

Program Operation Budget Narrative FY 2013-16

CLASS Framework for Early Childhood and Elementary Classroom Quality

Domain	Dimension	Description	Levels Available
Emotional Support	Classroom Climate (Positive and Negative)	Reflects the overall emotional tone of the classroom and the connection between teachers and students. Considers the warmth and respect displayed in teachers and students interactions with one another as well as the degree to which they display enjoyment and enthusiasm during learning activities.	Toddler; Pre-K; K-3
	Teacher Sensitivity	Encompasses teachers' responsivity to students' needs and awareness of students' level of academic and emotional functioning. The highly sensitive teacher helps students see adults as a resource and creates an environment in which students feel safe and free to explore and learn.	Toddler; Pre-K; K-3
	Regard for Student/Child Perspectives	The degree to which the teacher's interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view, rather than being very teacher-driven. This may be demonstrated by teachers' flexibility within activities and respect for students' autonomy to participate in and initiate activities.	Toddler; Pre-K; K-3
Classroom Organization	Behavior Management/Behavior Guidance	Encompasses teachers' ability to use effective methods to prevent and redirect misbehavior, by presenting clear behavioral expectations and minimizing time spent on behavioral issues.	Toddler; Pre-K; K-3
	Productivity	Considers how well teachers manage instructional time and routines so that students have the maximum number of opportunities to learn. Not related to the quality of instruction, but rather teachers efficiency.	Pre-K; K-3
	Instructional Learning Formats/Facilitation of Learning and Development	The degree to which teachers maximize students' engagement and ability to learn by providing interesting activities, instruction, centers, and materials. Considers the manner in which the teacher facilitates activities so that students have opportunities to experience, perceive, explore, and utilize materials.	Toddler; Pre-K; K-3
Instructional Support	Concept Development	The degree to which instructional discussions and activities promote students' higher order thinking skills versus focus on rote and fact-based learning.	Pre-K; K-3
	Quality of Feedback	Considers teachers' provision of feedback focused on expanding learning and understanding (formative evaluation), not correctness or the end product (summative evaluation).	Toddler; Pre-K; K-3
	Language Modeling	The quality and amount of teachers' use of language-stimulation and language-facilitation techniques during individual, small-group, and large-group interactions with children. Components of high-quality language modeling include self and parallel talk, open-ended questions, repetition, expansion/extension, and use of advanced language.	Toddler; Pre-K; K-3
	Literacy Focus	Reflects the quality with which teachers deliver activities focusing children on "code units" of early literacy (e.g., letters, words, phonemes).	Pre-K