

## ***Looking at CLASSrooms FOR PREK AND TODDLER AGES***

### **Course Description:**

This training serves as a support and follow-up to the *Introduction to CLASS*. In addition to a review of the domains of *CLASS*, participants will learn about the dimensions that focus on the different aspects of teacher-child interactions. This training provides access to hundreds of exemplar videos in the *CLASS* video library for Toddler and PreK age levels focusing on the *CLASS* dimensions one at a time. Each video offers highlighted text to help identify the interactions that support children’s learning and development. The training format guides participants through the process of taking careful observational notes as they watch the videos and provides accompanying focus text to determine what is working well within the classrooms being observed.

Participants will spend approximately 15 hours interacting with *Looking at CLASSrooms*. This training allows for self-paced study but can also be highly effective when used during collaborative teacher and/or professional learning community meetings. Teachers will enjoy 24/7 access to the *CLASS Video Library*. Participants will practice, observe, and categorize effective teacher-child interactions for the purpose of helping them internalize the importance of their role in intentionally and effectively working with children.

**Outcome:** Early childhood educators will have a deeper knowledge of the *CLASS* domains and a working knowledge of the *CLASS* dimensions in order to make decisions on how they might improve their practice.

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

- Be knowledgeable about the domains and dimensions of *CLASS*
- Improve their observation skills through the use of the videos
- Reflect on their practice and the effectiveness of their interactions
- Make adjustments to what happens in their classrooms in order to improve the quality of instruction and interactions
- Be able to answer questions related to the interactive videos
- Achieve a certificate of completion

### **Materials/Preparation:**

- A computer with internet access and a printer (for certificate upon completion)
- CLASS Dimensions Guide* for appropriate age group (Toddler or PreK)
- Video Library* subscriptions for appropriate age group (Toddler or PreK)
- Completion of *Introduction to CLASS* prior to taking this course

### **Time Frame:**

- 15.0 hours

### **Follow-up upon completion of this 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 through the LDE Licensing Division
- 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 was the most important thing you learned by taking this course?
- Can you identify a specific domain or dimension(s) that you feel is an area of strength or in which you need to improve? Think of specific examples.
- How would you describe the climate in your class and your levels of responsiveness to children?
- In what ways do you feel you respond to children's needs, interests, motivations, and points of view?
- How well do your management strategies promote positive behavior and children's learning?
- Are there any changes in routines or activities you might need to make so that learning opportunities are maximized?
- How would you rate yourself on providing a variety of instructional formats that support development and language growth?
- How would you rate yourself on how well:
  - You use discussions as opportunities for instruction?
  - Your discussions, activities, and interactions promote children's higher order thinking?
  - You provide feedback and expansion of children's participation in discussions?
  - You use conversations/discussions to stimulate and encourage children's language use and understanding?
- What additional support or resources do you need to assist you with being able to provide effective interactions in your classroom?
- What strategies or accommodations will you use with children with disabilities or who are learning English in order to support their language development?
- Now that you have completed this second course on *CLASS*, is there additional support or feedback you need to improve the quality of interactions and increase child outcomes?
- How will you share information about the importance of interactions with families and others?