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** |
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| 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**
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| **CLASS Recommendation in the report** | **Relevant CLASS Dimension** | **CLASS Indicator** | **Next Steps** |
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| *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**
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