

CLASS Overview Handout

An overview of the CLASS tool of what highly-effective teacher-child interactions look like in a classroom. Observations are completed in 4 cycles and scored on a 7-point scale.

INFANT (0-15 Months): Responsive Caregiving

The relationship between teachers and infants as they are guided and supported while exploring their world

RELATIONAL CLIMATE

How warm and supportive the classroom is; the relationship between teachers and infant

Ex: Laughing and smiling together; eye contact; warm and calm voices; physical touches/comforting

TEACHER SENSITIVITY

How aware and responsive teachers are to a child's emotional and learning concerns

Ex: Consistently and quickly responding to infant's verbal and nonverbal cues; how infants respond to teachers

FACILITATED EXPLORATION

How teachers guide infants as they investigate their environment

Ex: Playing with infants; providing choices; imitating and extending actions

EARLY LANGUAGE SUPPORT

How teachers expose infants to language; verbal and nonverbal communication.

Ex: Imitating infant sounds/words and extending vocalization; modeling how words/sounds are made

TODDLER (12-36 Months): Emotional and Behavior Support, Engaged Support for Learning

The relationships between teachers and a child; how children's behaviors are encouraged; the ways that children are encouraged and stimulated as they learn

POSITIVE CLIMATE

How warm and supportive the classroom is; the relationships between teachers and child

Ex: Smiling; eye contact; intent listening; being close; physical contact like hugs, pats on the shoulder, high fives

NEGATIVE CLIMATE

How the classroom/environment is affected by anger, sarcasm, yelling/threats and inappropriate behaviors

Ex: Using language such as "I TOLD YOU TO STOP," and "Did you wet yourself again?"

TEACHER SENSITIVITY

How aware and responsive teachers are to a child's emotional and learning needs

Ex: Knowing individual children's personalities; Acknowledging children's attempts; matching responses to children's emotions/feelings

REGARD FOR CHILD PERSPECTIVES

How teacher's interactions with the children help develop interests, motivations and points of view

Ex: Being flexible; offering opportunities for children to be independent; asking children for their ideas

BEHAVIOR GUIDANCE

How teachers support positive behaviors, assist children in understanding and maintaining classroom expectations, and manage classroom activities

Ex: Pointing out positive behaviors so that they will continue/reoccur; clear communication about expectations; engaging children in activities during transition times

FACILITATION OF LEARNING AND DEVELOPMENT

How teachers guide children in their learning by asking intentional questions, offering a variety of materials and encouraging children to think

Ex: Asking how/why/what do you think questions; engaging children through all their senses; extending play by adding another element; using everyday activities as a learning opportunity

QUALITY OF FEEDBACK

How the teachers are responding to a child about their learning and understanding

Ex: Giving hints so that the child can come to an answer themselves; offering details in response to a child; acknowledging efforts and persistence

LANGUAGE MODELING

How teachers are guiding children to develop complex communication

Ex: Using full sentences and a variety of descriptive words; narrating/labeling actions and the children's actions; asking questions that require more than a one-word answer

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An overview of the CLASS tool of what highly-effective teacher-child interactions look like in a classroom. Observations are completed in 4 cycles on a 7-point scale.

PRE-K (3 – 5 Years): Emotional Support, Classroom Organization and Instructional Support

The relationships between teachers and the children: How teachers support the social and emotional needs of the classroom;

How teachers manage the classroom while providing learning opportunities;

How teacher's interactions support children's thinking and how teachers continuously provide feedback and encourage their language growth

POSITIVE CLIMATE	BEHAVIOR MANAGEMENT	CONCEPT DEVELOPMENT
How warm and supportive the classroom is; the relationships between teachers and children Ex: Smiling; eye contact; intent listening; being close; physical contact like hugs, pats on the shoulder, high fives	How effectively teachers are helping children develop skills to regulate their behavior Ex: Pointing out positive behaviors that you would like to continue to see; stating rules/expectations clearly and consistently; being aware of possible negative situations and planning accordingly	How teachers are challenging children to find solutions and think creatively Ex: Asking "How?", "Why?", "What do you think?"; asking children to plan/brainstorm/create; incorporating information that was previously taught; applying learning to children's lives
NEGATIVE CLIMATE	PRODUCTIVITY	QUALITY OF FEEDBACK
How the classroom/environment is affected by anger, harsh voices, yelling/threats, sarcasm and inappropriate behaviors Ex: Using time out; threatening to take away outside time; pulling children up to their feet; peer aggression	How teachers manage time and routines to ensure children are getting the most out of their time in the classroom Ex: Setting and maintaining consistent routines; having activities for the children to do during transition times; giving enough time for children to complete tasks; having materials ready to use	How teachers are providing children with individualized feedback about their learning and understanding Ex: Giving hints so that the child can come to an answer themselves; offering details in response to a child: "It is a rose with pink petals and green leaves" vs "It is a flower"; acknowledging efforts and persistence; inquiring "How did you come up with that idea?"
TEACHER SENSITIVITY	INSTRUCTIONAL LEARNING FORMATS	LANGUAGE MODELING
How aware and responsive teachers are to a child's emotional and learning concerns Ex: Knowing individual children's personalities; acknowledging children's attempts; matching responses to children's emotions/feelings	How teachers are promoting and maintaining children's interest in the classroom and activities Ex: Having a variety of materials that engages all senses; allowing children to have hands-on experiences; participating with children in activities; summarizing to children what they are learning; focusing their attention on the task at hand	How teachers are guiding children in developing more complex communication Ex: Using complete sentences and a variety of descriptive words; narrating/labeling actions and the children's actions; asking questions that require more than one-word answers; engaging in conversation
REGARD FOR CHILD PERSPECTIVES		
How teacher's interactions with the children develop their interests, motivations and points of view Ex: Being flexible; offering opportunities for children to be independent; asking children for their ideas		