Climate

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

Relationships

Positive Affect

Positive Communication

Respect

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(Pianta, La Paro & Hamre, 2008)

Positive Climate

What this looks like in a 3-K and pre-K classroom:

- It is clear that both staff and children are happy and excited to be at school
- There are many instances of staff and children smiling and laughing
- Staff provides verbal and/or physical affection and communicates positive expectations for children
- Children and staff are respectful in their interactions with one another (Pianta, La Paro & Hamre, 2008)

Dimensions Guide
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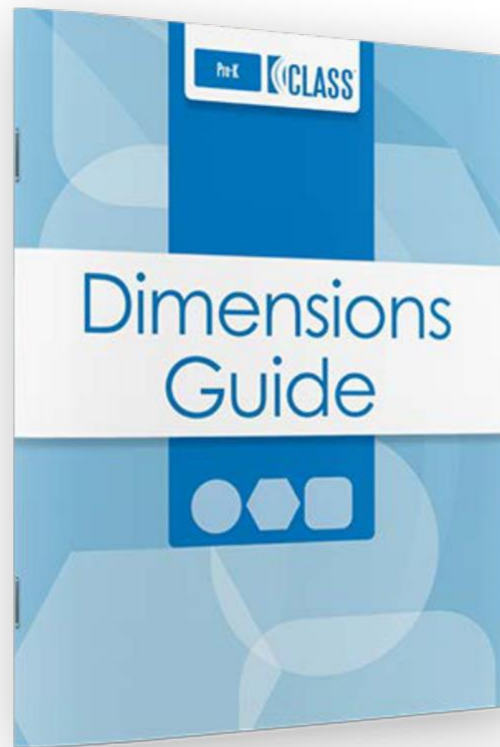
Negative Climate

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

Negative Affect

Punitive Control

Sarcasm/ Disrespect

Severe Negativity

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(Pianta, La Paro & Hamre, 2008)

Negative Climate

Note: Scores in this dimension are seen in reverse. A high score reflects HIGH negativity in the classroom and a low score reflects LOW negativity.

What this looks like in a 3-K and pre-K classroom:

- Staff is irritable, resorting to yelling, sarcasm and threats to maintain control

- Children engage in peer aggression

- Children victimize each other, bullying is likely present

- Staff engages in victimizing, bullying and/or physically punishing children.

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(Pianta, La Paro & Hamre, 2008)

Dimensions Guide
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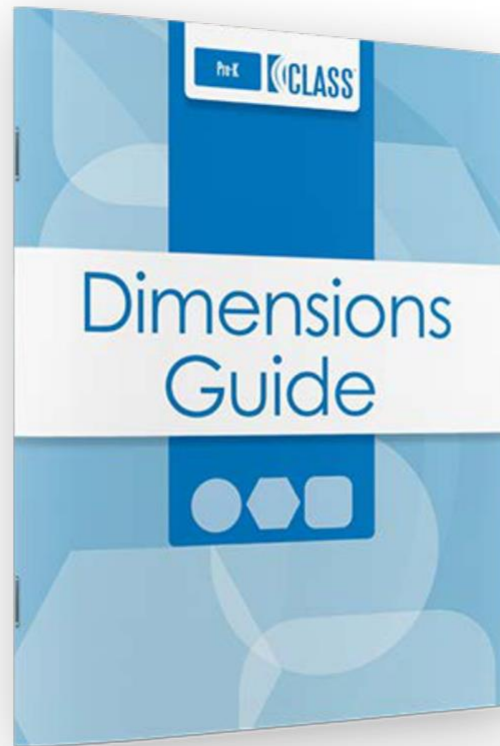
Teacher Sensitivity

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

Awareness	**Responsiveness**
Addresses Problems	**Student Comfort**

(Pianta, La Paro & Hamre, 2008)

Teacher Sensitivity

What this looks like in a 3-K and pre-K classroom:

- Staff is aware and responsive to children's social, emotional, and academic needs
- Staff attends to children's verbal and nonverbal cues, indicating where they may need support
- Children regularly seek out staff as a source of support and comfort in the classroom

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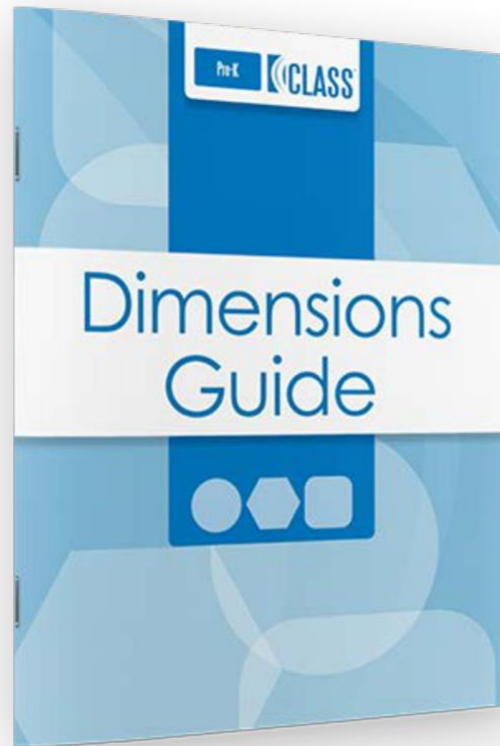
Regard for Student Perspectives

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

(Pianta, La Paro & Hamre, 2008)

Flexibility and Support Student Focus

Autonomy & Leadership

Student Expression

Restriction of Movement

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Regard for Student
Perspectives

What this looks like in a 3-K and pre-K classroom:

- Staff are flexible, regularly incorporating children's ideas and input
- There are ample intentional and authentic opportunities for children's autonomy and leadership
- Children have many opportunities to share their ideas and opinions
- Children have opportunities to move around

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Regard for Student Perspectives: Large group vs. Center Time

During Center Time:	During Large Group Time:
• Children choose their own centers and can make decisions about how they want to play. • Staff follows children's ideas in play. • Children are frequently asked to share their perspectives about their play. • Children are allowed to freely move around the room.	• Children are given some choices, such as which song to sing, and/or given some responsibilities, such as taking attendance. • Staff incorporates children's ideas into lessons and activities. • Children are regularly asked to share their perspectives • Children are free to sit how and where they want on the rug

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(Pianta, La Paro & Hamre, 2008)

Classroom Organization

Classroom Organization Domain

- How staff manage children's behavior, time, and attention

- Three dimensions:

Behavior Management	Productivity	Instructional Learning Formats

- Aligns with EFQ: Create safe and positive environment (2) and Advance play-based learning and responsive instruction (3)

- Aligns with Statement on Positive Behavior Guidance

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(Pianta, La Paro & Hamre, 2008)

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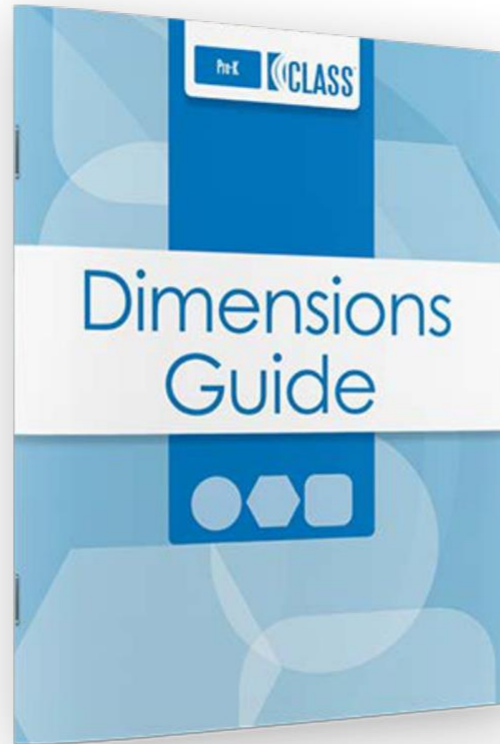
Behavior Management

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

Clear Behavior Expectations

Proactive

Redirection of Misbehavior

Student Behavior

(Pianta, La Paro & Hamre, 2008)

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Behavior Management

What this looks like in a 3-K and pre-K classroom:

- There are clear, consistent expectations understood by all members of the classroom community

- Staff anticipates misbehavior and responds to misbehavior by focusing on the positive

- Children follow directions and there is little aggression or defiance

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(Pianta, La Paro & Hamre, 2008)

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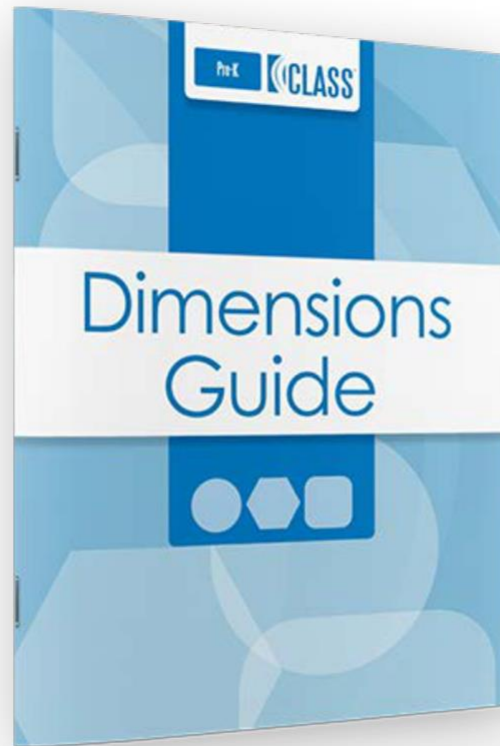
Productivity

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

Maximizing Learning Time	**Routines**
Transitions	**Preparation**

(Pianta, La Paro & Hamre, 2008)
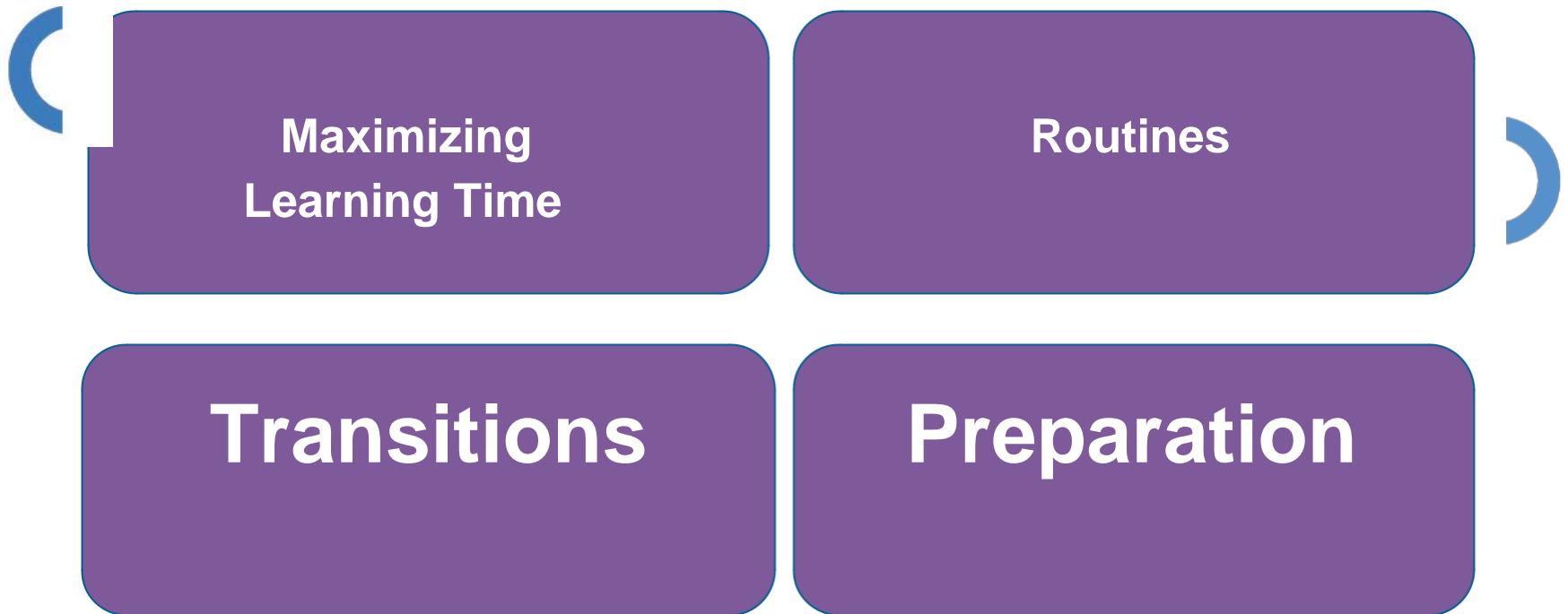
Productivity

What this looks like in a 3-K and pre-K classroom:

- The classroom resembles a well-oiled machine, where everyone knows what is expected of them

- Children have something to do

- Staff knows lessons and ensures materials are readily accessible

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(Pianta, La Paro & Hamre, 2008)

Dimensions Guide
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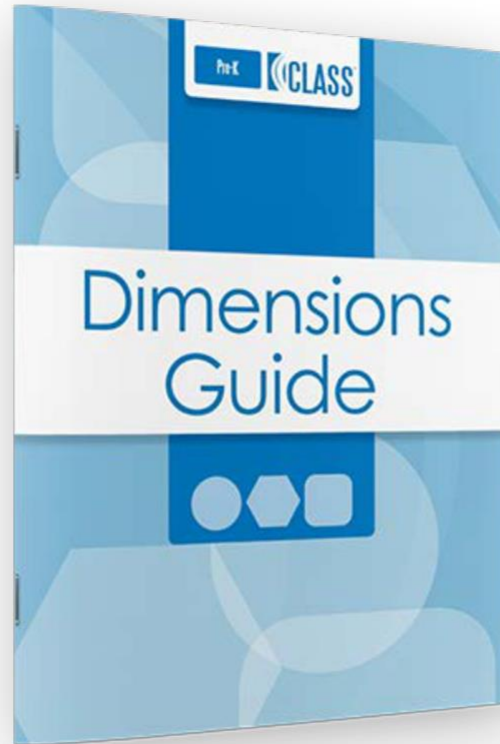
Instructional Learning Formats

Focuses on the ways in which staff maximizes children's interest, engagement, and ability to learn from lessons and activities.

Effective Facilitation

Variety of Modalities and Materials

Student Interest NEW YORK CITY

Clarity of Learning Objectives

(Pianta, La Paro & Hamre, 2008)

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Instructional Learning Formats

What this looks like in a 3-K and pre-K classroom:

- Staff engages with children and involves them in activities by asking questions, and participating in their play and classroom activities.

- Staff uses a variety of materials, hands-on opportunities, and provides a range of auditory, visual, and movement opportunities in order to involve children in activities.

- Learning objectives are clear and children know what they are doing and why.

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(Pianta, La Paro & Hamre, 2008)

What is Clarity of Learning Objectives?

- Clear learning objectives help children stay focused and engaged

- Examples of strategies include:
  - **Advanced organizers** - *Staff informs children about what they are about to learn and/or do before beginning an activity or a lesson*

  - **Summaries** -*Staff summarizes for children what they just learned and/or did after completing an activity or a lesson*

  - **Reorientation statements**- *Staff reminds children of what they are doing and why during an activity or a lesson*

(Pianta, La Paro & Hamre, 2008)

Clarity of Learning Objectives: Large group vs. Center Time

During Center Time:	During Large Group Time:
• Staff asks children questions based on the activity children are interested and involved in. • Staff explains the materials added to a center and how they could be used. • At the end of Center Time, staff summarizes what children did during their play.	• Staff asks children questions related to the lesson/activity. • Staff states and refocuses children's attention toward the objective of a lesson/activity. • Staff summarizes what children learned right after a lesson/activity.

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(Pianta, La Paro & Hamre, 2008)

Additional Resources- CLASS 102

- [Statement on Positive Behavior Guidance in Pre-K for All and EarlyLearn NYC Programs](#)

- [What Does Regard for Student Perspectives Look Like in a Group Activity?](#)

- [How to Show Regard for the Wiggle-Worms](#)

- [Teacher Tips: Balancing Regard and Organization](#)

Additional Resources– General

Other CLASS webinars, trainings and useful resources

 http://bit.ly/NYCProgramAssessment
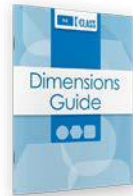
CLASS *Dimensions Guide*

Teachstone resource page
http://teachstone.com/resources/

Questions? Email: programassessment@schools.nyc.gov

Thank you!

Email any further questions to:
programassessment@schools.nyc.gov

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