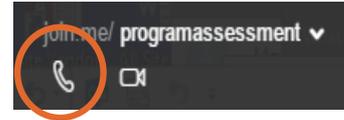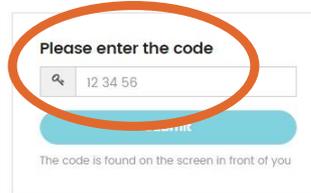# Welcome to CLASS 103!

1. Call in by clicking on the phone icon.

2. Select "Call by phone."

   How will you call in?

3. Let us know what you want to know about the Instructional Support domain! Go to www.menti.com and enter the code [92 48 98] to participate in the poll, if you haven't already.

   Mentimeter

   Please enter the code
   12 34 56
   The code is found on the screen in front of you

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

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Classroom Assessment Scoring System (CLASS) 103

Understanding the Instructional Support Domain

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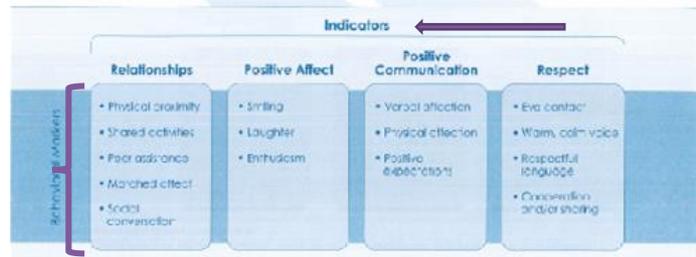
CLASS 103 - Objectives

- Understand why the Instructional Support Domain is important

- Learn to identify what effective interactions look like in the Language Modeling, Quality of Feedback, and Concept Development dimensions

- Learn strategies for improving interactions in each of these dimensions

CLASS Webinar Series - Scope & Sequence

Title	Description	Timing
CLASS 101	• 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 2:00-3:00 pm
CLASS 102	• 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 2:00-3:00 pm
CLASS 103	• 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 2:00-3:00 pm
CLASS 104	• How to read and interpret your CLASS report • How to use CLASS data and recommendations to inform pre-K program goals	December 6, 2016 2:00-3:00 pm

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CLASS Dimensions Guide

Instructional Support Domain

- How teachers build children's language and thinking skills
- Three dimensions:

Concept Development	Quality of Feedback	Language Modeling

- Aligns with PQS 8: Engaging Children in Meaningful Activity:
  - Teaching staff intentionally use and model language to develop children's communication and thinking skills (8d)
  - Teaching staff use scaffolding, discussion, and intentionally select and combine materials in children's activities to help children make connections and link the concepts of the curriculum to children's experience, interests, and previous learning across the PKFCC domains (8e)

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Why is instructional support important?

- Children develop many skills through their interactions with adults, including cognitive and language skills

- The instructional support domain provides a framework to identify the types of interactions that are associated with improved outcomes for children

Why is instructional support important, cont.

- Research shows relationship between higher instructional support scores and improved outcomes for children

- City- and nation-wide CLASS results show that children experience more effective interactions in the emotional support and classroom organization domains, and less effective interactions in the instructional support domain

  - Because instructional support scores are generally lower than emotional support and classroom organization, pre-K programs have more room for growth in the instructional support domain

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CLASS Scores: NYC Compared to Head Start

Instructional Support Domain Averages: NYC Compared to Head Start

Instructional Support Domain Averages: NYC Compared to Head Start

■ National Head Start 2014 Avg.   ■ NYCDOE 2013-2015 Avg.

Domain	National Head Start 2014 Avg.	NYCDOE 2013-2015 Avg.
Concept Development	2.5	3.1
Quality of Feedback	2.9	3.4
Language Modeling	3.3	3.8
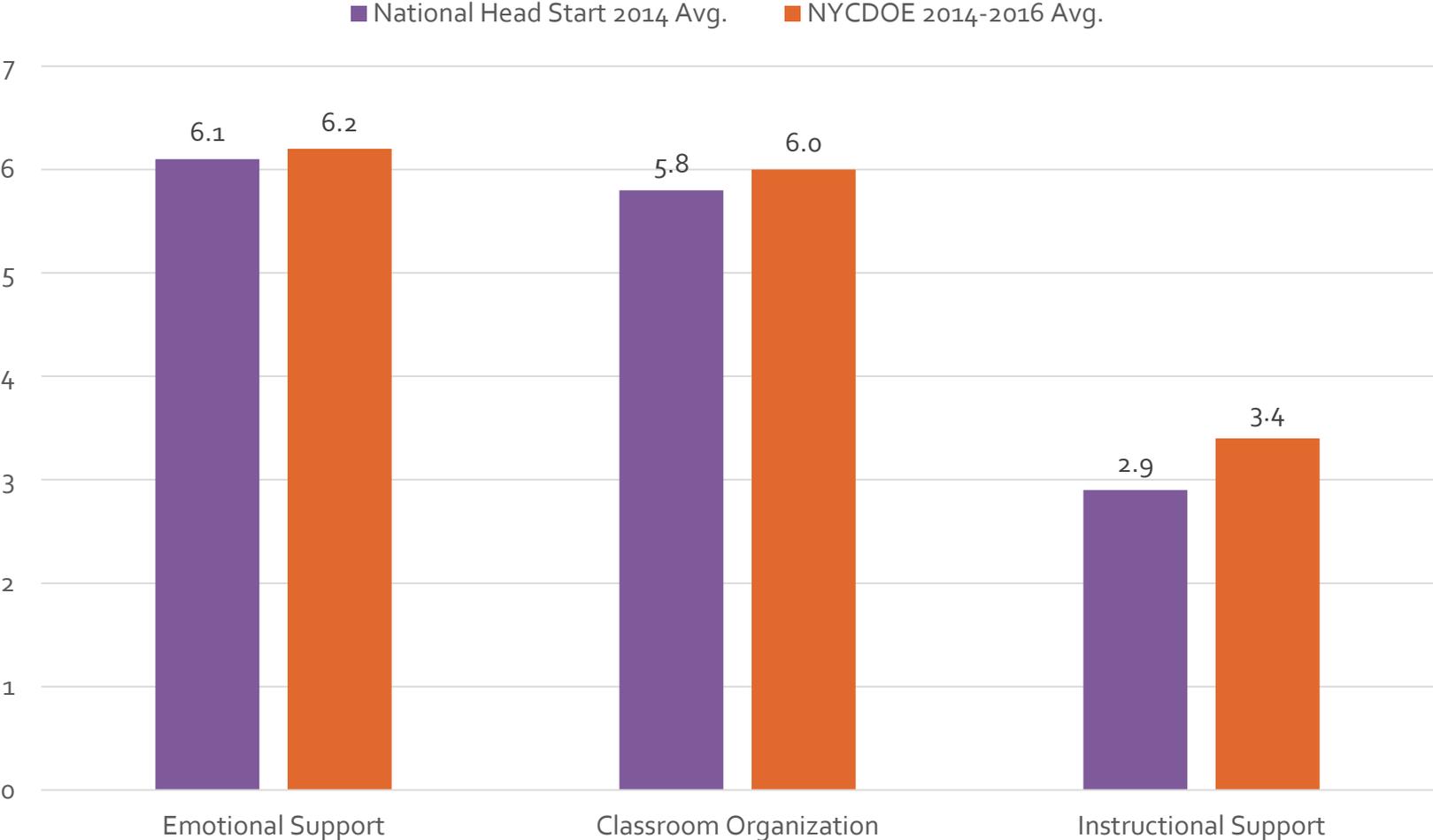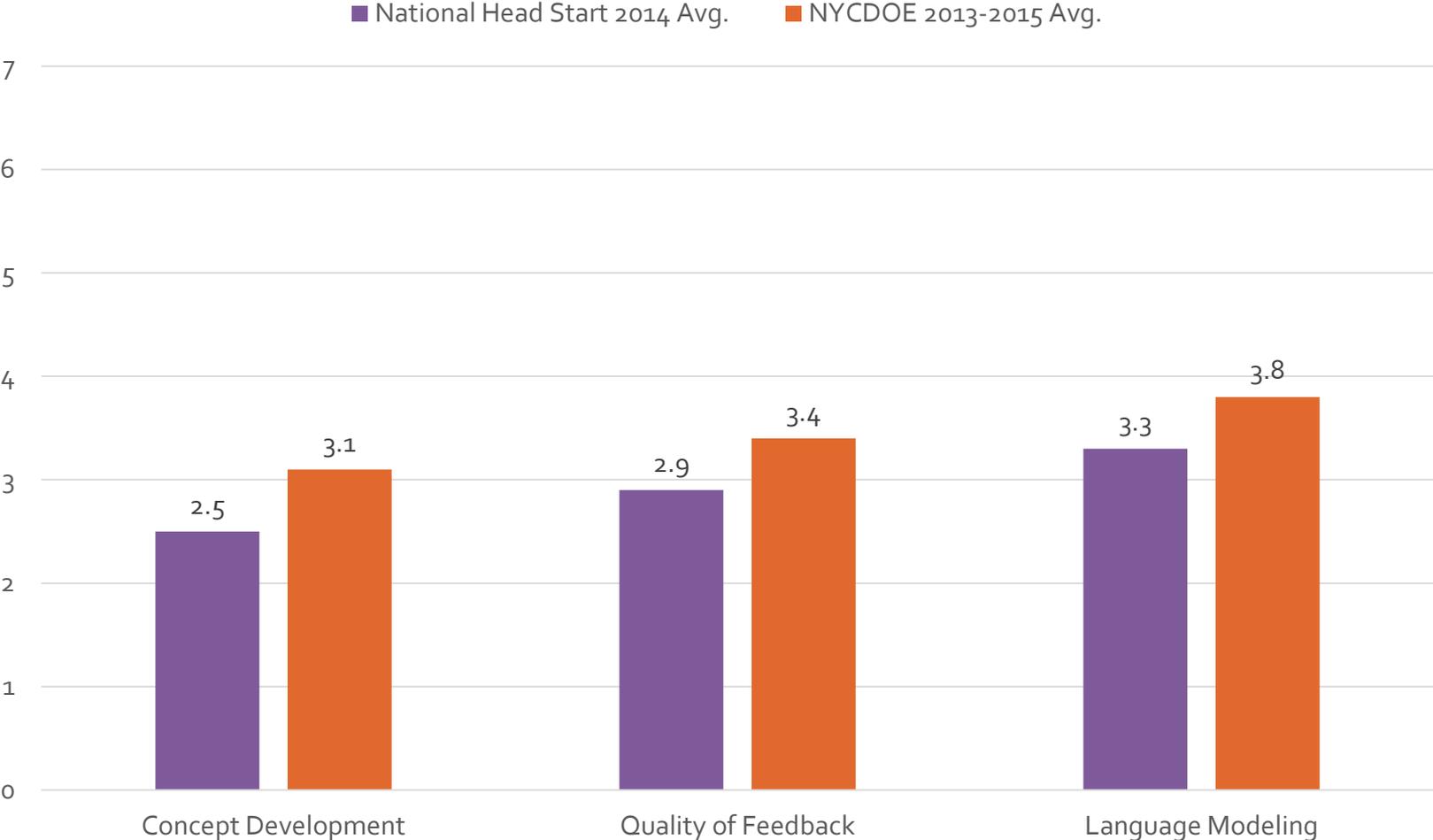
Questions?

Language Modeling

Language Modeling

What this looks like in a pre-K classroom:

- There is frequent conversation – between staff and children and children and their peers

- Staff regularly asks open-ended questions

- Staff repeat or extend children's statements, modeling more complex language

- Staff narrate or map their and student actions in the classroom

PQS Connection: 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."

Language Modeling

- Frequent conversation

- Open-ended questions

- Repetition and extension

- Self- and parallel talk

- Advanced language

Open-ended v. closed-ended questions

- Requires more than a one-word response

    - "Tell me about…?"
    - "Why do you think…?"
    - "How do you know…?"

- Children have time to respond

- Children put together more complex language

- Examples of strategies for asking more open-ended questions:

    - Integrate open-ended questions into lesson plans
    - Write questions on post-it notes and put them inside books for a read aloud
    - Ask a question and then encourage peer conversations through a turn and talk

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Advanced language

- Variety of words

- Connected to familiar words and ideas

- Happens throughout the day

- Examples of strategies for introducing more vocabulary:

    - When planning lessons, think about the different ways you could introduce the vocabulary to children
    - Before reading a story to children for the first time, think about what words might be unfamiliar to children and how they could be explained

Questions about Language Modeling?

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Concept Development

Concept Development

What this looks like in a pre-K classroom:

- Staff frequently asks how/why questions

- Children are asked to predict, brainstorm, compare, and contrast

- Staff makes frequent connections between new concepts and children's real lives

Concept Development

- Analysis and reasoning

- Creating

- Integration

- Connections to the real world

What is analysis and reasoning?

- Concept development is about the **strategies** teachers use to build children's higher-order thinking skills, not about the development of a specific concept.

- Emphasizes the process of learning

- Children learn to apply what they know to solve real-world problems

Analysis and reasoning: *How* and *why* questions

- Open-ended
  - "Why do you think…?"
- Children respond
- Lead to longer discussions
- Examples of strategies for asking more how and why questions:
  - Embed how and why questions into lesson plans
  - Create prompts for each center

Analysis and reasoning: Problem solving

- Encouraging children to think about a solution to a problem

- Examples:

  - "How can build it so it doesn't fall?"
  - "How can we find out how many we need?"
  - "How can we solve this?"

What is creating?

- Brainstorming

- Planning

- Producing

- Open-ended (there are many possible responses)

Integration and connections to the real world

Integration:

- Connecting concepts

- Integrating concepts with previous knowledge

Connections to the real world:

- Real-world applications

- Related to children's lives

Questions about Concept Development?

Quality of Feedback

Quality of Feedback

What this looks like in a pre-K classroom:

- Staff provide children with help and assistance to get the correct response

- Children are asked to explain their thinking

- Children and staff engage in feedback loops, with staff asking regular follow-up questions

- Staff provide specific encouragement and feedback about children's efforts

Quality of Feedback

- Scaffolding

- Feedback loops

- Prompting thought processes

- Providing information

- Encouragement and affirmation

What is a feedback loop?

- Back-and-forth exchange in response to something children do or say

- Involves asking follow-up questions

- Feedback loops can take place in conversations with a single child, or during small or large group discussions

Providing information

- Expansion

- Clarification

- Specific feedback

Prompting thought processes

- Asking children to explain their thinking

  - "How did you know…?"
  - "How did you figure it out…?"

- In response to a question that could have more than one answer

Encouragement and affirmation

- Feedback that focuses on effort

  - "You are working really hard on that!"
  - "Tell me more about your building. How did you decide to use buttons for the windows?"
  - "How did you do that?"

- Feedback that encourages children to persist in spite of a challenge

  - "You are really close to finishing that puzzle! It's hard, but I know you can do it."
  - Results in the child staying involved for a longer period of time

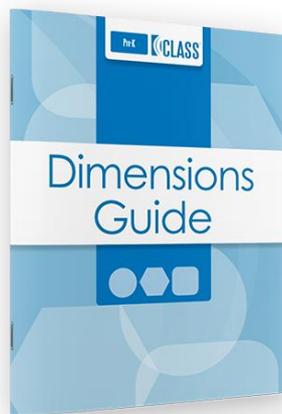# Questions about Quality of Feedback?

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 - CLASS

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

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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 December 6 at 2:00 pm for CLASS 104: Interpreting Your CLASS Report!

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