

# Classroom Assessment Scoring System (CLASS) 104 B – New Report Format

Interpreting your CLASS report

# 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 and Classroom Organization domains</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 domain 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 A	<ul style="list-style-type: none"> <li>• How to read and interpret your CLASS report from 2019 and earlier</li> <li>• How to use CLASS data and recommendations to inform pre-K program goals</li> </ul>	
CLASS 104 B	<ul style="list-style-type: none"> <li>• How to read and interpret your CLASS report from school year 2019-2020 on</li> <li>• How to use CLASS data and recommendations to inform pre-K program goals</li> </ul>	

# Objectives

- Learn how to read and interpret the \*new CLASS report
- Become familiar with the summary and recommendations section and how to use it
- Learn to use the *CLASS Dimensions Guide* to support the interpretation of your report

\*reports for observations conducted from school year 2019-2020 on

# How the DECE uses CLASS data

- As one of many data points to differentiate support
- As one of many data points in understanding program quality for accountability purposes (e.g., contract renewals)
- **Not** used in any evaluation of any staff member

# CLASS Data and the EFQ: Program Expectations

EFQ 5: “High quality programs work collaboratively towards continuous quality improvement.”



“Program leadership teams and teaching teams use data to improve program and classroom quality in partnership with families and communities.”



## EFQ 5.6 : “Program leadership teams engage in a continuous cycle of collecting, analyzing, and using data about program quality, in collaboration with staff, families, and communities.”

Program leaders:

- collect data from a variety of sources and at multiple levels (child, teacher, classroom, family, community, program)
- analyze data to identify program strengths and areas for growth
- use data to plan program goals and inform continuous quality improvement.

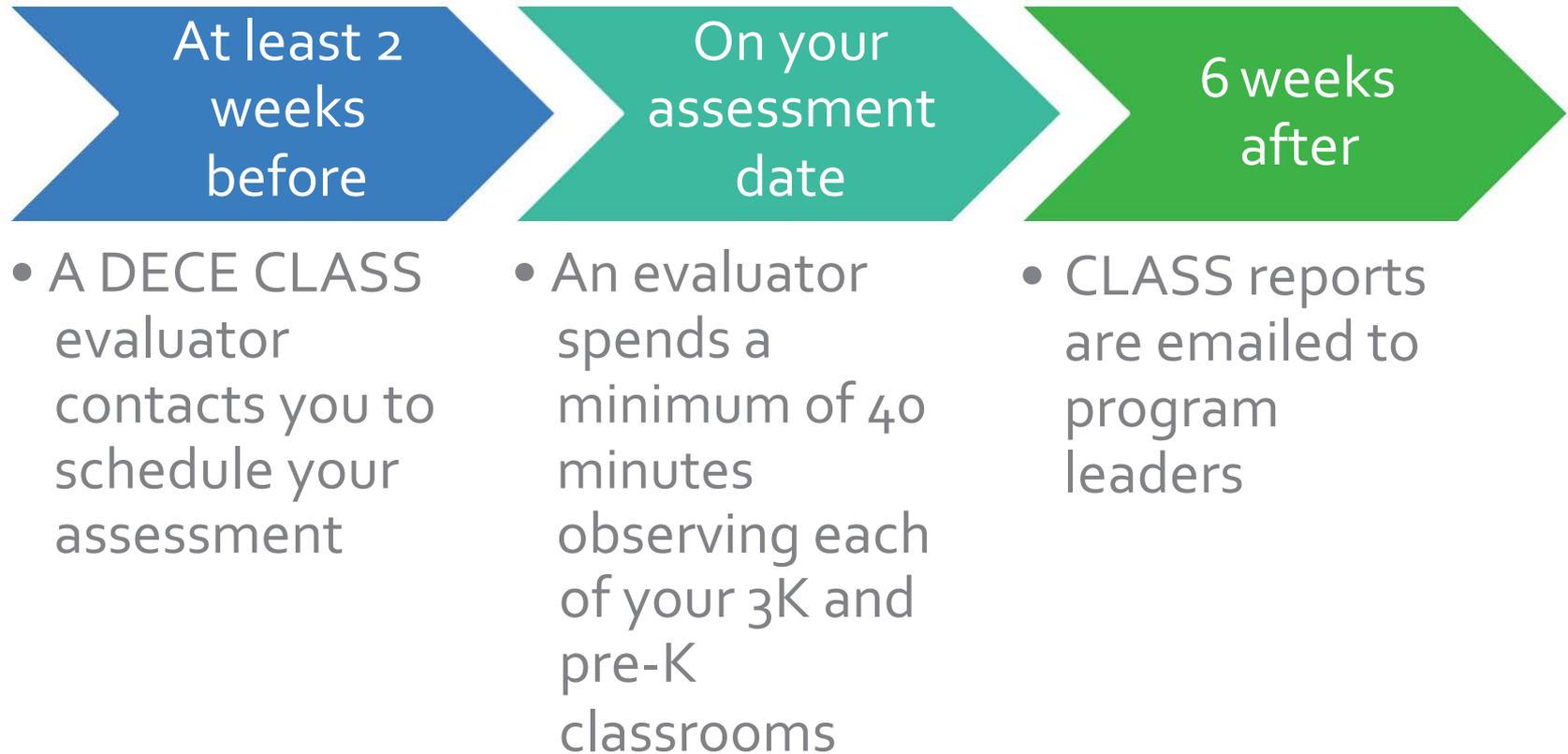
## EFQ 5.3- Feedback



“Program leadership teams regularly provide staff with formative, evidence -based feedback on individual strengths and areas for growth, with actionable next steps.”



# CLASS 101 Recap: Assessment Timeline



# CLASS 101 Recap: How the CLASS is Scored

CLASS scores reflect the frequency, depth, and duration of adult-child interactions in each dimension

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

[bit.ly/NYCProgramAssessment](http://bit.ly/NYCProgramAssessment)

(Pianta, La Paro, and Hamre, 2008)

# CLASS 101 Recap: How the CLASS is Scored

A closer look at frequency, depth and duration

Low-range (1-2)	Mid-range (3-5)	High-range (6-7)
Dimension was never evident or instances when this dimension was evident were brief and lacked depth during the observation cycle.	Dimension was observed but not consistently, not in a way that included all children, or sometimes were brief and lacked depth during the observation cycle.	Dimension was reflected in all or most classroom activities, included most children, and often sustained depth and duration during the observation cycle.

Quality of Adult-Child Interactions 

# What's Inside Your CLASS Report

- Your CLASS report provides information about the quality of adult-child interactions in your early childhood program
- Share the results with your staff to build shared investment and understanding of the results

## CLASS OBSERVATION REPORT



### The Classroom Assessment Scoring System (CLASS) and the Early Childhood Framework for Quality

The NYC Early Childhood Framework for Quality describes key practices and structures that are essential in high-quality Early Childhood programs to prepare children for success. Research suggest student-teacher interaction is the foundation of children's learning and development, which is reflected in many of the Early Childhood Framework for Quality's elements.

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 and 3-K for All Instruction is grounded in New York State's Prekindergarten Foundation for the Common Core standards (PKFCC) and Early Learning Outcomes Framework (ELOF), which states that children learn in the context of interactions and relationships (New York State Prekindergarten Foundation for the Common Core, p.7).

The Division of Early Childhood Education (DECE) uses the CLASS tool to measure the extent which programs are successful at reaching many of the elements related to the interactions between teaching staff and children at 3-K and Pre-K for All programs. Student-teacher interactions are a critical mechanism to supporting children's development and learning across all five domains of the PKFCC and ELOF. *Information on the CLASS tool and how it relates to the Quality Standards shown on table 3 below.*

Domain	Year Program	DOE Average
Emotional Support	7.0	6.7
Classroom Organization	7.0	6.5
Instructional Support	4.0	3.9

# of Pre-K Classrooms:	3
# of 3-K Classrooms:	0
# of Observation Cycles:	6

Table 3 | CLASS Tool and How it Relates to Quality Standards

Domain	Emotional Support	Classroom Organization	Instructional Support
<b>Dimensions</b>	<ul style="list-style-type: none"> <li>Positive Climate</li> <li>Negative Climate</li> <li>Teacher Sensitivity</li> <li>Regard for Student Perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Management</li> <li>Productivity</li> <li>Instructional Learning Formats</li> </ul>	<ul style="list-style-type: none"> <li>Concept Development</li> <li>Quality of Feedback</li> <li>Language Modeling</li> </ul>
<b>Descriptions</b>	Assesses whether everyday interactions with children promote a positive classroom climate. This includes measuring adult sensitivity and responsiveness to children, regard for student perspectives, and the degree to which the classroom climate is emotionally supportive.	Assesses how staff help children develop skills to help them regulate their own behavior and maintain interest in learning activities. This also includes how teachers maximize learning time in each school day.	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.
<b>Early Childhood Framework for Quality</b>	<p><b>Respect and Value Differences</b> Program leadership teams and teaching teams build trust by creating a community in which all children, families, and staff feel welcome and included, embracing diversity in many forms.</p> <p><b>Create Safe and Positive Environments</b> Program leadership teams and teaching teams create healthy, nurturing, and predictable environments for all children, families, and staff.</p>	<p><b>Create safe and positive environments</b> Program leadership teams and teaching teams create healthy, nurturing, and predictable environments for all children, families, and staff.</p> <p><b>Advance play-based learning and responsive instruction</b> Program leadership teams and teaching teams engage children in a variety of playbased and developmentally appropriate learning experiences, and ensure that instruction is based on children's individual strengths, interests, and needs.</p>	<p><b>Advance play-based learning and responsive instruction</b> Program leadership teams and teaching teams engage children in a variety of play-based and developmentally appropriate learning experiences, and ensure that instruction is based on children's individual strengths, interests, and needs.</p>



# A closer look at a CLASS report



# CLASS OBSERVATION REPORT

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**Table 1 | CLASS Domain Scores, Your Program v NYC DOE Average**

Domain	Your Program	DOE Average
Emotional Support	7.0	6.7
Classroom Organization	7.0	6.5
Instructional Support	4.0	2.9

**Table 2 | Observation Details for Your Program**

# of Pre-K Classrooms:	3
# of 3-K Classrooms:	0
# of Observation Cycles:	6

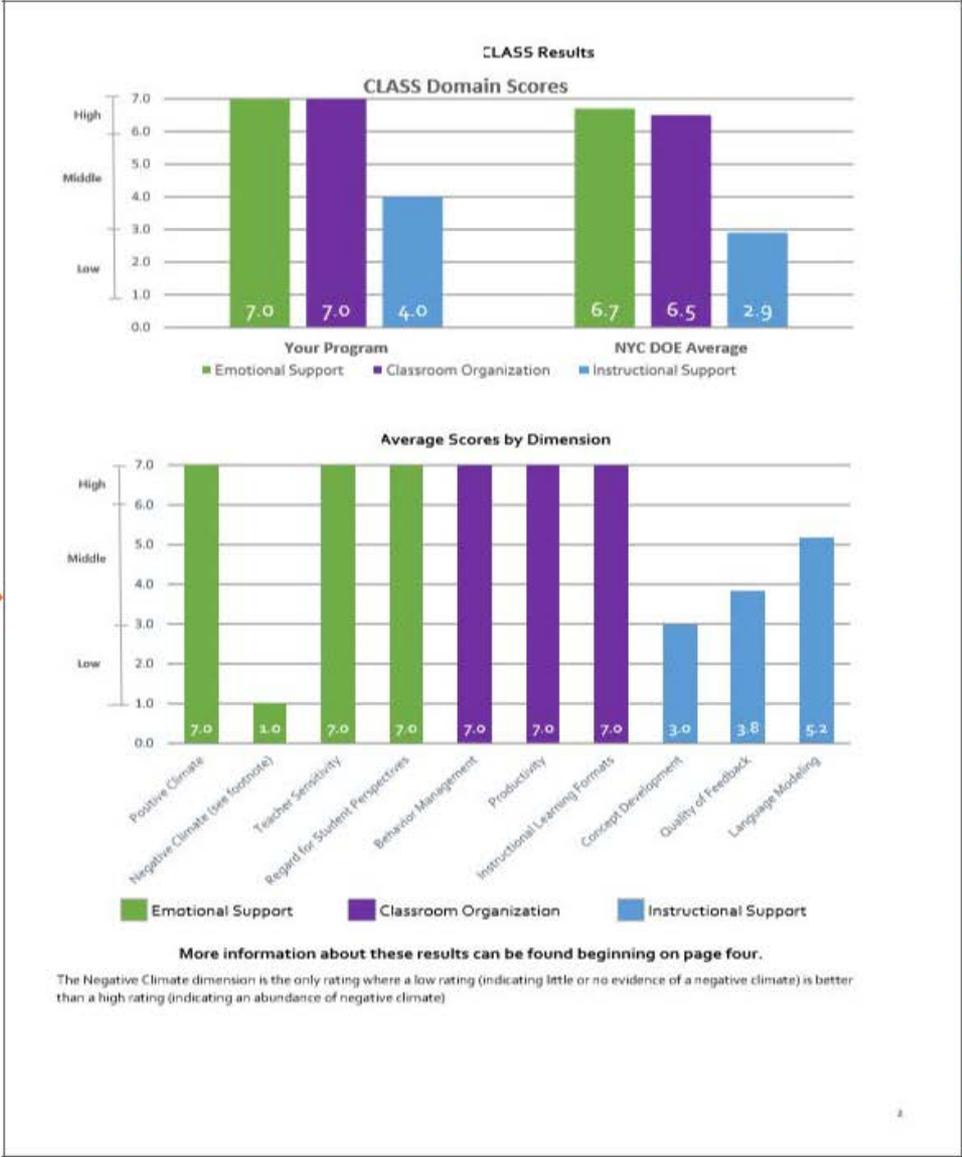
**Table 3 | CLASS Tool and How it Relates to Quality Standards**

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<b>Dimensions</b>	<ul style="list-style-type: none"> <li>Positive Climate</li> <li>Negative Climate</li> <li>Teacher Sensitivity</li> <li>Regard for Student Perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Management</li> <li>Productivity</li> <li>Instructional Learning Formats</li> </ul>	<ul style="list-style-type: none"> <li>Concept Development</li> <li>Quality of Feedback</li> <li>Language Modeling</li> </ul>
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<b>Early Childhood Framework for Quality</b>	<p><b>Respect and Value Differences</b> Program leadership teams and teaching teams build trust by creating a community in which all children, families, and staff feel welcome and included, embracing diversity in many forms.</p> <p><b>Create Safe and Positive Environments</b> Program leadership teams and teaching teams create healthy, nurturing, and predictable environments for all children, families, and staff.</p>	<p><b>Create safe and positive environments</b> Program leadership teams and teaching teams create healthy, nurturing, and predictable environments for all children, families, and staff.</p> <p><b>Advance play-based learning and responsive instruction</b> Program leadership teams and teaching teams engage children in a variety of playbased and developmentally appropriate learning experiences, and ensure that instruction is based on children's individual strengths, interests, and needs.</p>	<p><b>Advance play-based learning and responsive instruction</b> Program leadership teams and teaching teams engage children in a variety of play-based and developmentally appropriate learning experiences, and ensure that instruction is based on children's individual strengths, interests, and needs.</p>

How the CLASS fits in to Quality Standards and a description of each CLASS domain

How many classrooms were observed, how many observation cycles conducted, program scores v DOE averages

Compares your scores to the NYC DOE average (domain level)



Your program's scores (dimension level)

How the CLASS assessments were conducted

How the number of cycles was determined

Score ranges & examples of frequency, depth & duration

**How the CLASS Assessments were Conducted**

CLASS assessments are conducted by Early Childhood Evaluators, who undergo a standardized training, and must pass a yearly certification test that is required by the purveyor of the tool. Teachers, in order to conduct observations. These CLASS reliable assessors conduct observations in cycles of 20 minutes. During this time, assessors note the observed interactions between children and staff. This notating is followed by several minutes in which the observer codes those notes and assigns ratings for the observation period. To provide an accurate snapshot of the entire Early Childhood program at your site, a minimum of two observation cycles take place in each classroom. A breakdown of how the number of cycles is determined is included in the chart.

**Table 4 | How the Number of Cycles was Determined**

# of Classrooms	# of Observation Cycles Per Classroom	Amount of Time in Each Classroom
1	4	80 minutes
2	2 in one class, 2 in the other	40 minutes & 60 minutes
2 or more	2 cycles per classroom	40 minutes
7 or more	75% or more of classrooms will be observed	40 minutes each in all classrooms observed

**How the CLASS is Scored**

Each dimension is scored on a scale between 1 and 7, with higher scores indicating higher quality. Domain scores are calculated by averaging all of the dimensions scores in that particular domain.

**Frequency, Depth, and Duration**

When determining the score for each dimension in CLASS, evaluators first weigh the evidence for each indicator within that dimension and assign each indicator a range of low, mid, or high. Ranges are given based on frequency, depth, and duration of the observed evidence for each indicator. It is also important to note that evaluators look at all adults in the classroom when considering frequency, depth, and duration in their interactions with children. A high score will be given when programs demonstrate high evidence of frequency, depth, and duration for all of the indicators within each of the 20 dimensions.

Table 4 provides examples used to describe frequency, depth, and duration - at different scoring ranges

**Report Content**

All explanations of individual domains and evidence in the "Observed Trends in Your Program" section are grounded in language from the CLASS Manual. Throughout the report, "see" is used to indicate any adults (teachers, assistants, aides, etc.) who contributed to children's average experience in the classroom.

How the CLASS is scored and explanation of frequency, depth and duration.

**Table 5 | Score Ranges and Examples of Frequency, Depth, and Duration**

	Low Range	Mid Range	High Range
Score	1 or 2	3, 4, or 5	6 or 7
Description	The dimension was never or rarely evident during the observation cycle.	The dimension was observed but not consistently or not in a way that included all students.	The dimension was reflected in all or most classroom activities and in a way that included all or most children.
Frequency: How many opportunities does the staff actually provide for children to analyze and reason?	<ul style="list-style-type: none"> <li>No</li> <li>Nons</li> <li>Seldom</li> <li>Absent</li> <li>Rarely</li> <li>Never</li> <li>There were few</li> <li>Not seen</li> <li>Did not</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes</li> <li>Generally</li> <li>Occasional</li> <li>Less</li> <li>Limited</li> <li>Inconsistent</li> <li>Some</li> <li>On a few occasions</li> <li>At times</li> </ul>	<ul style="list-style-type: none"> <li>Many</li> <li>Regularly</li> <li>Often</li> <li>Frequent</li> <li>Always</li> <li>Consistently</li> <li>Most of the time</li> </ul>
Depth: To what extent is the interaction habitually repetitive versus very impactful, powerful, and genuine?	Staff mostly asks closed-ended questions that do not allow children to apply high-order/deeper thinking. Staff interactions are mostly perfunctory with little evidence of staff effort to make them more impactful or meaningful for children.	Staff sometimes asks questions that allow children to think and respond and other times, asks the question and moves on or answers the question for children.	Staff asks children questions, allows them think-time to respond, accepts multiple responses, and has a back-and-forth exchange (as opposed to asking questions that require short answers and in rapid succession).
Duration: How long does an interaction or set of interactions last, compared to the total amount of time	<ul style="list-style-type: none"> <li>Were not sustained</li> <li>Did not last long</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes</li> <li>At times</li> </ul>	<ul style="list-style-type: none"> <li>Were sustained</li> <li>Throughout the observation</li> </ul>

Dimension pages (pgs. 4-13)

Your program score per dimension compared to NYC DOE average

Indicator Requirements

**Emotional Support**  
**Positive Climate**



**What is Positive Climate?**  
Positive Climate describes the warmth and connections shared by teachers and children. 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 (CLASS Dimensions Guide, Pre-K, p. 4).

Number of Cycles	Lowest Score	Highest Score	Average Score	Range
6	7	7	7	High

Indicator Requirements	Observed Trends in your Program
<b>Relationships</b> Staff and children enjoy warm, supportive relationships with one another.	Staff asked children questions about important things in their lives outside of the classroom. For instance, during arrival, a child had a bandage on their finger and staff asked what happened. After the child explained, staff said, "I'm glad you're okay after cutting your finger at home." Later that morning, staff invited the child to tell their peers about their injury and the child agreed.
<b>Positive Affect</b> There are displays of positive affect (smiles, laughter, enthusiasm) by the staff and children.	Classrooms felt like warm, pleasant places with many instances of laughter or smiling. As an example, during one mealtime discussion about pizza, staff said, "Maybe I'll put some ice cream on my pizza." Several children laughed and said, "Ewww!"
<b>Positive Communication</b> Positive communications, verbal or physical, happen among staff and children.	Staff commented positively on the efforts of children and their participation. Staff communicated warm feelings, such as, "That is very special," "I love your shirt," and "I love your new sneakers," to children, helping them feel connected and comfortable.
<b>Respect</b> Staff and children demonstrate respect for one another.	Staff and children modeled the use of polite language, saying, "Thank you for sharing," and "You're very welcome."

Definition of each dimension and CLASS Dimension Guide, Pre-K reference page.

Observed Trends in program

## Emotional Support Teacher Sensitivity



### What is Teacher Sensitivity?

Teacher Sensitivity describes how teachers consistently, quickly, and effectively respond to individual children's needs. Sensitive teachers pay attention to clues in children's words and behaviors so they can anticipate and meet each child's academic and social needs. In classrooms with sensitive teachers, children look to their teacher for support, participate freely, and take social and academic risks (CLASS Dimensions Guide, Pre-K, p. 8).

Number of Cycles	Lowest Score	Highest Score	Average Score	Range
6	7	7	7	High

Indicator Requirements	Observed Trends in your Program
<p><b>Awareness</b> Staff is aware of children who need extra support, assistance, or attention.</p>	<p>Staff positioned themselves to ensure they could see that all children's academic and/or emotional needs were met. For example, during one Morning Meeting, staff noticed a child sitting on the carpet at angle. Staff asked the child if they could see the calendar and they stated they could not see it. Staff then helped the position themselves for a better view.</p>
<p><b>Responsiveness</b> Staff is responsive to children and provides individualized supports, matching his or her support to each child's needs and abilities.</p>	<p>Staff responded quickly when children indicated or sent a signal that they needed help or attention. Specifically, during Center Time, a child stated they did not feel well. Staff felt the child's forehead, invited them to rest on the sofa and said they would call the child's parent if they did not feel better after resting.</p>
<p><b>Addresses Problems</b> Staff is timely and effective at addressing children's problems and concerns.</p>	<p>Staff were effective at addressing children's problems and concerns. In one example, during a transition to Center Time, a child told staff their peer hit them on their back. Staff asked both children to talk to one another. It was discovered the peer was trying to tell the child it was their turn to select a center. They then both hugged and selected their centers.</p>
<p><b>Student Comfort</b> Children's interactions with staff members demonstrate that they are comfortable seeking support from and sharing their ideas with staff.</p>	<p>Children worked comfortably on their own and in groups, freely approaching staff when they needed help. For instance, during one mealtime, children asked staff for more servings of food and help opening packages.</p>

## Summary and Recommendations

The Division of Early Childhood Education utilizes the CLASS tool to support and assess 3-K and pre-K programs as a whole. CLASS is not used to evaluate any individual teachers. This CLASS report includes an average of observations across your 3-K and Pre-K program's classrooms and is reflective of the interactions between children and any adults in the classroom. The low-inference notes included to aid in program-level improvement go through multiple levels to ensure that the comments are deidentified. Based upon the dimension and domain scores received during the CLASS observation cycles, please note the following recommendations.

According to national and citywide data, scores in the Instructional Support domain are typically low; all programs are recommended to make this a focus to enhance children's critical thinking skills. Site leaders and principals are encouraged to consider CLASS specific indicators under each dimension in conjunction with other data to help inform your program's goals. Staff at DECE borough offices (such as Instructional Coordinators and Social Workers) have a strong understanding of the CLASS tool and can help interpret results and provide instructional strategies if there are additional questions.

*I scored in the High range on the Emotional Support domain, this is above the NYC DOE average. Scores in the Classroom Organization domain were above the citywide average and in the High range. While measures of Instructional Support were above the NYC average, they still scored in the middle range. According to national and citywide data, scores in the Instructional Support domain are typically low. All programs are recommended to make this a focus to enhance children's critical thinking skills.*

### Recommendations

**CONCEPT DEVELOPMENT.** When staff frequently integrate different concepts and ideas into lessons, they help children gain a deeper understanding of different concepts or information learned at different times. For example, when introducing a lesson on snow, staff may first talk about other types of weather they have previously discussed. Staff can ask questions and have discussions to help children understand the links between different concepts or between previous lessons and current learning. For example, staff might ask children to think about what they previously learned about plants and what they need to grow in order to figure out what kind of work farmers do. It is helpful to keep in mind that children might not be able to make these connections on their own and benefit from an adult modeling this thinking. For other strategies to support higher order thinking, see page 18 of the CLASS Dimensions Guide.

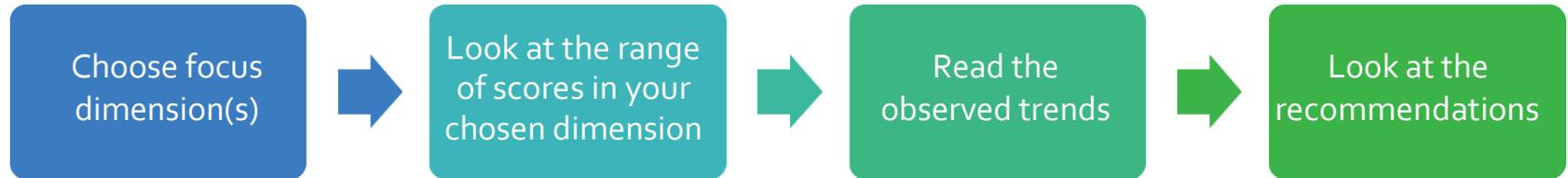
**QUALITY OF FEEDBACK.** When staff respond to children's misunderstanding by asking a series of follow-up questions and participating in back-and-forth exchanges, they explain misunderstandings or build upon their current understanding. For example, during a discussion about a snowman and the type of clothing a snowman wears in the cold, staff can respond to children's ideas by asking follow-up questions to encourage a higher level of understanding or performance such as, "Why are boots needed outside?", "What would happen if you went outside in the snow with slippers instead?" and "Why do boots protect your feet better than slippers would?"



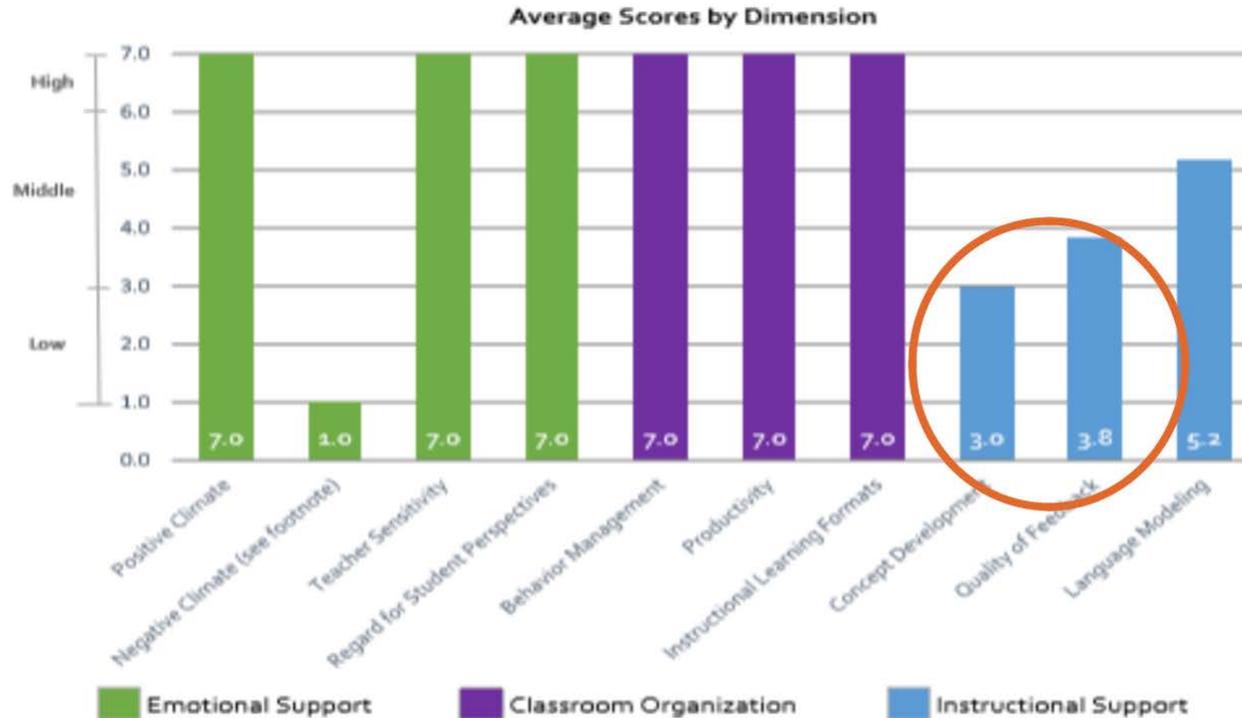
# How to interpret a CLASS report



# Interpreting your CLASS report



# Choose a Dimension to Focus On



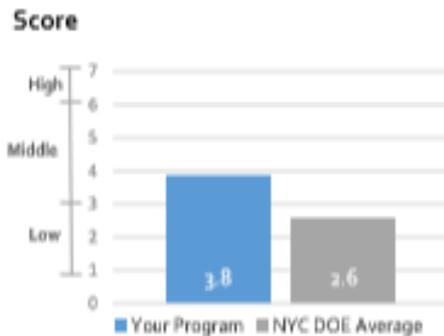
**More information about these results can be found beginning on page four.**

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)

# Dimension: Quality Feedback

## Instructional Support

### Quality of Feedback



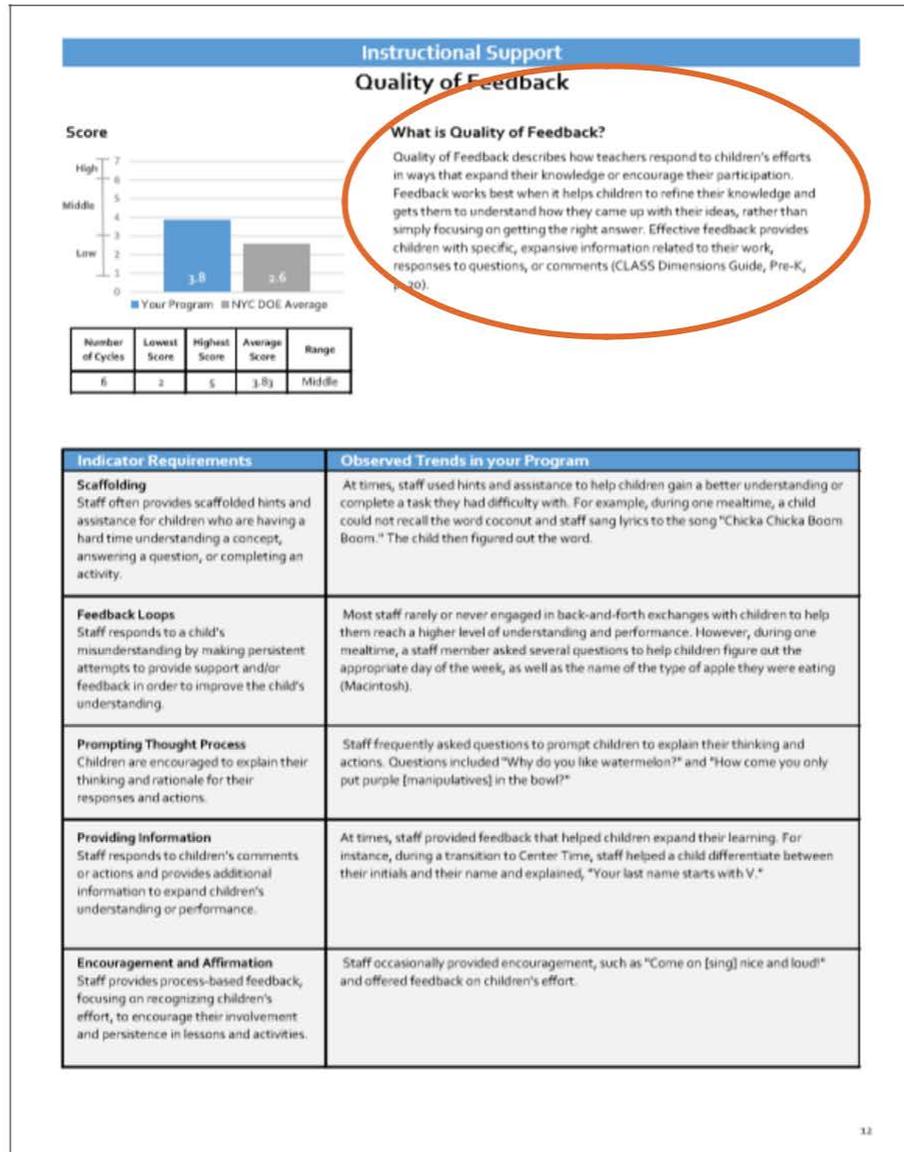
#### What is Quality of Feedback?

Quality of Feedback describes how teachers respond to children's efforts in ways that expand their knowledge or encourage their participation. Feedback works best when it helps children to refine their knowledge and gets them to understand how they came up with their ideas, rather than simply focusing on getting the right answer. Effective feedback provides children with specific, expansive information related to their work, responses to questions, or comments (CLASS Dimensions Guide, Pre-K, p. 20).

Number of Cycles	Lowest Score	Highest Score	Average Score	Range
6	2	5	3.83	Middle

- Look at the lowest score observed, the highest score observed and the site's average

# Report: Quality Feedback (p. 12)



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## Instructional Support

### Quality of Feedback



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Number of Cycles	Lowest Score	Highest Score	Average Score	Range
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Indicator Requirements	Observed Trends in your Program
<b>Scaffolding</b> Staff often provides scaffolded hints and assistance for children who are having a hard time understanding a concept, answering a question, or completing an activity.	At times, staff used hints and assistance to help children gain a better understanding or complete a task they had difficulty with. For example, during one mealtime, a child could not recall the word coconut and staff sang lyrics to the song "Chicka Chicka Boom Boom." The child then figured out the word.
<b>Feedback Loops</b> Staff responds to a child's misunderstanding by making persistent attempts to provide support and/or feedback in order to improve the child's understanding.	Most staff rarely or never engaged in back-and-forth exchanges with children to help them reach a higher level of understanding and performance. However, during one mealtime, a staff member asked several questions to help children figure out the appropriate day of the week, as well as the name of the type of apple they were eating (Macintosh).
<b>Prompting Thought Process</b> Children are encouraged to explain their thinking and rationale for their responses and actions.	Staff frequently asked questions to prompt children to explain their thinking and actions. Questions included "Why do you like watermelon?" and "How come you only put purple [manipulatives] in the bowl?"
<b>Providing information</b> Staff responds to children's comments or actions and provides additional information to expand children's understanding or performance.	At times, staff provided feedback that helped children expand their learning. For instance, during a transition to Center Time, staff helped a child differentiate between their initials and their name and explained, "Your last name starts with V."
<b>Encouragement and Affirmation</b> Staff provides process-based feedback, focusing on recognizing children's effort, to encourage their involvement and persistence in lessons and activities.	Staff occasionally provided encouragement, such as "Come on [sing] nice and loud!" and offered feedback on children's effort.



# Report: Quality Feedback (p. 12)

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<b>Encouragement and Affirmation</b> Staff provides process-based feedback, focusing on recognizing children's effort, to encourage their involvement and persistence in lessons and activities.	Staff occasionally provided encouragement, such as "Come on [sing] nice and loud!" and offered feedback on children's effort.

## Observed Trends in your Program

Most staff rarely or never engaged in back-and-forth exchanges with children to help them reach a higher level of understanding and performance. However, during one mealtime, a staff member asked several questions to help children figure out the appropriate day of the week, as well as the name of the type of apple they were eating (Macintosh).

# Report Recommendations

- Based on Maslow's Hierarchy of Needs
- Focus on implementable changes
- Provide a starting point for program leaders to have conversations with staff and refine program goals

# Recommendations

## Summary and Recommendations

The Division of Early Childhood Education utilizes the CLASS tool to support and assess 3-K and pre-K programs as a whole. CLASS is not used to evaluate any individual teachers. This CLASS report includes an average of observations across your 3-K and Pre-K program's classrooms and is reflective of the interactions between children and any adults in the classroom. The low-inference notes included to aid in program-level improvement go through multiple levels to ensure that the comments are deidentified. Based upon the dimension and domain scores received during the CLASS observation cycles, please note the following recommendations.

According to national and citywide data, scores in the Instructional Support domain are typically low; all programs are recommended to make this a focus to enhance children's critical thinking skills. Site leaders and principals are encouraged to consider CLASS specific indicators under each dimension in conjunction with other data to help inform your program's goals. Staff at DECE borough offices (such as Instructional Coordinators and Social Workers) have a strong understanding of the CLASS tool and can help interpret results and provide instructional strategies if there are additional questions.

*Programs scored in the High range on the Emotional Support domain, this is above the NYC DOE average. Scores in the Classroom Organization domain were above the citywide average and in the High range. While measures of Instructional Support were above the NYC average, they still scored in the middle range. According to national and citywide data, scores in the Instructional Support domain are typically low. All programs are recommended to make this a focus to enhance children's critical thinking skills.*

### Recommendations

**CONCEPT DEVELOPMENT.** When staff frequently integrate different concepts and ideas into lessons, they help children gain a deeper understanding of different concepts or information learned at different times. For example, when introducing a lesson on snow, staff may first talk about other types of weather they have previously discussed. Staff can ask questions and have discussions to help children understand the links between different concepts or between previous lessons and current learning. For example, staff might ask children to think about what they previously learned about plants and what they need to grow in order to figure out what kind of work farmers do. It is helpful to keep in mind that children might not be able to make these connections on their own and benefit from an adult modeling this thinking. For other strategies to support higher order thinking, see page 18 of the CLASS Dimensions Guide.

**QUALITY OF FEEDBACK.** When staff respond to children's misunderstanding by asking a series of follow-up questions and participating in back-and-forth exchanges, they explain misunderstandings or build upon their current understanding. For example, during a discussion about a snowman and the type of clothing a snowman wears in the cold, staff can respond to children's ideas by asking follow-up questions to encourage a higher level of understanding or performance such as, "Why are boots needed outside?", "What would happen if you went outside in the snow with slippers instead?" and "Why do boots protect your feet better than slippers would?"

# CLASS Recommendation #1

## Recommendations

**CONCEPT DEVELOPMENT.** When staff frequently integrate different concepts and ideas into lessons, they help children gain a deeper understanding of different concepts or information learned at different times. For example, when introducing a lesson on snow, staff may first talk about other types of weather they have previously discussed. Staff can ask questions and have discussions to help children understand the links between different concepts or between previous lessons and current learning. For example, staff might ask children to think about what they previously learned about plants and what they need to grow in order to figure out what kind of work farmers do. It is helpful to keep in mind that children might not be able to make these connections on their own and benefit from an adult modeling this thinking. For other strategies to support higher order thinking, see page 18 of the CLASS Dimensions Guide.

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## Recommendations

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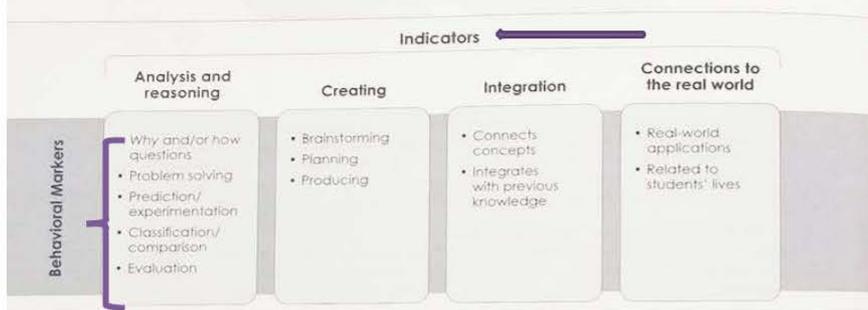


# Using the CLASS Dimensions Guide



# CLASS Dimensions Guide

## Concept Development



### What is it?

Concept Development refers to how teachers facilitate children's broader understanding of concepts and ideas, rather than concentrating on rote instruction and recall of facts. Effective Concept Development provides children with opportunities to use analysis and reasoning in their approach to problems, to be creative and generate their own ideas and products, and to understand their world through experimentation and brainstorming. Concept Development also describes an intentional approach by the teacher to tie together concepts across activities and bring concepts to life by applying them to children's everyday worlds.

### Why is it important?

Effective Concept Development strategies and questions help children obtain a deeper understanding of concepts and develop analytical thinking skills. Children learn more and understand concepts better when teachers provide opportunities for them to analyze and problem-solve, rather than just memorize and recite facts. Concept Development strategies also contribute to children's interest in exploration and ability to apply knowledge to the real world.

## How can I help children reach a deeper understanding of concepts?

### Focus on understanding concepts.

Challenge children to think about the hows and whys of learning. Focus their attention on the process of generating solutions to a problem rather than just getting the correct answer. Ask open-ended and thought-provoking questions, such as "Why doesn't this shape belong with the others?" Understanding ideas rather than memorizing facts prepares children to analyze unfamiliar concepts they encounter.

### Encourage the use of analysis and reasoning skills.

Plan activities that focus on higher-order thinking, such as problem-solving and comparing and contrasting. For example, have children categorize felt pieces by shape or color and ask why they think the shapes are different or alike. Ask children to predict and experiment as ways to explore concepts and expand approaches to learning. Encouraging children to develop their thinking skills leads to deeper understanding of concepts.

### Link concepts to previous learning and across activities.

When children connect concepts and new ideas to what they already know, they develop a deeper understanding of those concepts and integrate new information. Purposefully choose learning activities, both within a given day and over time, that focus on similar concepts. Make clear connections among these concepts so that children can apply their understanding to new situations. For example, you might talk about shapes they see in art and in science centers and how those shapes are similar and different: "We just used circles to draw snowmen; now how can we use circles when we're making our cars?"

### Apply concepts to the real world and to children's lives outside the classroom.

Knowledge is more meaningful to children when it applies to their experiences outside the classroom, and connecting concepts to children's daily experiences encourages higher-level thinking. When explaining a concept, use examples that are likely to occur in children's lives and encourage them to add their own. For instance, if you are teaching children sequencing, ask them to tell you the order of steps for brushing their teeth or getting ready for school.

### Encourage children to produce ideas and materials as they learn.

When children generate their own ideas and products, they reach higher levels of thinking. Rather than using letter cards to test children's recall of sounds, for instance, encourage them to create a list of letters they know and then look around the room for objects that start with those letters. If children want to play "store," support them in creating the store themselves—prompting them with questions to put together everything they need to set up a store where other children can shop.

### Encourage children's creativity.

Building, brainstorming, planning, and other creative processes can deepen understanding of concepts. One way to facilitate children's creativity is to encourage them to use a variety of open-ended materials in different ways. For example, children might use blocks to build a house or railroad. Later, they might cover the blocks with paper and use them as cell phones in dramatic play. When appropriate, take time to support children in brainstorming and planning before they create something. If children want to build a castle with blocks, help them brainstorm the different parts of a castle, and what their castle might look like. Then provide them with paper to draw their castle before they build it.

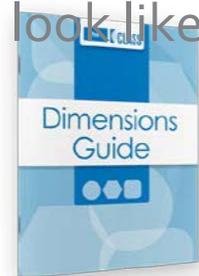
# DimensionsGuide: Concept Development (p.19)

## Observed Trends in Your Program

At times, staff stimulated children's ability to think creatively and generate new ideas through brainstorming, planning and/or producing. Comments included "What are you going to do with [the play dough]?" and "What else is the color red?" However, this was observed less frequently during one Mealtime

- **Encourage children's creativity**

Building, brainstorming, planning and other creative processes can deepen understanding of concepts. One way to facilitate children's creativity is to encourage them to use a variety of open-ended materials in different ways. When appropriate, take time to support children in brainstorming and planning before they create something. If children want to build a castle with blocks, help them brainstorm the different parts of a castle and what it might look like



(Pianta, La Paro, and Hamre, 2008)

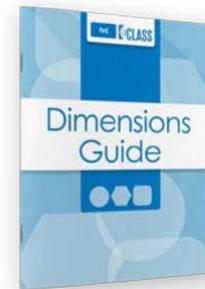
# DimensionsGuide: Concept Development (p.19)

## Observed Trends in Your Program

Some attempts were made to integrate ideas across the curriculum. For example, during a mealtime discussion about food, staff took out a book previously created by the class called, "My Favorite Foods." Staff read the book and then asked children if there were any new foods they wanted to add to their list. Children gave a variety of answers. However, attempts to integrate ideas were not consistent among staff.

- **Link concepts to previous learning and across activities**

When children connect concepts and new ideas to what they already know, they develop a deeper understanding of those concepts and integrate new information. Purposefully choose learning activities, both within a given day and overtime, that focus on similar concepts. Make clear connections among these concepts so that children can apply their understanding to new situations.



(Pianta,La Paro, and Hamre, 2008)

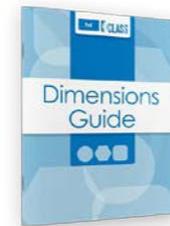
# Dimensions Guide: Concept Development (p.19)

## Observed Trends in Your Program

Staff made some comments or asked questions that connected learning to children's lives. In one example, during Center Time, a child built a cube structure with magnetic tiles and staff asked, "Can you think of something you have at home that's a cube?" The child replied, "My house." Staff then encouraged the child to think of other cube shapes.

- **Apply concepts to the real world and th children’s lives outside of the classroom.**

Knowledge is more meaningful to children when it applies to their experiences outside the classroom, and connecting concepts to children’s daily experiences encourages higher-level thinking. When explaining a concept, use examples that are likely to occur in children’s lives and encourage them to add their own. For instance, if you are teaching children sequencing, ask them to tell you the order off steps for brushing their teeth or getting ready for school.



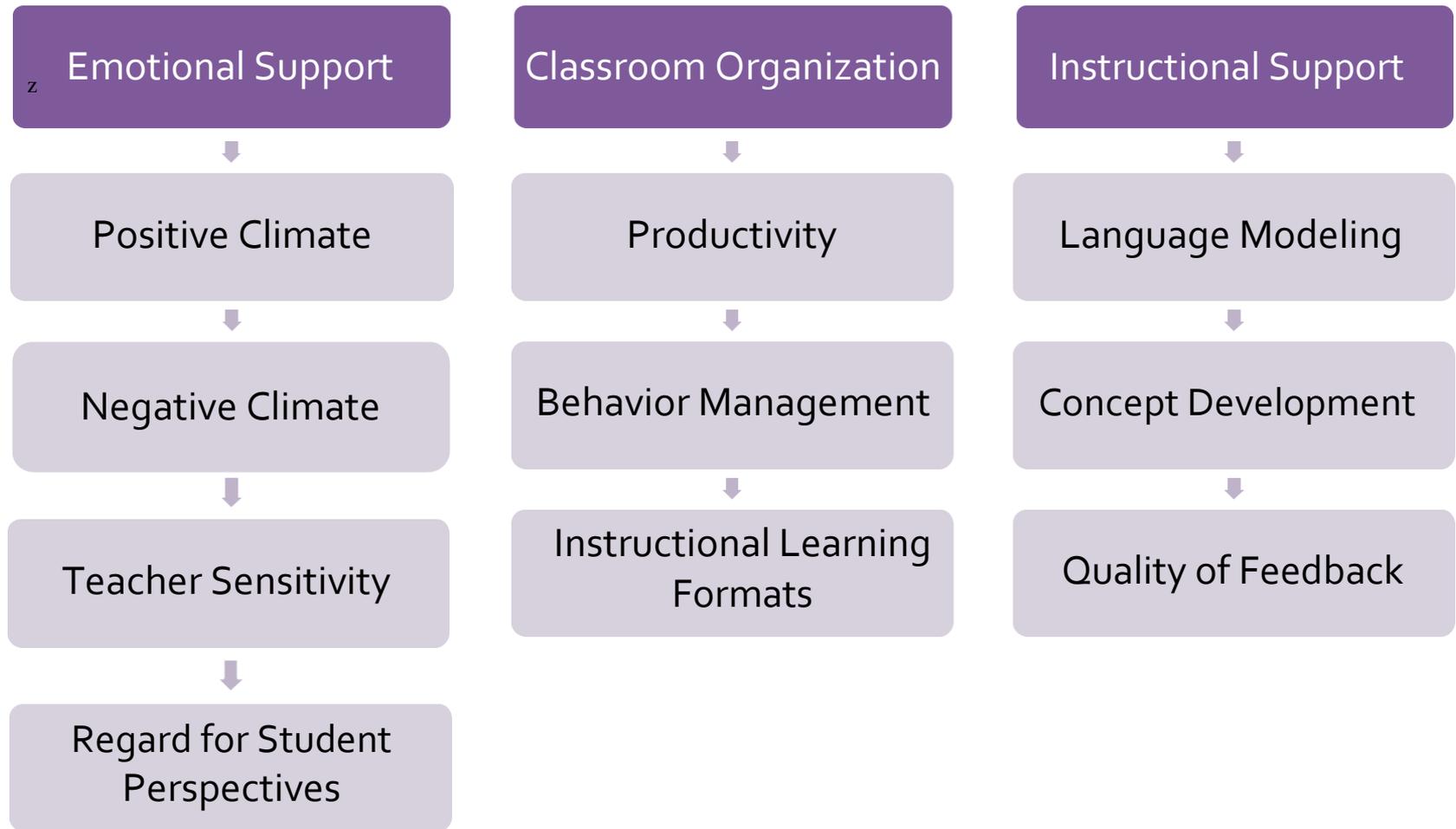
(Pianta,La Paro, and Hamre, 2008)



# Using the CLASS Report to Plan Next Steps



# Prioritizing CLASS Dimensions



# Using Your CLASS Report to Plan Next Steps

- For detailed instructions on how to read and understand your report, please view the CLASS 104 webinar, here: <http://bit.ly/NYCProgramAssessment>
- Afterwards, please use this template and the CLASS Dimensions Guide to plan your next steps. The first row is completed as an example, only

CLASS Dimension	What was observed (in the report)	Indicators of Focus	Next Steps
Concept Development	<p>Staff sometimes asked children to draw conclusions from what they already know or asked them to apply previous knowledge. For instance, during Circle Time, staff asked children to use a previous unit on water to think about how plants take in/use water. However, this type of connection was inconsistent among staff.</p>	<ul style="list-style-type: none"> <li>• <b>Integration:</b> Staff makes an effort to link together different concepts that the children have been studying or ties together multiple concepts within a single lesson. The staff may also ask children to apply previously learned knowledge to a current concept or problem</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Look up Teachstone Resources:</b> <a href="https://info.teachstone.com/blog/integrating-integration-into-concept-development">https://info.teachstone.com/blog/integrating-integration-into-concept-development</a></li> <li>• <b>Review the lesson plan for the week</b> (e.g., Water)</li> <li>• <b>Purposefully choose learning activities, both within a given day</b> (e.g. Arrival, Morning Meeting, Center Time, etc.) <b>and over time</b> (e.g., across units), <b>that focus on similar concepts</b></li> <li>• <b>Come up with several phrases or questions you can ask children that clearly communicate and explicitly state the connection</b> (e.g., "Remember when we talked about water and how we can drink water through a straw? Well, the stem on this plant is like the straw that we use. The stem also sucks up all the water from the ground and the water travels all the way up to the top." "When we talked about water, we mentioned that we need water to drink; now why do you think the plants need water?")</li> <li>• <b>Consider frequency, depth, and duration.</b> Encourage all staff in the classrooms to make these types of connections with majority of the children throughout the day</li> <li>• <b>Practice making these connections and make it part of your teaching habit</b></li> </ul>



# 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 and Classroom Organization domains</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 domain 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 A	<ul style="list-style-type: none"> <li>• How to read and interpret your CLASS report from 2019 and earlier</li> <li>• How to use CLASS data and recommendations to inform pre-K program goals</li> </ul>	
CLASS 104 B	<ul style="list-style-type: none"> <li>• How to read and interpret your CLASS report from the 2019 -2020 school-year on</li> <li>• How to use CLASS data and recommendations to inform pre-K program goals</li> </ul>	

# Additional CLASS Resources

Other CLASS webinars, trainings and useful resources

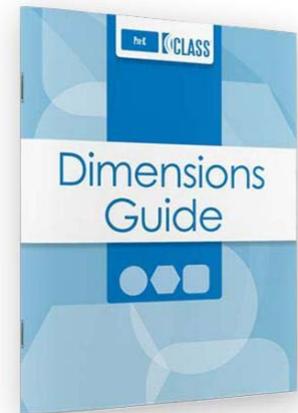
<http://bit.ly/NYCProgramAssessment>

*CLASS Dimensions Guide*

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

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



# Thank you!

