

Overview of CLASS: Classroom Assessment Scoring System

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Topics for today

- **Quality matters in early childhood programs**
- **Classroom interactions are the key ingredient of quality – measuring interactions with CLASS**
- **Quality of interactions is low and variable**
- **Improving the quality of teacher-child interactions**
 - **Courses**
 - **Consultation**

Classroom “Quality”

■ Structural

- Teacher Degree, Class Size, Curriculum

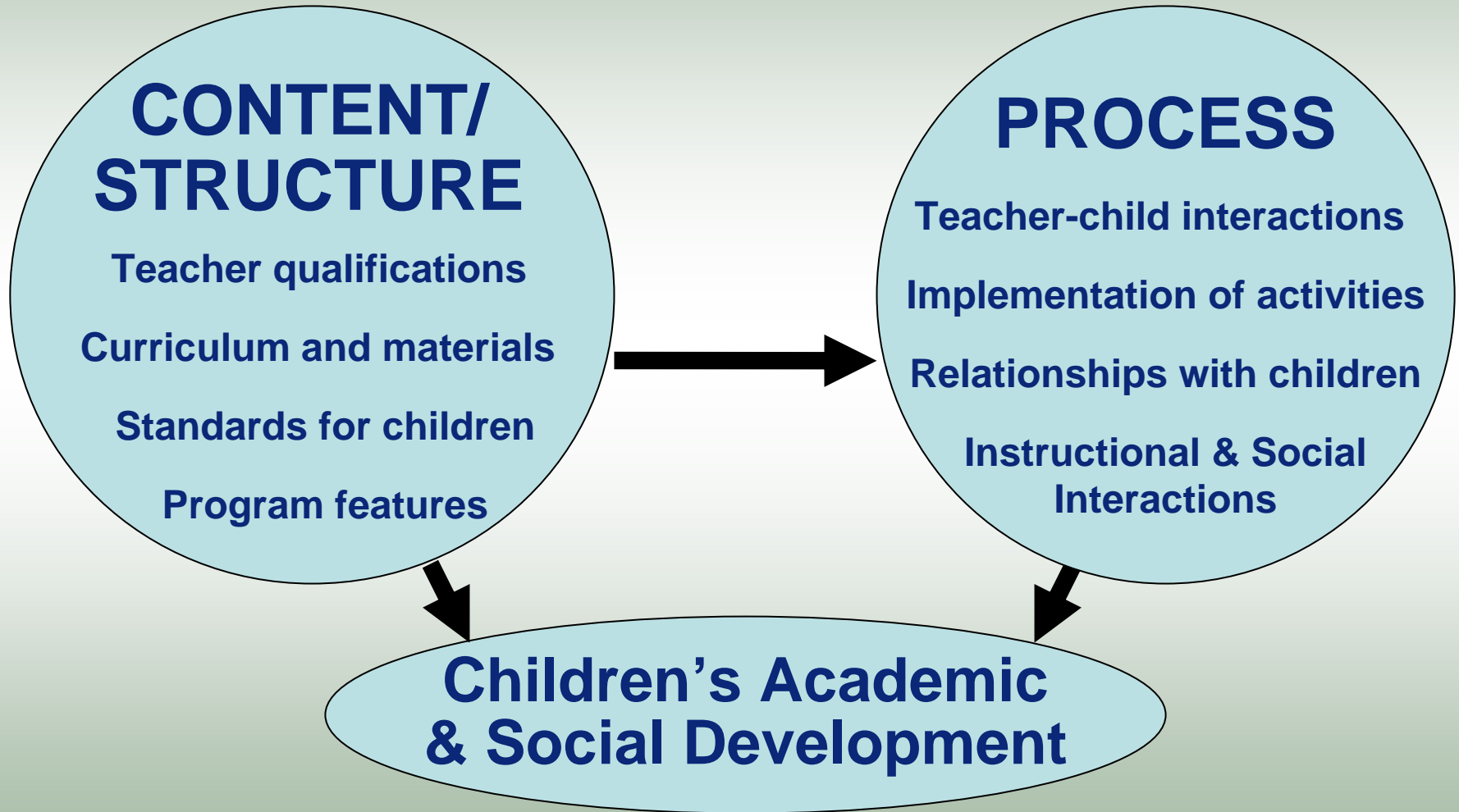
■ Process: ECERS

- Characteristics of the Classroom Environment

■ Process: CLASS

- Teacher-Child Interactions

Classroom “Quality”



What is the CLASS?

- Focus on how teachers and students interact
- What the teacher is doing to promote the positive emotional, social, and academic development of students in the classroom
- CLASS measures three areas of interaction:
 - Emotional Support
 - Organization / Management Support
 - Instructional Support

Classroom Assessment Scoring System (CLASS)

Emotional Support

Positive Climate
Negative Climate
Teacher Sensitivity
Regard for Student Perspectives

Classroom Organization

Behavior Management
Productivity
Instructional Learning Formats

Instructional Support

Concept Development
Quality of Feedback
Language Modeling

Student Outcomes

Student Engagement

Predicting Student Development

Summary of results predicting changes in children literacy & language development from beginning to end of year

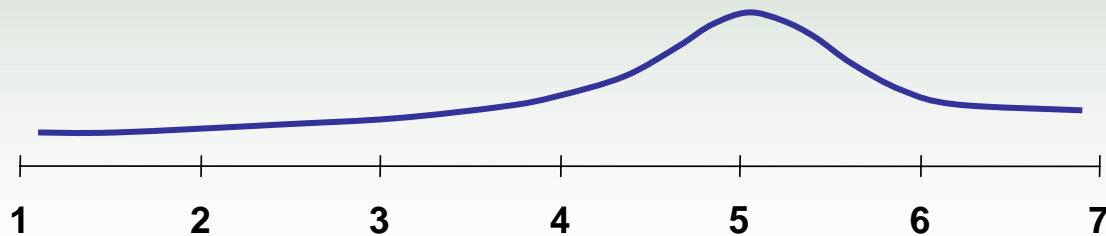
	Receptive Language	Expressive Language	Rhyming	Teacher Ratings of Lang/Lit
Structural Factors				
ECERS (Provisions for Learning)				
CLASS	X	X	X	X

Summary of Findings

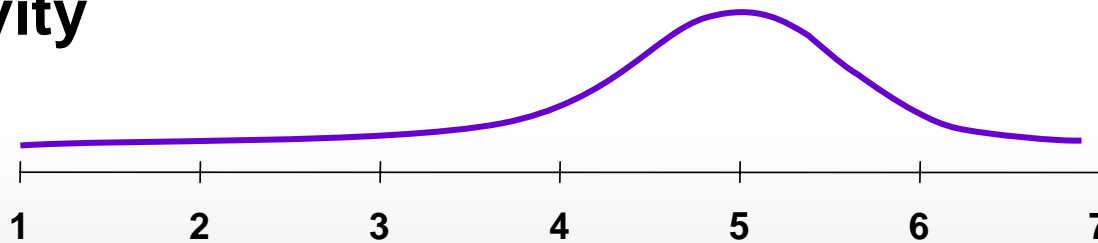
- **Structural features are not related to children's gains, whereas process features are related to children's gains.**
- **Children who attend preschool classrooms with high scores on the CLASS made greater gains than children who attended preschool classrooms with lower scores on the CLASS.**
- **The children's gains associated with pre-k teacher instruction are maintained through kindergarten.**
- **Teachers' credentials and qualifications (BA vs AA) do not predict quality of interactions but training in child development does matter for quality.**

What is the quality of the classroom setting?

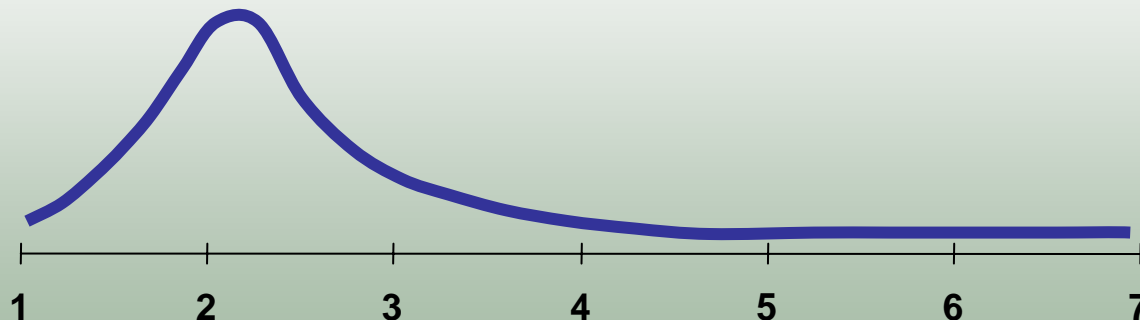
■ Positive emotional climate



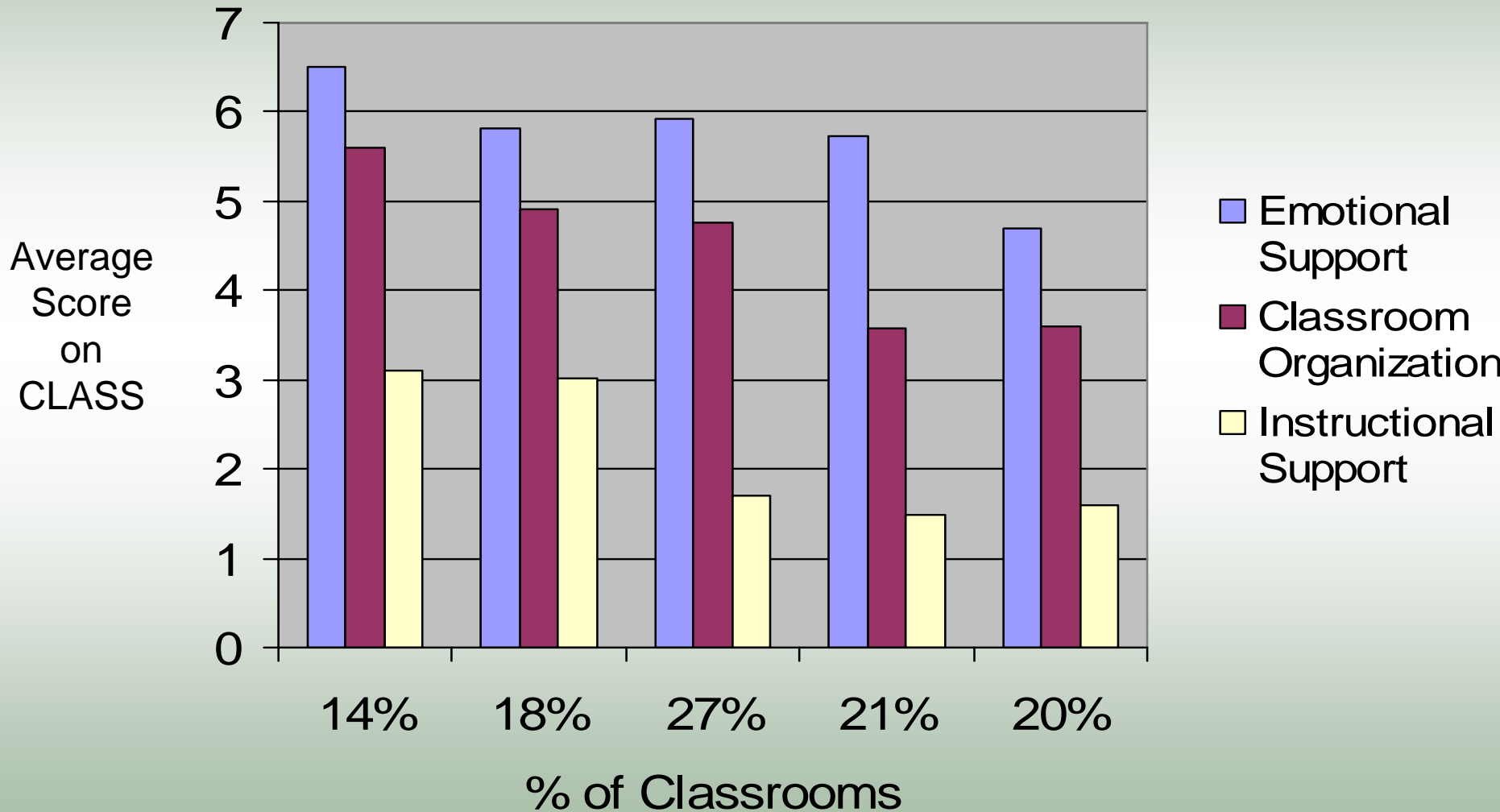
■ Productivity



■ Quality of feedback

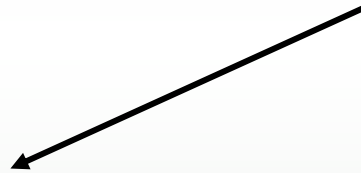


Profiles of Pre-K Classrooms

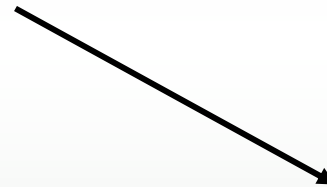


Improving Quality of Interactions

- Now testing two ways to improve quality of interactions:



Course on
CLASS



Consultation using
MyTeachingPartner

Goals for Teachers

■ Workshop/Course

- Identify specific, effective behaviors and interactions in the practice of other teachers and in their own teaching
- Understand and state clear and explicit intentions for what and how they are teaching and interacting with children
- Identify how to make use of interactions as instructional opportunities

■ In-Service Consultation

- Become better observers of their own practice and feel more effective
- Have clear and explicit intentions for what they are teaching and how they are interacting with children
- Improve significantly the quality of their instructional interactions with children
- Increase opportunities to learn

Summary

- **Interactions matter – they are opportunities for learning**
- **Interactions can be measured and can be improved using standardized approaches**
- **These standardized approaches can be integrated into typical professional development**