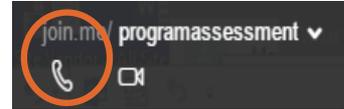


Welcome!

1. Call in by clicking on the phone icon.



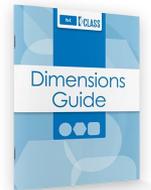
2. Select "Call by phone."



3. Go to www.menti.com and enter the code [70 80 18] and answer the question on the screen, if you haven't already. The poll will close at 1:45 p.m.

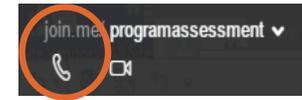


4. If you have one, take out your Dimensions Guide to use as a reference.



5. During the presentation, use the chat icon to ask and respond to questions.





How will you call in?



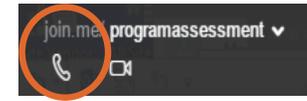
Classroom Assessment Scoring System (CLASS) 102

Introduction to the CLASS dimensions

October 11, 2016

2:00-3:00 pm





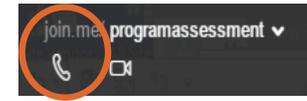
How will you call in?



What do high-quality interactions look like in pre-K?



CLASS 102 - Objectives



How will you call in?



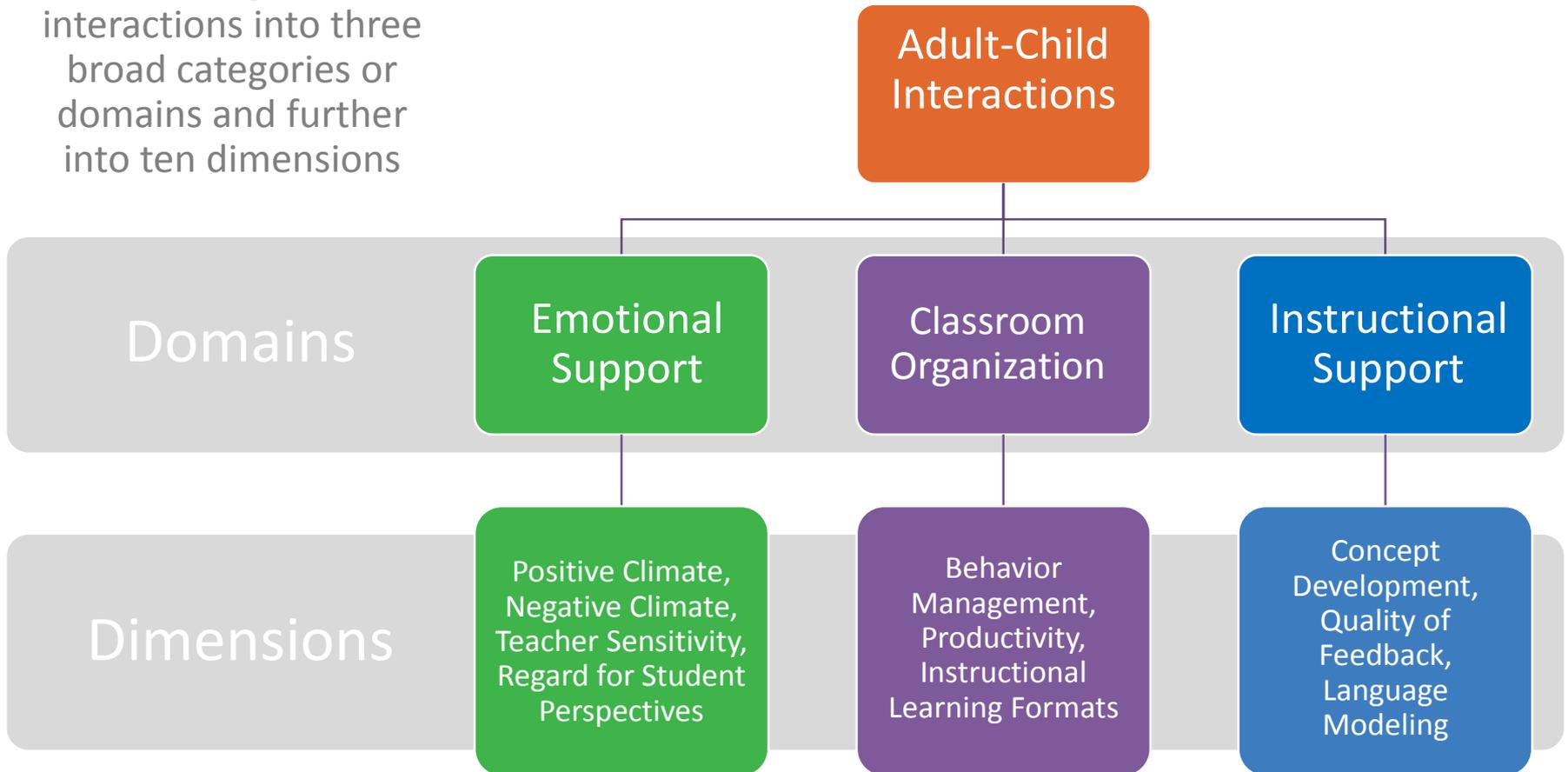
- Review how the CLASS tool is organized and what it measures
- Identify what effective interactions look like in each CLASS dimension and how to improve interactions in each
- Learn how to use the *CLASS Dimensions Guide* to support your understanding of CLASS dimensions

CLASS Webinar Series - Scope & Sequence

Title	Description	Timing
CLASS 101	<ul style="list-style-type: none">• Why the DECE uses the CLASS tool• What the CLASS tool measures• What to expect before, during, and after a CLASS assessment• What resources are available to support you	September 29, 2016
CLASS 102	<ul style="list-style-type: none">• How teacher-child interactions contribute to child outcomes• What effective interactions look like in each CLASS dimension• Strategies for improving interactions in the Regard for Student Perspectives and Instructional Learning Formats dimensions	October 11, 2016
CLASS 103	<ul style="list-style-type: none">• Why Instructional Support is important• What effective interactions look like in this domain• Strategies for improving Concept Development, Quality of Feedback, and Language Modeling dimensions	October 25, 2016
CLASS 104	<ul style="list-style-type: none">• How to read and interpret your CLASS report• How to use CLASS data and recommendations to inform pre-K program goals	December 6, 2016

CLASS Domains & Dimensions

CLASS organizes interactions into three broad categories or domains and further into ten dimensions



How the CLASS is Scored

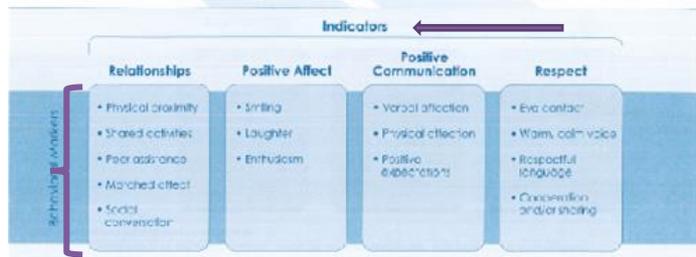
- Each dimension is rated on a scale of 1-7

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

- Frequency, depth, and effectiveness of interactions is important

CLASS Dimensions Guide

Positive Climate



What is it?

In classrooms with a strong positive climate, teachers and children are enthusiastic about learning and respectful of one another. Teachers and children develop warm, supportive relationships with each other and clearly enjoy being together and spending time in the classroom. Their interactions provide children with a secure base for learning and evaluation of academic and social skills.

Why is it important?

Children are more motivated to learn when they feel happy, relaxed, and connected to others. They get more out of lessons when they are excited about participating. When the classroom climate is positive, children have a secure base for learning. Teachers and children enjoy being with each other and are able to get the most out of their time together.

How can I create a more positive climate in my classroom?

Enjoy time with children.

Share in fun, relaxing moments with children. During free time or while waiting to lunch, take time to interact with children and enjoy being with them.

Make learning fun.

Look for opportunities to make everyday learning activities fun for children. Think about the things that make children laugh and smile and find ways to integrate those things into everyday activities.

Show your enthusiasm.

Make sure you let the children know that you enjoy your job and like spending time with them. If you are enthusiastic about classroom activities, the children will be, as well.

Make positive comments and communicate your warm feelings toward children.

Look for opportunities to comment positively on children's efforts and participation. Clearly communicate your warm feelings toward children. For example, tell a child that you missed her yesterday when she was home sick. Over time, as a consistent, positive, interested and warmly will help children feel connected to you and comfortable in the classroom.

Engage in social conversation.

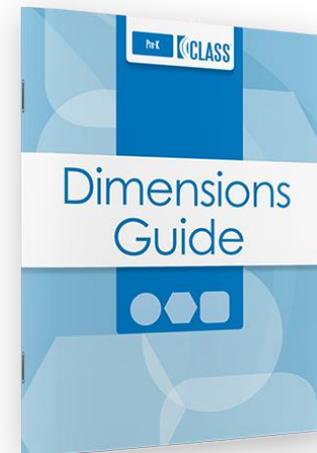
Ask children questions about their lives outside the classroom. Don't remember to ask about things that are important to them, such as family members or their outside activities. Take time to listen when they come up to tell you something exciting that happened to them.

Be respectful and personal.

Be respectful in interactions with children. Use their names when you talk to them and model the use of polite language, such as please, thank you, and you're welcome.

Facilitate positive peer interactions.

Encourage children to engage in positive interactions with each other. Teach and model the importance of sharing, helping others, and being respectful so that children can start using these strategies in interactions with their peers.





Emotional Support



Emotional Support Domain

- How teachers promote children's social and emotional development in the classroom
- Four dimensions:

Positive
Climate

Negative
Climate

Teacher
Sensitivity

Regard for
Student
Perspectives

- Aligns with PQS 9: Creating a Positive Classroom Culture
- Teaching and program staff role-model and promote respectful and compassionate interactions throughout the day, act as a source of comfort and support for children, and use language, discussion, and other instructional strategies to develop children's empathy and consideration of others (9b)

Positive Climate (pages 4-5)

What this looks like in a pre-K classroom:

- There are many instances of mutual smiles and laughter
- It is clear that both staff and children are happy and excited to be at school
- Staff communicate positive expectations for children
- Children and staff are respectful in their interactions with one another

Negative Climate (pages 6-7)

What this looks like in a pre-K classroom:

- Staff is regularly irritable, resorting to yelling, sarcasm and threats to maintain control
- Children frequently victimize each other, bullying is likely present

Teacher Sensitivity (pages 8-9)

What this looks like in a pre-K classroom:

- Staff is highly responsive to children's social, emotional, and academic needs
- Staff attends children's verbal and nonverbal cues indicating where they may need support
- Children regularly seek out staff as a source of support and comfort in the classroom

Regard for Student Perspectives (pages 10-11)

What this looks like in a pre-K classroom:

- Teachers are flexible, regularly incorporating children's ideas and input
- There are ample intentional and authentic opportunities for autonomy and leadership
- Children have many opportunities to talk and are allowed to move around

Regard for Student Perspectives: Large group v. center time

During center time:	During large group time:
<ul style="list-style-type: none">• Children choose their own centers• Teachers follow children's lead• Materials are ready and accessible and children do not need to ask a staff member to access them	<ul style="list-style-type: none">• Children have opportunities to lead activities• Children are regularly asked to share their perspectives• Children are free to sit how and where they want on the rug



Questions about the
Emotional Support
domain?





Classroom Organization



Classroom Organization Domain

- How teachers manage children's behavior, time, and attention
- Three dimensions:

Behavior
Management

Productivity

Instructional
Learning
Formats

- Aligns with:
 - PQS 9: Creating a Positive Classroom Culture
 - PQS 10: Physical Resources for Learning and PQS 7: Curriculum Planning Cycle
- Aligns with Statement on Positive Behavior Guidance

Behavior Management (pages 12-13)

What this looks like in a pre-K classroom:

- There are clear, consistent expectations understood by all members of the classroom community
- Staff anticipates misbehaviors and responds to misbehaviors by focusing on the positive
- Children follow directions and there is little aggression or defiance

Productivity (pages 14-15)

What this looks like in a pre-K classroom:

- The classroom resembles a well-oiled machine, where everyone knows what is expected of them
- There is little or no “wait time”
- Staff knows lessons and ensures materials are readily accessible

Instructional Learning Formats (pages 16-17)

What this looks like in a pre-K classroom:

- By virtue of staff's facilitation, questioning, and involvement, children are engaged in learning activities
- Staff uses a variety of materials, hands-on opportunities, and provides a range of auditory, visual, and movement opportunities
- Learning objectives are clear and children are focused

What is clarity of learning objectives?

- Clear learning objectives help children stay focused and engaged
- Examples of strategies include:
 - Advanced organizers
 - Reorientation statements
 - Summaries
- During centers, staff ask questions related to the activity children are already involved in



Questions about the
Classroom Organization
domain?



Optional Follow up Activity

- What are some ways you will build more regard for student perspectives into whole group time? If this is already an area of strength for your pre-K program, what strategies have you tried that have been successful?
- Indicators of Regard for Student Perspectives:
 - Flexibility and student focus
 - Support for autonomy and leadership
 - Student expression
 - Restriction of movement
- Regard for Student Perspectives is on pages 10-11 of your Dimensions Guide

Additional Resources - CLASS 102

- [Statement on Positive Behavior Guidance in Pre-K for All and EarlyLearn NYC Programs](#)
- [What Does Regard for Student Perspectives Look Like in a Group Activity?](#)
- [How to Show Regard for the Wiggle-Worms](#)
- [Teacher Tips: Balancing Regard and Organization](#)

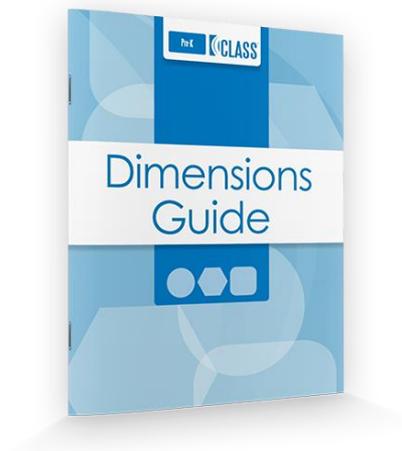
Additional Resources – General

1. Other CLASS webinars
2. *CLASS Dimensions Guide*
3. [CLASS FAQs](#)
4. CLASS/ECERS-R Guidelines for Program Leaders (Coming soon!)
5. [Teachstone resource page](#)
6. Questions? Email: programassessment@schools.nyc.gov

October 25:
Understanding
the
Instructional
Support
Domain



December 6:
Interpreting
Your CLASS
Report



CLASS Webinar Series - Scope & Sequence

Title	Description	Timing
CLASS 101	<ul style="list-style-type: none">• Why the DECE uses the CLASS tool• What the CLASS tool measures• What to expect before, during, and after a CLASS assessment• What resources are available to support you	September 29, 2016, 2:00 pm
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CLASS 104	<ul style="list-style-type: none">• How to read and interpret your CLASS report• How to use CLASS data and recommendations to inform pre-K program goals	December 6, 2016, 2:00 pm

Thank you!

Before you go

1. Enter your email into the chat window to receive a copy of today's presentation
2. Fill out this short survey to let us know what you thought:
<https://goo.gl/forms/1DxJPHugpYoBtow52>
3. Email any further questions to:
programassessment@schools.nyc.gov

See you on October 25 at 2:00 pm for CLASS 103: Understanding the Instructional Support Domain!

