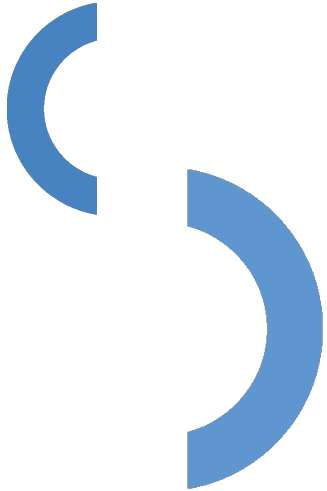


# Classroom Assessment Scoring System (CLASS) 101



The 3-K and pre-K program assessment process

# CLASS Webinar Series - Scope & Sequence

Title	Description
CLASS 101	<ul style="list-style-type: none"><li>• Why the DECE uses the CLASS tool</li><li>• What the CLASS tool measures</li><li>• What to expect before, during, and after a CLASS assessment</li><li>• What resources are available to support you</li></ul>
CLASS 102	<ul style="list-style-type: none"><li>• How teacher-child interactions contribute to child outcomes</li><li>• What effective interactions look like in Emotional Support and Classroom Organization domains</li><li>• Strategies for improving interactions in the Regard for Student Perspectives and Instructional Learning Formats dimensions</li></ul>
CLASS 103	<ul style="list-style-type: none"><li>• Why Instructional Support domain is important</li><li>• What effective interactions look like in this domain</li><li>• Strategies for improving Concept Development, Quality of Feedback, and Language Modeling dimensions</li></ul>
CLASS 104 A	<ul style="list-style-type: none"><li>• How to read and interpret your CLASS report from 2019 and earlier</li><li>• How to use CLASS data and recommendations to inform pre-K program goals</li></ul>
CLASS 104 B	<ul style="list-style-type: none"><li>• How to read and interpret your CLASS report from the 2019 -2020 school-year on</li><li>• How to use CLASS data and recommendations to inform pre-K program goals</li></ul>



# CLASS 101 - Objectives

- Understand why the Division of Early Childhood Education (DECE) uses the CLASS tool and how the CLASS aligns with the Early Childhood Framework for Quality (EFQ) and Framework for Great Schools
- Understand what the CLASS tool measures
- Understand how the DECE uses CLASS data
- Know what to expect before, during, and after a CLASS observation
- Learn how CLASS results are communicated to programs

# The EFQ and the Framework for Great Schools

## The Framework for Great Schools



## Early Childhood Framework For Quality

- Define the NYCDOE's vision for high-quality early childhood programs
- Are grounded in the DOE's Framework for Great Schools
- Describe the key practices that support children in gaining the knowledge and skills outlined in the New York State Prekindergarten Foundation for the Common Core (PKFCC)



# The CLASS measures interactions that impact children's development

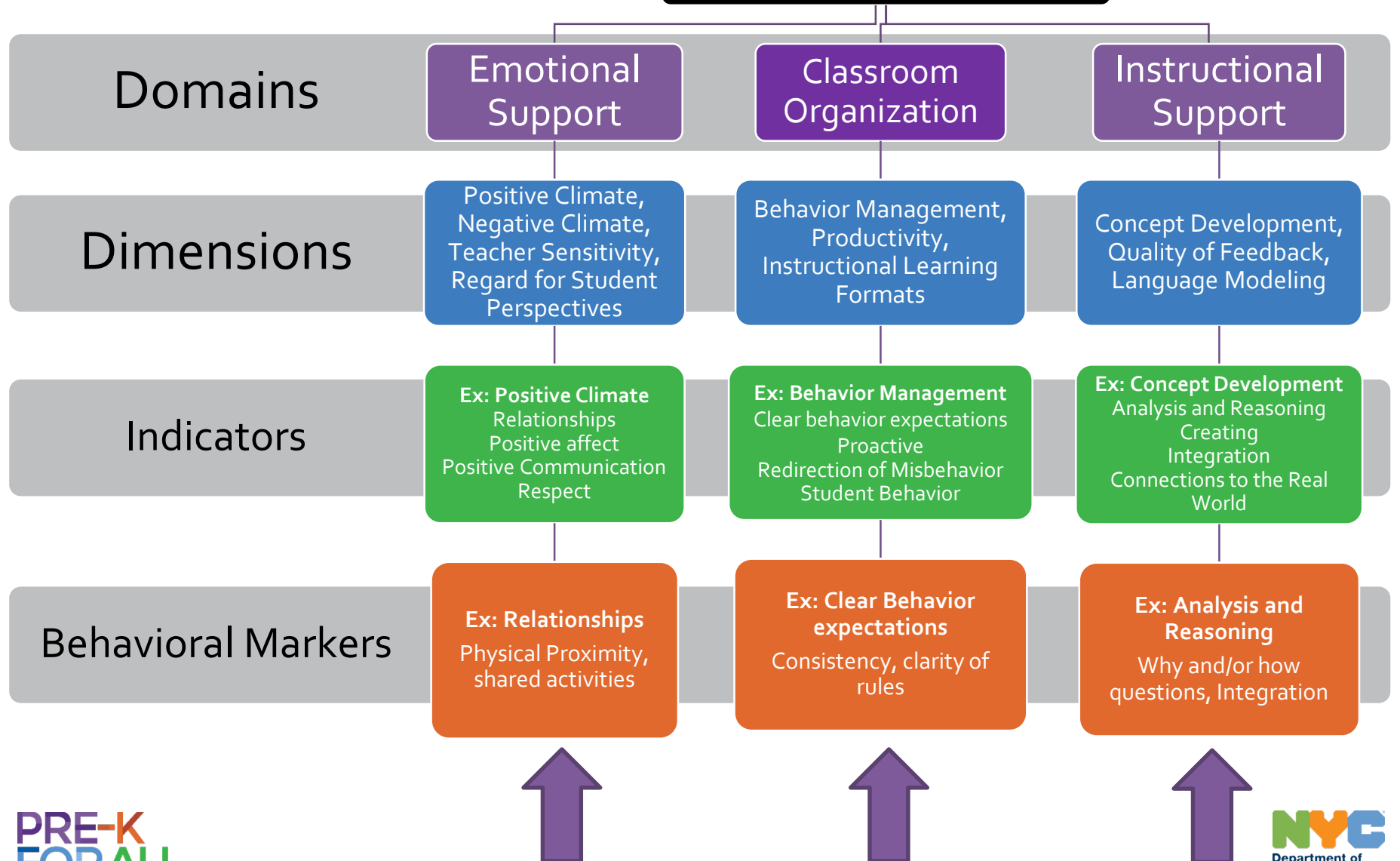
- Originally developed by researchers at the University of Virginia as a way to categorize and measure the kinds of interactions that have a direct effect on child development
- Research shows that the CLASS tool is a valid and reliable measure to examine teacher-child interactions
- Research shows that there is a positive correlation between higher CLASS scores and children's social-emotional and cognitive development
- The DECE uses the CLASS tool to understand the kinds of interactions happening between teaching staff and children in programs across the city, in all settings

(Pianta, La Paro, and Hamre, 2008)





# Adult-Child Interactions



# EFQ Alignment to the CLASS

The 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 3-K and Pre-K for All programs.

- Emotional Support -> Respect and value differences (1) and Create safe and positive environment (2)
- Classroom Organization -> Create safe and positive environment (2) and Advance play-based learning and responsive instruction (3)
- Instructional Support -> Advance play-based learning and responsive instruction (3)





# Emotional Support Domain

How staff promote a positive classroom climate and support children's social and emotional needs

- Warm, supportive relationships among staff and children
- General enjoyment and excitement
- Awareness and responsiveness to children's needs
- Comfort to work independently and seek support
- Intentional emphasis on children's interests and points of view

# Classroom Organization Domain

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

- Provide clear behavior expectations and use effective methods to help children develop skills to regulate their own behavior
- Staff manages instructional time and routines so children get the most out of each school day
- Staff maximize children's interest, engagement and ability to learn from lessons and activities

(Pianta, La Paro, and Hamre, 2008)

# Instructional Support Domain

How staff promote children's cognitive and language development

- Staff help children learn to solve problems, reason, and think
- Use children's feedback to expand and deepen skills and knowledge and performance
- Support children's development of complex language skills



# How the CLASS is scored

- Each dimension is rated on a scale of 1-7

Low-range (1-2)	Mid-range (3-5)	High-range (6-7)
Dimension was never or rarely evident during the observation cycle	Dimension was observed but not consistently or not in a way that included all children	Dimension was reflected in all or most classroom activities and in a way that included most children

# How the CLASS is scored

- Frequency, depth and duration

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

(Pianta, La Paro, and Hamre, 2008)

# How the CLASS is scored

Examples of frequency, depth and duration words in a CLASS report

Frequency	Depth	Duration
<b>Low</b> - no, none, seldom, rarely, few, never, few, did not	<b>Low</b> - staff mostly asked closed-ended questions that did not allow children to apply high-order thinking	<b>Low</b> - were not sustained throughout the observation
<b>Mid</b> - Sometimes, occasionally, limited, inconsistent, at times	<b>Mid</b> - Staff sometimes asks questions that allowed children to think and respond	<b>Mid</b> - sometimes, at times
<b>High</b> - Often, many, always, consistently, regularly, frequent	<b>High</b> - Staff asked open-ended questions and allowed children time to respond	<b>High</b> - were sustained throughout the observation

# A closer look at frequency, depth and duration

## Tips for Reading your CLASS report: Frequency, Depth, and Duration

### So what are Frequency, Depth, and Duration?

When determining the score for each dimension in CLASS, evaluators first weigh the evidence for each indicator within that dimension and assign each indicator a range of low, mid, or high. Ranges are given based on **frequency, depth, and duration** of the observed evidence for each indicator. It is also important to note that evaluators look at all adults in the classroom when considering frequency, depth, and duration in their interactions with children. A high score will be given when programs demonstrate high evidence of frequency, depth, and duration for all of the indicators within each of the 10 dimensions.

For example, in the **Regard for Student Perspectives** dimension, CLASS evaluators are looking to see with what frequency, depth, and duration adults in the classroom encouraged *Flexibility and Student Focus, Support for Autonomy and Leadership, Student Expression, and Freedom of Movement* (p.10 in the Dimensions Guide).

### FREQUENCY

#### How many opportunities does the teacher actually provide for children to analyze and reason?

*Example: The teacher asked 17 "how" and "why" questions.*

*Non-example: Throughout the observation, staff asked children one "why" question: "Why do you think we're going to have pancakes for breakfast today?"*

#### Some examples of FREQUENCY words in CLASS reports

High	Mid	Low
<ul style="list-style-type: none"> <li>• Many</li> <li>• Regularly</li> <li>• Often</li> <li>• Frequent</li> <li>• Always</li> <li>• Consistently</li> <li>• Most of the time</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes</li> <li>• Generally</li> <li>• Occasional</li> <li>• Less</li> <li>• Limited</li> <li>• Inconsistent</li> <li>• Some</li> <li>• On a few occasions</li> <li>• At times</li> </ul>	<ul style="list-style-type: none"> <li>• No</li> <li>• None</li> <li>• Seldom</li> <li>• Absent</li> <li>• Rarely</li> <li>• Never</li> <li>• There were few</li> <li>• Not seen</li> <li>• Did not</li> </ul>

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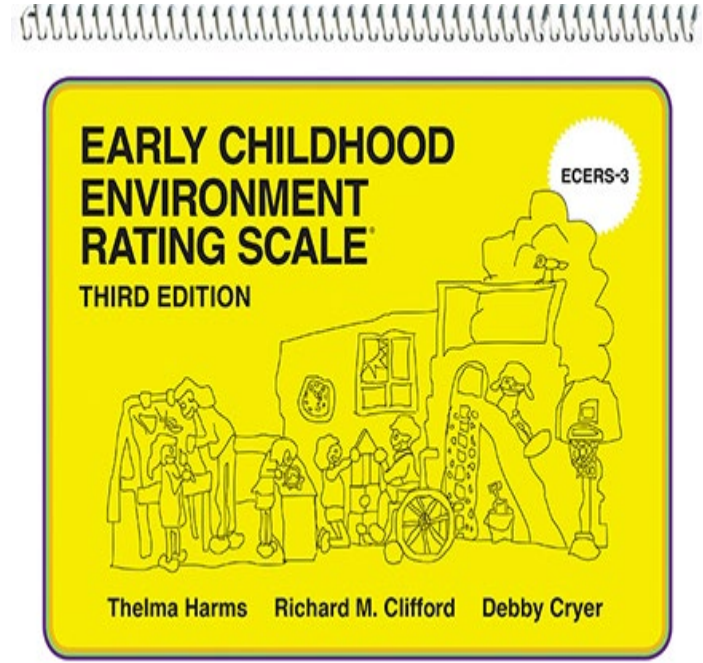
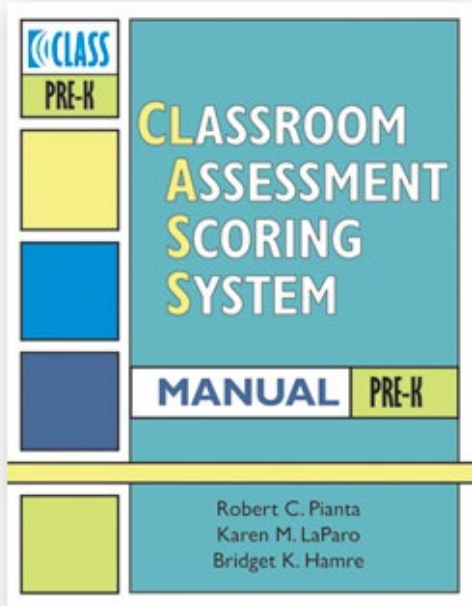
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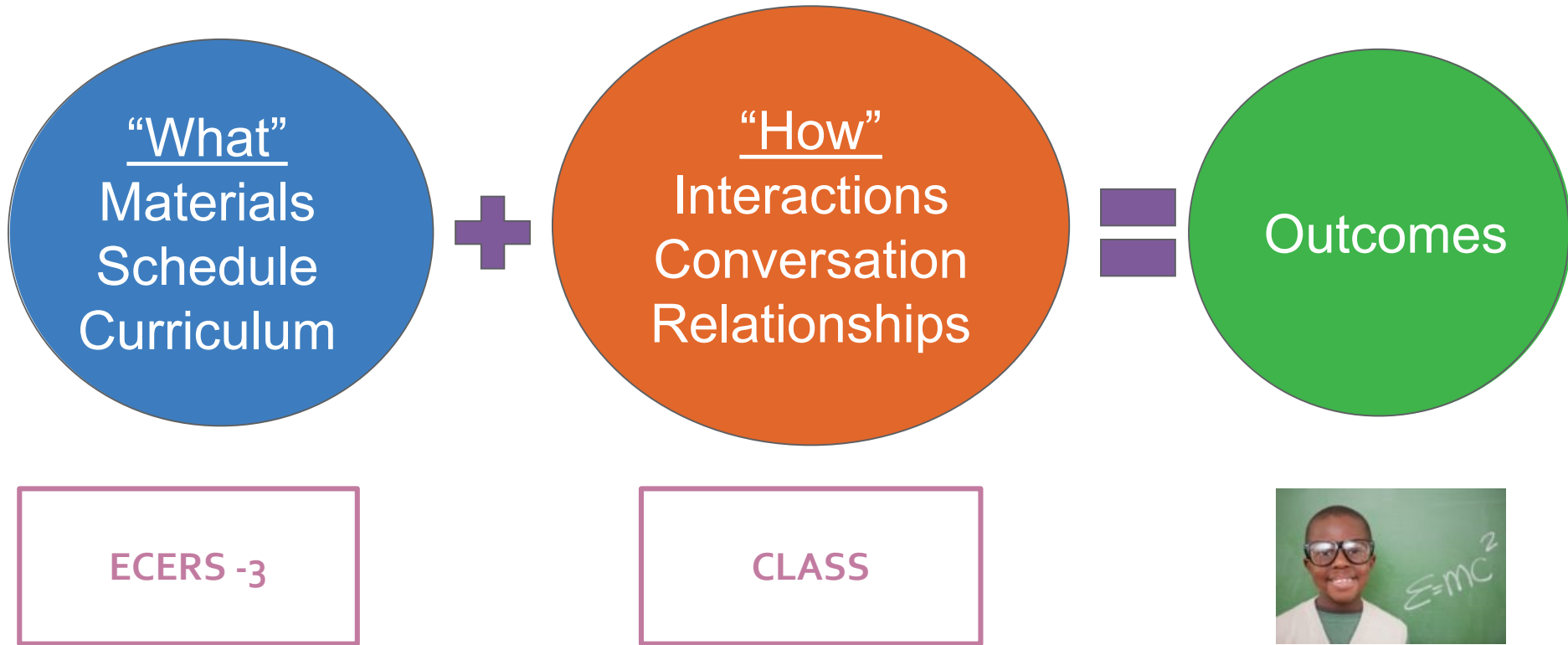
[bit.ly/NYCProgramAssessment](http://bit.ly/NYCProgramAssessment)

# CLASS and the Early Childhood Environment Rating Scale – ECERS-3





# What influences children's success



# When will assessments occur and when will programs be notified?

- Assessments for the 2021-22 school year will be conducted between January 2022 and June 2022.
- Programs will be notified of assessment on a rolling basis throughout the school year.
- Programs will have a minimum of eight weeks of notice from their initial notification email till their scheduled assessment date.
- Program leaders should notify their operations analyst to update contact information

# How will assessments be scheduled given the unique circumstances of this school year?

- A DECE Program Evaluator will email programs with a minimum of two weeks of notice to schedule assessment dates.
- Programs will have an option to have a brief phone call to go over assessment protocols and answer any questions the program may have.
- A DECE Program Evaluator will email the main contact for the program (typically the program leader) to confirm the scheduled assessment date.

# Considerations for when assessments may be scheduled?

- Assessments must take place on a typical day of school
- School days that may be on either side of holidays, or that include regular schedule changes for children (such as one day of the week that is consistently shortened) are considered typical.
- In cases where a lead teacher has been absent for an extended period of time, an assessment may be conducted if a substitute has been in place for over two weeks
- If a lead teacher has been absent for less than two weeks or if a consistent substitute has not been in place for at least two weeks, a Program Evaluator may schedule a follow-up visit

# Are there any enhanced health and safety protocols for this year?

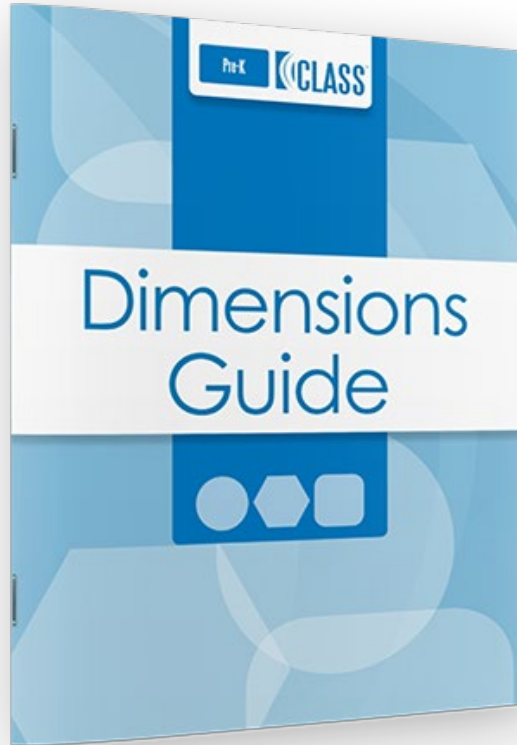
- Evaluators will follow all DOE health and safety guidelines including:
  - any applicable vaccine requirements
  - health screenings
  - reporting appropriately if they test positive for COVID
- If a classroom or your whole program is required to close due to COVID cases on the day of assessment, please alert your evaluator as soon as possible.

# DECE Pre-K Program Assessment Strategy

- Our goal is for programs to receive an ECERS-3 assessment every 3-4 years and CLASS assessment every other year.
- We use ECERS-3 and CLASS data in conjunction with other data to help prioritize supports
- CLASS data is also used as one tool to help the division understand the impact of selected professional learning tracks



# CLASS Dimensions Guide



# Who are DECE CLASS evaluators?

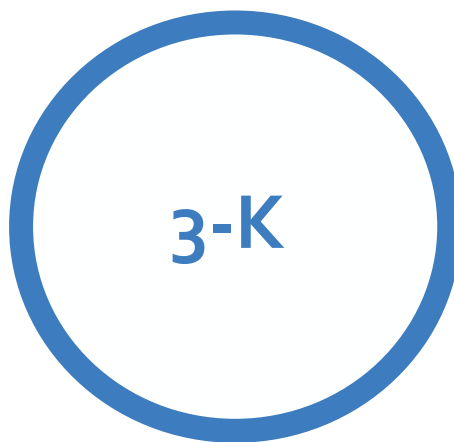
- DOE staff members
- Pass a reliability test on a yearly basis to maintain certification
- Receive additional training on data collection, report writing, and addressing bias
- Participate in ongoing testing and double coding throughout the year



(Pianta, La Paro, and Hamre, 2008)



# Who do we observe?



# How much time will evaluators spend in each classroom?

Number of Classrooms	Number of observation cycles per classroom	Approximate 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	40 minutes
7 or more	75% or more of classrooms will be observed	40 minutes in all classrooms observed

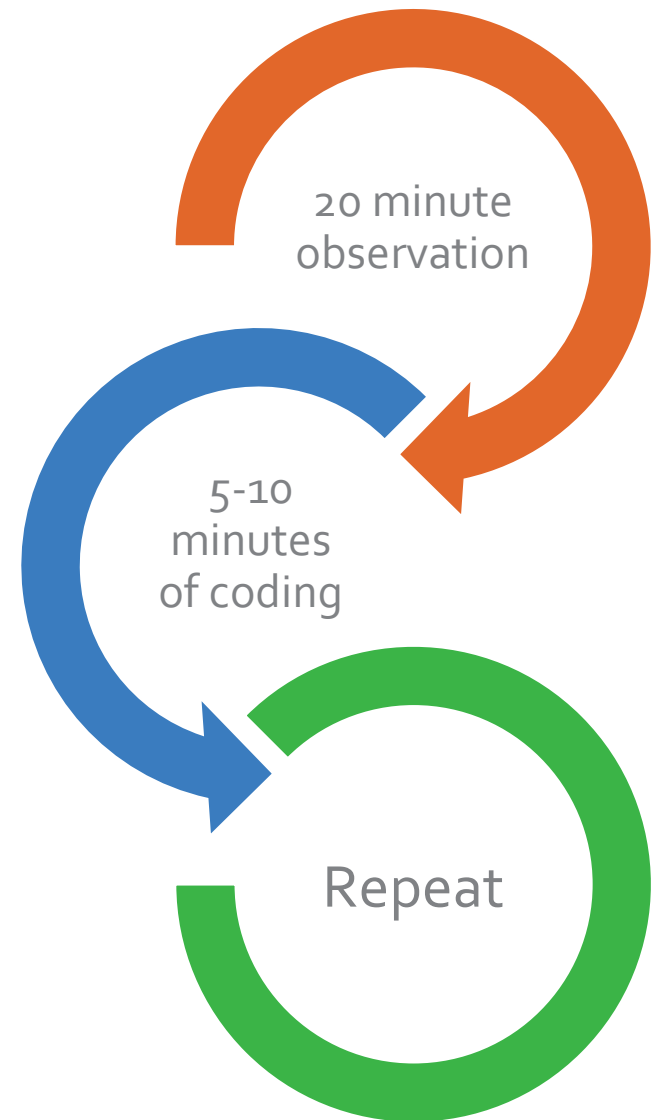
The amount of time in each classroom may vary based upon children's arrival time, coding time and other factors.



# During the Assessment

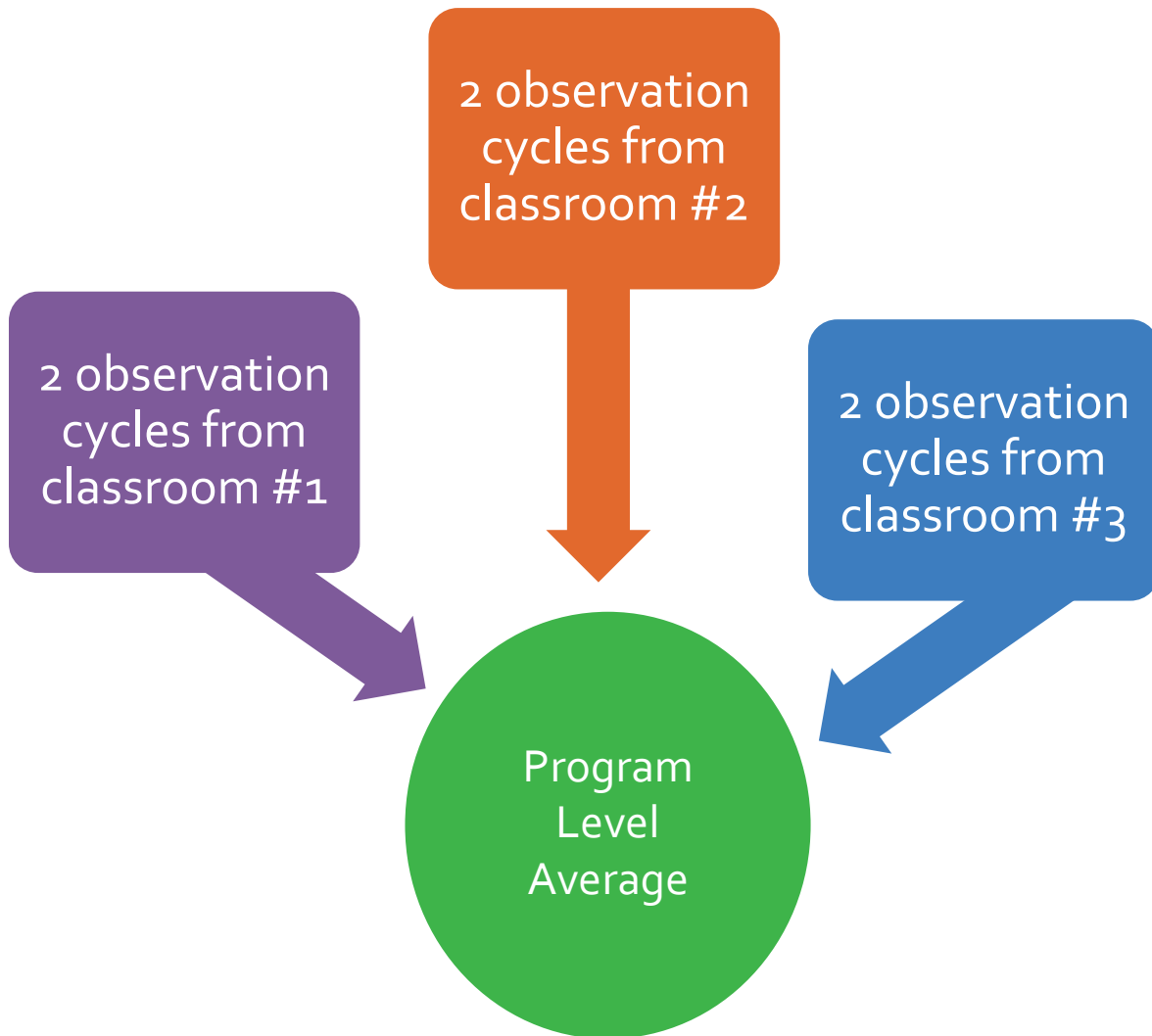
## How CLASS assessments are conducted

- Evaluator watches for “behavioral markers” across all 10 dimensions and takes low-inference notes
- Evaluator stops observing, and scores that 20 minute observation across all 10 dimensions
- Evaluator conducts another observation cycle



# DECE's Use of CLASS – Program Level Averages

DECE uses the Office of Head Start's monitoring protocols to conduct CLASS observations in order to get a program level CLASS average across the 10 dimensions



# CLASS and the Early Childhood Environment Rating Scale Revised (ECERS-R)

CLASS	ECERS-3
20 minute cycles	2.5-3 hour observation
At least 2 observation cycles per classroom	1 classroom chosen at random
Does not follow children to lunch if the lead teacher is not participating	Observes lunch
Does not follow children to special subjects if the lead teacher is not participating	Goes to special subjects with children



# How CLASS Data is Reported to Programs

**CLASS Observation Report** **PRE-K FOR ALL**

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**

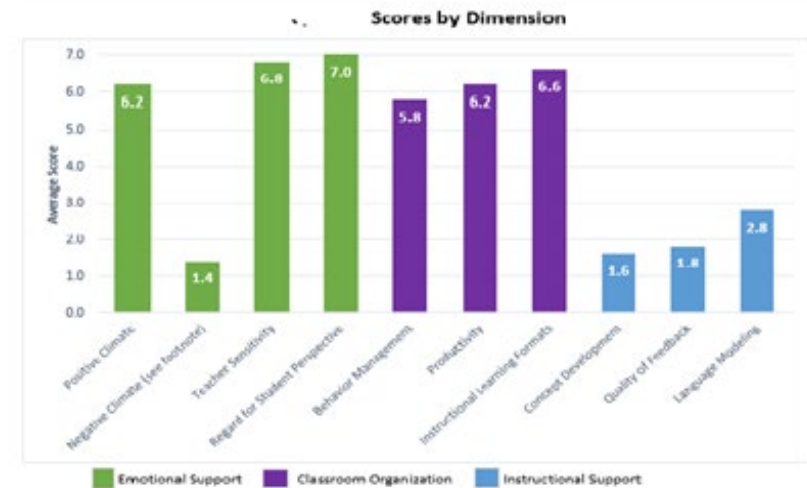
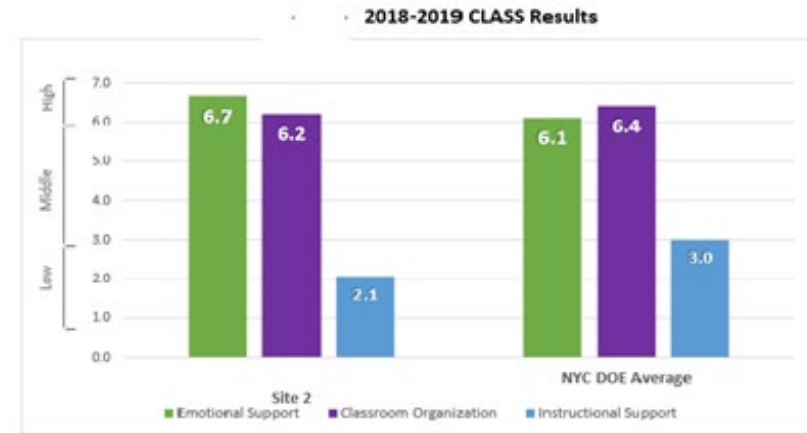
The NYC Pre-K for All Quality Standards describe key practices and structures that are essential in high-quality Pre-K programs to prepare children for success. Research suggests student-teacher interaction is the foundation of student learning and development, which is reflected in many of the Pre-K 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.<sup>1</sup> 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
<b>Dimensions</b>	<ul style="list-style-type: none"> <li>• Positive Climate</li> <li>• Negative Climate</li> <li>• Teacher Sensitivity</li> <li>• Regard for Student Perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior Management</li> <li>• Productivity</li> <li>• Instructional Learning Formats</li> </ul>	<ul style="list-style-type: none"> <li>• Concept Development</li> <li>• Quality of Feedback</li> <li>• Language Modeling</li> </ul>
<b>Description</b>	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.
<b>Program Quality Standards</b>	<u>Creating a Positive Classroom Culture:</u> 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.	<u>Physical Resources for Learning:</u> Staff cultivate the physical space and resources in the classroom and outside to facilitate children's learning and development through purposeful play.	<u>Engaging Children in Meaningful Activity:</u> 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.

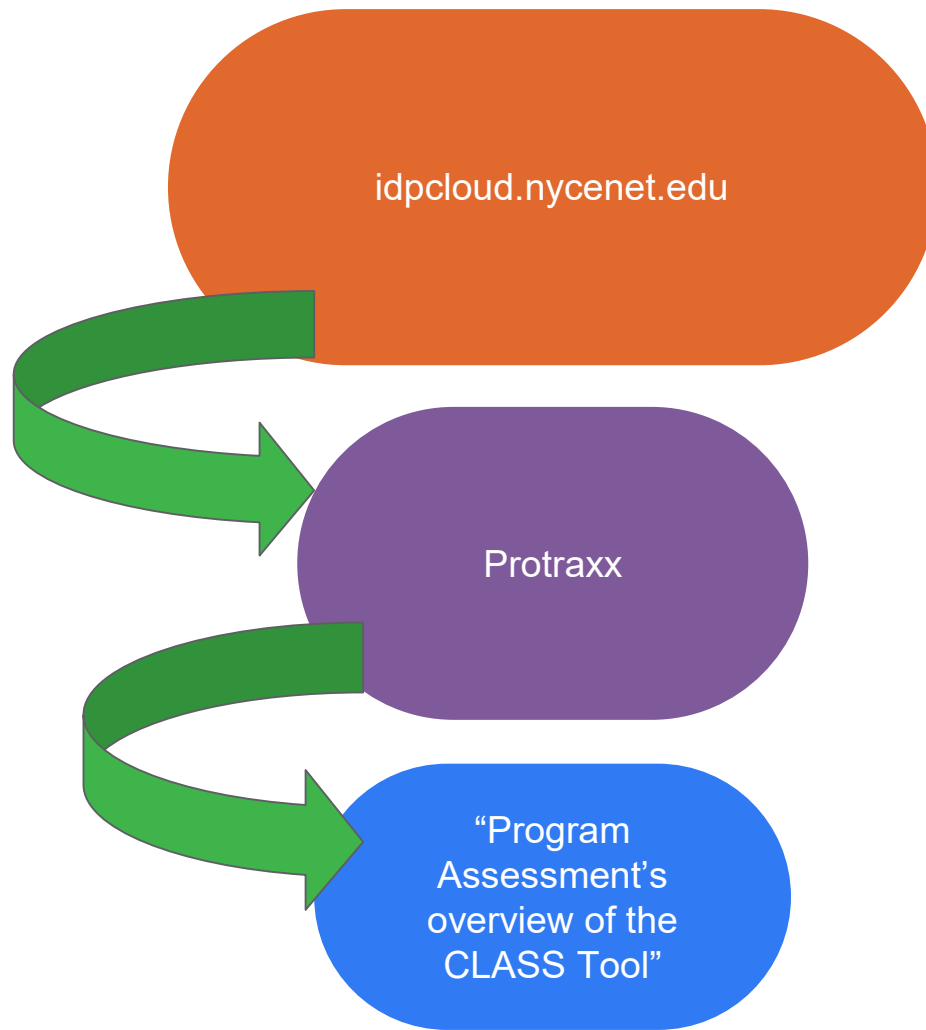
<sup>1</sup> New York State Prekindergarten Foundation for the Common Core, p.7



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)

# More Training Opportunities



# Teachstone Resources

teachstone.com



TRAININGS

CLASS®

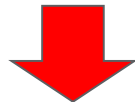
SOLUTIONS

RESOURCES

STORE

BLOG

LOGIN



Head Start

For Coaches

For Teachers

For CLASS Affiliates



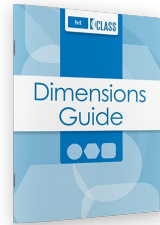


# CLASS Resources

Other CLASS webinars, trainings and useful resources

<http://bit.ly/NYCProgramAssessment>

*CLASS Dimensions Guide*



[Teachstone resource page](http://teachstone.com/resources/)

<http://teachstone.com/resources/>

Questions? Email: [programassessment@schools.nyc.gov](mailto:programassessment@schools.nyc.gov)

Thank you!

