



School Readiness using the CLASS Framework: *Taking it Deeper*



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Prepared for the Office of Head Start by ICF International

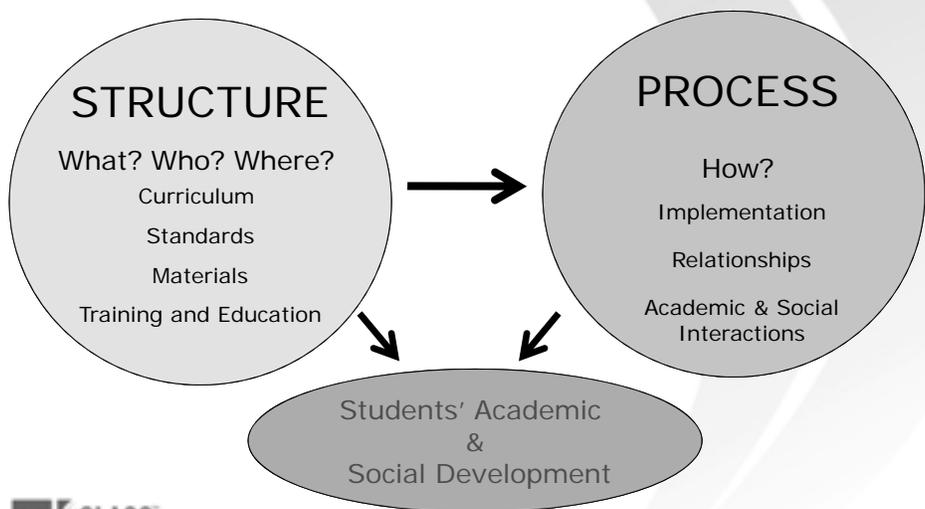
5:30 p.m. – 6:30 p.m.	The CLASS: <ul style="list-style-type: none">• Overview• CLASS Emotional Support, Behavior Management, Instructional Support
6:30 p.m. – 8:00 p.m.	Being attuned <ul style="list-style-type: none">• Aware of Children’s Needs• Community of Learners• Asking Questions
8:00 p.m. – 8:30 p.m.	Summary and wrap-up



What is the CLASS™?



Elements of Classrooms Influencing Learning



Creating a Shared Lens

The CLASS™ provides a common language and shared lens for teachers, coaches, observers, researchers, and administrators.

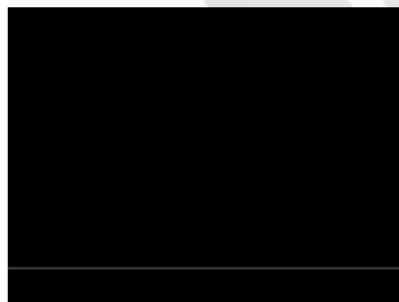


How Is Classroom Process Measured?

Classrooms are complex places.

We need a lens through which to view classrooms.

The lens we choose influences what we see.



What the CLASS Is NOT

Not just about the teacher, i.e., this teacher is a '3'- this is an **objective** behavioral assessment of what is happening in the classroom.

Not a checklist-would not allow us to capture the complexity of classrooms.

Not about the physical environment nor does it evaluate the quality of the curricula.

Doesn't capture all aspects of the classroom

- Cultural Sensitivity
- Literacy



Why Use the CLASS™?

The CLASS™

Has been shown to predict children's academic and social development

- With a large sample of children and teachers
- In diverse populations

Complements and extends information provided by other measures conducted by the National Center for Early Development and Learning

(NCELD Research Study)



Research shows that...

...children from low-income families and those who have difficulty adjusting to classroom environments may particularly benefit from exposure to high quality early learning environments as defined by the CLASS.

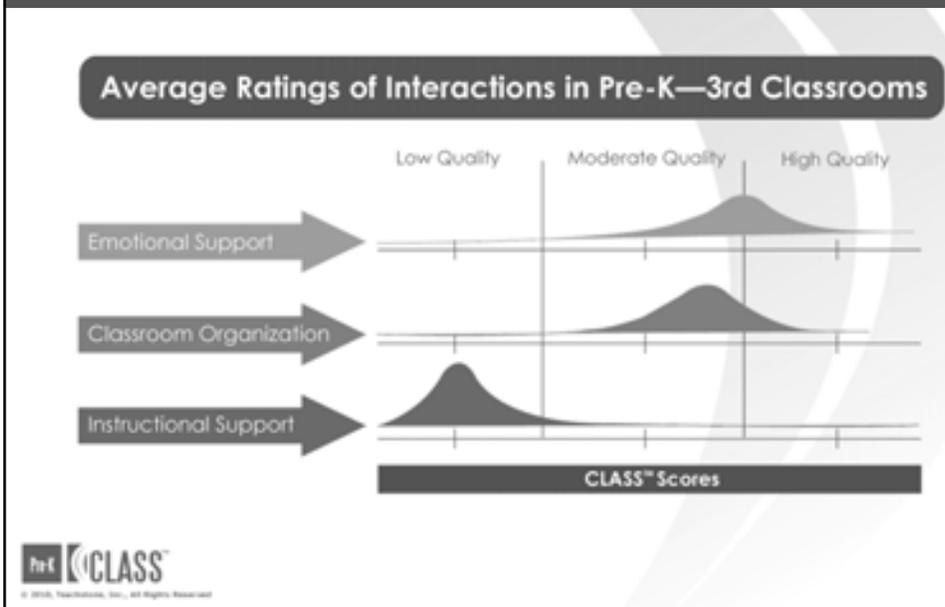


Research shows that...

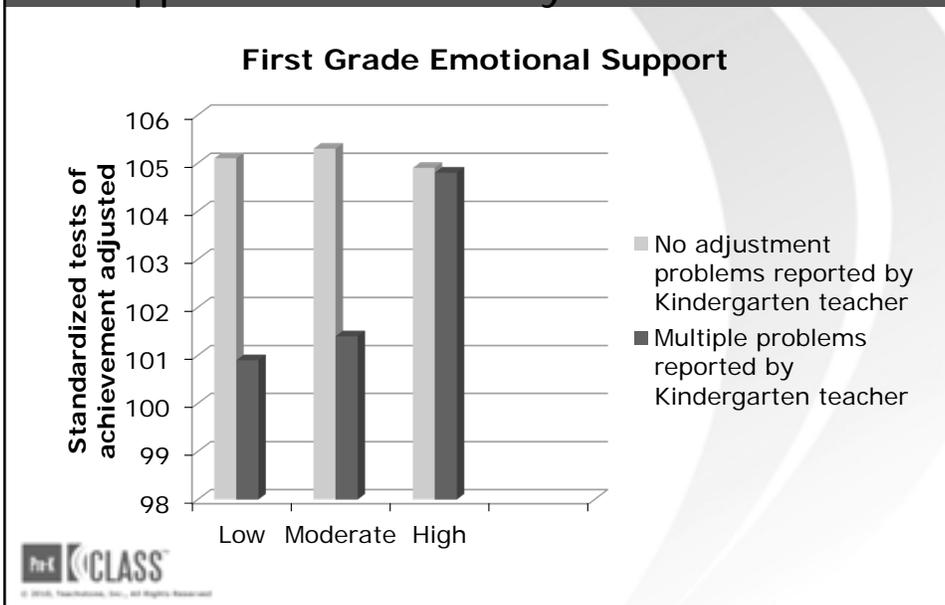
...effective teacher-child interactions are key ingredients for children's social and academic development.



CLASS™ Data by Domain

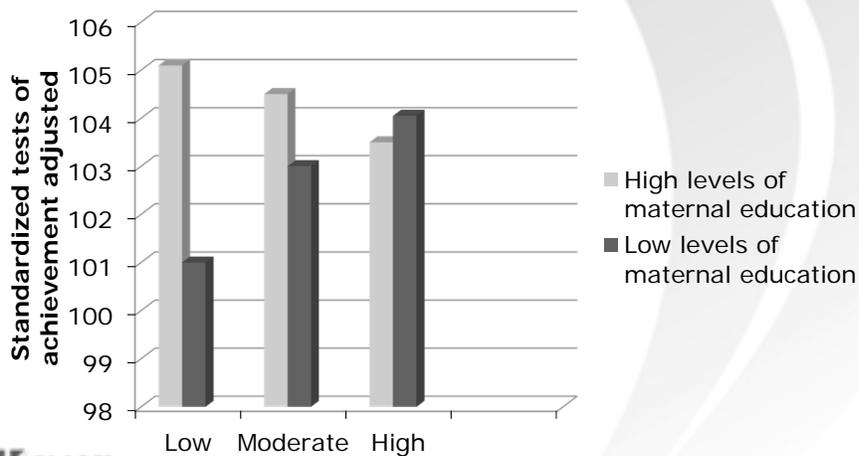


Gains in Achievement in Emotionally Supportive Elementary Classrooms



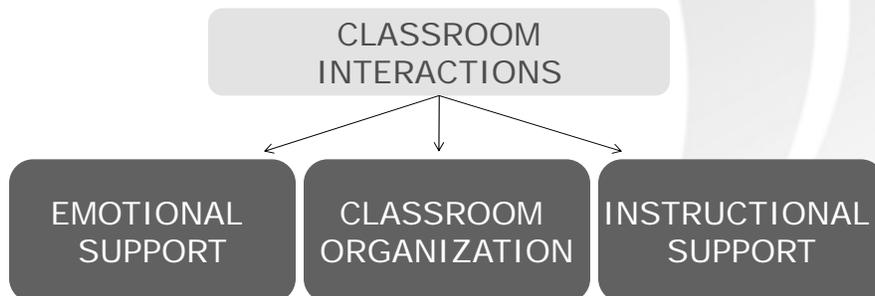
Gains in Achievement in Instructionally Supportive Elementary Classrooms

First Grade Instructional Support



Interactions and Effective Teaching

The CLASS™ lens organizes effective classroom interactions into 3 broad categories or domains.



CLASS™ Domains, Dimensions, Indicators, and Behavioral Markers			
DOMAIN	EMOTIONAL SUPPORT	CLASSROOM ORGANIZATION	INSTRUCTIONAL SUPPORT
DIMENSION	Positive Climate Negative Climate Teacher Sensitivity Regard for Student Perspectives	Behavior Management Productivity Instructional Learning Formats	Concept Development Quality of Feedback Language Modeling
INDICATOR	Example – Positive Climate: Relationships Positive Affect Positive Communication Respect	Example – Behavior Management: Clear Behavior Expectations Proactive Redirection of Misbehavior Student Behavior	Example – Concept Development: Analysis and Reasoning Creating Integration Connections to the Real World
BEHAVIORIAL MARKER	Example – Relationships: proximity, shared activities	Example – Clear Behavior Expectations: consistency, clarity	Example – Analysis and Reasoning: why/how questions

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What Is Emotional Support?

Emotional Support

- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives



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What Is Classroom Organization?

Classroom Organization

Behavior Management

Productivity

Instructional Learning Formats



FP- 43

What Is Instructional Support?

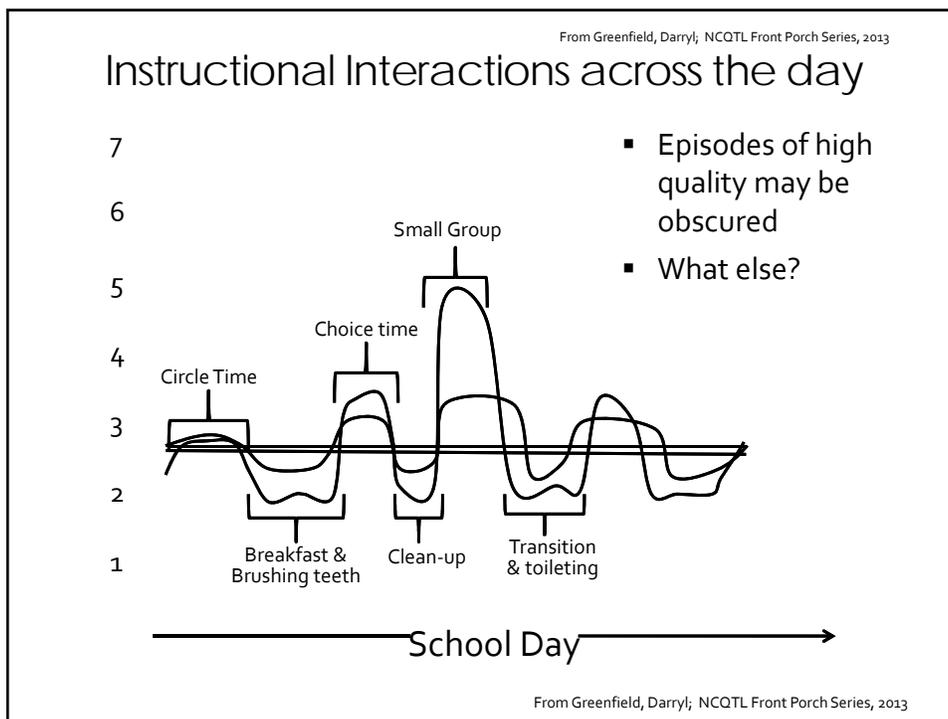
Instructional Support

Concept Development

Quality of Feedback

Language Modeling





Aware of Children's Needs

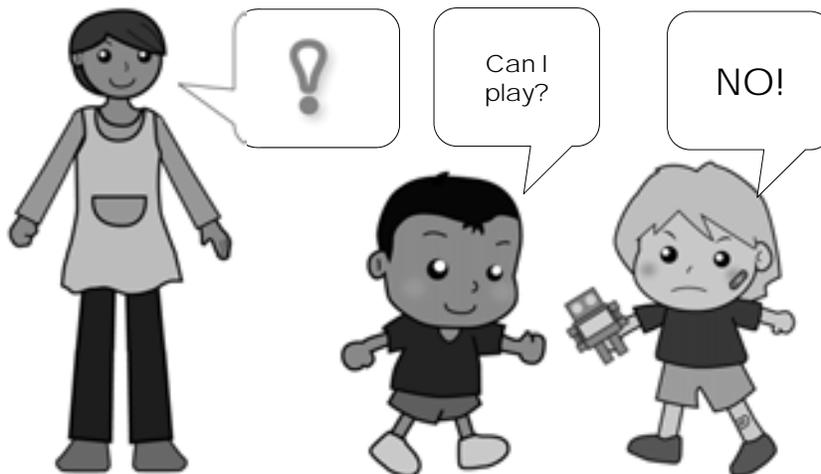
WHAT DOES IT MEAN TO BE AWARE OF CHILDREN'S NEEDS?



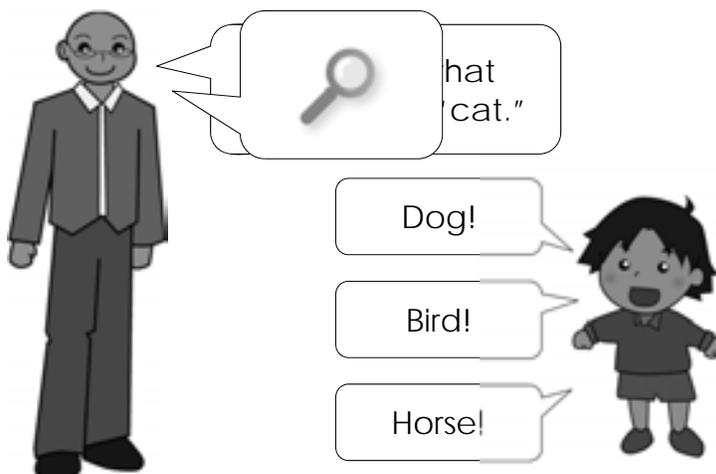
AWARENESS

-  Watch for areas of concern
-  Notice individual needs and successes
-  Acknowledge emotions
-  Be mindful of teachable moments

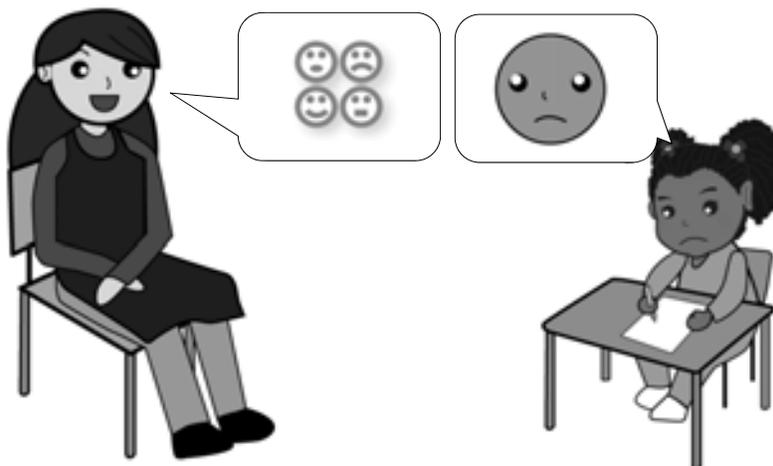
BEING AWARE OF CHILDREN'S NEEDS



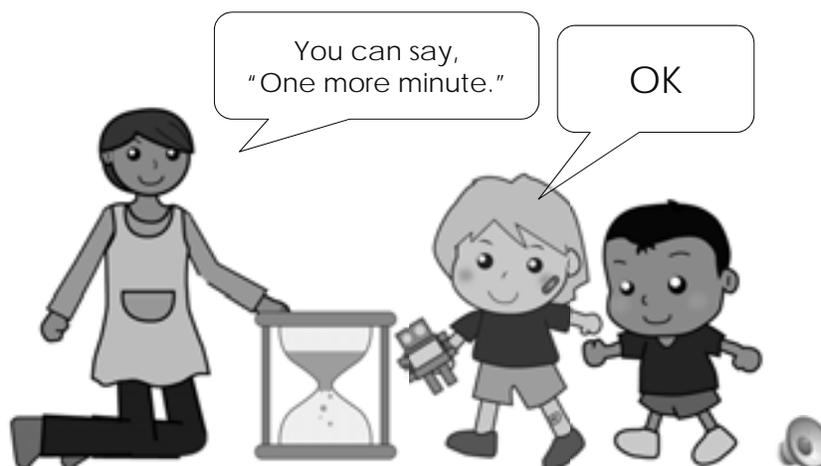
BEING AWARE OF CHILDREN'S NEEDS



BEING AWARE OF CHILDREN'S NEEDS



RESPONDING TO CHILDREN'S NEEDS



RESPONDING TO CHILDREN'S NEEDS



Let's rhyme together

CAT-MAT

CAT-MAT



RESPONDING TO CHILDREN'S NEEDS



Let's try this, Zeya



Z E









PRACTICAL STRATEGIES: CHECKING IN



Children tell us or point to how they feel at the beginning of the day.



HAPPY



PROUD



SURPRISED



ANGRY



SAD



SCARED

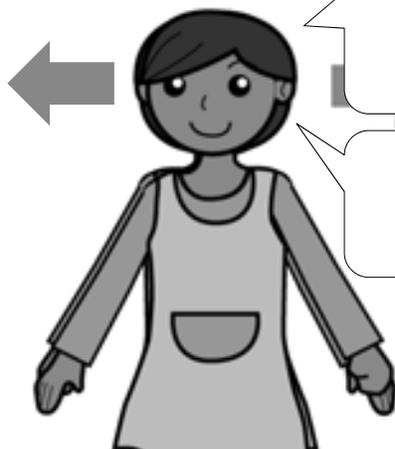
PRACTICAL STRATEGIES: "STAFF ZONING"



We see and engage all children, and classroom tasks get done.



PRACTICAL STRATEGIES:
POSITION YOURSELF TO SEE AND BE SEEN



We make sure our bookshelves are low.

We position ourselves to see all the children.

PRACTICAL STRATEGIES:
INCREASE PROXIMITY



We are able to prevent problems and teach skills.



Community of Learners

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THE IMPORTANCE OF COMMUNITY

Shared Rules Traditions
Values Responsibility
Membership Cultural Perspectives
Self-Expression Support]

WHAT IS CARING?



Caring is engaging in a set of voluntary intellectual and emotional acts.



Caring behavior is developed over time by interacting thoughtfully everyday.



Caring is more than "smiles and hugs."

WHY TEACH CHILDREN CARING BEHAVIORS?



CARING CREATES A RIPPLE EFFECT



NCQTL
National Center for Quality Teaching and Learning



VIDEO: Caring for Each Other

A CARING CLASSROOM BEGINS
WITH THE FIRST D.R.O.P.



- D**esign a caring environment
- R**espond to individual needs
- O**rganize awareness activities
- P**romote and encourage a sense of community

DESIGN A CARING ENVIRONMENT



RESPOND TO INDIVIDUAL NEEDS



ORGANIZE AWARENESS ACTIVITIES



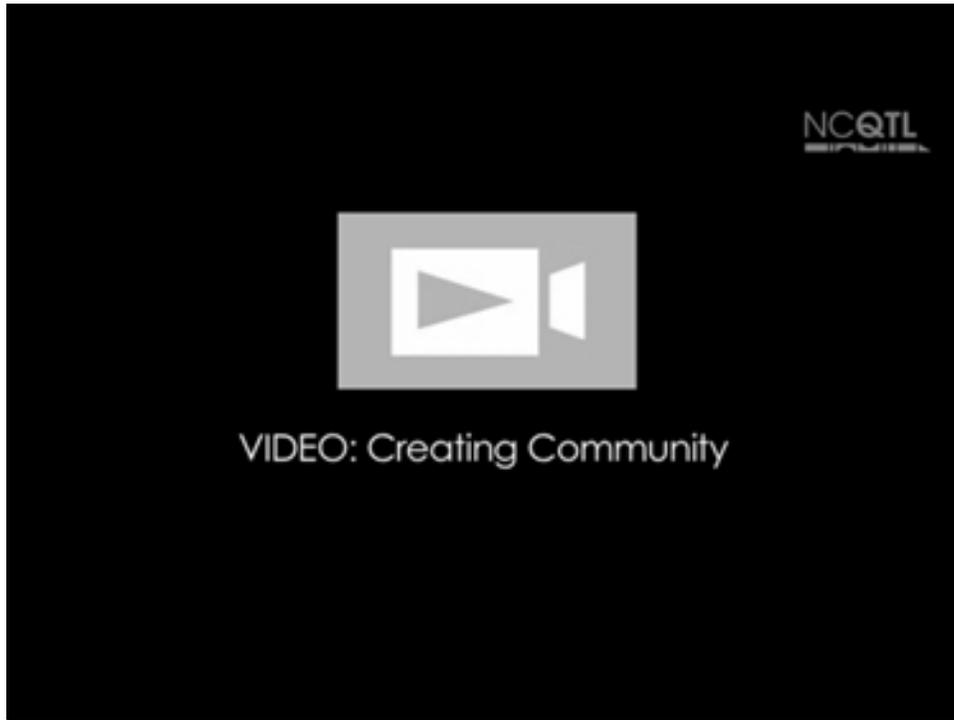
NCQTL
NATIONAL CENTER FOR QUALITY TEACHER LEADERSHIP

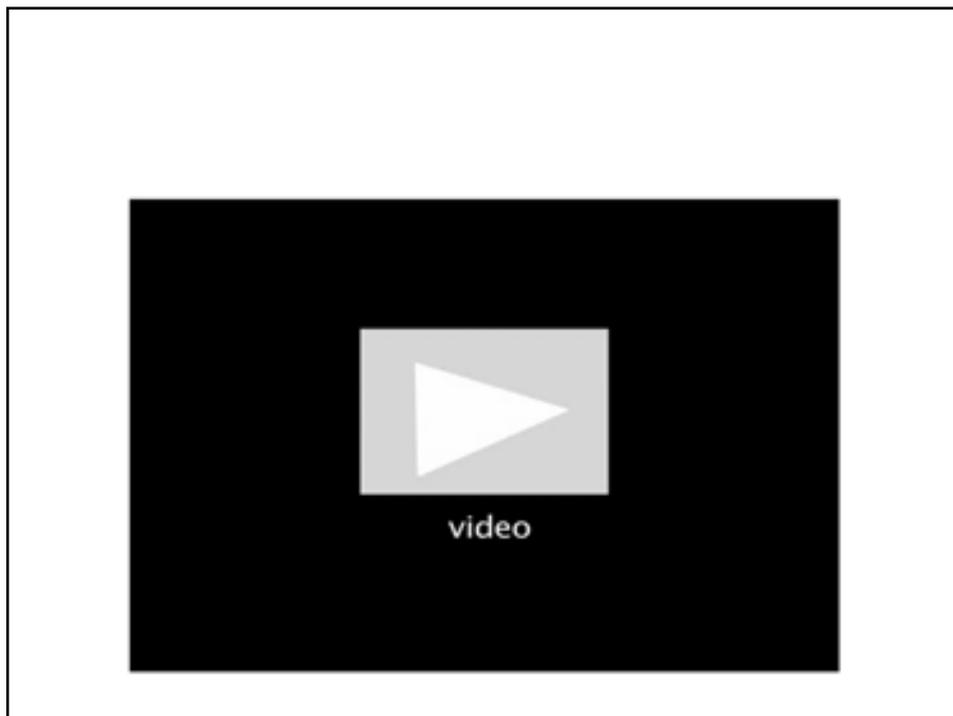
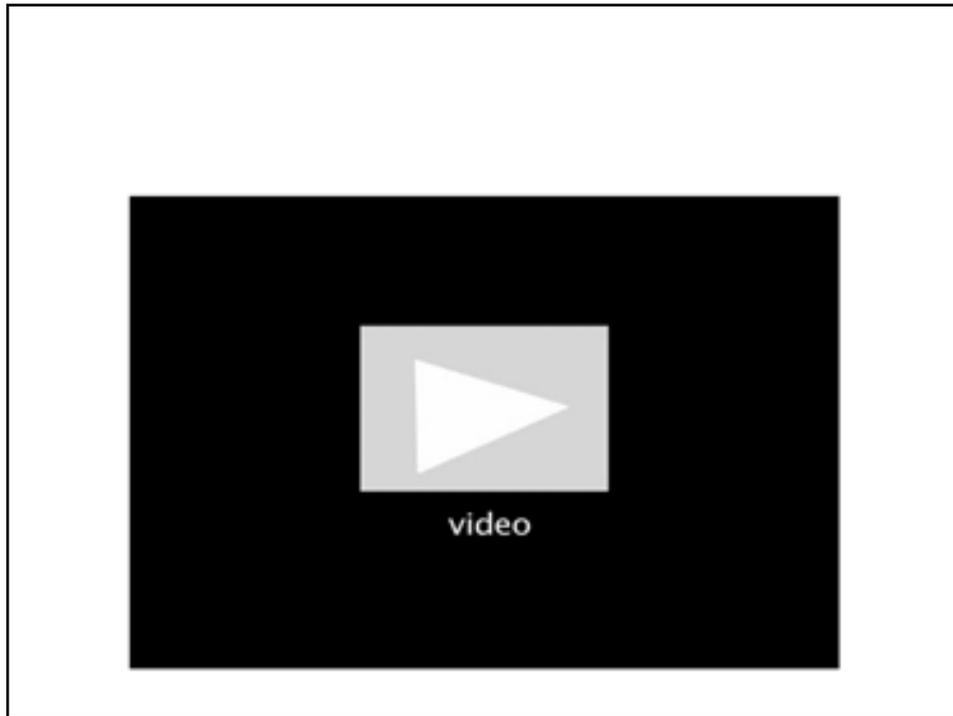


VIDEO: Teaching Awareness

PROMOTE AND ENCOURAGE
A SENSE OF COMMUNITY







Conversations: Asking Questions

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EXTENDING THE CONVERSATION: ASKING QUESTIONS

Objectives

- To understand how asking questions enhances conversations.
- To identify qualities of questions that extend conversation.
- To gain knowledge of types of questions that strengthen conversations.

WHAT ARE EXTENDED CONVERSATIONS?

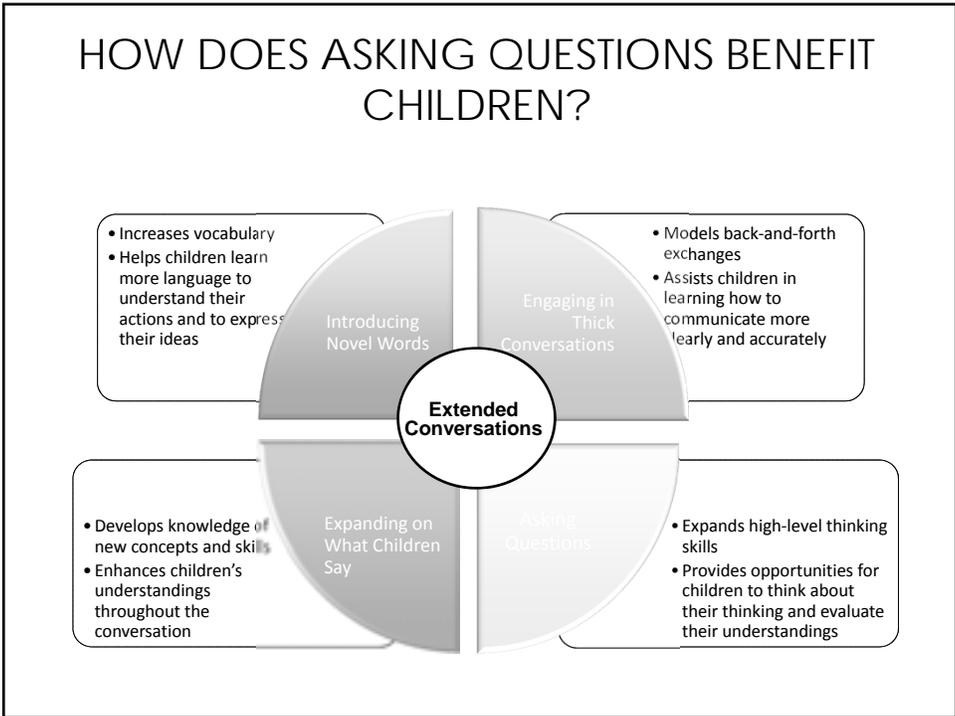
Extended conversations are rich back-and-forth exchanges that help children develop more complex language and thinking skills.



ASKING QUESTIONS

Asking children meaningful questions focus children in on their own thinking and actions.





HOW DOES ASKING QUESTIONS TO EXTEND CONVERSATIONS BENEFIT TEACHERS?

- Provides a lens into children's perspectives.
- Informs teachers of children's thinking processes.
- Assists with curriculum planning and assessment.

QUESTIONS THAT CONTINUE CONVERSATION

- Focus on children's interests and excitement.
- Request information teachers do not already know.
- Match child's language ability.
- Stimulate creative thinking.
- Show teacher's interest.



WHAT ARE OPEN-ENDED QUESTIONS?

- A question with many answers.
- Require more than a one word response.
- Allow children to express their ideas and opinions.

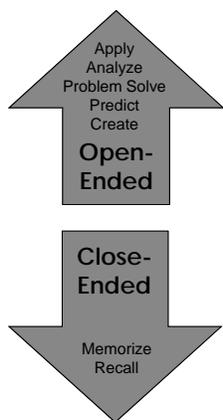


QUESTIONS THAT STOP CONVERSATION

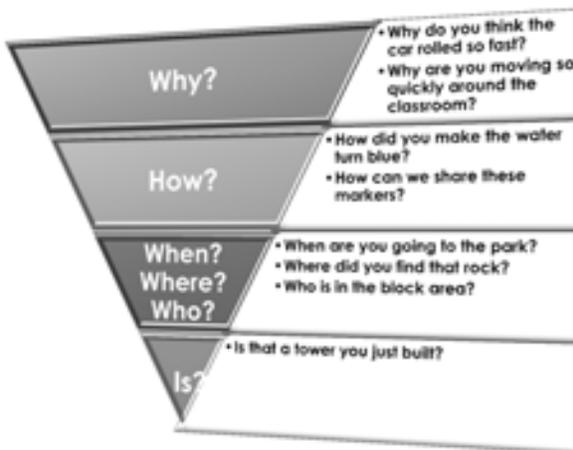
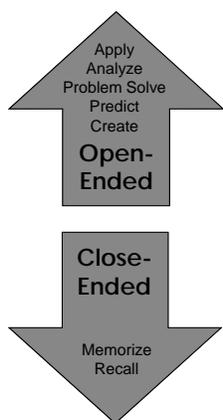
- Intended to test.
- Rhetorical, no response really needed.
- Too simple or complex.
- Close-ended examples:
 - What is this called?
 - Are you having fun?
 - Did you play in the block area?
 - That's a large tree, isn't it?
 - How are the balls the same as the oranges?



ASKING CHILDREN QUESTIONS



ASKING CHILDREN QUESTIONS



ASKING MEANINGFUL QUESTIONS

- 1) Ask children about what they are doing.
 - What are you working on?
 - Tell me about your project.
- 2) Ask children to provide explanations.
 - Why?
 - How?
- 3) Ask children to make predictions.
 - What do you think will happen next?
- 4) Ask children to connect learning to their own lives.
 - Have you seen one of these before?
 - What does this remind you of?

SUPPORTING CHILDREN

Progression of difficulty (C.A.R.):

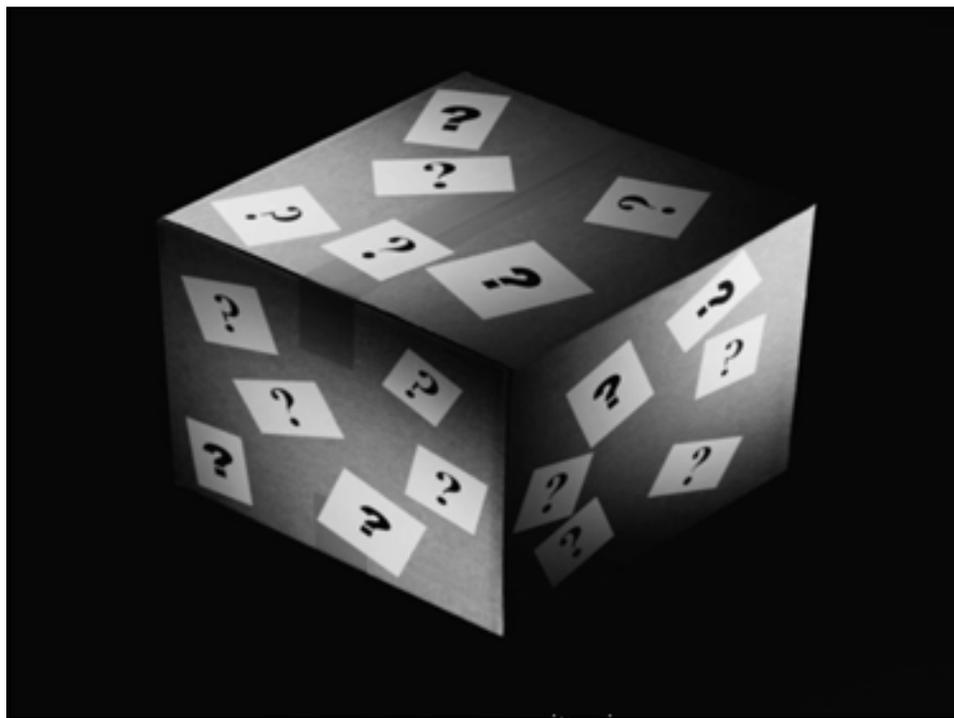


- **C**omment and wait.
- **A**sk a question and wait.
- **R**espond.





VIDEO: Exchanges Back and Forth



THANK YOU!
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