

Georgia's Pre-K has CLASS

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Why use the CLASS?

- The Classroom Assessment Scoring System (CLASS) is a tool for observing and assessing the effectiveness of interactions
- Used to assess interactions for a variety of purposes
- Categorizes and defines teacher-child interactions
- Children experience greater social and academic gains

CLASS in Georgia's Pre-K

- Consultants trained and continually checked for reliability
- In the 2010-2011 school year, Georgia's Pre-K conducted CLASS observations statewide:
 - 3,876 classrooms (92%)

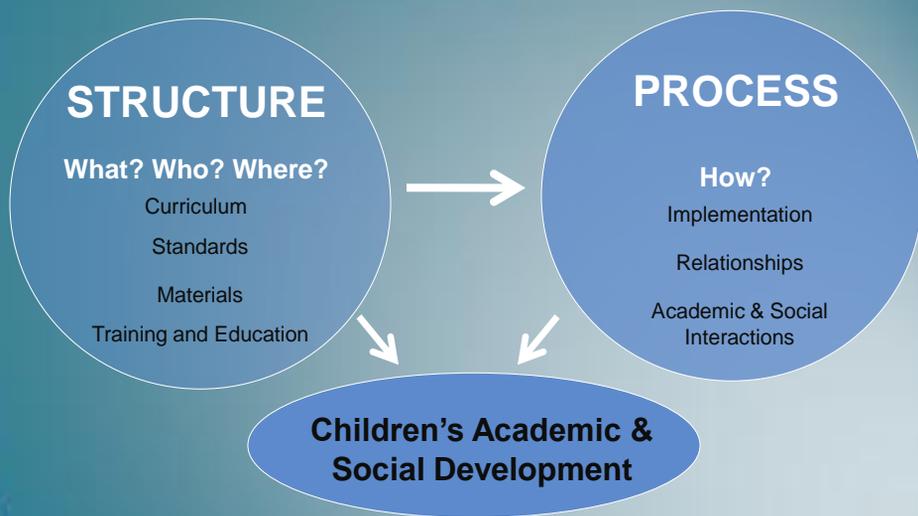
CLASS Report Distribution

- Distributed June 17-22
- Pre-K consultant contacted Project Directors about classes not observed or still being reviewed
- Emailed to Project Director
 - Distinct email for each class
 - NoReply_CLASS@Branaghgroup.com
 - Subject: Georgia CLASS Report - <Site Name>

CLASS Process

- 2011-12 school year - 1/3 of the classrooms will receive a CLASS observation visit
- Observation in individual classrooms
 - Typically consists of four cycles
 - 20 minute observation
 - 10 minute coding in all ten dimensions
 - Average observation time is two hours
- Ratings from 1-7
 - 1-2 = Low Quality
 - 3-5 = Moderate Quality
 - 6-7 = High Quality

Classroom Quality



**How is the CLASS
observation instrument
organized?**



CLASS™ Domains and Dimensions

Classroom Quality



Emotional Support

How do teachers help students develop...

Warm, supportive relationships with teachers and peers

Enjoyment of and excitement about learning

Feelings of comfort in the classroom

Appropriate levels of autonomy

What is Emotional Support?

Emotional Support

Positive Climate

Negative Climate

Teacher Sensitivity

Regard for Student Perspectives



Positive Climate

- Relationships
 - Physical proximity
 - Shared activities
 - Peer assistance
 - Matched affect
 - Social conversation
- Positive Affect
 - Smiling
 - Laughter
 - Enthusiasm

Positive Climate

- Positive Communication
 - Verbal affection
 - Physical affection
 - Positive expectations
- Respect
 - Eye contact
 - Warm, calm voice
 - Respectful language
 - Cooperation and sharing

Teacher Sensitivity

- Awareness
 - Anticipates problems and plans appropriately
 - Notices lack of understanding/difficulties
- Responsiveness
 - Acknowledges emotions
 - Provides comfort and assistance
 - Provides individualized support

Teacher Sensitivity

- Addresses Problems
 - Helps in an effective and timely manner
 - Helps resolve problems
- Student Comfort
 - Seeks support and guidance
 - Freely participates
 - Takes risks

Regard for Student Perspectives

- Flexibility and Student Focus
 - Shows flexibility
 - Incorporates student ideas
 - Follows lead
- Support for Autonomy and Leadership
 - Allows choice
 - Allows students to lead lessons
 - Gives students responsibilities

Regard for Student Perspectives

- Student Expression
 - Encourages student talk
 - Elicits ideas and/or perspectives
- Restriction of Movement
 - Allows movement
 - Is not rigid

Classroom Organization

How do teachers help students ...

Develop skills to help them regulate their own behavior

Get the most out of each school day

Maintain interest in learning activities

What is Classroom Organization?

Classroom Organization

Behavior Management

Productivity

Instructional Learning Formats



Behavior Management

- Clear Behavior Expectations
 - Clear expectations
 - Consistency
 - Clarity of rules
- Proactive
 - Anticipates a problem behavior or escalation
 - Low reactivity
 - Monitors

Behavior Management

- Redirection of Misbehavior
 - Effective reduction of misbehavior
 - Attention to the positive
 - Uses subtle cues to redirect
 - Efficient redirection
- Student Behavior
 - Frequent compliance
 - Little aggression and defiance

Productivity

- Maximizing Learning Time
 - Provision of activities
 - Choice when finished
 - Few disruptions
 - Effective completion of managerial tasks
 - pacing
- Routines
 - Students know what to do
 - Clear instructions
 - Little wandering

Productivity

- Transitions
 - Brief
 - Explicit follow-through
 - Learning opportunities within
- Preparation
 - Materials ready and accessible
 - Knows lessons

Instructional Learning Formats

- Effective Facilitation
 - Teacher involvement
 - Effective questioning
 - Expanding children's involvement
- Variety of Modalities and Materials
 - Range of auditory, visual, and movement opportunities
 - Interesting and creative materials
 - Hands-on opportunities

Instructional Learning Formats

- Student Interest
 - Active participation
 - Listening
 - Focused attention
- Clarity of Learning Objectives
 - Advanced organizers
 - Summaries
 - Reorientation statements

Instructional Support

How do teachers help students ...

Learn to solve problems and think creatively

Get individualized feedback about their learning

Develop more complex language

What is Instructional Support?

Instructional Support

Concept Development

Quality of Feedback

Language Modeling



Concept Development

- Analysis and Reasoning
 - Why and/or how questions
 - Problem solving
 - Prediction/experimentation
 - Classification/comparison
 - Evaluation
- Creating
 - Brainstorming
 - Planning
 - Producing

Concept Development

- Integration
 - Connect concepts
 - Integrates with previous knowledge
- Connections to the Real World
 - Real-world application
 - Related to students' lives

How to Provide High Quality Concept Development

- Focus on understanding concepts
- Encourage use of analysis and reasoning skills
- Promote exploration of concepts
- Link concepts across activities
- Apply concepts to real world
- Take time to plan for concept development

Quality of Feedback

- Scaffolding
 - Hints
 - Assistance
- Feedback Loops
 - Back-and-forth exchanges
 - Persistence by teacher
 - Follow-up questions
- Prompting Thought Processes
 - Asks students to explain thinking
 - Queries responses and actions

Quality of Feedback

- Providing Information
 - Expansion
 - Clarification
 - Specific feedback
- Encouragement and Affirmation
 - Recognition
 - Reinforcement
 - Student persistence

How to Improve Quality of Feedback

- Focus on the process of learning
- Scaffold
- Provide specific information about why answers are correct or incorrect
- Engage in “feedback loops”
- Give lots of good feedback

Language Modeling

- Frequent Conversations
 - Back-and-forth exchanges
 - Contingent responding
 - Peer conversations
- Open-ended questions
 - Questions require more than a one word response
 - Students respond

Language Modeling

- Repetition and Extension
 - Repeats
 - Extends/elaborates
- Self and Parallel Talk
 - Maps own actions with language
 - Maps student action with language
- Advanced Language
 - Variety of words
 - Connected to familiar words/ideas

How to Improve Language Modeling

- Have conversations
- Promote student-initiated language
- Ask open ended questions
- Repeat and extend student responses
- Use advanced language
- Use self-talk and parallel-talk
- Encourage students to talk to one another

Questions

