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
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

- Emotional Support
- Classroom Organization
- Instructional Support
## CLASS-AT-A-GLANCE

<table>
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<tr>
<th>Domains</th>
<th>Emotional Support</th>
<th>Classroom Organization</th>
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<tbody>
<tr>
<td>Emotional Support</td>
<td>Positive relationships among teachers and children, teachers’ abilities to support social and emotional functioning in the classroom</td>
<td>Well-managed classrooms that provide children with frequent, engaging learning activities</td>
<td>Interactions that teach children to think, provide ongoing feedback and support, and facilitate language development</td>
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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
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
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
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.
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