Classroom Assessment Scoring System (CLASS) 104 A

Interpreting your CLASS report

PRE-K FOR ALL

NYC Department of Education

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 teacher-child interactions contribute to child outcomes • What effective interactions look like in Emotional Support and Classroom Organization domains • Strategies for improving interactions in the Regard for Student Perspectives and Instructional Learning Formats dimensions
CLASS 103	• Why Instructional Support domain is important • What effective interactions look like in this domain • Strategies for improving Concept Development, Quality of Feedback, and Language Modeling dimensions
CLASS 104 A	• How to read and interpret your CLASS report from 2019 and earlier • How to use CLASS data and recommendations to inform pre-K program goals
CLASS 104 B	• How to read and interpret your CLASS report from the 2019-2020 school year on • How to use CLASS data and recommendations to inform pre-K program goals

Objectives

- Learn how to read and interpret a CLASS report
- Become familiar with the recommendations section and how to use it
- Learn to use the *CLASS Dimensions Guide* to support the interpretation of your report

How the DECE uses CLASS data

- As one of many data points to differentiate support
- As one of many data points in understanding program quality for accountability purposes (e.g., contract renewals)
- **Not** used in any evaluation of any staff member

CLASS Data and the EFQ: Program Expectations

EFQ 5: "High quality programs work collaboratively towards continuous quality improvement."

"Program leadership teams and teaching teams use data to improve program and classroom quality in partnership with families and communities."

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EFQ 5.6 : “Program leadership teamsengage in a continuous cycle of collecting, analyzing, and using data about program quality, in collaboration with staff, families, and communities.”

Program leaders:

- collect data from a variety of sources and at multiple levels (child, teacher, classroom, family, community, program)

- analyze data to identify program strengths and areas for growth

- use data to plan program goals and inform continuous quality improvement.

EFQ 5.3- Feedback

"Program leadership teams regularly provide staff with formative, evidence -based feedback on individual strengths and areas for growth, with actionable next steps."

CLASS 101 Recap: Assessment Timeline

At least 2 weeks before

- A DECE CLASS evaluator contacts you to schedule your assessment

On your assessment date

- An evaluator spends a minimum of 40 minutes observing each of your 3K and pre-K classrooms

6 weeks after

- CLASS reports are emailed to program leaders

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CLASS 101 Recap: How the CLASS is Scored

CLASS scores reflect the frequency, depth, and duration of adult-child interactions in each dimension

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

http://bit.ly/NYCProgramAssessment

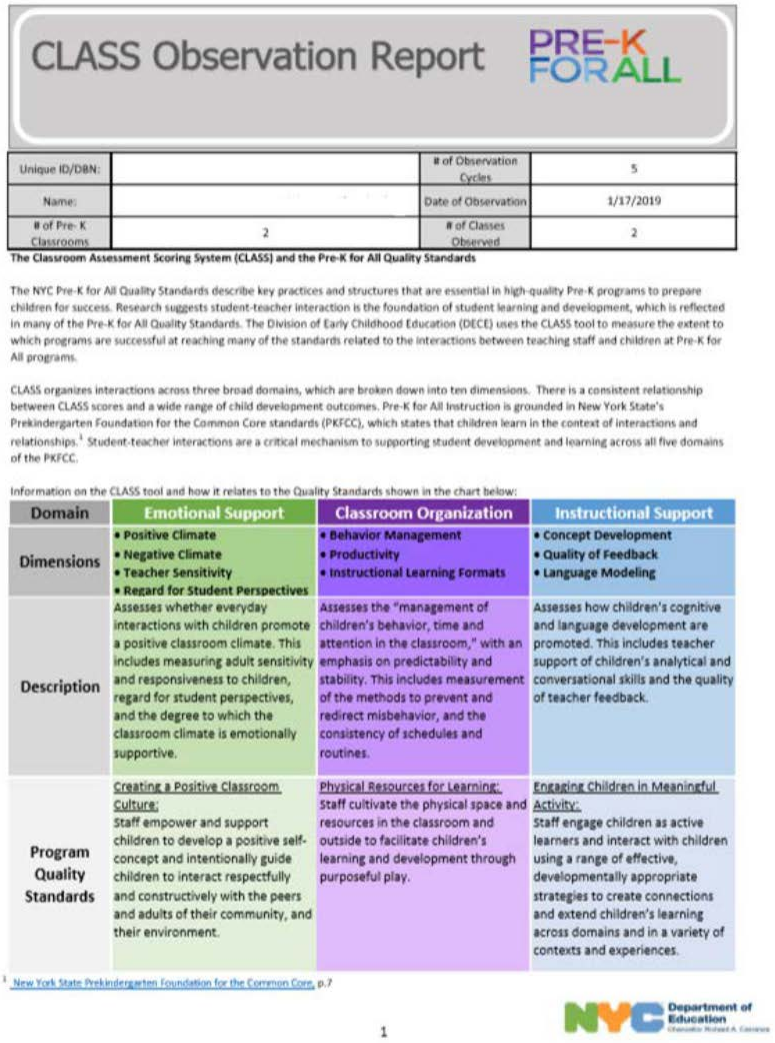
CLASS 101 Recap: How the CLASS is Scored

A closer look at frequency, depth and duration

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.

What's Inside Your CLASS Report

- Your CLASS report provides information about the quality of adult-child interactions in your early childhood program
- Share the results with your staff to build shared investment and understanding of the results



CLASS Observation Report

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Unique ID/DBN:		# of Observation Cycles	5
Name:		Date of Observation	1/17/2019
# of Pre- K Classrooms	2	# of Classes Observed	2

The Classroom Assessment Scoring System (CLASS) and the Pre-K for All Quality Standards

The NYC Pre-K for All Quality Standards describe key practices and structures that are essential in high-quality Pre-K programs to prepare children for success. Research suggests student-teacher interaction is the foundation of student learning and development, which is reflected in many of the Pre-K for All Quality Standards. The Division of Early Childhood Education (DECE) uses the CLASS tool to measure the extent to which programs are successful at reaching many of the standards related to the interactions between teaching staff and children at Pre-K for All programs.

CLASS organizes interactions across three broad domains, which are broken down into ten dimensions. There is a consistent relationship between CLASS scores and a wide range of child development outcomes. Pre-K for All Instruction is grounded in New York State's Prekindergarten Foundation for the Common Core standards (PKFCC), which states that children learn in the context of interactions and relationships.[1] Student-teacher interactions are a critical mechanism to supporting student development and learning across all five domains of the PKFCC.

Information on the CLASS tool and how it relates to the Quality Standards shown in the chart below:

Domain	Emotional Support	Classroom Organization	Instructional Support
Dimensions	• Positive Climate • Negative Climate • Teacher Sensitivity • Regard for Student Perspectives	• Behavior Management • Productivity • Instructional Learning Formats	• Concept Development • Quality of Feedback • Language Modeling
Description	Assesses whether everyday interactions with children promote a positive classroom climate. This includes measuring adult sensitivity and responsiveness to children, regard for student perspectives, and the degree to which the classroom climate is emotionally supportive.	Assesses the "management of children's behavior, time and attention in the classroom," with an emphasis on predictability and stability. This includes measurement of the methods to prevent and redirect misbehavior, and the consistency of schedules and routines.	Assesses how children's cognitive and language development are promoted. This includes teacher support of children's analytical and conversational skills and the quality of teacher feedback.
Program Quality Standards	Creating a Positive Classroom Culture: Staff empower and support children to develop a positive self-concept and intentionally guide children to interact respectfully and constructively with the peers and adults of their community, and their environment.	Physical Resources for Learning: Staff cultivate the physical space and resources in the classroom and outside to facilitate children's learning and development through purposeful play.	Engaging Children in Meaningful Activity: Staff engage children as active learners and interact with children using a range of effective, developmentally appropriate strategies to create connections and extend children's learning across domains and in a variety of contexts and experiences.

[1] New York State Prekindergarten Foundation for the Common Core, p.7

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A closer look at a CLASS report

CLASS Observation Report

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How many classrooms were observed, and how many observation cycles were conducted

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How the CLASS fits in to the Program Quality Standards and a description of each CLASS domain

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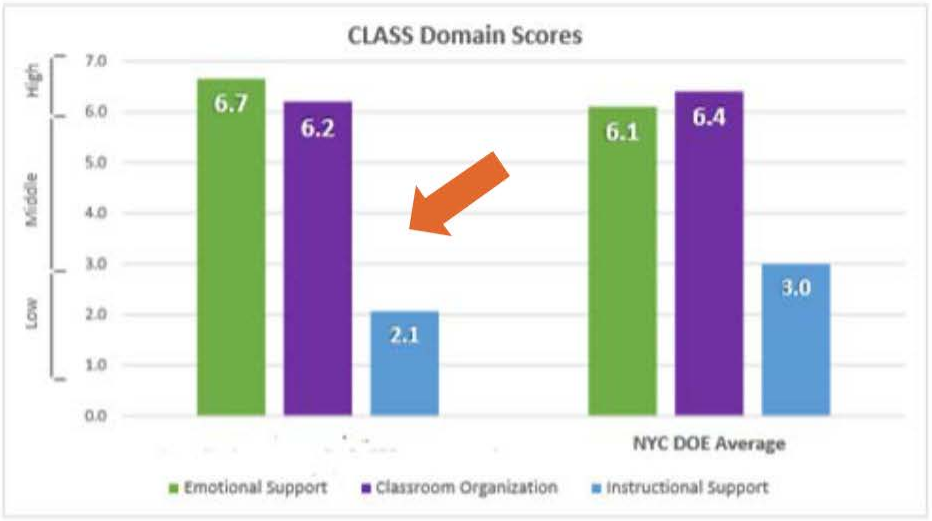
2018-2019 CLASS Results



Compares your scores to the NYC DOE average (domain level)

Your program's scores (dimension level)

More information on these results can be found beginning on page four.

The Negative Climate dimension is the only rating where a low rating (indicating little or no evidence of a negative climate) is better than a high rating (indicating an abundance of negative climate)

What each score range means

How the CLASS is scored

Each dimension is scored on a scale between 1 and 7, with higher scores indicating higher quality[2]. Domain scores are calculated by averaging all of the dimensions scores in that particular domain.

Range	Scores	Description
Low-Range	1 or 2	The dimension was never or rarely evident during the observation cycle.
Mid-Range	3,4,or 5	The dimension was observed but not consistently or not in a way that included all students.
High-Range	6 or 7	The dimension was reflected in all or most classroom activities and in a way that included all or most students.

Who conducts CLASS assessments, what happens during an observation period

How the CLASS assessments were conducted

CLASS assessments are conducted by Pre-K Program Assessors, who undergo a standardized training, and must pass a yearly certification test that is required by the purveyor of the tool, Teachstone, in order to conduct observations. These CLASS reliable assessors conduct observations in cycles of 20 minutes. During this time, assessors note the observed interactions between children and teachers. This note taking is followed by several minutes in which the observer codes those notes and assigns ratings for the observation period. To provide an accurate snapshot of the entire Pre-K for All program at your site, a minimum of two observation cycles take place in each classroom. A breakdown of how the number of cycles is determined is included in the chart.

How much time the observer spent in your classrooms

How the number of cycles was determined

Number of Classrooms	Number of observation cycles per classroom	Amount of time in each classroom
1	4	80 minutes
2	2 in one class, 3 in the other	40 minutes & 60 minutes
3 or more	2 cycles per classroom[4]	40 minutes
7 or more	75% or more of classrooms will be observed	40 minutes in all classrooms observed

Report Content

All explanations of individual domains and evidence in the "Observed Trends in Your Program" section are grounded in language from the CLASS Manual. Throughout the report, "staff" is used to indicate any adults (teachers, assistants, aides, etc.) who contributed to students' average experience in the classroom.

[2] The Negative Climate dimension is the only rating where a low rating (indicating little or no evidence of a negative climate) is better than a high rating (indicating an abundance of negative climate)

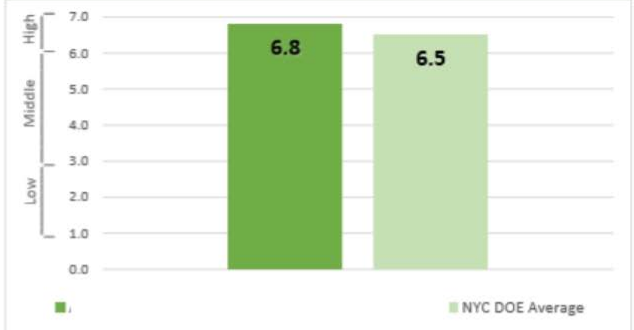
[3] CLASS observers may truncate their observations to 15 minutes if time doesn't allow for the full 20 minutes (for example, in the case of a fire drill).

[4] In sites with more than six classrooms, assessors must observe in 75% of the classrooms, and they will be randomly selected.

Dimension pages (pgs. 4-13)

Domain: Emotional Support

Teacher Sensitivity



Site Average Score	Score Range	Lowest Score Observed	Highest Score Observed	Number of Cycles
6.8	High	6	7	5

Teacher sensitivity encompasses the staff's awareness of and responsiveness to students' academic and emotional needs. High levels of sensitivity facilitate students' ability to actively explore and learn because staff consistently provides comfort, reassurance, and encouragement (CLASS Manual, Pre-K, p. 32);

Indicators of Teacher Sensitivity

- Staff is aware of students who need extra support, assistance, or attention.
- Staff is consistently responsive to students and matches his or her support to their needs and abilities, providing individualized supports.
- Staff is timely and effective at addressing students' problems and concerns.
- The students appear comfortable seeking support from, sharing their ideas with, and responding freely to the staff.

Observed Trends in Your Program

Staff acknowledged the feelings of children, regardless of whether they were positive or negative. Staff positioned themselves to ensure they could see that all children's academic and/or emotional needs were met. Staff noticed when children were not engaged in or struggled with a task. However, during one Center Time, staff did not notice when children used tools to throw sand at one another at the Sand Table. After about three minutes, staff said, "Play nice and be safe." Staff were effective at addressing children's problems and concerns. Staff regularly encouraged children to seek staff support and provided comfort and assistance to children. Throughout the observation staff asked questions, such as "Do you need help from me?" Also, during Center Time, staff assisted children with finding a center.

Compares your scores to the NYC DOE average (dimension level)

Gives an explanation of the score

Dimension pages (pgs. 4-13)

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Summary and Notes

Recommendations

The Division of Early Childhood Education utilizes the CLASS tool to support and assess pre-K programs as a whole. CLASS is not used to evaluate any individual teachers. This CLASS report includes an average of observations across this Pre-K program's classrooms and is reflective of the interactions between children and any adults in the classroom. The low- inference notes included to aid in program-level improvement go through multiple levels to ensure that the comments are de-identified. Based upon the dimension and domain scores received during the CLASS observation cycles, please note the following recommendations. [Program Name] scored in the High range on the Emotional Support domain, this is above the NYC DOE average. Scores in the Classroom Organization domain were in the High range but below the citywide average. Instructional Support scores were in the Low range, which is below the NYC DOE average.

• Making connections between the concepts children are learning about in class and their real-life experiences makes learning more meaningful and helps children integrate new concepts into their everyday lives. For example, while reading a book about a character taking a trip, staff can ask children to share their own experiences traveling to different places and relate their experiences to the character's experience. During a unit about babies, staff can ask children to bring in pictures of themselves when they were babies and then make comments and ask questions that connect things the class has already learned about babies to the children's experience. For other strategies to support higher order thinking, see page 18 of the CLASS Dimensions Guide.

• When staff frequently provide children with verbal feedback that recognizes their effort and encourages children to be persistent and try different strategies as they play, children will increase their involvement and continue their efforts. For example, staff might say to children who are working on a floor puzzle, "I see how hard you are working on that big puzzle. You found all the blue pieces first, what a great idea! Keep it up! I know you can do it." When children seem frustrated, staff's support encourages children to keep trying. When children succeed at a task, staff can provide feedback and ask questions that focus on their effort and the process they went through to accomplish their goal. For instance, if a child experiments with mixing different colors while painting, staff might say, "Your picture is so colorful! How did you make the color purple? You have been working hard on coming up with new colors!" For other strategies to provide feedback that encourages continued participation, see page 20 of the CLASS Dimensions Guide.

When staff have extended conversations with children throughout the day, children's language expands because this provides children with opportunities to use the language they know and to hear staff model the use of advanced language. When children speak to staff, staff can actively listen, share relevant answers, and ask related questions. Staff can also provide opportunities for children to freely participate in conversations with each other. If children are uncertain about starting conversations with each other on their own, staff can encourage them to share their thoughts with their classmates. For other strategies to promote language use and help children develop more complex language skills, see page 22 of the CLASS Dimensions Guide

How to interpret a CLASS report

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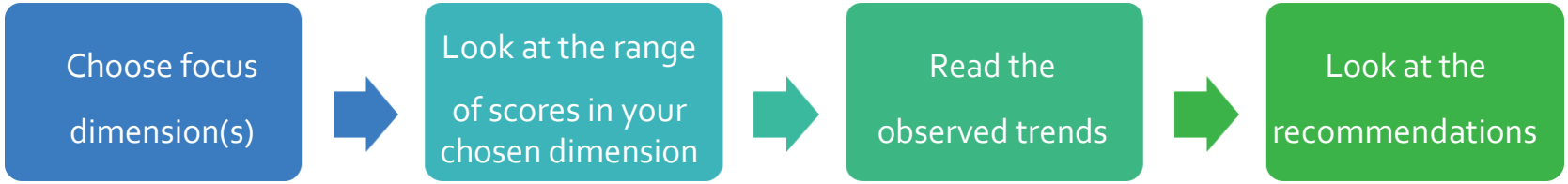
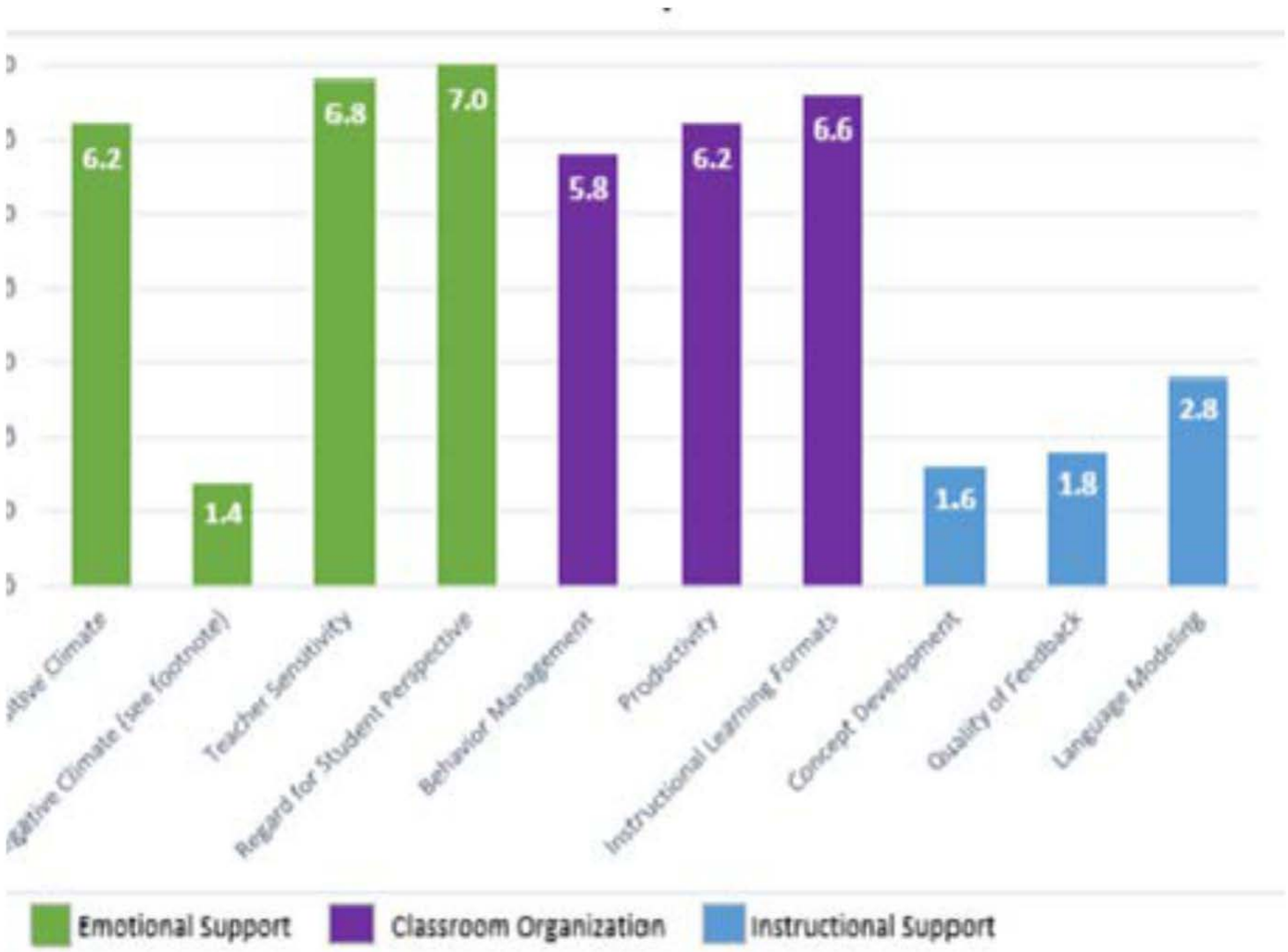
Interpreting your CLASS report



Choose a Dimension to Focus On



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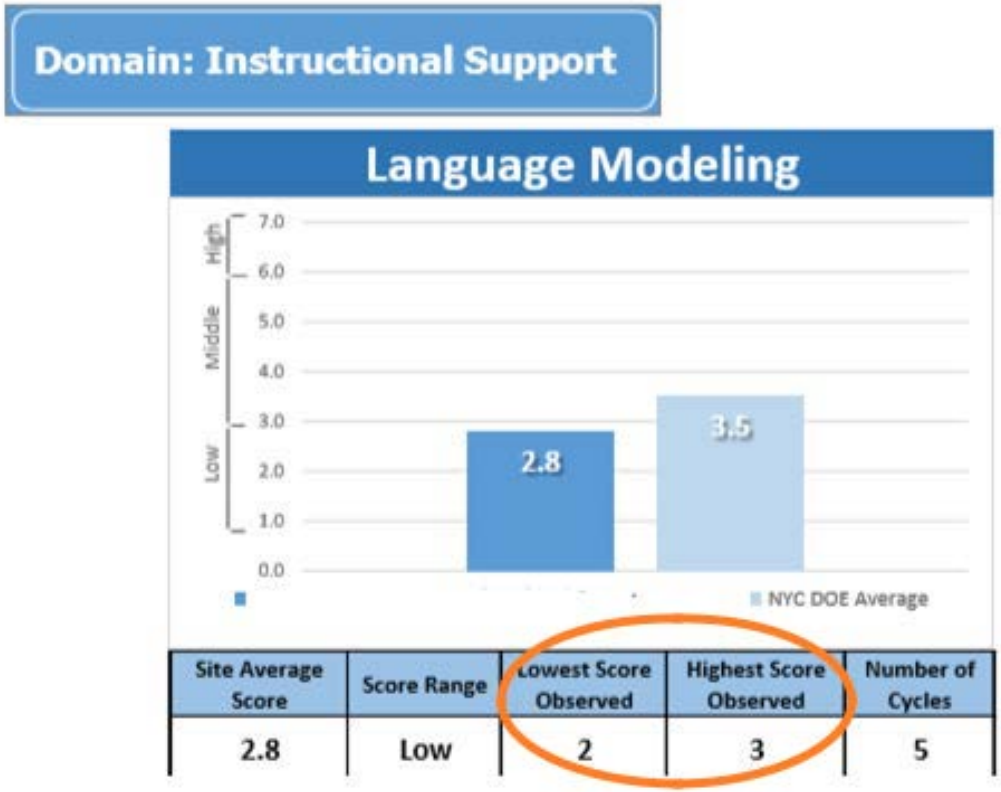
Dimension: Language Modeling

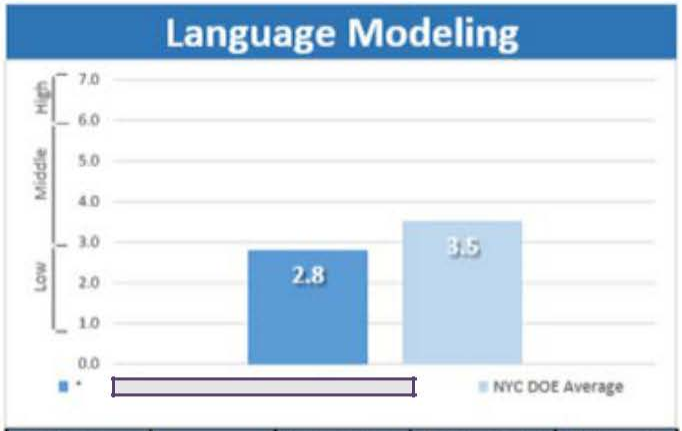


Site Average Score	Score Range	Lowest Score Observed	Highest Score Observed	Number of Cycles
2.8	Low	2	3	5

- Look at the lowest score observed, the highest score observed and the site's average

Report: Language Modeling (p. 13)

Domain: Instructional Support



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2.8	Low	2	3	5

Language modeling refers to the quality and the amount of the staff's use of language stimulation and language facilitation techniques (CLASS Manual, Pre-K, p. 77);

CLASS Indicators of Language Modeling:

- Frequent conversations take place in the classroom.
- Staff members ask many open-ended questions.
- Staff members often repeat or extend student responses.
- Staff narrates their own actions and student actions using language and descriptions.
- Staff members define, model, and use advanced language with students.

Observed Trends in Your Program

Staff regularly talked with children and appeared interested, yet they were not long conversations. Staff asked similar amounts of closed-ended and open-ended questions. Closed-ended questions included, "What sense did you use?" and "What kind of transportation [is this]?" Open-ended questions included, "What other animal does the dinosaur remind you of?" and "What are you doing with the fire hose?" When children made comments, staff sometimes acknowledged them by repeating them and offering more language. Staff rarely narrated their own actions or the actions of children through language and description. The vocabulary that staff used to explain concepts to children was limited and lacked variety. However, during Breakfast, staff said, "The milk is incorporated in the oatmeal. Incorporated means mixing it and now it's together."

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Report: Language Modeling (p. 13)

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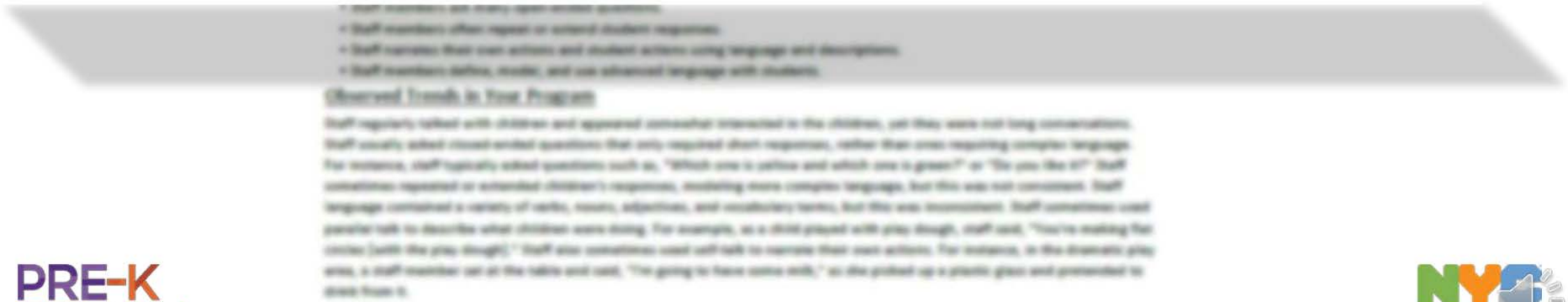

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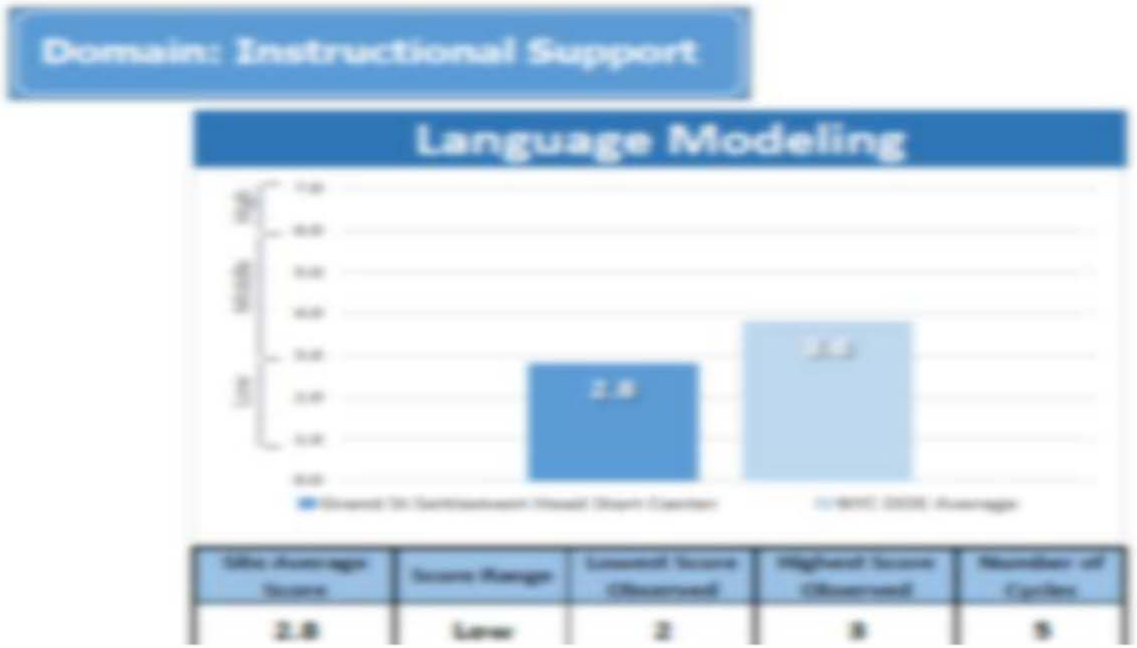
Report: Language Modeling (p. 13)



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Report Recommendations

- Based on Maslow's Hierarchy of Needs
- Focus on implementable changes
- Provide a starting point for program leaders to have conversations with staff and refine program goals

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Recommendations

Summary and Notes

Recommendations

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CLASS Recommendation #1

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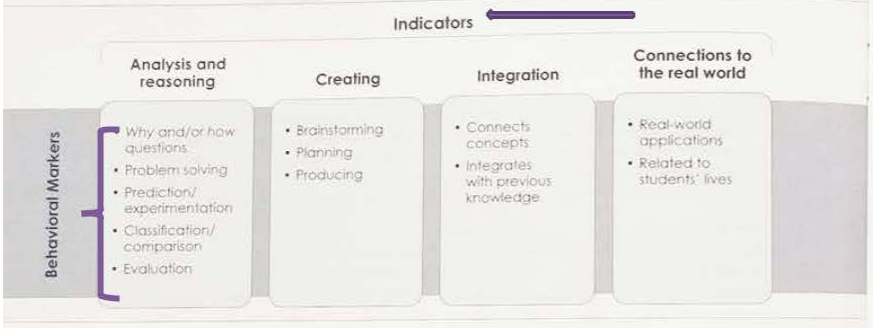
Using the CLASS Dimensions Guide

CLASS Dimensions Guide

Concept Development



What is it?

Concept Development refers to how teachers facilitate children's broader understanding of concepts and ideas, rather than concentrating on rote instruction and recall of facts. Effective Concept Development provides children with opportunities to use analysis and reasoning in their approach to problems, to be creative and generate their own ideas and products, and to understand their world through experimentation and brainstorming. Concept Development also describes an intentional approach by the teacher to tie together concepts across activities and bring concepts to life by applying them to children's everyday worlds.

Why is it important?

Effective Concept Development strategies and questions help children obtain a deeper understanding of concepts and develop analytical thinking skills. Children learn more and understand concepts better when teachers provide opportunities for them to analyze and problem-solve, rather than just memorize and recite facts. Concept Development strategies also contribute to children's interest in exploration and ability to apply knowledge to the real world.

How can I help children reach a deeper understanding of concepts?

Focus on understanding concepts.
Challenge children to think about the hows and whys of learning. Focus their attention on the process of generating solutions to a problem rather than just getting the correct answer. Ask open-ended and thought-provoking questions, such as "Why doesn't this shape belong with the others?" Understanding ideas rather than memorizing facts prepares children to analyze unfamiliar concepts they encounter.

Encourage the use of analysis and reasoning skills.
Plan activities that focus on higher-order thinking, such as problem-solving and comparing and contrasting. For example, have children categorize felt pieces by shape or color and ask why they think the shapes are different or alike. Ask children to predict and experiment as ways to explore concepts and expand approaches to learning. Encouraging children to develop their thinking skills leads to deeper understanding of concepts.

Link concepts to previous learning and across activities.
When children connect concepts and new ideas to what they already know, they develop a deeper understanding of those concepts and integrate new information. Purposefully choose learning activities, both within a given day and over time, that focus on similar concepts. Make clear connections among these concepts so that children can apply their understanding to new situations. For example, you might talk about shapes they see in art and in science centers and how those shapes are similar and different: "We just used circles to draw snowmen; now how can we use circles when we're making our cars?"

Apply concepts to the real world and to children's lives outside the classroom.
Knowledge is more meaningful to children when it applies to their experiences outside the classroom, and connecting concepts to children's daily experiences encourages higher-level thinking. When explaining a concept, use examples that are likely to occur in children's lives and encourage them to add their own. For instance, if you are teaching children sequencing, ask them to tell you the order of steps for brushing their teeth or getting ready for school.

Encourage children to produce ideas and materials as they learn.
When children generate their own ideas and products, they reach higher levels of thinking. Rather than using letter cards to test children's recall of sounds, for instance, encourage them to create a list of letters they know and then look around the room for objects that start with those letters. If children want to play "store," support them in creating the store themselves—prompting them with questions to put together everything they need to set up a store where other children can shop.

Encourage children's creativity.
Building, brainstorming, planning, and other creative processes can deepen understanding of concepts. One way to facilitate children's creativity is to encourage them to use a variety of open-ended materials in different ways. For example, children might use blocks to build a house or railroad. Later, they might cover the blocks with paper and use them as cell phones in dramatic play. When appropriate, take time to support children in brainstorming and planning before they create something. If children want to build a castle with blocks, help them brainstorm the different parts of a castle, and what their castle might look like. Then provide them with paper to draw their castle before they build it.

(Pianta,La Paro, and Hamre, 2008)

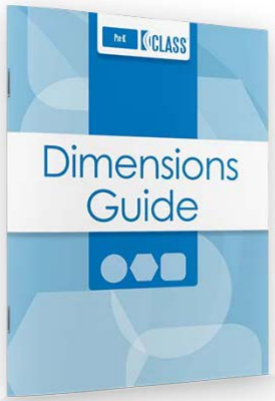
Dimensions Guide: Concept Development (p.19)

Observed Trends in Your Program

Most teaching was focused on getting children to remember, repeat facts, and practice basic skills.

- **Focus on understanding concepts**

Challenge children to think about the hows and whys of learning. Focus their attention on the process of generating solutions to a problem rather than just getting the correct answer. Understanding ideas rather than memorizing facts, prepares children to analyze unfamiliar concepts they encounter.



(Pianta,La Paro, and Hamre, 2008)

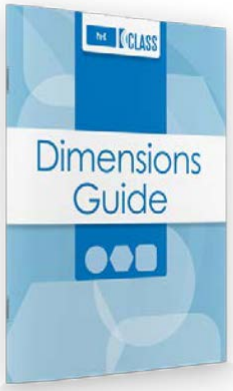
Dimensions Guide: Concept Development (p. 19)

Observed Trends in Your Program

Staff rarely stimulated children's creative thinking through brainstorming, planning, and producing.

- **Encourage children's creativity.**

Building, brainstorming, planning and other creative processes can deepen understanding of concepts. One way to facilitate children's creativity is to encourage them to use a variety of open-ended materials in different ways. When appropriate, take time to support children in brainstorming and planning before they create something. If children want to build a castle with blocks, help them brainstorm the different parts of a castle and what it might look like.



(Pianta,La Paro, and Hamre, 2008)

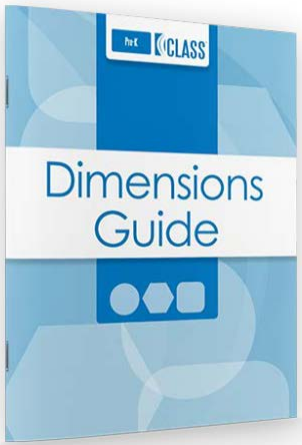
Dimensions Guide: Concept Development (p.19)

Observed Trends in Your Program

Staff moved from one subject to another, making no attempt to link concepts or ideas.

- **Link concepts to previous learning and across activities**

When children connect concepts and new ideas to what they already know, they develop a deeper understanding of those concepts and integrate new information. Purposefully choose learning activities, both within a given day and overtime, that focus on similar concepts. Make clear connections among these concepts so that children can apply their understanding to new situations.



(Pianta,La Paro, and Hamre, 2008)

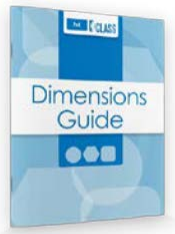
Dimensions Guide: Concept Development (p. 19)

Observed Trends in Your Program

Staff did not make connections or relate concepts to children's lives.

- **Apply concepts to the real world and th children's lives outside of the classroom.**

Knowledge is more meaningful to children when it applies to their experiences outside the classroom, and connecting concepts to children's daily experiences encourages higher-level thinking. When explaining a concept, use examples that are likely to occur in children's lives and encourage them to add their own. For instance, if you are teaching children sequencing, ask them to tell you the order off steps for brushing their teeth or getting ready for school.



(Pianta,La Paro, and Hamre, 2008)

PRE-K FOR ALL

NYC Department of Education

Using the CLASS Report to Plan Next Steps

PRE-K FOR ALL

NYC Department of Education

Prioritizing CLASS Dimensions

Emotional Support	Classroom Organization	Instructional Support
Positive Climate	Productivity	Language Modeling
Negative Climate	Behavior Management	Concept Development
Teacher Sensitivity	Instructional Learning Formats	Quality of Feedback
Regard for Student Perspectives		

(Pianta,La Paro, and Hamre, 2008)

Using Your CLASS Report to Plan Next Steps

- *For detailed instructions on how to read and understand your report, please view the CLASS 104 webinar, here: http://bit.ly/NYCProgramAssessment*
- *Afterwards, please use this template and the CLASS Dimensions Guide to plan your next steps. The first row is completed as an example, only*

CLASS Dimension	What was observed (in the report)	Indicators of Focus	Next Steps
Concept Development	*Staff sometimes asked children to draw conclusions from what they already know or asked them to apply previous knowledge. For instance, during Circle Time, staff asked children to use a previous unit on water to think about how plants take in/use water. However, this type of connection was inconsistent among staff.*	• ***Integration**: Staff makes an effort to link together different concepts that the children have been studying or ties together multiple concepts within a single lesson. The staff may also ask children to apply previously learned knowledge to a current concept or problem*	• ***Look up Teachstone Resources:** https://info.teachstone.com/blog/integrating-integration-into-concept-development* • ***Review the lesson plan for the week** (e.g., Water)* • ***Purposefully choose learning activities, both within a given day** (e.g. Arrival, Morning Meeting, Center Time, etc.) **and over time** (e.g., across units), **that focus on similar concepts*** • ***Come up with several phrases or questions you can ask children that clearly communicate and explicitly state the connection** (e.g., "Remember when we talked about water and how we can drink water through a straw? Well, the stem on this plant is like the straw that we use. The stem also sucks up all the water from the ground and the water travels all the way up to the top." "When we talked about water, we mentioned that we need water to drink; now why do you think the plants need water?")* • ***Consider frequency, depth, and duration**. Encourage all staff in the classrooms to make these types of connections with majority of the children throughout the day* • ***Practice making these connections** and make it part of your teaching habit*

CLASS Recommendation in the report	Relevant CLASS Dimension	CLASS Indicator	Next Steps
Staff should encourage children to explain how they arrive at answers, rather than just saying the child was right or wrong. When children give correct answers, ask follow-up questions, such as "How did you know that?" or "How did you figure that out?" When staff ask follow-up questions that promote deeper thought and expands learning, children learn to think critically.	*Quality of Feedback*	• *Prompting thought process*	• ***Look up Teachstone Resources:*** *https://info.teachstone.com/blog/is-it-rote-or-does-it-promote* • **Come up with several questions you can ask children that encourage them to explain their thinking** (e.g., "I see you're building with only the blue tiles. Why are you working with only the blue ones?" "You think the penny will sink in the water? Why do you think that?" "Why you roll up your sleeves before washing your hands?") • **Consider frequency, depth, and duration**. Encourage all staff in the classrooms to ask these types of questions to majority of the children throughout the day • **Practice asking these questions** and make it part of your teaching habit

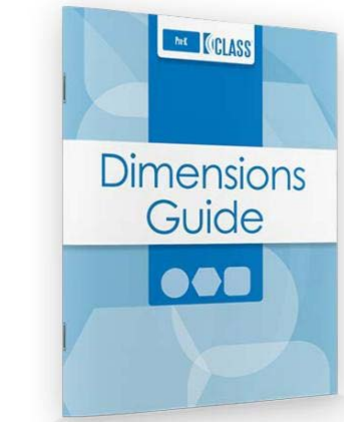
CLASS Webinar Series-Scope & Sequence

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 teacher-child interactions contribute to child outcomes • What effective interactions look like in Emotional Support and Classroom Organization domains • Strategies for improving interactions in the Regard for Student Perspectives and Instructional Learning Formats dimensions
CLASS 103	• Why Instructional Support domain is important • What effective interactions look like in this domain • Strategies for improving Concept Development, Quality of Feedback, and Language Modeling dimensions
CLASS 104 A	• How to read and interpret your CLASS report from 2019 and earlier • How to use CLASS data and recommendations to inform pre-K program goals
CLASS 104 B	• How to read and interpret your CLASS report from school year 2019-2020 on • How to use CLASS data and recommendations to inform pre-K program goals

Additional CLASS Resources

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!