



HSU Course Outline

CLASS -

Classroom Assessment Scoring System

CLASST

2 Days

Description

This two day workshop will help teach you skills to use the CLASS instrument to assess classroom quality. The course will provide information on the theoretical and empirical foundations of CLASS as well as procedures to familiarize you with CLASS dimensions, to help you practice coding from master-coded video, and complete an observation reliability test. During the training you will learn about the common metric and vocabulary that is used to describe various aspects of quality across early childhood. Students will learn about the domains and dimensions used by class and how to define and assess classroom quality across their preschool program. Students will learn about the interaction between teachers and students in three domains: Emotional Support, Classroom Organization and Instructional Support.

Prerequisites

- None

Who Should Take This Course?

This course is for those who seek to conduct CLASS observations in classrooms or are using video tapes. Typical trainees include researchers, administrators, university teacher educators, classroom observers, coaches and mentors, and quality rating system evaluators.

Objectives

- ✓ Conduct a set of pre-training exercises on your own
- ✓ Cover the background information on the CLASS
- ✓ Practice scoring using classroom video

Outline

Day One

Understanding CLASS

- Understanding CLASS
- CLASS Domains
- Emotional Support
- Classroom Organization
- Instructional Support
- CLASS Usage
- CLASS Training

Observing with CLASS

- Observing Classrooms with the CLASS
- Live Observation Procedure
- Classrooms with more than one Teacher
- Rules for what to observe
- Terminating a Cycle
- Challenges for the Observer

Remaining Objective

- Independence of Cycles
- Weighing Single Incidents
- Exemplars
- Independence of Dimensions
- Seeking Perfection
- Alternative Observation
- Videotaped Observation Procedure
- Using the CLASS to observe one Teacher
- Scoring with the CLASS
- Getting Composite Scores across Cycles
- Obtaining Domain Scores

Day Two

CLASS Dimensions

- CLASS Dimensions
- Emotional Support

Regard for Student Perspectives
Positive Climate
Low Positive Climate (1,2)
Middle Range Positive Climate (3,4,5)
High Positive Climate (6,7)
Negative Climate
Low Negative Climate (1,2)
Middle Range Negative Climate (3,4,5)
High Negative Climate (6,7)
Teacher Sensitivity
Low Teacher Sensitivity (1,2)
Middle Range Teacher Sensitivity (3,4,5)
High Teacher Sensitivity (6,7)
Regard for Student Perspectives
Low Regard of Student Perspective (1,2)
Middle Range Regard for Student
Perspective (3,4,5)
High Regard for Student Perspective (6,7)
Classroom Organization
Behavior Management
Low Behavior Management (1,2)
Middle Range Behavior Mgmt (3,4,5)
High Behavior Management (6,7)
Productivity
Low Productivity (1,2)
Middle Range Productivity (3,4,5)
High Productivity (6,7)
Instructional Learning Formats
Low Instructional Formats (1,2)
Middle Range Instructional Formats (3,4,5)
High Instructional Formats (6,7)
Instructional Support
Concept Development
Low Concept Development (1,2)
Middle Range Concept Development (3,4,5)
High Concept Development (6,7)
Quality of Feedback
Low Quality of Feedback (1,2)
Middle Range Quality of Feedback (3,4,5)
High Quality of Feedback (6,7)
Language Modeling
Low Language Modeling (1,2)
Middle Range Language Modeling (3,4,5)
High Language Modeling (6,7)