

INTRODUCTION TO CLASS (CLASSROOM ASSESSMENT SCORING SYSTEM) FOR PREK AND TODDLER AGES

Course Description:

This training opportunity guides participants through interactive activities focusing on the domains of the *Classroom Assessment Scoring System (CLASS)* for Toddler and PreK age children (infant modules are under development). It is designed for early childhood educators at all levels and will help them become comfortable with the assessment tool prior to any *CLASS* evaluation.

This introductory training opportunity is fully-narrated and includes a series of video segments to cover each of the *CLASS* domains which are the broad categories of classroom experience assessed by the tool. Participants will spend approximately two hours interacting with the program and learn how the *CLASS* tool is organized. Each domain takes approximately 20 minutes to view. A series of questions at the end of each segment promotes a richer understanding of the tool and how it can be utilized. Once the training is final, participants complete a survey and receive a certificate of completion.

Outcome: Early childhood educators will have foundational knowledge of the domains of *CLASS*.

Objectives: As a result of participating in this course, early childhood teachers/administrators will:

- Be knowledgeable about the importance of interactions between children and adults
- Be familiar with the two domains of *CLASS* (For Toddler Teachers)
 - Emotional and Behavioral Support
 - Engaged Support for Learning
- Be familiar with the three domains of *CLASS* (For PreK Teachers)
 - Emotional Support
 - Classroom Organization
 - Instructional Support
- Be able to answer questions related to the interactive video
- Achieve a certificate of completion

Materials/Preparation:

- A computer, internet access, and a printer (for certificate upon completion)
- Product Key/Subscription for *Introduction to CLASS* for appropriate age group (Toddler or PreK)

Time Frame:

- 2.0 hours; self-paced

Follow-up upon completion of the course:

- Provide documentation of course completion (certificate) to supervisor(s)
- Early childhood educators in child care centers or Head Start/Early Head Start programs will receive credit for training approved by the LDE Licensing Division
- Prepare to take *Online Looking at CLASSrooms* course
- Use the "Guiding Questions" to extend learning and application of the information gained

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GUIDING QUESTIONS:

Reflective thinking about this course will help early childhood educators as they work with children and families. When teachers reflect on what they have learned, it allows them to consider what they are doing in their classroom, why they are doing it, how effective they are, whether children are responding and learning, and what they could do better.

- What steps can you take to become more familiar with the *CLASS* tool?
- What were the three most important things you learned from taking this course?
- How would you rate the quality of interactions in your classroom?
- How will this information help you when planning activities and interactions?
- What changes, resources, strategies, and/or assistance will you need to make to your program to improve the quality of interactions in your classroom and promote improved learning for children?
- Who can provide assistance by observing you informally to provide feedback on your interactions?
- What strategies or accommodations will you use for children with disabilities or who are learning English?
- How will you share information with families and others about the importance of effective adult-child interactions?
- What steps will you take if you find that a child's language is not developing in a typical manner? Who will you need to work with, and what resources will you need for supporting development of that child's language?
- What support will you need to improve the quality of interactions in your class? For example:
 - Would it be beneficial for you to observe other teachers?
 - Would it be beneficial for you to have other teachers observe you in your class?
 - Will you meet collaboratively with co-workers to discuss progress on improving interactions?
 - Will you meeting with your supervisor to discuss progress on improving interactions?