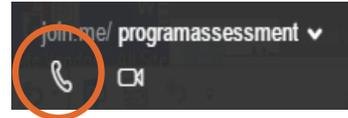


Welcome to Classroom Assessment Scoring System (CLASS) 101!

1. Call in by clicking on the phone icon.



2. Select "Call by phone."



3. Let us know what you want to know about the CLASS assessment process! Go to www.menti.com and enter the code [43 877] to participate in the poll, if you haven't already.



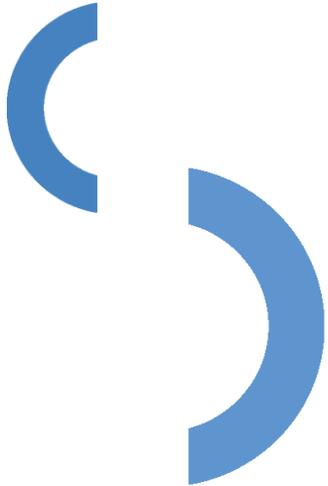
4. During the presentation, use the chat icon to ask and respond to questions.





Classroom Assessment Scoring System (CLASS) 101

The pre-K program assessment process



Thanks for taking the poll!

What do you want to know about the CLASS...



What are the score ranges that are considered strong/ weak? How can our Instructional Coordinator and Social Worker help us prepare?

The evaluation process and timeframe

what should I expect on the day of the assessment?

Everything

how does it work

People come in and observe the language between teacher and students.

What do I need to have in place for review

everything

Everything as I am fairly new to this assessment.

What requirements are necessary

What are they looking for? What are they evaluating? How long will they be in my classroom for? How can I get ready for my class assessment?

How to best be prepared and to be

 15

CLASS 101 - Objectives

- Understand why the Division of Early Childhood Education (DECE) uses the CLASS tool and how the CLASS aligns with the Program Quality Standards and Framework for Great Schools
- Understand what the CLASS tool measures
- Understand how the DECE uses CLASS data
- Know what to expect before, during, and after a CLASS observation
- Learn how CLASS results are communicated to programs

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

The PQS and the Framework for Great Schools

The Framework for Great Schools



The Pre-K for All Program Quality Standards (PQS)

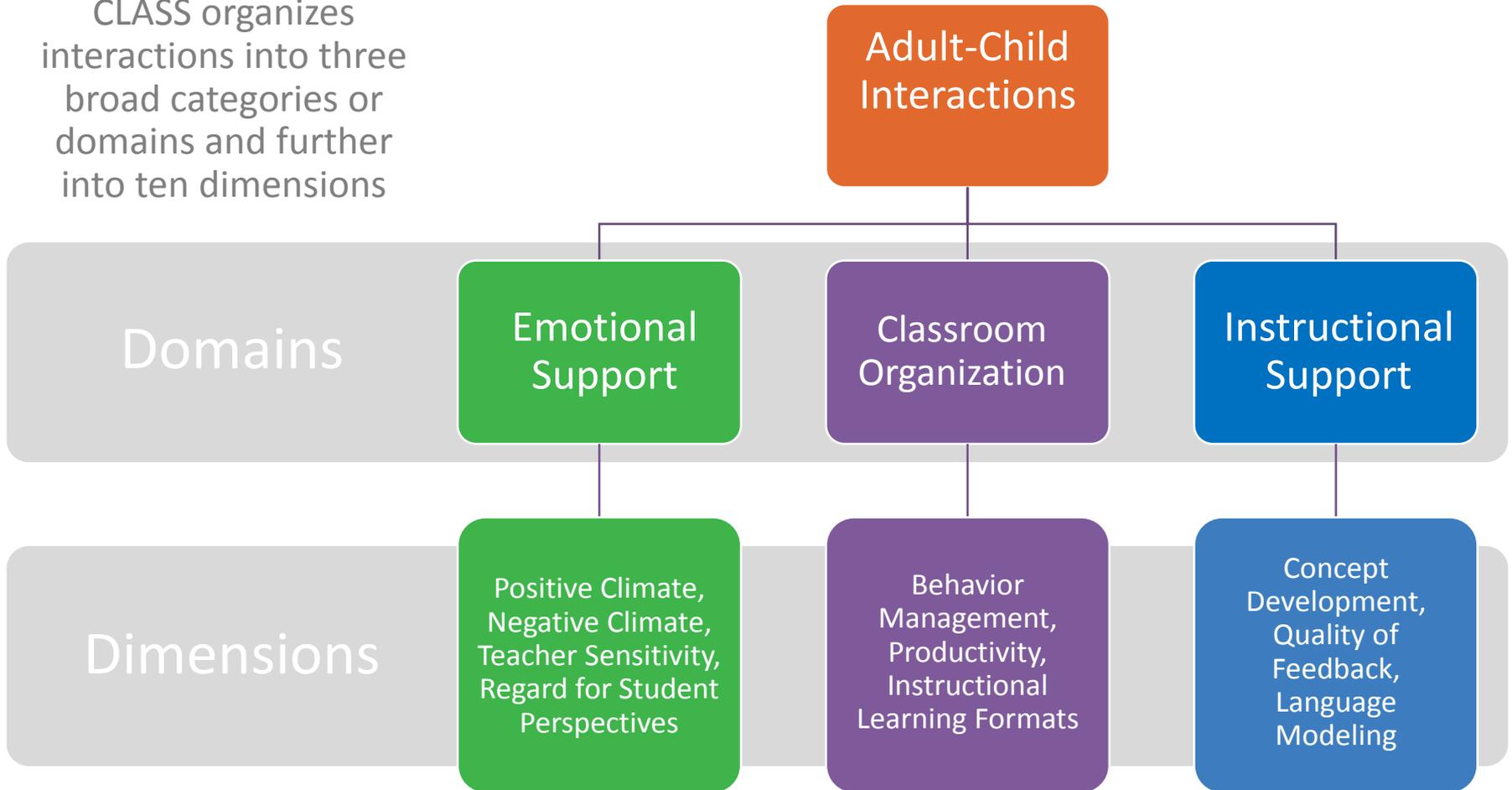
- Define the NYCDOE's vision for high-quality Pre-K for All programs
- Are grounded in the DOE's Framework for Great Schools
- Describe the key practices that support children in gaining the knowledge and skills outlined in the New York State Prekindergarten Foundation for the Common Core (PKFCC)

The CLASS measures interactions that impact children's development

- Originally developed by researchers at the University of Virginia as a way to categorize and measure the kinds of interactions that have a direct effect on child development
- Research shows that the CLASS tool is a valid and reliable measure to examine teacher-child interactions
- Research shows that, after controlling for child characteristics, there is a positive correlation between higher CLASS scores and children's social-emotional and cognitive development
- The DECE uses the CLASS tool to understand the kinds of interactions that are happening between teaching staff and children in pre-K programs across the city, in all settings

CLASS Domains & Dimensions

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



Emotional Support Domain

- How teachers promote a positive classroom climate and support children's social and emotional needs
 - Many instances of laughter and smiling
 - Staff use warm, calm voices when speaking with children
 - Few instances of peer aggression
 - Staff provide individualized support
 - Staff acknowledge children's feelings
 - Staff address problems and concerns in a timely manner
 - Provide children with choices for activities and lessons

Classroom Organization Domain

- How teachers manage children's behavior, time, and attention
 - Provide clear and consistent expectations for behavior
 - Use proactive strategies to anticipate and prevent misbehavior
 - Use positive phrases to redirect when misbehavior occurs
 - Consistently provide activities and minimize wait time
 - Establish clear and predictable routines
 - Keep transitions brief and embed learning opportunities within
 - Prepare for lessons and activities ahead of time, so time is not lost

Instructional Support Domain

- How teachers promote children's cognitive and language development
 - Frequently engage children in conversation
 - Ask many *how* and *why* questions
 - Encourage children to be creative and generate their own ideas
 - Explicitly link concepts to previous learning
 - Relate concepts to children's actual lives
 - Regularly ask children to explain their thinking
 - Narrate their own/children's actions

How the CLASS is scored

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

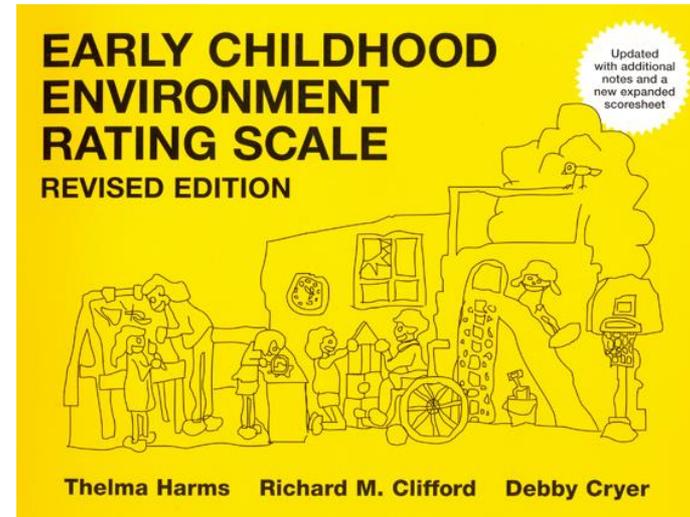
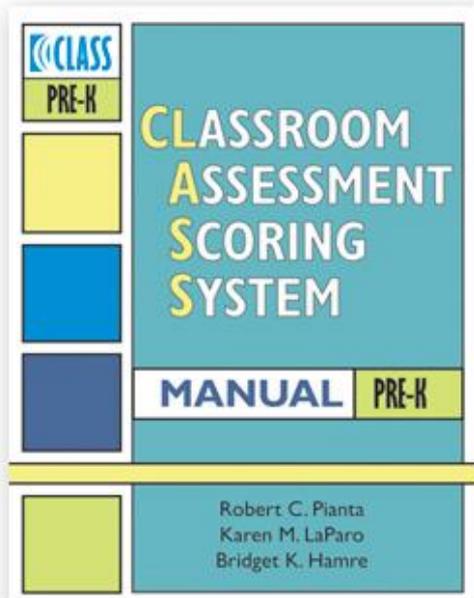
Low-range (1-2)	Mid-range (3-5)	High-range (6-7)
Dimension was never or rarely evident during the observation cycle	Dimension was observed but not consistently or not in a way that included all children	Dimension was reflected in all or most classroom activities and in a way that included most children

PQS Alignment to the CLASS

The DECE uses the CLASS tool to measure the extent to which programs are successful at reaching many of the standards related to the interactions between teaching staff and children at Pre-K for All programs.

- Emotional Support -> Creating a Positive Classroom Culture (9)
- Classroom Organization -> Physical Resources for Learning (10), Curriculum Planning Cycle (7)
- Instructional Support -> Engaging Children in Meaningful Activity (8)

CLASS and the Early Childhood Environment Rating Scale – Revised (ECERS-R)



DECE Pre-K Program Assessment Strategy

- Our goal is for programs to receive an ECERS-R and a CLASS assessment **at least** once every 3 years
- We use ECERS-R and CLASS data in conjunction with other data to help prioritize supports
- Starting this year, CLASS data is also be used as one tool to help the division understand the impact of selected professional learning tracks

Questions?



Before the Assessment

- You will be notified that your program has been selected for a CLASS assessment during the 2016-2017 school year
- A DECE CLASS evaluator will contact you by email you at least two weeks in advance to schedule an assessment date
- You will confirm that the proposed date(s) reflect a typical day of school
- An evaluator will send a reminder email the week before the assessment date to confirm classroom schedules and arrival time

Who are DECE CLASS evaluators?

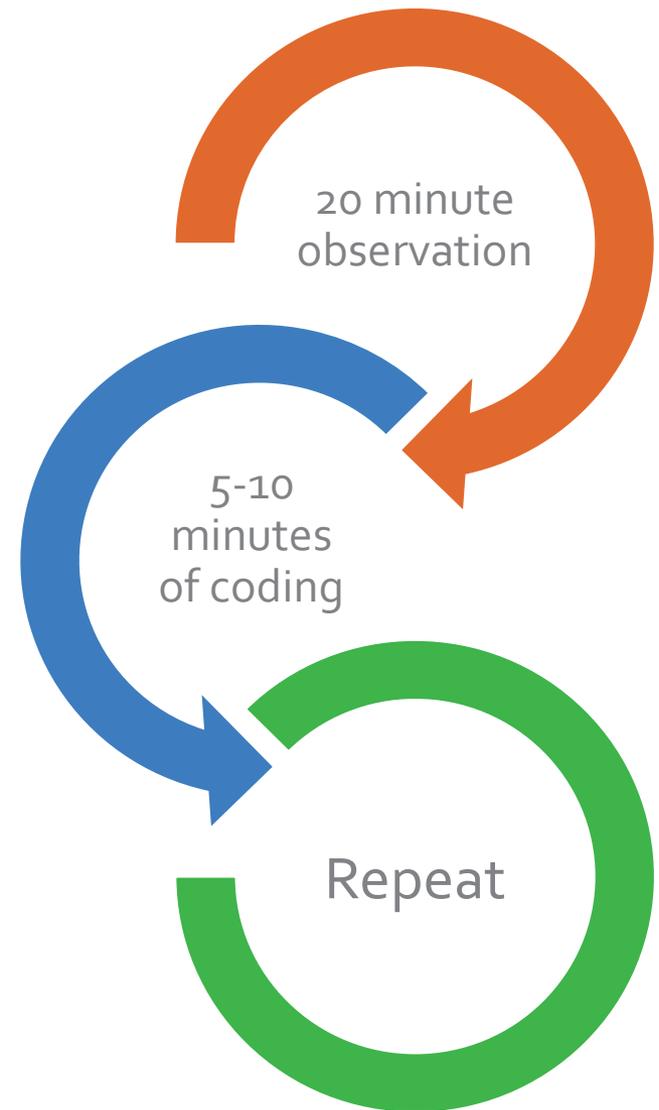
- DOE staff members
- Pass a reliability test on a yearly basis to maintain certification
- Receive additional training on data collection, report writing, and addressing bias
- Participate in ongoing testing and double coding throughout the year



During the Assessment

How CLASS assessments are conducted

- Evaluator watches for “behavioral markers” across all 10 dimensions and takes low-inference notes
- Evaluator stops observing, and scores that 20 minute observation across all 10 dimensions
- Evaluator conducts another observation cycle

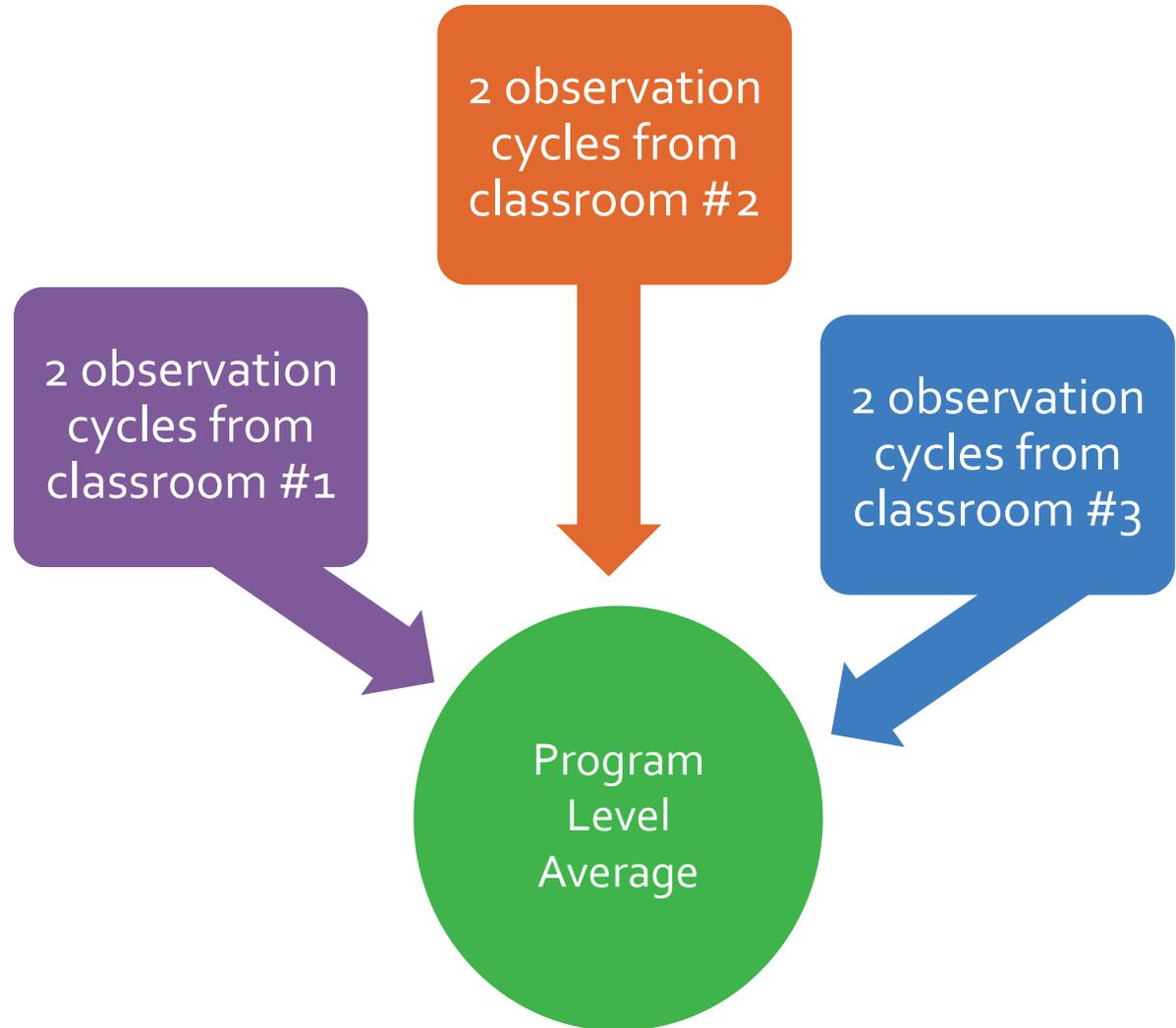


How much time will evaluators spend in each classroom?

Number of Classrooms	Number of observation cycles per classroom	Amount of time in each classroom
1	4	80 minutes
2	2 in one class, 3 in the other	40 minutes & 60 minutes
3 or more	2 cycles per classroom	40 minutes
7 or more	75% or more of classrooms will be observed	40 minutes in all classrooms observed

DECE's Use of CLASS – Program Level Averages

DECE uses the Office of Head Start's monitoring protocols to conduct CLASS observations in order to get a program level CLASS average across the 10 dimensions



CLASS and the Early Childhood Environment Rating Scale – Revised (ECERS-R)

CLASS	ECERS-R
20 minute cycles	2.5-3 hour observation
At least 2 observation cycles per classroom	1 classroom chosen at random
Does not follow children to lunch if the lead teacher is not participating	Observes lunch
Does not follow children to special subjects if the lead teacher is not participating	Goes to special subjects with children

How CLASS Data is Reported to Programs

CLASS Observation Report



Unique ID/DBN:	01M916	# of Observation Cycles:	10
Name:	P.S. 916	Date of Observation:	10/28/2015
# of Pre-K Classrooms:	5	# of Classes Observed:	5

The Classroom Assessment Scoring System (CLASS) and the Pre-K for All Quality Standards

The NYC Pre-K for All Quality Standards describe key practices and structures that are essential in high-quality Pre-K programs to prepare children for success. Research suggests student-teacher interaction is the foundation of student learning and development, which is reflected in many of the Pre-K for All Quality Standards. The Division of Early Childhood Education (DECE) uses the CLASS tool to measure the extent to which programs are successful at reaching many of the standards related to the interactions between teaching staff and children at Pre-K for All programs.

CLASS organizes interactions across three broad domains, which are broken down into ten dimensions. There is a consistent relationship between CLASS scores and a wide range of child development outcomes. Pre-K for All Instruction is grounded in New York State's Prekindergarten Foundation for the Common Core standards (PKFCC), which states that *children learn in the context of interactions and relationships*.¹ Student-teacher interactions are a critical mechanism to supporting student development and learning across all five domains of the PKFCC.

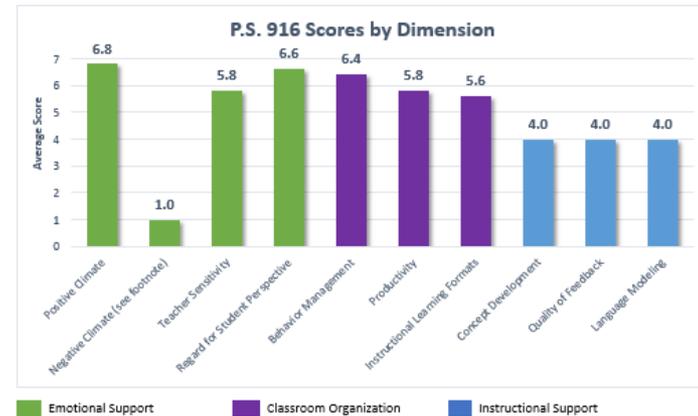
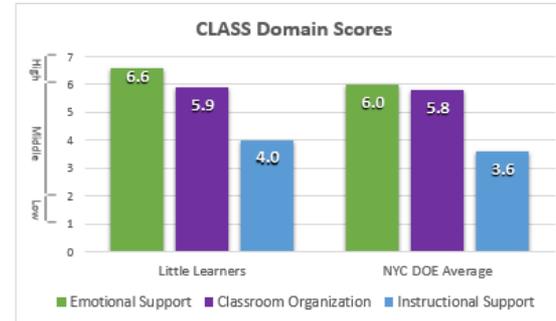
Information on the CLASS tool and how it relates to the Quality Standards shown in the chart below:

Domain	Emotional Support	Classroom Organization	Instructional Support
Dimensions	<ul style="list-style-type: none"> Positive Negative Climate Teacher Sensitivity Regard for Student Perspectives 	<ul style="list-style-type: none"> Behavior Management Productivity Instructional Learning Formats 	<ul style="list-style-type: none"> Concept Development Quality of Feedback Language Modeling
Description	Assesses whether everyday interactions with children promote a positive classroom climate. This includes assessing adult sensitivity and responsiveness to children, regard for student perspectives, and the degree to which the classroom climate is emotionally supportive.	Assesses the "management of children's behavior, time and attention in the classroom," with an emphasis on predictability and stability. This includes measurement of the methods to prevent and redirect misbehavior, and the consistency of schedules and routines.	Assesses how children's cognitive and language development are promoted. This includes teacher support of children's analytical and conversational skills and the quality of teacher feedback.
Program Quality Standards	A Positive Classroom Culture: Programs empower and support children to develop a positive self-concept and intentionally guide children to interact respectfully and constructively with the peers and adults of their community, and their environment.	Physical Resources for Learning: Program staff cultivate the physical space and resources in the classroom and outside to facilitate children's learning and development through purposeful play.	Engaging Children in Meaningful Activity: Teaching staff engage children as active learners and interact with children using a range of effective, developmentally appropriate strategies to create connections and extend children's learning across domains and in a variety of contexts and experiences.

¹ New York State Prekindergarten Foundation for the Common Core, p.7



P.S. 916 2015-2016 CLASS Results



More information on these results can be found beginning on page four.

The Negative Climate dimension is the only rating where a low rating (indicating little or no evidence of a negative climate) is better than a high rating (indicating an abundance of negative climate)



Additional CLASS Resources

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

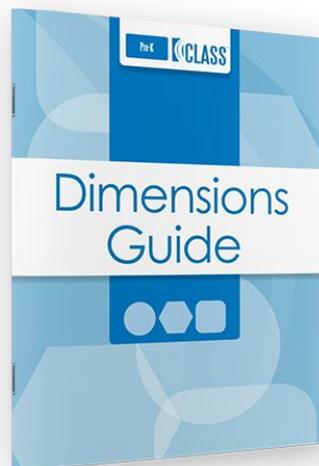
October 11:
Introduction to
CLASS
Dimensions



October 25:
Understanding
the
Instructional
Support
Domain



December 6:
Interpreting
Your CLASS
Report



Questions?



CLASS Webinar Series - Scope & Sequence

Title	Description	Timing
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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

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 11** at **2:00 pm** for
CLASS 102: Introduction to CLASS
Dimensions!

