

Appendix A

Summary of the CLASS Pre-K tool

(modified from *Improving Teacher-Child Interactions: Using the CLASS in Head Start Preschool Programs*, accessed at: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/using-the-class.pdf>)

Domain	Dimension	Description
Emotional Support	Positive Climate	Considers the comfort, warmth, and respect displayed in teachers' and students' interactions with one another and the degree to which they display enjoyment during learning activities.
	Negative Climate	Reflects the level of expressed negativity such as anger, hostility, or aggression demonstrated by teachers and/or children.
	Teacher Sensitivity	Encompasses teachers' awareness of and responsivity to students' individual academic and social-emotional needs.
	Regard for Student Perspectives	The degree to which the teachers' interactions with students emphasize students' interests and ideas and promote child autonomy rather than being very teacher-directed.
Classroom Organization	Behavior Management	Encompasses teachers' use of effective methods to prevent and redirect misbehavior by communicating clear behavioral expectations and minimizing time spent reacting to behavioral issues.
	Productivity	Considers how well teachers manage instructional time, transitions, and routines so that students have maximal opportunities to learn.
	Instructional Learning Formats	The degree to which teachers maximize students' engagement by providing clear learning objectives, interesting materials, and facilitation.
Instructional Support	Concept Development	The degree to which instructional discussions and activities promote students' higher-order thinking skills versus rote learning.
	Quality of Feedback	Involves how teachers provide feedback focused on expanding children's learning and understanding versus correctness.
	Language Modeling	Involves teachers using language-facilitation techniques including: self-and parallel talk, open-ended questions, repetition and extension, and use of advanced vocabulary.