



CLASS[®] 2ND EDITION CROSSWALK



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CLASS® 2nd Edition: Enhanced Tools, Same Proven System



The first CLASS® Manual was published in 2008 and became the source document used by the field to observe and measure the educator-child interactions proven to enhance children’s learning and development.

CLASS 2nd Edition provides exciting enhancements across the full CLASS Measurement Suite while maintaining and building on the core structure and foundational concepts that have made CLASS the most researched and validated observational system for measuring and improving classroom interactions.

The foundation of CLASS remains the same, ensuring that programs can build on investments, continue to engage in existing CLASS improvement trainings, and integrate CLASS 2nd Edition into implementations on a pathway that has high impact with minimal disruption.

Intentional updates and enhancements were made in three key areas across the full CLASS Measurement Suite. For more information about these enhancements, visit [Teachstone.com](https://teachstone.com).



**Center on
Equity***



**Increase
Access**



**Measure for
Impact**

***Equity:** Ensuring every person (including children and educators) has access to what they need to succeed and thrive

CLASS® 2nd Edition: A Closer Look at the CLASS Dimensions

This crosswalk is designed to provide a high-level overview of one key part of the CLASS 2nd Edition evolution: the language shifts of CLASS dimensions, indicators, and behavioral markers.

CLASS language was adapted to enhance its use across a diversity of contexts and increase the consistency of scoring across observers.



Center on Equity



Increase Access



Measure for Impact

Key Changes

- Updated dimension definitions better capture the nature of each dimension across settings.
- New indicator definitions enhance observer understanding and help observers assign indicator ranges.
- Additions, removals, and modifications of behavioral markers increase representation across contexts and settings.
- Additional language throughout supports the use of CLASS® measurement in settings with dual-language learners and children with disabilities.
- Updated language increases clarity and accessibility.

Although these changes are meaningful and will strengthen the ease, effectiveness, and equitable use of CLASS, the crosswalk also clearly illustrates that the core structure of CLASS is the same. Maintaining the foundational concepts ensures the field can build on existing CLASS investments.

CLASS[®] 2nd Edition Crosswalk

Note: This crosswalk is intended to provide an at-a-glance view of the key revisions to CLASS terms found within CLASS 2nd Edition. For more detailed information about each dimension, indicator, or behavioral marker, reference the *CLASS 2nd Edition Pre-K-3rd Observation Field Guide*.

Legend

- Indicates CLASS 2008 behavioral markers that are not included in CLASS 2nd Edition

+ Indicates new behavioral markers that have been added to CLASS 2nd Edition

↪ Indicates behavioral markers that have been divided or merged

↻ An update that adds clarity

A a A grammatical change

Positive Climate

(Refer to the face page in your field guide)

Positive Climate is defined by CLASS[®] 2nd Edition as:

Educators foster connections and a sense of belonging between adults and children, among peers, and as a classroom community. Verbal and nonverbal communications between educators and children and among children convey warmth, respect, and collaboration. The educators' interactions enhance each child's enjoyment of the learning setting and their experience of the setting as a caring community.

What changed about this dimension in the 2nd Edition, and why?

The revisions are more inclusive of variations across contexts, especially cultural variation, in how emotions are expressed or how individuals demonstrate respect and close relationships.

One Positive Climate indicator name has shifted—what used to be positive affect is now referred to as enjoyment—and the behavioral marker content appearance has been added. These shifts clarify concepts and align more specifically with the intention of the indicator. Enjoyment can be demonstrated in a wide variety of ways across individuals, cultures, and settings and is not limited to more outward expressions of enjoyment, such as laughter.

Under the indicator of respect, the behavioral marker warm, calm voice has been shifted to warm voice. This is because warm voices can also be loud and passionate. Similarly, eye contact is no longer a behavioral marker listed under respect, given how much variability exists between individuals and cultural communities when it comes to the meaning of eye contact.

CLASS 2008		2nd Edition
Relationships		Relationships
Matched affect		Emotional connection
Peer assistance		Group or community orientation
Shared activities		Collaborative activities
Social conversation		Social conversation
Physical proximity		-
Positive affect		Enjoyment
	+	Content appearance
	Smiling	Smiling
	Laughter	Laughter
	Enthusiasm	Enthusiasm
Positive communication		Positive communication
Verbal affection		Verbal affection
Physical affection		Physical affection
Positive expectations		Positive expectations
Respect		Respect
Warm, calm voice		Warm voice
Respectful language		Respectful communication
Cooperation and/or sharing		Cooperation <u>or</u> sharing
	+	Communicates intent
Eye contact		-

Negative Climate

(Refer to the face page in your field guide)

Negative Climate is defined by CLASS[®] 2nd Edition as:

Educators and children express little relational negativity verbally or nonverbally. Educators and children rarely display irritability, anger, or disrespect toward others. Educators do not enact threats or severe punishment that cause disruptions to relationships in the learning setting.

What changed about this dimension in the 2nd Edition, and why?

Revisions address potential **bias*** in some terminology and allow for cultural variation in tone of voice. There are also clarifications in language to support understanding.

The behavioral markers harsh voice and yelling are removed to avoid confusion with educators who use loud voices in positive ways. Similarly, teasing has been replaced to reflect cultural variation in playful or affectionate ways of speaking.

Additionally, any punishment is counted as punitive control, not just “harsh” punishment.

***Bias:** Inclinations, preferences, and preconceptions we all have and may not be aware of due to personal backgrounds and experiences

CLASS 2008	2nd Edition
Negative affect	Expressed negativity
Irritability	Irritability
Anger	Anger
Disconnected or escalating negativity	Disconnected or escalating negativity
Peer aggression	Peer negativity
Harsh voice	-
Punitive control	Punitive control
Threats	Threats
Physical control	Physical control
Harsh punishment	Punishment
Yelling	-
Sarcasm/disrespect	Disrespect
Sarcastic voice/statement	Shaming or criticizing
Teasing	Stereotyping or discriminating
Humiliation	Humiliation
Severe negativity	Severe negativity
Bullying	Bullying
Physical punishment	Physical punishment or aggression
Victimization	-

Educator Sensitivity

(Refer to the face page in your field guide)

Educator Sensitivity is defined by CLASS® 2nd Edition as:

Educators are aware of and responsive to children’s needs—social, emotional, physical, academic, linguistic, and cognitive. The educators’ sensitivity supports children’s feelings of safety and comfort in the learning setting and facilitates children’s ability to actively participate, explore, and take risks.

What changed about this dimension in the 2nd Edition, and why?

Revisions primarily focus on clarification of concepts, although there are two language changes to note here. In an effort to move toward more inclusive language of educator rather than teacher, the dimension name has shifted to Educator Sensitivity (EdS). To better reflect the age group, student comfort is now child comfort.

Behavioral markers were added to capture more active demonstrations of awareness on the part of the educator, such as communicating availability and noticing children’s need for challenge in addition to assistance. The inclusion of scaffolding children to solve their own problems captures another way that educators can support children in the learning environment.

CLASS 2008		2nd Edition
Awareness		Awareness
Anticipates problems and plans accordingly	↻	Anticipates needs
Notices lack of understanding and/or difficulties	↻	Notices need for clarification, assistance, or challenge
	+	Communicates availability
	+	Checks in with children
Responsiveness		Responsiveness
Acknowledges emotions	↻	Validates emotions or needs
Provides comfort and assistance		Provides comfort and assistance
Provides individualized support		Provides individualized support
Addresses problems		Problem resolution
Helps in an effective and timely manner	↻	Helps in a timely manner
	↘	Scaffolds children to resolve problems for themselves
Helps resolve problems	↻	Effective resolution
	↘	
Student comfort		Child comfort
	+	Seeks support and guidance
Freely participates		Freely participates
Takes risks		Takes risks

Regard for Child Perspectives

(Refer to the face page in your field guide)

Regard for Child Perspectives is defined by CLASS® 2nd Edition as:

Educators emphasize children’s emerging sense of self and help children develop and express their unique interests, motivations, and points of view by providing opportunities for children to experience autonomy and direct their own learning. Children’s interests and choices guide classroom experiences and, as a result, children are meaningful contributors to activities..

What changed about this dimension in the 2nd Edition, and why?

Revisions to language provide clarification of concepts and address cultural and developmental variation in autonomy and individual expression. Additionally, the change from student perspectives to child perspectives better reflects the age group.

Two indicator names are changed to support understanding: flexibility and student focus became child-centered, and restriction of movement became allows movement. Additionally, the increased emphasis on nonverbal expression and a range of ideas and perspectives reflects the ways in which children with varying backgrounds and abilities may express themselves or make choices.

CLASS 2008		2nd Edition
Flexibility and student focus		Child-centered
Incorporates students’ ideas		Incorporates children’s ideas or interests
Follows students’ lead		Follows <u>children’s</u> lead
Shows flexibility		Shows flexibility
Support for autonomy and leadership		Support for autonomy and leadership
Allows choice		Provides meaningful choice
Allows children to lead lessons		Encourages children to lead activities
Gives students responsibility		Gives <u>children</u> responsibility
Student expression		<u>Child</u> expression
	+	Balance of educator and child expression
Encourages student talk		Encourages expression
Elicits ideas and/or perspectives		Elicits a range of ideas or perspectives
Restriction of movement		Allows movement
Is not rigid		Relaxed structure
Allows movement		Children can wiggle or fidget

Behavior Management (Refer to the face page in your field guide)

Behavior Management is defined by CLASS[®] 2nd Edition as:

Educators support children's growing behavioral regulation skills by creating developmentally informed, clear, consistent expectations and proactively supporting cooperative behaviors. Children may demonstrate challenging behaviors as they learn these skills, but educators' methods for preventing and positively redirecting these behaviors result in the occurrences being infrequent, mild, and quickly addressed.

What changed about this dimension in the 2nd Edition, and why?

Revisions reflect a better understanding of how children develop the ability to regulate their behavior with the support of educators. Language clarifications include changing misbehavior to challenging behavior as well as focusing on how children cooperate with developmentally informed expectations.

Several behavioral markers were added to capture educators' support for regulation, including behavioral markers that reflect developmentally informed expectations that are accompanied by a rationale, educator modeling of regulation and facilitation of proactive social skills, and modification of redirection as needed to help reduce any challenging behaviors.

CLASS 2008	2nd Edition
Clear behavior expectations	Behavior expectations
+	Developmentally informed
Clear expectations	<u>Clear</u>
Consistency	<u>Consistent</u>
+	Accompanied by rationale
Clarity of rules	-
Proactive	Proactive
Anticipates problem behavior or escalation	Anticipates challenging behaviors or escalation
Monitors	Monitors
Low reactivity	Low reactivity
+	Models regulation
+	Facilitates social skills
Redirection of misbehavior	Redirection of behavior
Effective reduction of misbehavior	Reduces challenging behavior in a timely and effective manner
Efficient redirection	↶
Attention to the positive	Uses positive phrasing
Uses subtle cues to redirect	Uses subtle cues to redirect
+	Modifies redirection
Student behavior	<u>Child</u> behavior
Frequent compliance	Cooperation with expectations
Little aggression and defiance	Little disruptive behavior

Productivity (Refer to the face page in your field guide)

Productivity is defined by CLASS® 2nd Edition as:

Educators use time and structure activities, routines, and transitions so that children have regular, ongoing opportunities to participate and know how to do so.

What changed about this dimension in the 2nd Edition, and why?

Revisions clarify language, and the focus for this dimension is on children having the opportunity to be involved in learning activities throughout the day.

Clarifications include changing maximizing learning time to opportunities for learning, revising pacing to minimal waiting, and emphasizing that the most effective transitions are organized and efficient. These changes help capture how time is managed in the classroom and clarify that the quality of the learning is assessed in other dimensions.

CLASS 2008	2nd Edition
Maximizing learning time	Opportunities for learning
Provision of activities	Activities available
Effective completion of managerial tasks	Effective completion of managerial tasks
Few disruptions	Minimizing and managing disruption
Choice when finished	Minimal waiting
Pacing	↑
Routines	Routines
+	Consistent routines
Clear instructions	Clear instructions
Students know what to do	Children know what to do
Little wandering	Little wandering
Transitions	Transitions
Brief	Organized and efficient
Explicit follow-through	Explicit follow-through
Learning opportunities within	Learning opportunities within
Preparation	Preparation
Materials ready and accessible	Materials ready and accessible
Knows lessons	Knows lessons

Instructional Learning Formats (Refer to the face page in your field guide)

Instructional Learning Formats is defined by CLASS[®] 2nd Edition as:

Educators facilitate and enhance children’s engagement by actively supporting work and play. Educators balance this facilitation with moments of observation as children engage in independent or peer play or work. Educators support children’s general engagement and enhance their focus on specific learning objectives within activities. Through these efforts, children remain deeply engaged in work and play, as demonstrated by their active participation and focused attention.

What changed about this dimension in the 2nd Edition, and why?

Revisions emphasize the focus on child engagement and capture the variety of ways in which educators can help children become involved in classroom activities, especially across pre-K to 3rd-grade settings. Language changes and additional markers for the indicators variation in approach and clarity of learning objectives clarify this emphasis.

Under the effective facilitation indicator, the addition of balanced involvement acknowledges how educators can individualize support for engagement by providing facilitation when needed while letting a focused child continue their work uninterrupted. Additionally, although an educator’s effective facilitation may include questioning, the effective questioning behavioral marker was removed because the effectiveness of this questioning is judged by the expansion of children’s involvement.

CLASS 2008	2nd Edition
Effective facilitation	Effective facilitation
Teacher involvement	Educator engagement
Expanding children’s involvement	Expanding children’s involvement
+	Balanced involvement
Effective questioning	-
Variety of modalities and materials	Variation in approach
+	Variety of strategies
Range of auditory, visual, and movement opportunities	Range of modalities or opportunities
Hands-on opportunities	Hands-on or participatory opportunities
Interesting and creative materials	-
Student interest	Child interest
Active participation	Active participation
Listening	Listening
Focused attention	Focused attention
Clarity of learning objectives	Clarity of learning objectives
+	Materials or activities support learning goals
+	Questions remain focused
Advanced organizers	Previews, summaries, or reorientation statements
Summaries	↑
Reorientation statements	↑

Concept Development (Refer to the face page in your field guide)

Concept Development is defined by CLASS[®] 2nd Edition as:

Educators use instructional strategies and activities that help children learn about and understand concepts and content. Educators facilitate learning opportunities that support children's development of thinking skills and creativity. Factual information is taught in the context of these learning opportunities rather than in rote ways that focus only on memorization or recall of information. Educators help children create meaning by linking new concepts and content to prior knowledge and ensuring it is connected to their lived experiences.

What changed about this dimension in the 2nd Edition, and why?

Revisions highlight the depth of thinking analytically and creatively captured in this dimension. The changes in language acknowledge different ways of knowing and thinking to include play and exploration as support for higher-order thinking.

Additional language changes emphasize that conceptual connections should be relevant to the specific children in the classroom, building on classroom content and children's previous experience.

CLASS 2008	2nd Edition
Analysis and reasoning	Analysis and reasoning
<i>Why and/or how questions</i>	Effective <i>why</i> or <i>how</i> questions
Problem-solving	<u>Problem-solving</u>
Prediction/experimentation	Prediction <u>or</u> experimentation
Classification/comparison	Classification <u>or</u> comparison
Evaluation	Evaluation or synthesis
Creating	Creativity
+	Open-ended activities or play
Brainstorming	Brainstorming
Planning	Planning
Producing	Producing
Integration	Integration
+	Elicits prior knowledge
Connects concepts	Connects to broader concept
Integrates with previous knowledge	Builds on previous knowledge or experience
Connections to the real world	Connections to everyday lives
Real-world applications	Real-world applications
Related to students' lives	Relevance to children's lives

Quality of Feedback (Refer to the face page in your field guide)

Quality of Feedback is defined by CLASS® 2nd Edition as:

Educators provide feedback that builds on children’s knowledge and skills in ways that expand understanding or increase persistence. Effective feedback is extended, specific, and individualized, meeting children where they are and scaffolding support as children deepen and refine their learning. Educators also enhance children’s motivation and persistence by encouraging and affirming their efforts rather than their work products.

What changed about this dimension in the 2nd Edition, and why?

Revisions consist of language clarifications throughout, the addition of behavioral markers to better capture all aspects of scaffolding, and the recognition of how developmental variation might inform educator support.

The scaffolding indicator now includes checks for understanding, provides hints, offers verbal or nonverbal assistance, and adds or removes challenge as the process of scaffolding includes starting with knowledge of the children’s current level of understanding and providing individualized support to deepen that understanding. Changes to encouragement and affirmation emphasize the focus on children’s efforts and allow for developmental variation in children’s ability to persist in challenging tasks.

CLASS 2008	2nd Edition
Scaffolding	Scaffolding
+ Hints Assistance +	Checks for understanding <u>Provides</u> hints  Offers verbal or nonverbal assistance Adds or removes challenge
Feedback loops	Feedback loops
Back-and-forth exchanges Persistence by teacher Follow-up questions Prompting thought processes	Back-and-forth exchanges Persistence by <u>educator</u> Follow-up questions Prompting thought processes
Asks students to explain thinking Queries responses or actions	Asks <u>children</u> to explain thinking  Asks about responses or actions
Providing information	Providing information
Specific feedback Expansion Clarification	<u>Uses</u> specific feedback  Adds detail <u>Clarifies</u>
Encouragement and affirmation	Encouragement and affirmation
Recognition Reinforcement Student persistence	 Recognition of effort  Encouragement of persistence  Children persist as able

Language Modeling (Refer to the face page in your field guide)

Language Modeling is defined by CLASS® 2nd Edition as:

Educators promote and expand children's language development and verbal and nonverbal communication skills. Educators support children's development in both the language(s) of instruction and children's home language(s). Educators encourage conversations, provide individualized language support, and use varied descriptive language such that children understand and communicate more in the learning setting.

What changed about this dimension in the 2nd Edition, and why?

Revisions include clarifications and additions that better reflect the ways in which educators can build on children's communication. Additionally, the revisions are more inclusive of the linguistic, cultural, and developmental variations in children's and educators' language use.

Inclusive language focuses on ways that educators might prompt and extend all children's communication (verbal and nonverbal) and emphasizes the need to support children's home languages. Additional markers highlight strategies to support children's communication, such as labeling, describing, and prompting vocabulary use.

CLASS 2008		2nd Edition
Frequent conversation		Frequent conversation
Back-and-forth exchanges		Back-and-forth exchanges
Contingent responding	↻	Responses build on one another
Peer conversations		Peer conversations
Open-ended questions	↻	Open-ended prompts
Questions require more than a one-word response	↻	Prompts encourage extended responses
+		Individualized prompts
Students respond	↻	Children communicate as able
Repetition and extension	↻	Communication extensions
Repeats		Repeats
+		Expands
Extends/elaborates	↻	Extends
Self- and parallel talk	↻	Narration
+		Labeling
+		Describing
Maps own actions with language	↻	Self-talk
Maps student action with language	↻	Parallel talk
Advanced language		Advanced language
Variety of words	↻	Varied language
Connected to familiar words and/or ideas		Connected to familiar words <u>or</u> ideas
+		Prompts vocabulary use



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