

UNDERSTANDING THE CLASS



EARLY CHILDHOOD CENTER

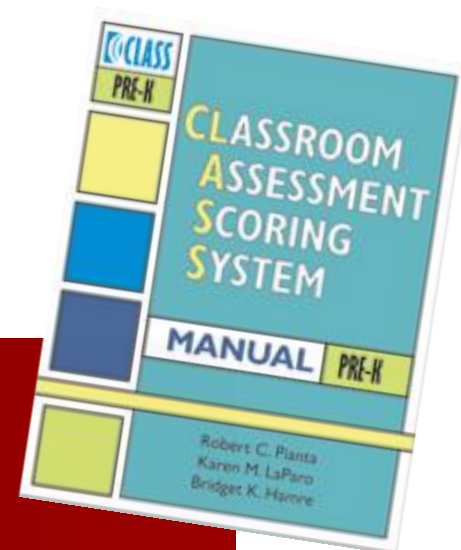
Indiana Institute on Disability and Community

Indiana's University Center for Excellence in Developmental Disabilities

Indiana University-Bloomington

What is the CLASS?

The Classroom Assessment Scoring System© (CLASS) is a research-based observation tool used to help teachers and schools improve the quality of classroom interactions.



What is the CLASS?

CLASS measures:

- ✓ The quality of classroom interaction processes
- ✓ The overall classroom experience based on all adult and child participants

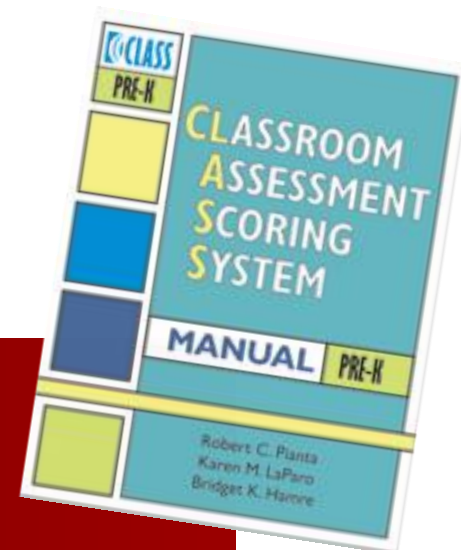


What is the CLASS?

CLASS observations are conducted in 4 or more cycles.

A cycle consists of:

- one 20-minute observation period
- one 10-minute recording period



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



Organization of the CLASS instrument

Classroom Quality

```
graph TD; A[Classroom Quality] --> B[Emotional Support]; A --> C[Classroom Organization]; A --> D[Instructional Support];
```

**Emotional
Support**

**Classroom
Organization**

**Instructional
Support**

CLASS-AT-A-GLANCE

Domains

Emotional Support

Positive relationships among teachers and children, teachers' abilities to support social and emotional functioning in the classroom

Classroom Organization

Well-managed classrooms that provide children with frequent, engaging learning activities

Instructional Support

Interactions that teach children to think, provide ongoing feedback and support, and facilitate language development

Each domain includes Dimensions, Indicators and Behavioral Markers that focus on various aspects of adult-child interactions.

CLASS-AT-A-GLANCE

EMOTIONAL SUPPORT

Positive Climate
(4 Indicators)

Negative Climate
(4 indicators)

Teacher Sensitivity
(4 indicators)

Regard for Student Perspectives
(4 indicators)

CLASSROOM ORGANIZATION

Behavior Management
(4 indicators)

Productivity
(4 indicators)

Instructional Learning Formats
(4 indicators)

INSTRUCTIONAL SUPPORT

Concept Development
(4 indicators)

Quality of Feedback
(5 indicators)

Language Modeling
(5 indicators)

EMOTIONAL SUPPORT

DIMENSIONS

Positive
Climate

Negative
Climate

Teacher
Sensitivity

Regard for
Student
Perspectives

How 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

Emotional Support

Classrooms have a **positive climate** when teachers and students:

- Have positive relationships and clearly enjoy being with each other
- Children are excited about learning and spending time in the classroom
- Are respectful of one another

Emotional Support

Classrooms have a **negative climate** when teachers and students:

- Demonstrate frequent irritation with each other
- Negative situations escalate and the teacher is unable to diffuse them
- When there are examples of threatening or bullying behaviors, when there is frequent teasing or humiliation, or when harsh punishment is used.

Emotional Support

Teachers are **sensitive** when:

- They know their students well enough both academically and socially to be aware of and respond to their needs.
- Children are comfortable enough to freely participate and take risks, seeking adult support and guidance when needed

Emotional Support

Teachers who demonstrate a high **regard for student perspectives**:

- Are flexible in incorporating children's interests and ideas in their learning activities
- Encourage children to express their ideas
- Foster independence and responsibility

CLASSROOM ORGANIZATION

DIMENSIONS

```
graph TD; A[DIMENSIONS] --- B[Behavior Management]; A --- C[Productivity]; A --- D[Instructional Learning Formats];
```

Behavior
Management

Productivity

Instructional
Learning
Formats

How 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

Classroom Organization

Teachers in classrooms that score high on **behavior management**:

- Have clear rules and expectations that are consistently reinforced.
- Are proactive in anticipating difficulties
- Reinforce the positive behaviors and redirect unwanted behaviors
- Students in classrooms that score high on this dimension are generally well behaved

Classroom Organization

Teachers in classrooms that score high on **productivity**:

- Maximize learning time by having clearly defined learning activities ready for children so transitions are brief, there is little waiting and few disruptions
- Have routines that children know and follow throughout the day
- There is little wandering in the productive classroom

Classroom Organization

High quality **instructional learning formats** can be seen in classrooms where:

- Teachers actively facilitate children's involvement in activities
- They use a variety of materials and modalities to teach
- Children are focused and actively involved in lessons
- Learning objectives are clear

INSTRUCTIONAL SUPPORT

DIMENSIONS

Concept
Development

Quality of
Feedback

Language
Modeling

How teachers help students:

- Learn to solve problems and think creatively
- Get individualized feedback about their learning
- Develop more complex language

Instructional Support

Teachers who score high in **concept development**:

- Intentionally sustain interactions that deepen and expand understanding
- Ask “why” and “how” questions to encourage analysis and reasoning
- Integrate new ideas into previous knowledge and connect it with real-world applications

Instructional Support

Teachers who score high in providing **quality of feedback:**

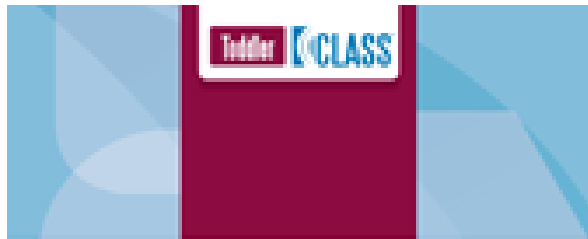
- Focus on the process of learning rather than getting the “right answer”
- Provide children with specific information about their work by expanding and clarifying ideas
- Ask follow-up questions to help deepen understanding

Instructional Support

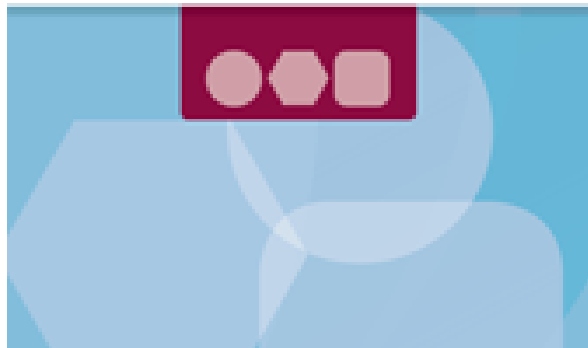
Teachers who score high in **language modeling**:

- Participate in frequent conversations
- Ask open-ended questions
- Repeat, extend and elaborate children's responses
- Use advanced language that contains a variety of words.

CLASS Resources



Dimensions
Guide



Early Childhood Knowledge
and Learning Center
(<http://eclkc.ohs.acf.hhs.gov/hslc>)

Adapted from a presentation created by
Los Angeles County Office of Education,
Head Start State Preschool and the
**Classroom Assessment Scoring System
Manual, Pre-K**, Robert C. Pianta, Karen M.
LaParo, Bridget K. Hamre