

EFO & The CLASS

The Division of Early Childhood Education (DECE) is focused on developing high quality early childhood programming in New York City. The Early Childhood Framework for Quality (EFO) was developed to guide program practices in a way that advances positive outcomes for all children and families. The EFO is comprised of 6 Elements, which are high-level, research-based principles of early childhood quality. Each Element identifies several Practices, or actions that can be taken by program leadership and teaching teams to demonstrate these principles. The Elements and Practices are applicable to all early childhood age groups and program types.

The DECE uses the Classroom Assessment Scoring System (CLASS) Tool to evaluate classroom performance. The tool measures the quality of interactions between teachers and students within three domains: Emotional Support, Classroom Organization, and Instructional Learning Formats. Emotional Support focuses on the positive relationships between teachers and children and teachers' abilities to support social and emotional functioning in the classroom. Classroom Organization focuses on well-managed classrooms that provide children with frequent and engaging learning activities. Instructional Learning Formats focuses on the interactions that teach children to think, provide ongoing feedback and support, and facilitate language development.

This chart outlines how the practices listed in the EFO align with the CLASS tool. The chart illustrates the EFO practices that are **Strongly Connected**, and the practices that are **Somewhat Connected** to the CLASS tool. **Strongly Connected** practices correlate to behaviors that are observed using the CLASS tool and are necessary for a site to have in place to perform well on the tool. For example, *2.1 establish, model, and reinforce expectations for respectful interactions and trusting relationships among children, families, and all staff* (EFO), is **Strongly Connected** to Emotional Support (CLASS) because it is directly measured in the Positive Climate dimension. **Somewhat Connected** practices are not directly measured in the tool and may not be necessary for a program to perform well on the tool, but these practices may have some indirect influence on CLASS scores. For Example, *3.2 provide teaching teams with appropriate training, resources, and ongoing support to implement age-appropriate research-based curricula* (EFO), is **Somewhat Connected** with Classroom Organization (CLASS) because access to materials and a curricula with a focus can be supportive of scores in the Instructional Learning Formats dimension. EFO practices can be strongly or somewhat connected to more than one dimension within each domain.

Leadership Teams

		CLASS Domain					
		Emotional Support		Classroom Organization		Instructional Support	
		STRONGLY CONNECTED	SOMEWHAT CONNECTED	STRONGLY CONNECTED	SOMEWHAT CONNECTED	STRONGLY CONNECTED	SOMEWHAT CONNECTED
Early Childhood Framework for Quality Elements	1. Respect and Value Differences	1.1, 1.2, 1.3, 1.4, 1.5		1.2, 1.3, 1.5		1.5	
	2. Create Safe and Positive Environments	2.1, 2.2, 2.3, 2.4, 2.6		2.1, 2.2, 2.3, 2.4, 2.5, 2.6		2.1	2.2, 2.3, 2.4, 2.5, 2.6
	3. Advance play-based learning and responsive instruction	3.1	3.2, 3.4, 3.5	3.1, 3.5	3.2	3.5	3.1, 3.2
	4. Promote families' roles as primary caregivers, teachers, and advocates						
	5. Work collaboratively towards continuous quality improvement		5.5, 5.6		5.5, 5.6		5.5, 5.6
	6. Demonstrate Strategic Leadership		6.2, 6.4, 6.6		6.2, 6.4, 6.6		6.2, 6.4, 6.6

Darker=Strong Connection; Lighter= Somewhat Connected

Teaching Teams

		CLASS Domain					
		Emotional Support		Classroom Organization		Instructional Support	
		STRONGLY CONNECTED	SOMEWHAT CONNECTED	STRONGLY CONNECTED	SOMEWHAT CONNECTED	STRONGLY CONNECTED	SOMEWHAT CONNECTED
Early Childhood Framework for Quality Elements	1. Respect and Value Differences	1.7, 1.8, 1.10	1.9	1.8, 1.10			1.10
	2. Create Safe and Positive Environments	2.7, 2.8, 2.9, 2.11, 2.12	2.10	2.8, 2.9, 2.10, 2.12		2.11	
	3. Advance play-based learning and responsive instruction	3.6, 3.7, 3.9, 3.10	3.8	3.6, 3.7, 3.8, 3.9, 3.10		3.6, 3.7, 3.8, 3.9, 3.10	
	4. Promote families' roles as primary caregivers, teachers, and advocates		4.7, 4.8				
	5. Work collaboratively towards continuous quality improvement		5.8		5.8		5.8
	6. Demonstrate strategic leadership		6.10, 6.11		6.10, 6.11		6.10, 6.11

Darker=Strong Connection; Lighter= Somewhat Connected