Classroom Assessment Scoring System (CLASS) and the Pyramid Model

The CLASS Pre-K (ages 3 to 5) tool assesses teacher–child interactions through a 2-3 hour observation cycle. The observation starts at the beginning of the school day and uses 30 minute cycles to observe and rate several different activities throughout the morning. The goal is to observe at the minimum 4 cycles to have a picture of the relationships and instruction occurring in a classroom. Each dimension is rated on a scale of 1-7 (high, middle and low range) and a manual with expected behaviors described at each range is used during the observation. Then at the end of the observation the scores are totaled for each cycle and then averaged for combined score across the different domains and dimensions.

The CLASS Pre-K:

- **assesses three key domains of teacher–student interaction:** Emotional Support, Classroom Organization, and Instructional Support
- **provides developmentally appropriate descriptions** of what effective interactions look like in pre-K classrooms
- **gives a picture of the classroom interactions** through short, repeated observation and scoring cycles
- **highlights areas of strength and areas for growth** in classrooms to encourage professional development in developmentally appropriate teaching strategies
- **identifies important information related to programs’ most urgent needs:** accountability, professional development, and research

The CLASS Pre-K dimensions & the Pyramid Model

The CLASS Pre-K observation tool measures 10 dimensions that fall under the three domains. Each domain represents concepts that are incorporated in the different tiers of the Pyramid Model framework. Training of the Pyramid Modules and implementation of the Pyramid Model framework in classrooms will give teachers knowledge of social-emotional development, building relationships, teaching social-emotional skills and creating high quality classroom design. Each of these areas’ will enhance their classroom and the relationships they have with their students, in turn learning the skills needed to strengthen their CLASS scores.

The following chart shows how the CLASS Pre-K and the Pyramid Model relate to each other. It is divided by domains and then each dimension for that domain is listed. A brief description of the domains and dimensions are given as well. The Pyramid Model Tiers are connected with each domain and the separate Pyramid Model tier components are connected to each domain.

### CLASS and The Pyramid Model:

<table>
<thead>
<tr>
<th>CLASS Pre-K Domain</th>
<th>Descriptions</th>
<th>Pyramid Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emotional Supports</strong></td>
<td>The teachers ability to support social and emotional functioning</td>
<td>Nurturing and Responsive Relationships – High Quality Supportive Environments – Targeted Social Emotional Supports</td>
</tr>
</tbody>
</table>

#### Dimensions

- **positive climate**
  - Emotional connection, respect & enjoyment between teacher and students
  - Building Positive Relationships

- **negative climate**
  - Level of expressed anger, hostility or aggression by teacher and/or students
  - Directions & Feedback
  - Emotional Literacy
  - Teaching Anger Management & Problem Solving Skills

- **teacher sensitivity**
  - Awareness & responsivity to students’ academic and emotional needs
  - Building Positive Relationships
  - Emotional Literacy
  - Directions & Feedback

- **regard for student perspectives**
  - Interactions with students & class activities that emphasis students’ interest, motivation & point of view
  - Building Positive Relationships
  - Emotional Literacy

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<td><strong>Classroom Organization</strong></td>
<td>The process of organization &amp; management of students’ behavior, time &amp; attention</td>
<td>Nurturing and Responsive Relationships – High Quality Supportive Environments – Targeted Social Emotional Supports – Behavior Interventions</td>
</tr>
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#### Dimensions

- **behavior management**
  - How effectively teachers monitor, prevent, and redirect behavior
  - Behavior Expectations & Rules
  - Directions & Feedback
  - Teaching Anger Management
  - Teaching Problem Solving
  - Teaching Friendship Skills

- **productivity**
  - Maximizing learning time through use of routines, organized activities & directions
  - Schedules & Routines
  - Directions & Feedback

- **instructional learning formats**
  - Provides interesting activities & materials that keep students engaged and have lots of learning opportunities
  - Classroom Design
  - Schedules & Routines

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<td>Effective support of cognitive &amp; language development</td>
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#### Dimensions

- **concept development**
  - Use of instructional discussions & activities to encourage use of higher-order thinking skills instead of rote instruction
  - Emotional Literacy
  - Teaching Anger Management
  - Teaching Problem Solving
  - Teaching Friendship Skills

- **quality of feedback**
  - Teachers extend learning through their responses to students’ ideas, comments and work
  - Directions & Feedback

- **language modeling**
  - Facilitating and encouraging student language
  - Emotional Literacy
  - Teaching Problem Solving
  - Teaching Friendship Skills