

Intro to CLASS+



In this training we will explore

PART 1: CLASS+ Basics

- What is CLASS+
- Why we are using CLASS+
- What is measured by the CLASS+
- How will CLASS+ data be used
- What to expect during a CLASS observation that includes CLASS+

PART 2: CLASS+ Breakdown

- What are the components that make up CLASS+
- What kinds of information about the classroom environments and staff practice does each component provide



Part 1:

CLASS+ Basics



What is CLASS+

CLASS+ is a selection of supplemental assessment scales, that allows CLASS evaluators to collect information on critical aspects of the classroom environment, health and safety practices and practices that support the emotional well-being of children while conducting a CLASS assessment.



What is CLASS+

The CLASS+ combines:

- The CLASS Environmental Scales
- Selected elements of the ECERS-3 tool
- Social-emotional development assessment modules taken from the A-TSRS.



What is CLASS+

The scales are designed to be used alongside the CLASS assessment tool to allow CLASS evaluators to expand the scope of information gathered before, during and after an assessment.

















Why are we using the CLASS+

- Allows us to provide ongoing feedback on critical aspects of classroom environments in years when programs do not receive an ECERS assessment
- Provides insight on which sites may need more support with improving their classroom environments



What is measured

	ECERS-3	CLASS	CLASS+
Classroom Environment			
Materials			
Activities			
Health and Safety Practices			
Gross Motor			
Interactions			

KEY	
	High Level of Depth
	Lower Level of Depth



CLASS+ data inFY22

- For FY22, we will use the CLASS + data internally
- Programs will receive recommendations for practice based upon what was observed
- We will use this year to determine best ways to analyze data and share results with programs and staff



Potential uses for CLASS+ data

- Provide more frequent feedback to programs on next-steps for improvement
- Borough staff may use CLASS+ data to inform their coaching and support for programs
- Allows us to identify programs that would benefit from more in-depth feedback with an ECERS observation



What to expect during an observation

- CLASS+ will take place during normal CLASS assessments
 - Not a separate assessment
- CLASS evaluators will gather CLASS+ data in each classroom they visit
- Minimal impact on established CLASS procedures
 - Designed to capture environmental factors that a CLASS evaluator would normally see in the course of an observation
 - May add a few minutes to the amount of time a CLASS evaluator spends in the classroom before or after an observation
- All expectations for “a typical day” apply



What to expect after an observation

- Any major concerns will be communicated during debrief
- Programs and Borough Staff will receive CLASS+ report in addition to the standard CLASS report



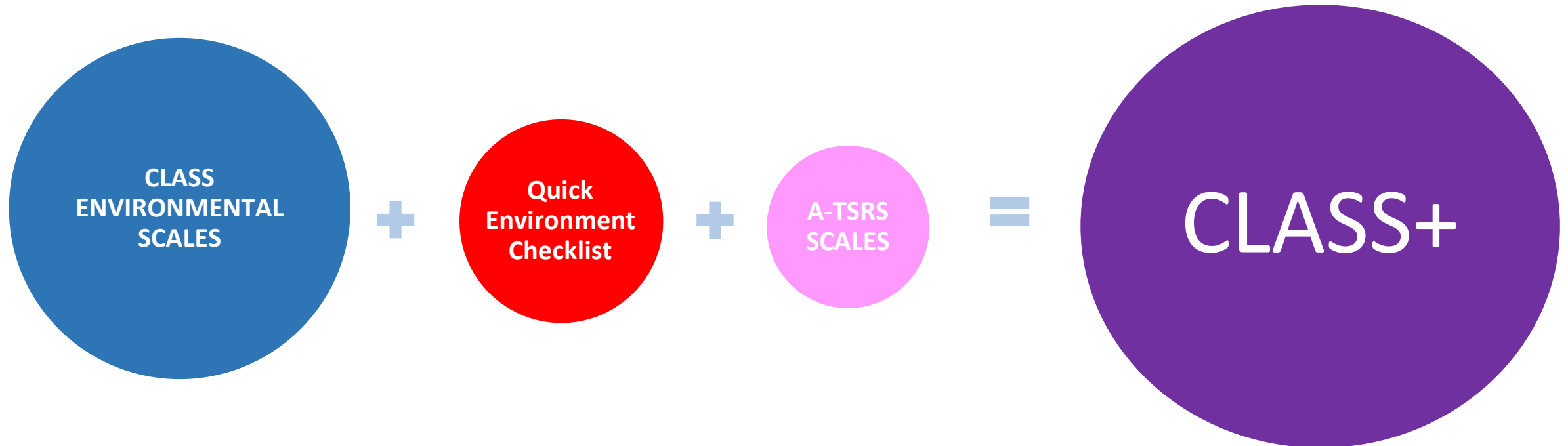
Part 2:

CLASS+ Breakdown



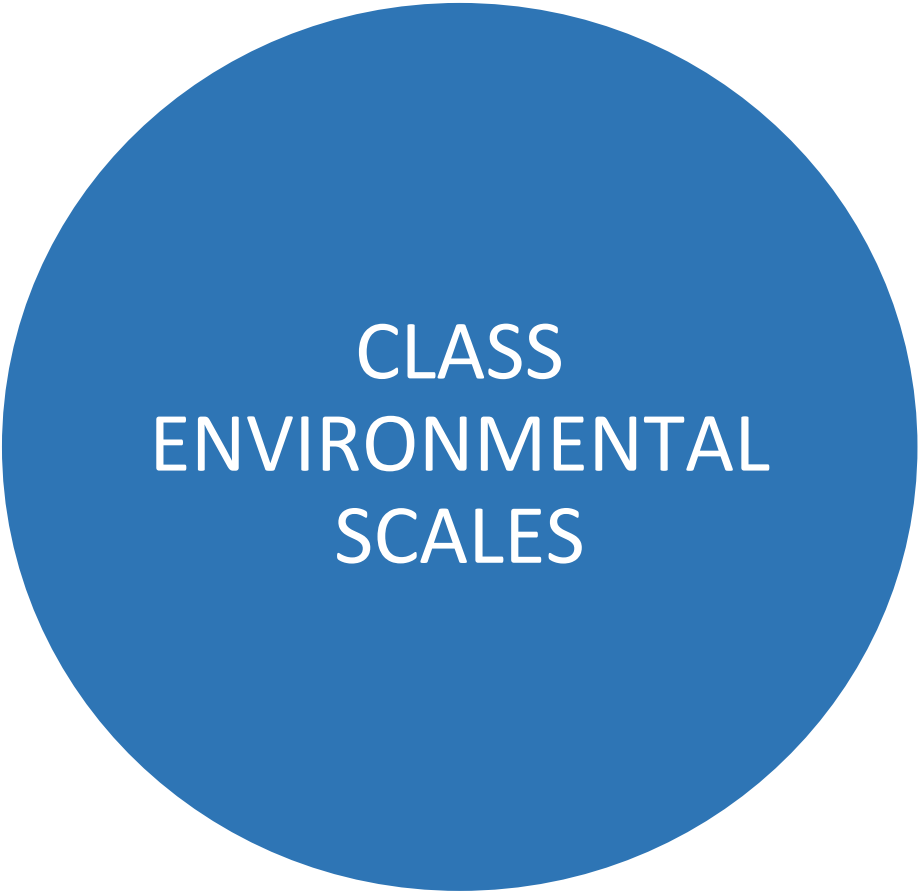
What scales make up CLASS +

CLASS+ combines three scales, each of which were designed to be used in conjunction with the CLASS assessment tools



CLASS ENVIRONMENTAL SCALES

Created by Teachstone, the creators of the CLASS tool, to provide data on elements of the classroom environment that support effective teaching and learning and compliment practices measured by the CLASS tool

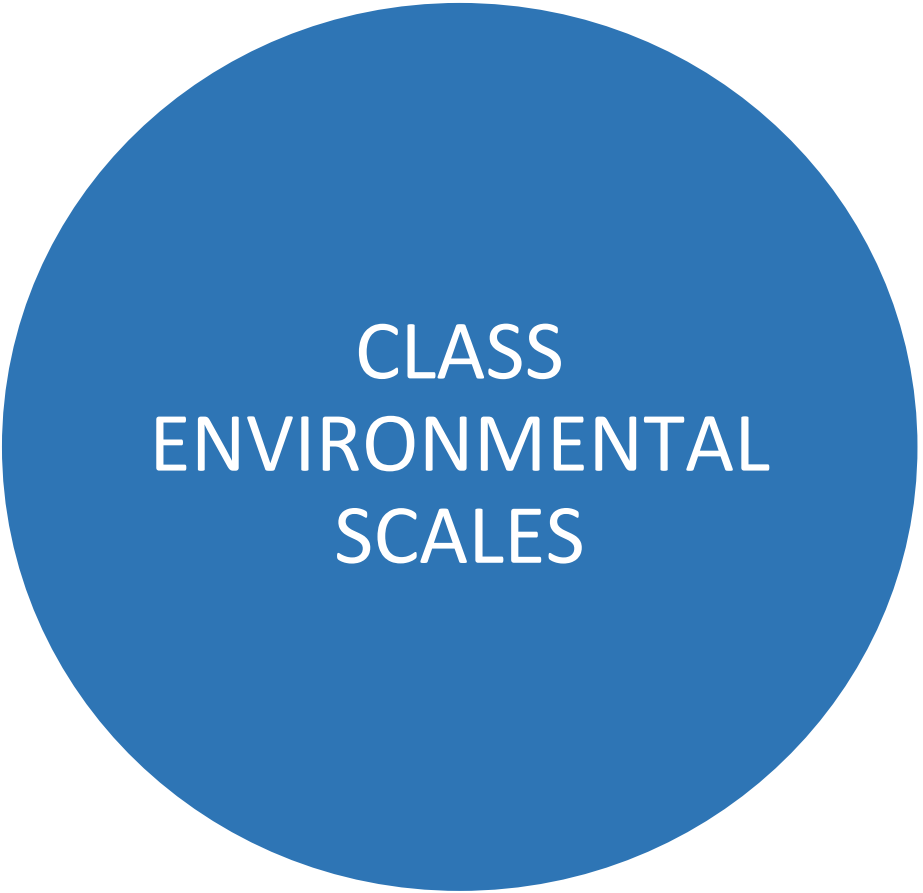


CLASS
ENVIRONMENTAL
SCALES



CLASS ENVIRONMENTAL SCALES

- This scale is organized into the three domains of the Pre-K and 3-K CLASS tools
- Items focus on three aspects of the classroom environment and activities that support higher quality teacher-child interactions:
 - room arrangements
 - displays
 - materials



CLASS
ENVIRONMENTAL
SCALES




CLASS ENVIRONMENTAL SCALES

Sample Emotional Support Item

Child-accessible materials -

- Materials are available to children without teacher permission or assistance
- A variety of different kinds of materials are available
- Possible examples:
 - Low shelves
 - Low drawers
 - Easy to open storage



CLASS
ENVIRONMENTAL
SCALES



CLASS ENVIRONMENTAL SCALES

Sample Classroom Organization Item

Displays for routines and transitions -

- Displays facilitate routines and transitions
- Displays for routines and transitions are clear to preliterate children.
- Possible examples:
 - Picture attendance chart
 - Visual routine of the day
 - Pictures of handwashing steps
 - Turn taking clips to scaffold participation

CLASS
ENVIRONMENTAL
SCALES

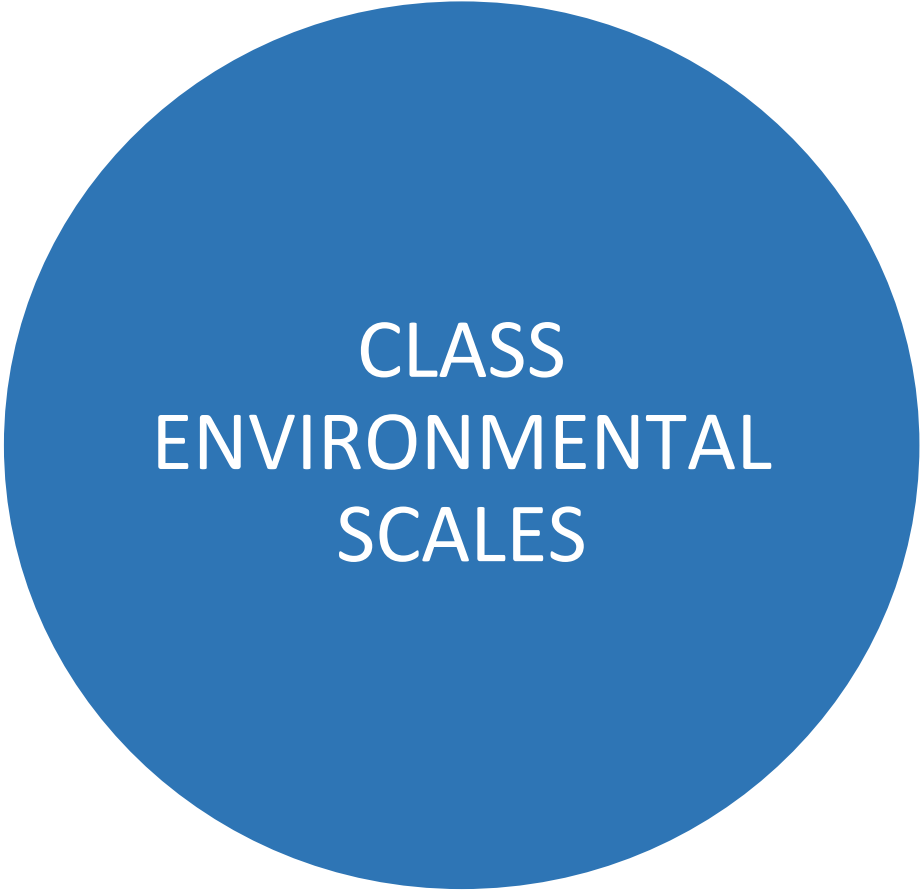


CLASS ENVIRONMENTAL SCALES

Sample Instructional Support Item

Materials from nature -

- Displays and/or materials from the natural world are available
- Possible Examples:
 - Plants
 - Flowers
 - Pine cones
 - Rocks
 - Fossils
 - Feathers



CLASS
ENVIRONMENTAL
SCALES



Quick Environment Checklist (QEC)

Adapted from the ECERS-3 to measure environmental factors and certain practices within the classroom.



Quick
Environment
Checklist



Quick Environment Checklist (QEC)

Items observed:

- classroom space
- availability of learning activities
- availability and condition of furniture
- potential health and safety concerns in areas used by children.



Quick Environment
Checklist



Quick Environment Checklist (QEC)

Practices reviewed:

- handwashing
- cleaning before and after meals
- staffs ' explicit social and emotional interactions with children.



Quick
Environment
Checklist



Quick Environment Checklist (QEC)

Sample QEC Items

- Does schedule identify gross motor play?
- Do staff read a book with children at least once?
- Do children have Center/Choice Time?
- Do children have access to books, blocks, sand and/or water?



Quick
Environment
Checklist



Quick Environment Checklist (QEC)

- Are environmental hazards present?
- Is the space and furniture in good condition?
- Does handwashing occur?
- Are health practices followed during meals?
- Are practices to promote emotional health and growth used?



Quick
Environment
Checklist



A-TSRS Social-Emotional Modules

The adapted version of the Teaching Style Rating Scale (A-TSRS) is an assessment tool designed to work alongside the CLASS tool to gather more detailed information about specific staff behaviors related to practices measure by the CLASS.



A-TSRS modules included in CLASS+

We are incorporating certain modules from A-TSRS that focus on how staff promote self regulation and social-emotional development

- **Classroom Structure and Management**
- **Supporting Social and Emotional Skills**



A-TSRS

Classroom Structure and Management

Captures teacher behaviors and strategies that create a positive, well functioning classroom and support children's self regulation and attention.



A-TSRS
SCALES



A-TSRS

Supporting Social and Emotional Skills

Captures teacher specific behaviors and strategies that support children's ability to identify emotions in self and others, express and regulate their emotions, empathize and take another's perspective, and navigate conflict or other problems with peers.



A-TSRS

Sample Classroom Structure & Management Item

Attention Support

Teacher's usage of clear cues and strategies to obtain and maintain the attention of the class.

Examples:

- Call and response activities
- Using children's names
- Modulating voice
- Non verbal gestures and signals



A-TSRS
SCALES



A-TSRS

Sample Supporting Social and Emotional Skills

Emotion Modeling

Teacher's use of emotion labeling in order to teach children about emotional experiences (positive and negative)

Examples:

- Emotion vocabulary
- Naming emotions through 'I' statements
- Defining or describing emotions
- Emotions activities



Thank you!



