MAKE SURE YOUR CLASS LENS IS CLEAR!

EAST BATON ROUGE EARLY CHILDHOOD COMMUNITY NETWORK
AGENDA

- Introductions
- Objectives
- Pre-K CLASS Trivia Game
- Categorize Teacher-Child Interactions
- Incorporate More Concept Development in Lesson Plans
- Strategies to Keep Your Pre-K CLASS Lens Clear

Reference: Teachstone
OBJECTIVES

Participants will:

- Examine interactions and determine if those interactions are low, mid, or high range examples of quality.
- Gain a deeper understanding of Concept Development and the strategies used to support preschool learners.
- Compose questions that address each indicator of Concept Development.
- Describe how intentional planning helps teachers to embed more Concept Development into lessons.

Reference: Teachstone
CLASS TRIVIA GAME

Kahoot.com

Get your phone, tablet or laptop out now!
CATEGORIZING TEACHER-CHILD INTERACTIONS
# The Three (3) Domains

Teacher-child interactions are classified into one of the three broad areas.

<table>
<thead>
<tr>
<th>Emotional Support</th>
<th>Classroom Organization</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refers to what teachers do to provide students with social and emotional support.</td>
<td>Refers to what teachers do to manage children’s behavior, time, and attention in the classroom.</td>
<td>Refers to what teachers do to promote cognitive and language development.</td>
</tr>
</tbody>
</table>

Reference: Teachstone
## PRE-K CLASS DOMAINS & DIMENSIONS

### The Ten (10) Dimensions
Dimensions are one facet of a larger whole.

<table>
<thead>
<tr>
<th>Emotional Support</th>
<th>Classroom Organization</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Climate</td>
<td>Behavior Management</td>
<td>Concept Development</td>
</tr>
<tr>
<td>Negative Climate</td>
<td>Productivity</td>
<td>Quality of Feedback</td>
</tr>
<tr>
<td>Teacher Sensitivity</td>
<td>Instructional Learning Formats</td>
<td>Language Modeling</td>
</tr>
<tr>
<td>Regard for Student Perspectives</td>
<td>Learning Formats</td>
<td></td>
</tr>
</tbody>
</table>

Reference: Teachstone
CLASS FINDINGS

High CLASS Score
Greater Student Engagement
Increased Learning Gains

Reference: Teachstone
**EMOTIONAL SUPPORT DOMAIN**

- **Positive Climate**
  - Relations
  - Positive Affect
  - Positive Communication
  - Respect

- **Negative Climate**
  - Negative Affect
  - Punitive Control
  - Sarcasm/Disrespect
  - Severe Negativity

- **Teacher Sensitivity**
  - Awareness
  - Responsiveness
  - Addresses Problems
  - Student Comfort

- **Regard for Students Perspectives**
  - Flexibility and Student Focus
  - Support for Autonomy and Leadership
  - Student Expression
  - Restriction of Movement

Reference: Teachstone
ENGAGEMENT ACTIVITY

• Using the Pre-K CLASS bingo work mat, read the scenario and place the scenario in the square that indicates the quality or range of the interaction.

Reference: Teachstone
<table>
<thead>
<tr>
<th>Low Range (1,2)</th>
<th>Positive Climate</th>
<th>Negative Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the morning message, the teacher and the students rarely address each other by name.</td>
<td>There are no displays of victimization bullying or physical punishment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Range (3,4,5)</th>
<th>Positive Climate</th>
<th>Negative Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes, the teacher demonstrates positive communication. For example the teacher told the students building a garage, “Wow! I like the way you are working together to build the garage.”</td>
<td>At times, the teacher speaks to the students in an irritated tone. For example, the teacher told, “Judy, put your coat away right now.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High Range (6,7)</th>
<th>Positive Climate</th>
<th>Negative Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher and the students demonstrate frequent displays of smiling, laughter, and enthusiasm as they play “Duck, Duck, Goose”.</td>
<td>The teacher consistently yells and threatens students while they engage in center activities by telling them, “you better go to your center and stay in your center or you are going to loose your recess.”</td>
<td></td>
</tr>
</tbody>
</table>

Reference: Teachstone
# Emotional Support

<table>
<thead>
<tr>
<th>Low Range (1,2)</th>
<th>Teacher Sensitivity</th>
<th>Regard for Student Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>When Bradley entered the classroom late and crying, the teacher said, “Stop all of that crying and come sit on the floor.”</td>
<td>Some students wiggle on the floor without disturbing and disrupting friends during story time. The teacher forbids the movement and repeatedly tells the students, “Crisscross apple sauce.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Range (3,4,5)</th>
<th>Teacher Sensitivity</th>
<th>Regard for Student Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>At times, the teacher fails to provide the students with Kleenex tissue when they ask, Can you give me some tissue please?</td>
<td>Occasionally students are given responsibilities in the classroom such as calendar helper, attendance clerk, and line leader.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High Range (6,7)</th>
<th>Teacher Sensitivity</th>
<th>Regard for Student Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher is consistently aware of students who are having a hard time sequencing the story cards.</td>
<td>The teacher consistently provides students with opportunities to freely express themselves and share their perspectives during whole group, and free choice work rotations.</td>
<td></td>
</tr>
</tbody>
</table>

Reference: Teachstone
# Classroom Organization

## Behavior Management
- Clear Behavior Expectations
- Proactive
- Redirection of Misbehavior
- Student Behavior

## Productivity
- Maximizing Learning Time
- Routines
- Transitions
- Preparation

## Instructional Learning Formats
- Effective Facilitation
- Variety of Modalities and Materials
- Student Interest
- Clarity of Learning Objectives

Reference: Teachstone
ENGAGEMENT ACTIVITY

• Read the scenario and write the name of the Classroom Organization Dimension that matches the scenario. Also indicate the range for each scenario.
# CLASSROOM ORGANIZATION

<table>
<thead>
<tr>
<th></th>
<th>Behavior Management</th>
<th>Productivity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low Range</strong></td>
<td>In this classroom, the students consistently use materials inappropriately which disrupts the environment.</td>
<td>During the 20 minute observation cycle, the students did not have access to any academic tasks or activities.</td>
</tr>
<tr>
<td>(1,2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mid-Range</strong></td>
<td>Sometimes the teacher fails to distribute enough playdough tools for students working at the playdough center which causes the students argue.</td>
<td>Occasionally the teacher had to stop small group instruction to find activities for the students who were wandering and looking around the classroom.</td>
</tr>
<tr>
<td>(3,4,5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High Range</strong></td>
<td>The teacher post classroom rules and consistently reinforce the rules by making statements such as, “We are going to work together on the carpet, remember to use your listening ears.</td>
<td>The teacher provides clear instructions for the students before they go to centers, and the students work efficiently productively at the free choice work stations.</td>
</tr>
<tr>
<td>(6,7)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reference: Teachstone
CLASSROOM ORGANIZATION

<table>
<thead>
<tr>
<th>Instructional Learning Formats</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low Range (1,2)</strong></td>
</tr>
<tr>
<td><strong>Mid-Range (3,4,5)</strong></td>
</tr>
<tr>
<td><strong>High Range (6,7)</strong></td>
</tr>
</tbody>
</table>

Reference: Teachstone
# Instructional Support

## Concept Development
- Clear Behavior Expectations
- Proactive
- Redirection of Misbehavior
- Student Behavior

## Quality of Feedback
- Maximizing Learning Time
- Routines
- Transitions
- Preparation

## Language Modeling
- Effective Facilitation
- Variety of Modalities and Materials
- Student Interest
- Clarity of Learning Objectives

Reference: Teachstone
ACTIVITY

• Read the scenario and write name of the *Instructional Support Dimension* matches the scenario. Also indicate the range score for scenario.

Reference: Teachstone
### INSTRUCTIONAL SUPPORT

<table>
<thead>
<tr>
<th>Concept Development</th>
<th>Quality of Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low Range (1,2)</strong></td>
<td>The students color a picture of a bat at the art table while the teacher passively sits at the art table but does not engage the students in conversations that promote analysis and reasoning.</td>
</tr>
<tr>
<td><strong>Mid-Range (3,4,5)</strong></td>
<td>While completing the patterning activity, the teacher provided students with general praise such as “good job” and “nice work”. Rarely does the teacher provide the students with specific feedback about completing the assignment.</td>
</tr>
</tbody>
</table>
| **High Range (6,7)** | Occasionally, the teacher asks questions that encourage students to generate ideas and plan.  
1. What should we make?  
2. How should we do it? |
|                     | Occasionally, the teacher expands students comments and clarifies their incorrect responses. For example, during the whole group nonfictional reading of bat facts the teacher may respond to students generally. On the other hand, during free choice centers the teachers may consistently clarify misunderstandings about the bat facts. |
|                     | The teacher consistently connected the story about and Giraffes Can’t Dance and Little Bat to the students real lives. For example, Little Bat learned to fly by being persistence. She encouraged the students be persistent in their own lives as they worked to learn how to ride a bike, dance, skate and swim. |
|                     | The teacher frequently prompts students to explain thinking about the story Little Bat while reading by asking the following questions:  
1. How do you know Little Bat is happy?  
2. How do you know Little Bat is afraid?  
3. Why do you think Little Bat looks scared? |

Reference: Teachstone
<table>
<thead>
<tr>
<th></th>
<th>Language Modeling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low Range</strong></td>
<td>During the observation cycle, the teacher asked primarily closed ended questions which limited the students’ ability to use complex language.</td>
</tr>
<tr>
<td>(1,2)</td>
<td></td>
</tr>
<tr>
<td><strong>Mid-Range</strong></td>
<td>Occasionally, the teacher repeats and extends the students’ responses as they participate in the taste fair and discuss textures of food.</td>
</tr>
<tr>
<td>(3,4,5)</td>
<td></td>
</tr>
<tr>
<td><strong>High Range</strong></td>
<td>The teacher consistently uses self talk to describe her actions as she cuts the Kiwi and cantaloupe for the taste fair.</td>
</tr>
<tr>
<td>(6,7)</td>
<td></td>
</tr>
</tbody>
</table>
INCORPORATING MORE CONCEPT DEVELOPMENT IN LESSONS
REFLECTIONS!

Reflect on your experiences with the CLASS tool and share three successes and three challenges.

Successes
1.
2.
3.

Challenges
1.
2.
3.

Reference: Teachstone
QUESTIONING

☑ Regard for Student Perspectives
  ▪ Indication: Student Expression
  ▪ Behavioral Marker: Encourages Student Talk

☑ Instructional Learning Formats
  ▪ Indicator: Effective facilitation
  ▪ Behavioral Marker: Effective questioning

☑ Concept Development
  ▪ Indicator: Analysis and reasoning
  ▪ Behavioral Marker: Why and/or how questions

Reference: Teachstone
QUESTIONING

- **Quality of Feedback**
  - Indicator: Feedback loops
  - Behavioral Marker: Follow-up questions

- **Language Modeling**
  - Indicator: Open-ended questions
  - Behavioral Marker: Questions that require more than a one-word response

Reference: Teachstone
WHICH EMOJI DEPICTS THE WAY YOU FEEL ABOUT YOUR CONCEPT DEVELOPMENT SCORE?

Reference: Teachstone
CONCEPT DEVELOPMENT

• **Analysis and reasoning**
  - Why and/or how questions
  - Problem solving
  - Prediction/experimentation
  - Classification/comparison
  - Evaluation

• **Creating**
  - Brainstorming
  - Planning
  - Producing

• **Integration**
  - Connects concepts
  - Integrates with previous knowledge

**Connections to the real world**

- Real-world applications
- Related to student’s lives

Reference: Teachstone
ACTIVE ENGAGEMENT

• How can we use Teachstone’s Concept Development lesson planning template to intentionally plan higher-order questions to embed in instructional activities?

Reference: Teachstone
STRATEGIES TO KEEP YOUR CLASS LENS CLEAR
MAINTAIN INTEGRITY & FIDELITY TO THE PRE-K CLASS TOOL

Reference: Teachstone
CHECK YOUR SCORING SHEETS

☐ Did you remember to assign high, mid, or low range scores to each indicator. If not, how did you determine the numeric code?

☐ Did you use page 17 in the Pre-K CLASS Manual?

☐ Assigning ranges helps observers to document talking points for the feedback conversation.

☐ Coding accurately requires practice. Do you have enough opportunities to practice coding classroom? If not, request to shadow score or complete more observations.

Reference: Teachstone
### ARE YOUR PRE-K CLASS SCORES AT LEAST?

<table>
<thead>
<tr>
<th>Emotional Support</th>
<th>Classroom Organization</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>3.25</td>
</tr>
</tbody>
</table>

- The quality of teacher-child interactions positively impact student learning gains.
- The **minimum** score earned by prekindergarten teachers to impact student learning gains is 5, 5, 3.25.
- Teachers earning scores beyond 5, 5, 3.25 exponentially impact student learning gains.
- Pre-K Educators can improve their CLASS scores and set individual professional goals by extrapolating the minimum score for each domain into each dimension.

Reference: Teachstone & SMU
TEACHER TIPS

- Post open-ended questions in your classroom and give students opportunities to respond to the questions.

- Use the Dimensions Guide to learn more about each dimension and how to incorporate specific strategies to improve teacher-child interactions.

- Use Teachstone’s teacher-tips to gain a deeper understanding about the tool.

http://info.teachstone.com/blog/topic/teacher-tips

Reference: Teachstone
WHAT IS YOUR BIGGEST TAKE AWAY FROM THIS SESSION?

Group Brainstorm

- What will you start doing?
- What will you stop doing?
- What will you continue doing?
Make sure your CLASS lens is clear!

“DO WHAT YOU WANNA”

TO LEARN MORE ABOUT THE CLASS
CONTINUE TO LEARN!

• Louisiana Department of Education
  • https://www.louisianabelieves.com/early-childhood

• Teachstone
  • http://teachstone.com/
KEEP IN TOUCH!

Samantha Williams
swilliams53@ebrschools.org