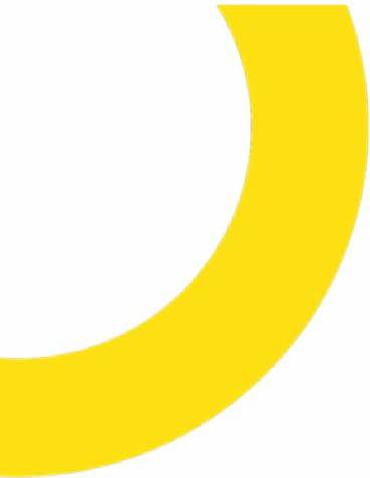


# Classroom Assessment Scoring System (CLASS) 103

Understanding the Instructional Support Domain

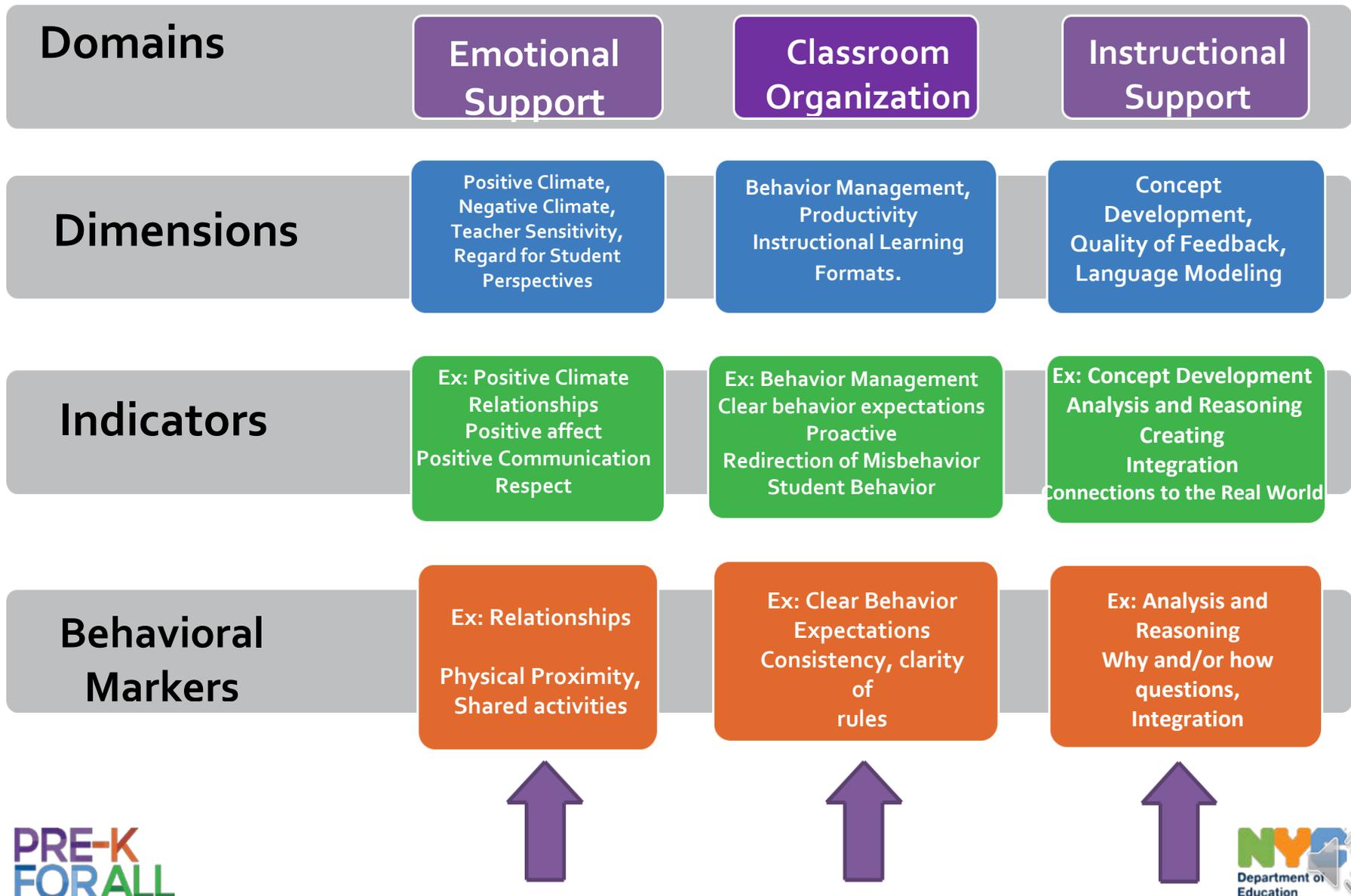


# CLASS Webinar Series-Scope & Sequence

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

# CLASS 103- Objectives

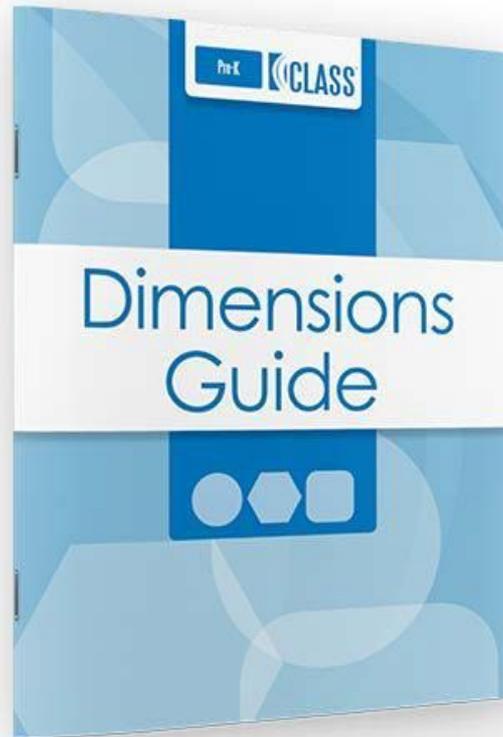
- Understand why the Instructional Support Domain is important
- Discuss what effective interactions may look like in the Concept Development, Quality Feedback and Language Modelling dimensions.
- Discuss strategies for improving interactions in each of these dimensions



# CLASS Dimensions Guide

Throughout the presentation we will be referencing the

Pre-K CLASS Dimensions Guide





# Instructional Support Domain



# Instructional Support Domain

How staff

- Help children learn to solve problems, reason, and think
- Use feedback to expand and deepen skills, knowledge and performance
- Help children develop more complex language skills

# Instructional Support Domain

- Three dimensions:

Concept  
Development

Quality of  
Feedback

Language  
Modeling

- Aligns with EFQ: Advance play-based learning and responsive instruction (3)

# Why is Instructional Support important?

- Children develop many skills through their interactions with adults, including cognitive and language skills
- Provides a framework to identify the types of interactions that are associated with improved outcomes for children
- Research shows relationship between higher instructional support scores and improved outcomes for children

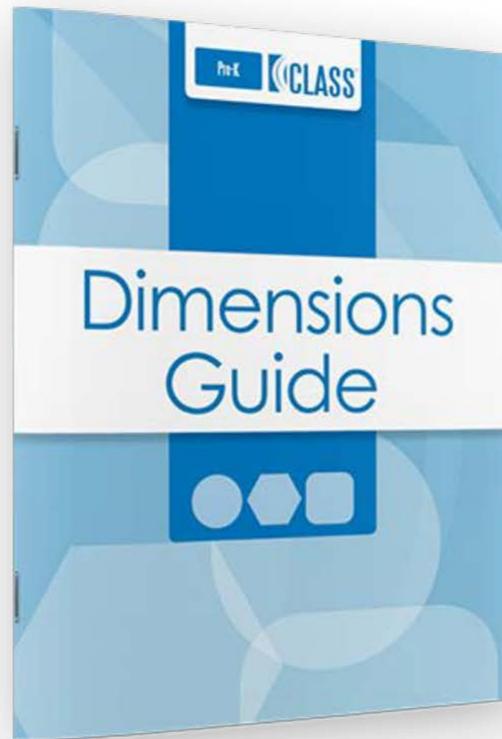


# Concept Development



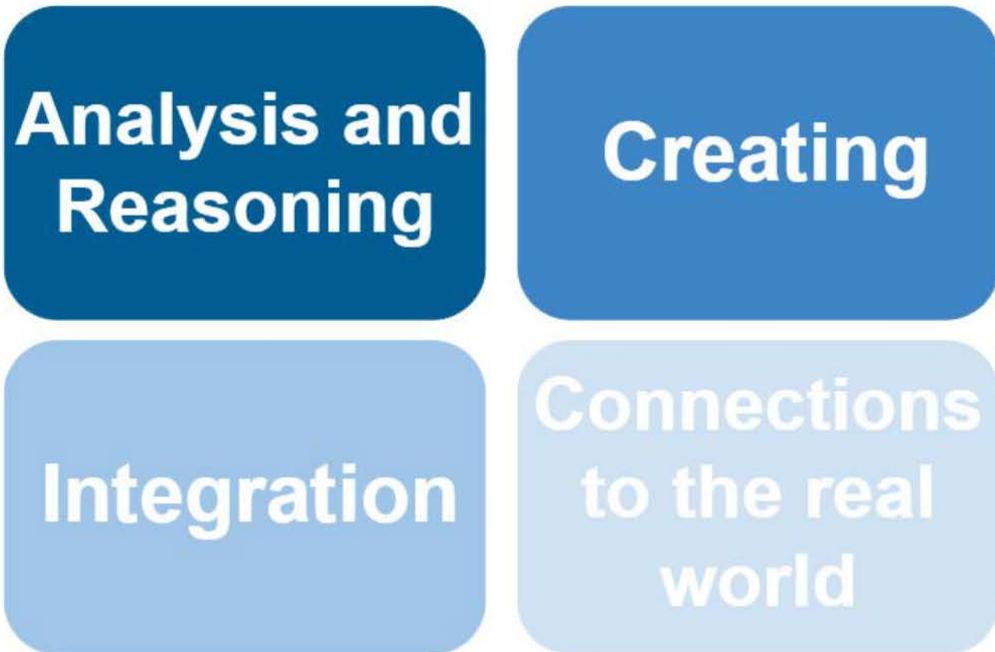
# Dimensions Guide

## Page 18 & 19



# Concept Development

Measures staff's use of instructional discussions and activities to promote children's higher-order thinking skills and cognition and staff's focus on understanding rather than on rote instruction



(Pianta, La Paro & Hamre, 2008)

# Analysis and Reasoning

What this looks like in a 3-k and pre-K classroom:

## Why and/or how questions

- “Why did the tower fall over?”
- “How do you know that blue is the next color in the pattern?”

## Problem Solving

- “I notice this block structure keeps falling over. What can we do to fix this?”
- “I see you both want to use the violet crayon. What could we do to solve this problem?”

## Analysis and Reasoning

### Prediction

- (Before reading a book, show the cover)  
“What do you think this book will be about?”
- “What would happen if I placed a cylindrical piece on the roof of this block structure?”
- “Which car will make it down the ramp first?”

### Classification/comparison

- “What do you notice about these blocks that are similar/different?”
- “Can we sort these shapes into ones that have curves and ones that have straight lines? “

### Evaluation

- “Tell me about what you did. What would you do differently if you did it again next time?”
- “How did you decide who would be the doctor?” (in Dramatic Play)

## Creating

Staff actively facilitate opportunities for children to be creative and guide them to generate their own ideas and products.

### Brainstorming

- “What are some ways we could create a rocket ship?”
- “What are some ways we could use these lemons?”
- “What are some animals you might see at the zoo?”
- “Oh, the baby is sick, what could we do to make it feel better?”

(Pianta, La Paro & Hamre, 2008)

# Creating

## Planning

- “What are you going to make? What will you need to make that? How will you create it?”
- “Oh, you want to build a fire station. What will you need to make that?”
- You’re at the grocery store. What are you going to sell? How much will those items cost?”

## Producing

- Staff supports the opportunity for children to create and execute the plans they made together.

(Pianta, La Paro & Hamre, 2008)

# Integration

## Note:

Having a clear theme that's visually evident across the classroom is not enough. Staff need to make explicit verbal connections between what a child is doing and their previous learning

## Integration

- For this indicator, we are looking for staff to make clear and explicit connections between what children are doing and things they have previously done or learned
- Staff make explicit attempts to tie together concepts rather than simply mentioning connections in passing and does this often
- Staff embed questions in a discussion that help children understand what they may already know about a subject, which then helps them best integrate their existing knowledge with new concepts

(Pianta, La Paro & Hamre, 2008)

## Integration

### Integration

- “Remember last week when we planted seeds and took care of them till they grew into a plant? What did we do to take care of them?”

“Today we are going to learn about farms. On a farm farmers also plant lots of seeds and take care of them. What do you think farmers have to do to take care of the seeds that they plant?”

- “That tower is tremendous! We’ve been learning about different ways to measure. I wonder how we could measure how tall this is?”

## Connections to the real world

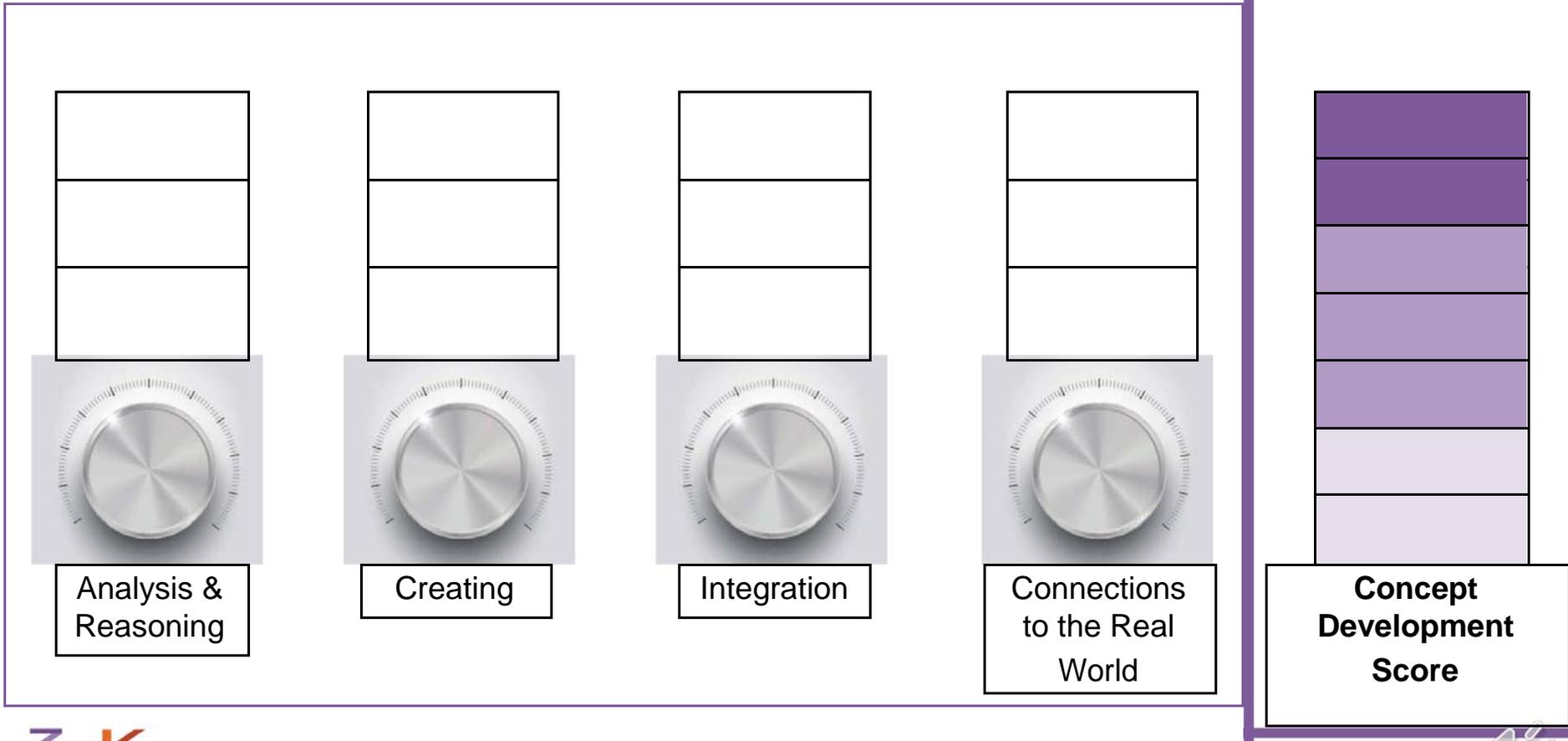
### Connections to the real -world

- For this indicator, staff make consistent and intentional efforts to make learning meaningful by helping children apply their thinking to real- world events that are part of the children’s everyday experience inside and outside the classroom.
- (At Dramatic Play Area) “Oh, the baby is crying, what are some things you’ve seen your Mom do to calm down a fussy baby?”
- (Reading The Snowy Day) “It looks like Peter is really enjoying the snow. What are some things you like to do in the snow?”

# The Importance of Frequency, Depth and Duration

| Frequency   | Depth  | Duration   |
|---|--|--|
| How often interactions occurred during an observation cycle | How impactful/powerful these interactions were during an observation cycle | How long interactions took place during an observation cycle |

# Indicator Ranges Determine Dimension Score



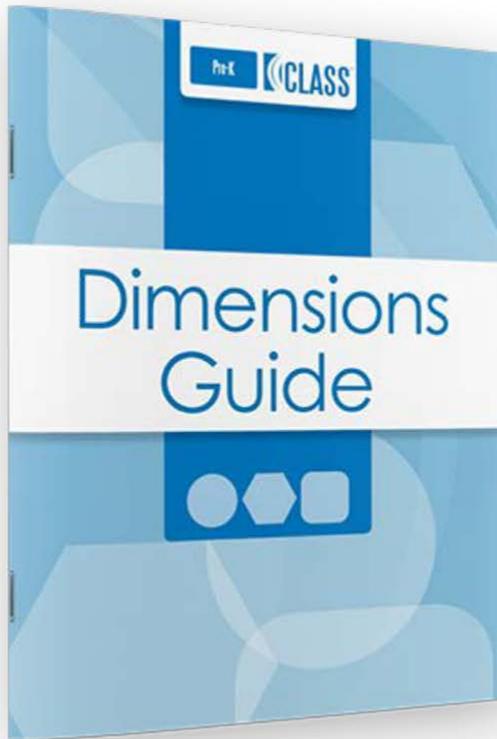


# Quality Feedback



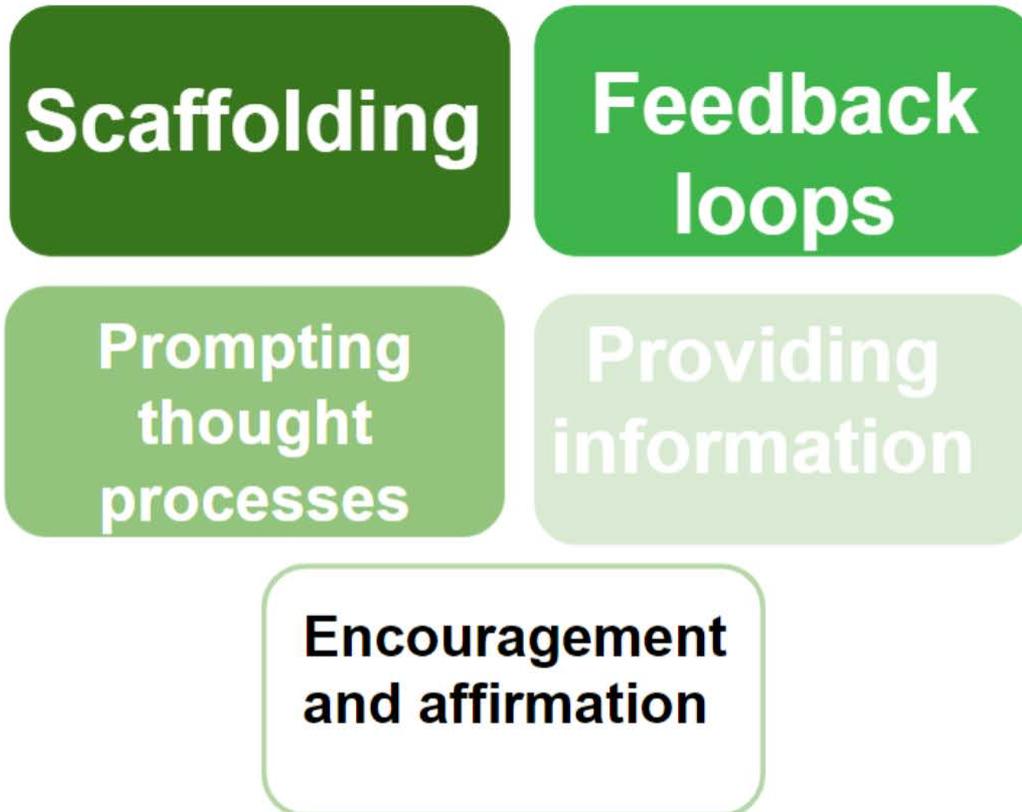
# Dimensions Guide

## Page 20 & 21



# Quality of Feedback

Assesses the degree to which the staff provides feedback that expands learning and understanding and encourages continued participation



# Scaffolding

## What this looks like in a 3-k and pre-K classroom: Scaffolding

A teacher acknowledges where a student is starting and provides the necessary level of help to allow the student to succeed or complete a task.

### Hints

- Helping children by providing hints and assistance but not doing it for them

### Assistance

- Noticing a child is struggling with his/her jacket and connecting the bottom so that they can zip it up
- Hand over hand support using scissors
- Helping a child identify a peer's name on a chart by reminding them of the first sound in the name

## Prompting Thought Process

### Prompting Thought Process

Another name for this might be “explain your thinking”

- (After a child builds a block structure) “Why did you put that triangular piece on the top?”
- “I noticed that you painted this portion red. Why did you do that?”
- “You said this is a zebra. Tell me why you think this is a zebra.”

## Providing information

### Providing information

Staff go beyond saying something is correct or incorrect. Staff respond to children's comments or actions by expanding upon them and providing additional information

- During a small-group lesson sorting fruit, a student puts a banana in the fruit bin. The teacher then says, "Ah, I see you put the banana in the fruit bin. You're right, the banana is a fruit just like an orange and a pear because they are sweet and fleshy (**Expansion**)"
- A child might say, "A tomato is a fruit and you cannot put it in a salad." The teacher then clarifies the partially incorrect answer and says, "A tomato is a fruit, but you can have it in salads."(**Clarification**)
- During a gardening activity, a child overflowed the pot with water.  
Teacher: "That's a lot of water! Next time, we will put a little bit less because if it's too wet, then the seed will not be able to grow."(**Specific Feedback**)

## Encouragement and affirmation

### Encouragement and Affirmation

Staff offer specific encouragement and affirmation that increases a child's understanding, involvement, effort, persistence or trying new strategies.

- “You’ve been working really hard on writing your name.” **(Recognition)**
- “What a fantastic drawing! Look at all of the different colors you’ve mixed in, I’ll bet you can do another.” **(Reinforcement)**
- “That looks hard. Keep going because I think you can do it!” **(Student Persistence)**

## Feedback Loops

### Feedback loops

- Feedback loops are back and forth exchanges that help children reach a higher level of understanding
- Usually integrates the other indicators

# Feedback Loop Example

A child and a teacher are talking about dinosaurs

Staff: Is this a plant eater or a meat eater?

Child: A meat eater!

Staff: Why do you think it is a meat eater?

Child: It's really big!

Staff: Are all dinosaurs that are really big meat eaters?

Child: Yes

Staff: But the Titanosaurus is the biggest dinosaur. Is it a meat eater?

Child: No. It ate plants

Staff: So how can we tell if it eats meat?

Child: Ummm. . .

Staff: Let's look at our chart. What do all the meat eaters have in common?

Child: Ummm. . .

Staff: Think about what they use to catch and eat other dinosaurs.

Child: Sharp teeth and claws!

Staff: You thought really hard about that! Yes, we can usually tell if a dinosaur is carnivorous by looking at its teeth and claws.

# Feedback Loop Example

A child and a teacher are talking about dinosaurs

Staff: Is this a plant eater or a meat eater?

Child: A meat eater!

Staff: Why do you think it is a meat eater? (Prompting Thought Process)

Child: It's really big!

Staff: Are all dinosaurs that are really big meat eaters?

Child: Yes

Staff: But the Titanosaurus is the biggest dinosaur. Is it a meat eater? (Providing Information)

Child: No. It ate plants

Staff: So how can we tell if it eats meat?

Child: Ummm. . .

Staff: Let's look at our chart. What do all the meat eaters have in common? (Scaffolding)

Child: Ummm. . .

Staff: Think about what they use to catch and eat other dinosaurs (Scaffolding)

Child: Sharp teeth and claws!

Staff: You thought really hard about that! (Encouragement and Affirmation)

Yes, we can usually tell if a dinosaur is carnivorous by looking at its teeth and claws.  
(Providing Information)

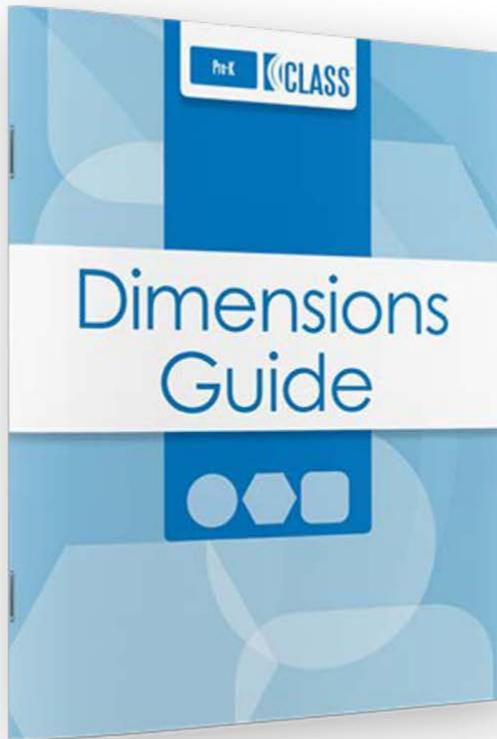


# Language Modeling



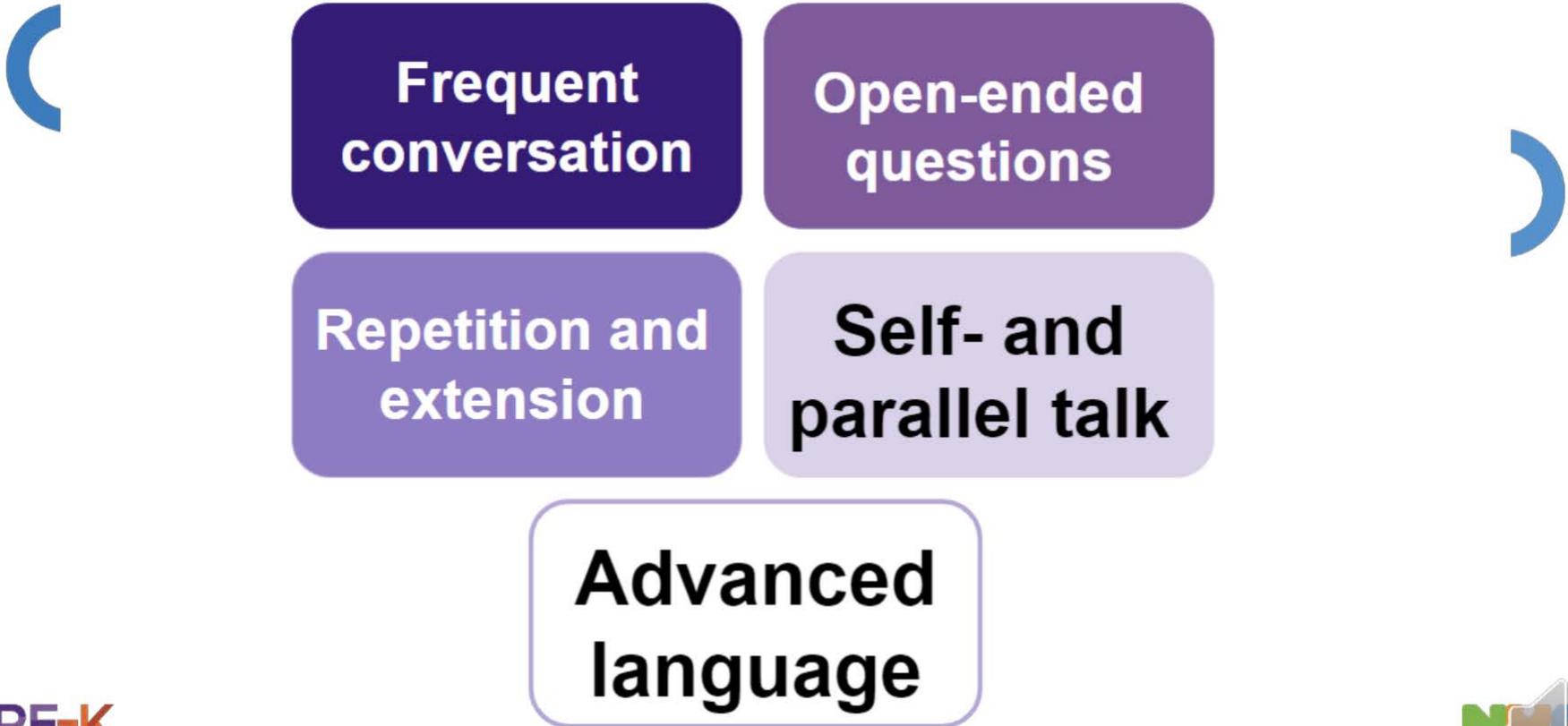
# Dimensions Guide

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# Language Modeling

Captures the effectiveness and amount of the staff's use of language stimulation and language facilitation techniques



## Frequent conversation

What this looks like in a 3-k and pre-K classroom:

### Frequent Conversation

- Many conversations occur between children and staff and among children that promote opportunities for language use
- Staff often initiate conversations with children; in addition, there is a natural flow in the exchange of information during center time or other periods of time that encourages children to converse and makes them feel as if they are valued conversational partners
- Conversations are engaging for children because staff actively listen, contribute relevant responses, and ask related questions
- Children also engage in conversations with each other

## Open-ended questions

### Open -ended questions

- Open-ended questions are those that invite elaborate responses, such as “Tell me about....” or “Share your story with the group.”
- Often, these are questions which the answer is unknown, such as “Why do you think?” or “How do you know?”
- The important consideration for this dimension is that staff asks open-ended questions that require children to put together language to communicate more complex ideas

## Repetition and Extension

### Repetition or Extension

Staff often repeat or extend the children's responses

#### Using Repetition:

**Child:** It's a box [pointing to a box they are painting]

**Teacher:** Oh, you're painting the blue box

**Child:** Car is fast

**Teacher:** Yes, your car is going very fast.

**Child:** That her dolly

**Teacher:** That is her dolly!

## Repetition and Extension

### Repetition or Extension

Staff often repeat or extend the children's responses

#### Using Extension:

**Child:** It's a box [pointing to a box they are painting]

**Teacher:** Oh, you're painting the blue box. It's a good box for your toys

**Child:** Car is fast

**Teacher:** Yes, your car is going very fast. It's coming around the corner

**Child:** That her dolly

**Teacher:** Yes, that is Miya's dolly. She looks like she is hungry.

## Self- and parallel talk

### Self and Parallel Talk

#### Self-talk

- Staff narrates their own actions with language as they happen

#### Parallel talk

- Staff narrates a child's actions with language as they happen

## Advanced language

### Advanced language

Staff often use advance language with children

#### Variety of words

- Staff use a variety of nouns, verbs, adverbs, adjectives and prepositions, and other forms of language that are new to the children. Consider the following example:

**Teacher:** Tell me about your hat

**Child:** Red. Orange. Yellow. Green. Blue.

**Teacher:** You have different colors in your hat. It is a multicolored hat.

## Advanced language

### Advanced language

Connecting new or unfamiliar words to everyday objects a child is familiar with

- Providing child-level definitions connected to things they know

**Teacher:** (reading from a book) “It’s time to seal your shell and sleep.” What is she going to do if she *seals* her shell?

**Child:** Get inside her shell

**Teacher:** That’s right. Just like how we seal a plastic bag. You know how to do that. She is going to *seal* her shell nice and tight so that nothing can get in and nothing can get out. She will stay nice and warm.

# Instructional Support Domain

- Three dimensions:

Concept  
Development

Quality of  
Feedback

Language  
Modeling

# Additional Resources– Instructional Support

[Teacher Tips: Asking Open-Ended Questions](#)

[Analysis and Reasoning Prompts for Centers](#)

[Improving Instructional Support Strategies at the Water Table – And Beyond!](#)

[Understanding Integration in Concept Development](#)

[The Difference Between Concept Development and Quality of Feedback – and Why It Matters](#)

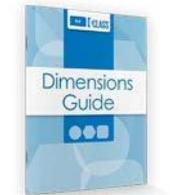
[Teacher Tips: Making Real-World Connections Come Alive at Story Time](#)

# Additional Resources– General

Other CLASS webinars, trainings and useful resources

<http://bit.ly/NYCPProgramAssessment>

*CLASS Dimensions Guide*



[Teachstone resource page](http://teachstone.com/resources/)

<http://teachstone.com/resources/>

Questions? Email: [programassessment@schools.nyc.gov](mailto:programassessment@schools.nyc.gov)

Thank you!