Crosswalk of the Pre-K Classroom Assessment Scoring System® (CLASS®) and Tools of the Mind

DRAFT Tools of the Mind - Pre-K Classroom Assessment Scoring System® (CLASS®) Alignment

I. Introduction of Alignment - Tools of the Mind and CLASS

Common Features between the Two Tools
- Both are observational measures
- Both are used to assess and improve classroom practices
- Both are research-based

Distinct and Complementary Features
- Tools instrument focuses on teacher understanding and application of a specific educational philosophy
- Tools instrument has a special focus on mature make-believe play
- Tools instrument has a special focus on physical, social-emotional, and cognitive self-regulation
- Tools instrument focuses on curriculum-specific instructional strategies while CLASS is curriculum-neutral
- Tools instrument focuses on specific instructional content while CLASS is content-neutral
- CLASS pays more attention to inferential aspects of classroom interactions
- CLASS focuses mostly on teacher-child and teacher-children interactions while Tools instrument includes more peer interactions

	Tools of the Mind Fidelity Instrument	CLASS Assessment
Focus	Specific focus on teacher understanding and implementation of Tools instructional strategies	Specific focus on research-based indicators of program quality associated with teacher-child interactions and effective teaching practice
Use	Used to assess and improve the Tools instructional practices and teachers' understanding of theory behind these	Used to assess and improve the quality of classroom practices linked to improving child outcomes
Purpose	To ensure high fidelity of Tools implementation resulting in high quality early learning experiences to all children	Based on a developmental continuum to assess quality and support the needs of professionals, administrators, and private/public funders to improve teacher-child interactions and provide high quality early learning experiences to all children
Resources	Will include observers training, coaching, and technical assistance	Continuous quality improvement supports and quality assurance functions are provided through comprehensive observer support and professional development resources including online courses, face-to-face and hybrid training, train-the-trainer programs, and coaching Various resources are available at www.teachstone.com

Methods	Tools classrooms are observed for a specified period of time (3 x 20 min during the same day). Depending on the goals of observations multiple observations during the year can be conducted	Sample size of classrooms/groups observed vary depending on goals of observations CLASS scores reflect the quality of the classrooms being observed; program-wide sampling process may be used to assess the quality of the teacher-child interactions in the whole program
Criteria	Source of evidence is observations conducted by reliable observers	Source of evidence is observations conducted by certified, reliable observers

II.   Pre-K CLASS Measure to Tools Pre-K Fidelity Measure

◯ = Full match   ◑ = Partial match or general vs. specific interaction

CLASS Pre-K	Tools of the Mind Fidelity Measure			
	Positive and Engaging Classroom Climate	**Development of Mature Play Skills**	**Self-Regulation and Academic Growth**	**Understanding & Application of Core Vygotskian Concepts**
Emotional Support				
Positive Climate • Relationships • Positive Affect • Positive Communication • Respect	◯ ⓘ	◯ **Interactions during play** ⓘ	◯ **Social emotional skills and self-regulation** ⓘ	◯ **Tactics that support learning and development** ⓘ
Negative Climate • Negative Affect • Punitive Control • Sarcasm/Disrespect • Severe Negativity	◑ **Positive & Effective Approaches to Classroom Management** ⓘ	n/a	n/a	n/a

Teacher Sensitivity • Awareness • Responsiveness • Addresses Problems • Student Comfort	**Classroom structure and routines** ⓘ	**Interactions during play** ⓘ	**Social emotional skills and self-regulation** ⓘ	**Zone of proximal development and scaffolding** ⓘ
Regard for Student Perspectives • Flexibility and Student Focus • Support for Autonomy and Leadership • Student Expression • Restriction of Movement	**Classroom structure and routines** ⓘ	**Interactions during play** ⓘ	**Social emotional skills and self-regulation**	**Tactics that support learning and development** ⓘ
Behavior Management • Clear Behavior Expectations • Proactive • Redirection of Misbehavior • Student Behavior	**Classroom structure and routines** ⓘ	**Interactions during play** ⓘ	• **Physical self-regulation** • **Social emotional skills and self-regulation** ⓘ	**Tactics that support learning and development** ⓘ
Productivity • Maximizing Learning Time • Routines • Transitions • Preparation	**Classroom structure and routines** ⓘ	**Environmental support for play** ⓘ	**Physical Self-regulation** ⓘ	**Tactics that support learning and development** ⓘ
Instructional Learning Formats • Effective Facilitation • Variety of Modalities and Materials • Student Interest • Clarity of Learning Objectives	**Classroom structure and routines** ⓘ	• **Interactions during play** • **Adult scaffolding of play skills** ⓘ	• **Physical self-regulation** • **Social emotional skills and self-regulation** • **Cognitive self-regulation** ⓘ	• **Zone of proximal development and scaffolding** • **Tactics that support learning and development** ⓘ

Concept Development • Analysis and Reasoning • Creating • Integration • Connections to the Real World	n/a	• **Interactions during play** • **Adult scaffolding of play skills** ⓘ	• **Promotion of academic growth** • **Support for academic growth in math and science** ⓘ	**Zone of proximal development and scaffolding** ⓘ
Quality of Feedback • Scaffolding • Feedback Loops • Prompting Thought Processes • Providing Information • Encouragement and Affirmation	n/a	**Interactions during play** ⓘ	• **Physical self-regulation** • **Social emotional skills and self-regulation** • **Cognitive self-regulation** • **Promotion of academic growth** ⓘ	• **Physical self-regulation** • **Social emotional skills and self-regulation** • **Cognitive self-regulation** • **Promotion of academic growth** ⓘ
Language Modeling • Frequent Conversations • Open-Ended Questions • Repetition and Extension • Self- and Parallel Talk • Advanced Language	n/a	• **Interactions during play** • **Adult scaffolding of play skills** • **Peer interactions during play** ⓘ	• **Social emotional skills and self-regulation** • **Cognitive self-regulation** • **Promotion of academic growth** • **Support for academic growth in language and literacy** • **Support for academic growth in math and science** ⓘ	• **Tactics that support learning and development** • **Shared activity** ⓘ

III. Tools Pre-K Fidelity Measure to Pre-K CLASS Measure

Tools of the Mind PreK Fidelity Measure	CLASS PreK Measure		
	Emotional Support	**Classroom Organization**	**Instructional Support**
Tools Fidelity Positive and Engaging Classroom Climate Positive and engaging classrooms have been shown to impact children's academic and social development positively. For students to thrive, developmentally appropriate practices must be embedded into the fabric of the classroom at every level. This domain measures the overarching emotional climate and tone in the classroom created by the environment, schedules and interpersonal reactions. ⓘ	**Positive Climate** --Relationships (Shared activities & Peer assistance) **Teacher Sensitivity** --Awareness --Responsiveness --Addresses problems --Student comfort **Regard for Student Perspectives** --Support for autonomy and leadership --Student expression --Restriction of movement ***Negative Climate*** *--Negative affect*	**Behavior Management** --Clear behavioral expectations --Proactive --Redirection of misbehavior (Attention to the positive) **Productivity** --Routines --Transitions **Instructional Learning Formats** --Effective facilitation --Variety of modalities and materials --Student interest --Clarity of learning objectives	(NONE found)

Development of Mature Play Skills	**Positive Climate**	**Instructional Learning Formats**	**Concept Development**
Consistent with the Vygotskian approach, the *Tools of the Mind* curriculum is built upon the idea that play is a *leading activity* for preschool and kindergarten-aged children. This means it provides the most beneficial context for developing general cognitive and social-emotional competencies. This domain is meant to measure the extent to which the teacher understands & supports play as an integral and uniquely motivating activity for children. In a *Tools of the Mind* classroom it is expected that this understanding applies throughout the teacher's daily practice and results in an engaging and vibrant Make Believe Play/Dramatization time block. It is also expected that the teacher will use "play based instructional strategies" during teacher-led Small & Large Group activities. ⓘ	--Relationships (Shared activities & Peer assistance) --Respect (Cooperation and/or sharing) **Regard for Student Perspectives** --Flexibility and student focus --Support for autonomy and leadership --Student expression --Restriction of movement	--Effective facilitation --Variety of modalities and materials	--Creating --Integration --Connections to the real world **Quality of Feedback** --Scaffolding --Feedback Loops **Language Modeling** --Frequent conversations --Advanced vocabulary

Self-regulation and Academic Growth When children actively manage their thoughts, emotions and physical movements we say they are practicing self-regulation. The instructional practices teachers' use in the classroom can either provide children with the opportunity to practice regulating themselves or can remove such opportunities. This item is meant to capture examples of specific practices that have been identified as supporting the ability to self-regulate. 	**Positive Climate** -Relationships (Peer assistance) -Respect (Cooperation and/or sharing) **Teacher Sensitivity** --Awareness --Responsiveness --Addresses problems --Student comfort **Regard for Student Perspectives** --Support for autonomy and leadership --Restriction of movement	**Behavior Management** --Clear behavioral expectations --Proactive --Redirection of misbehavior --Student behavior **Productivity** --Routines --Transitions	**Concept Development** --Analysis and reasoning (Problem solving & Comparison) **Quality of Feedback** --Scaffolding --Feedback loops --Encouragement and affirmation **Language Modeling** --Frequent conversations --Advanced vocabulary
Understanding & Application of Core Vygotskian Concepts In order to be able to generalize knowledge and teaching practice beyond the instructions and steps in the curriculum, teachers must be able to understand and apply the Vygotskian concepts upon which the *Tools of the Mind* Curriculum was built. An essential body of knowledge the teacher must possess is a thorough understanding of the developmental abilities of the children being taught. Without an understanding of the appropriate range of abilities that should be expected at any given age, teachers cannot practically apply theoretical concepts around learning.	**Positive Climate** --Relationships (Shared activities & Peer assistance) **Teacher Sensitivity** --Awareness --Responsiveness --Addresses problems --Student comfort **Regard for Student Perspectives** --Support for autonomy and leadership	**Productivity** --Routines --Preparation **Instructional Learning Formats** --Effective facilitation --Variety of modalities and materials	**Quality of Feedback** --Scaffolding --Feedback loops --Prompting thought process --Providing information --Encouragement and affirmation **Language Modeling** --Frequent conversations --Self- and parallel talk --Advanced vocabulary **Concept Development** --Analysis and Reasoning --Creating --Integration

∗ *Negative Climate indicates lower quality, reflecting the overall level of expressed negativity in the classroom and should be avoided at all times. When adults are inconsistent, punitive, or harsh (Negative Climate) with children, it negatively impacts learning and the development of critical social, emotional and cognitive skills.*

IV. Tools of the Mind Program to CLASS Alignment ◯ = Full match ◐ = Partial match or general vs. specific interaction

Note: Negative climate is not included below

Tools of the Mind Time Blocks	Positive Climate	Teacher Sensitivity	Regard for Student Perspective	Behavior Management	Productivity	Instructional Learning Formats	Concept Development	Quality of Feedback	Language Modeling
Examples* *Examples are not exhaustive list of all potential opportunities for observing CLASS dimensions and indicators but instead highlight opportunities to observe distinct dimensions and indicators in each time block.*									
Free Choice • Mystery Games • Puzzles and Manipulatives • I Have–Who Has Games	◯	◯	◯	◯	◯	◯	◯	◯	◐

	PC	TS	RSP	BM	P	ILF	CD	QF	LM
Small Group Literacy ▪ Story Labs ▪ Elkonin Games	●	●	●	●	●	●	●	●	●

Examples:

Each teacher is working with a small group of children. The teachers introduce a card with pictures on it and children spontaneously start talking about what they will be listening for when the teacher reads; today its Character Empathy. The teacher takes a picture walk through the book as children start predicting what feelings the characters might feel in the story by looking at the pictures. The teacher reads aloud, pausing periodically to ask children to show an emotion in the story with their faces and bodies, and talk about what the emotion means. The children respond chorally, turn and talk with a partner and turn and talk with a different partner. The teacher picks up threads of what children discuss summarizing and extends them, introducing similar emotion vocabulary words, asking them what made them think that and encouraging connections to their own lives and to other books and their make-believe play theme. (PC; RSP; BM; P; ILF; CD; QF; LM)

	PC	TS	RSP	BM	P	ILF	CD	QF	LM
Math/Science ▪ Science Eyes ▪ Remember & Replicate ▪ Making Collections/ Numerals Game ▪ Math Memory ▪ Attribute Game ▪ Venger Drawing/Collage ▪ Number Line Hopscotch ▪ Pattern Movement	●	●	◐	●	●	●	●	◐	●

Examples:

One teacher is working with a small group of children introducing a collection of seeds from nature, introducing vocabulary and encouraging children to use it while they find "a leaf that is pointy," or "a stem." Children then are assigned a partner and take turns looking and using the vocabulary checking in with one another "do you see brown spots?" The teacher circulates to provide support to each pair, extending their thinking, asking open-ended questions, setting up use of target vocabulary and concepts, and provides 1:1 support to each child as they draw and write about their observations. The other teacher is working with a small group that is looking at a trapezoid on a paper held in different orientations, brainstorming what it could be part of; "a flowerpot! A skirt!" After brainstorming the teacher gives each child a copy, asks what they will draw incorporating the trapezoid and circulates to have 1:1 interactions with each child supporting drawing, writing and discussing their work, using the new target vocabulary. (PC; RSP; BM; P; CD; QF; LM.)

	PC	TS	RSP	BM	P	ILF	CD	QF	LM
Opening Group ▪ Timeline Calendar ▪ Weather Graphing ▪ Share the News ▪ Freeze Game ▪ Message of the Day ▪ Attention Focusing Activities ▪ Rhyme Game ▪ Community Building ▪ Write Along ▪ Take Away Sounds	◯	◯	◯	◯	◯	◯	◯	◯	◯

	PC	TS	RSP	BM	P	ILF	CD	QF	LM
Make-believe Play Block ▪ Make-believe Play Planning ▪ Make-believe Play ▪ Clean-up routine ▪ Make-believe Play Practice ▪ Pretend Transition	◯	◯	◯	◯	◯	◯	◯	◯	◯

Examples:
Play Planning & Make-Believe Play—Children are working in small groups with a teacher. The teacher asks children to look at a chart to identify who will go first today, and next, etc. Children look at a wheel with choices and pick where they want to play. The teacher asks each child about their plan and engages them in extending their oral planning. Children draw and write their plan and the teacher circulates to have a 1:1 interaction scaffolding each child. Children leave as they finish and begin to play. Children are engaged actively in small groups in make-believe play while both teachers circulate to provide scaffolding. A child is wandering and teacher says, "let's look at your plan together to remember what you wanted to do." The block ends when a song begins to play, at which time children spontaneously clean up and encourage one another to try to finish by the end of the song. (PC; TS; RSP; BM; P; CD; QF; LM)

	PC	TS	RSP	BM	P	ILF	CD	QF	LM
Whole Group Literacy ▪ Buddy Reading ▪ Graphics Practice	◯	◯	◐	◯	◯	◐	◐	◯	◐

Examples:
The teacher shows children tubs of books with icons and asks children to turn and tell a friend what kind of books are in each tub. He reminds the children that there is now a "question mark on the lips" and shows them a card with a picture, asking "what will you ask your buddy today?" The children all say, "connection!" The teacher confirms, "Yes, you'll ask your buddy if she can make a connection to your book – it might be a connection to another book, or to something she's done in her life or heard about or seen on the computer or TV." Children are tapped to pick books in an ongoing flow and return to the rug and are assigned a buddy. One partner has the 'Lips' and the other the 'Ears.' Independently children manage turn-taking, listening to their buddy 'read' their book and then asking their buddy to make a connection. The teachers circulate to provide support, asking things like, "Can your buddy see the book? Ask him." (PC; TS; RSP; BM; P; ILF; CD)