CLASS®

A LOOK AT
CLASS ENVIRONMENT™

CREATE AN ENVIRONMENT THAT
FUELS QUALITY INTERACTIONS.

Research has proven that meaningful interactions are key to promoting children's learning and development. For years, the Classroom Assessment Scoring System, CLASS®, has been the leading system for measuring and improving those key interactions. And now, with CLASS Environment™, you can measure and improve the specific elements of an environment that matter most for supporting those interactions.

FOCUS ON THE ELEMENTS OF A LEARNING
ENVIRONMENT THAT **REALLY MATTER.**

Anchored in the research-based domains of the CLASS® tool, CLASS Environment™ is built to measure the environmental elements— materials, displays, and arrangements—that support meaningful interactions and enhance children's development and learning. The items measured by CLASS Environment™ strive to be as freely available, low-cost, or easy to remedy as possible to ensure that all educators can intentionally, and within their control, use the learning environment to support interactions and drive learning and development.

CLASS Environment™ is unique in intentionally focusing on the elements of the environment that could enhance research-based quality interactions. It will not measure items that are often specific to licensing, such as safety and health items, as it narrowly focuses on items that educators can and should intentionally facilitate to enhance daily interactions and learning. And intentional guidance and support is provided to ensure application across diverse settings and populations of children and integration into a continuous quality improvement system.

A **SIMPLE YET HOLISTIC** MEASURE OF QUALITY.

CLASS Environment™ measures the elements of the environment that really matter in supporting the research-proven teacher-child interactions. By looking at both the quality of the environment and the quality of the interactions in that environment, programs receive a more comprehensive and holistic picture of the quality of learning experiences. And because CLASS Environment is used alongside the CLASS® tool, it helps to reduce time spent observing, further streamlines data collection and reporting, and strengthens opportunities for efficiency and impact.

All items observed in CLASS Environment™ are measured on a three-point scale, reflecting the degree to which an item was present and/or used within the learning experiences.

+ **A score of 1 is assigned when the observer does not see evidence of the item.**

+ **A score of 2 is assigned when the observer sees few, some, or limited instances of the item.**

+ **A score of 3 is assigned when the observer sees most, many, or varied instances of the item.**

+ **A score of n/a is assigned when the item does not apply because it is not part of the program (such as technology) or no need for it is observed (such as adaptive supports).**

TAKE A **CLOSER** LOOK

+ **CLASS Environment™ for Infants and Toddlers Overview**

+ **A Closer Look at CLASS Environment™ for Infants and Toddlers**

+ **CLASS Environment™ for Pre-K / Kindergarten Overview**

+ **A Closer Look at CLASS Environment™ for Pre-K / Kindergarten**

+ **CLASS Environment™ Implementation Overview**

CREATE AN ENVIRONMENT THAT
FUELS QUALITY EDUCATOR-CHILD INTERACTIONS.

Anchored in the research-based domains of the CLASS® tool, Infant/Toddler CLASS Environment™ is organized into the domains of Emotional and Behavioral Support and Engaged Support for Learning.

Across various learning settings, CLASS Environment™ for Infants and Toddlers focuses attention on the materials, arrangements, and displays that can promote effective interactions in social-emotional and behavioral support, as well as cognitive and language development.

CLASS ENVIRONMENT™
FOR INFANTS AND TODDLERS

Emotional and Behavioral Support Domain

1. Space for cooperation
2. Sightlines
3. Unrestrictive furniture
4. Furniture for routines
5. Adult furniture
6. Space for child privacy
7. Child-level displays
8. Displays of children or their work
9. Visible community expectations
10. Displays of routines and transitions
11. Child-accessible materials
12. Adaptations for all children's participation
13. Representation of diversity
14. Materials for all children's verbal expression

Engaged Support for Learning Domain

15. Purposeful spaces
16. Tidiness
17. Freedom from background noise
18. Displays of children's writing and dictation
19. Condition of materials
20. Quantity of materials
21. Sensory materials
22. Effectiveness of screen time
23. Open-ended materials
24. Materials for imaginary real-world play
25. Art, music, or dance materials
26. Real-world multicultural materials
27. Recycled materials
28. Materials for every developmental stage
29. Materials from nature
30. Literacy materials
31. Math materials
32. Social and emotional learning materials

A CLOSER LOOK AT CLASS ENVIRONMENT™ FOR
INFANTS AND TODDLERS

The CLASS Environment™ for Infants and Toddlers Manual is designed to support observers and educators in understanding the connection between the environment and interactions, as well as streamline the observation process.

Here's a sample from the manual:

① Emotional and Behavioral Support

② Arrangements

③ 1. Space for cooperation Arrangements allow children (mobile and nonmobile) to cooperate in close proximity with educators and peers. The space allows children and educators to communicate and play together, without isolation or overcrowding. There is sufficient space for educators to communicate and play with children at their level. .	④ **1** There is **no** space for cooperation among children and educators.	**2** There is **some** space for cooperation between children and educators.	**3** There is **sufficient** space for cooperation between children and educators.
	⑤ Score "1" Description: • Children and educators bump into each other or knock into shelves when moving around. • Educators and children are far away from each other, or children are isolated from each other. • Children interfere with each other's space as they play or move around. • Due to arrangements or space, educators are unable to be at the children's level at the table or on the floor.	Score "2" Description: • Children and educators have enough space to comfortably move around in some areas; in other areas, theys bump into each other or objects in the space. • On some occasions, children and educators are far away from each other. On other occasions, children and educators are able to be in close proximity. • In some areas, children interfere with each other's play due to limited space. • Some areas of the childcare setting allow educators to be at the children's level at the table or on the floor.	Score "3" Description: • Children and educators have enough space to comfortably move around. • Children and educators are in close proximity to each other. • Children have enough space to play or move around without interfering with each other's space. • Due to arrangements and space, educators are able to be at children's level at the table or on the floor.

⑥ Consideration for small settings and family child care (FCC) settings

Small settings and FCC settings may have limited space, and there may be fewer children enrolled than in other settings. It's important to consider the number of children enrolled relative to the space available. Space for cooperation is sufficient if there is room for educators and children to interact with each other and materials.

⑦ Rationale

When spaces are arranged for children to be in close proximity to each other and their educators, they can more easily engage in interactions, share experiences, play together, and have conversations. This also supports educators and children more successfully enjoying their time together.

1. Organized by the CLASS® Domain the environmental elements best align to and support key interactions

2. Items are further organized by the type of element: Arrangements, Materials, and/or Displays.

3. The environmental item that is being measured is defined, and examples of how the item may show up in an environment are provided.

4. Scoring guidance is provided on a three-point scale.

5. Additional support for scoring is provided with comprehensive descriptions and examples of what may be observed.

6. Considerations for using the tool in various settings, such as FCC settings, are also provided where applicable to ensure appropriate usage of the tool.

7. A rationale is provided as to why this environmental item should be considered and observed in context of supporting CLASS implementation and educator-child interactions.

CREATE AN ENVIRONMENT THAT **FUELS QUALITY EDUCATOR-CHILD INTERACTIONS.**

Anchored in the research-based domains of the CLASS® tool, Pre-K/K CLASS Environment™ is organized by the domains of Emotional Support, Classroom Organization, and Instructional Support.

Across various learning settings, CLASS Environment™ for Pre-K / Kindergarten focuses attention on the materials, arrangements, and displays that can support meaningful interactions that promote children's learning opportunities.

PRE-K/ KINDERGARTEN

CLASS ENVIRONMENT™ FOR PRE-K/KINDERGARTEN

Emotional Support Domain

1. Space for cooperation
3. Adult furniture
4. Space for child privacy
5. Child-level displays
6. Displays of children or their work
7. Child-accessible materials
8. Adaptations for all children's participation
9. Representation of diversity
10. Materials for all children's verbal expression

Classroom Organization Domain

11. Purposeful spaces
12. Tidiness
13. Freedom from background noise
14. Visible community expectations
15. Displays of routines and transitions
16. Condition of materials
17. Quantity of materials
18. Sensory materials

Instructional Support Domain

19. Displays of children's writing and dictation
20. Effectiveness of screen time
21. Open-ended materials
22. Materials for imaginary real-world play
23. Art, music, or dance materials
24. Real-world multicultural materials
25. Recycled materials
26. Materials from nature
27. Literacy materials
28. Math materials
29. Social and emotional learning material

A CLOSER LOOK AT CLASS ENVIRONMENT™ FOR
PRE-K / KINDERGARTEN

The CLASS Environment™ for Pre-K / Kindergarten Manual is designed to support observers and educators in understanding the connection between the environment and interactions, as well as streamline the observation process.

Here's a sample from the manual:

(1) Classroom Organization

(2) Arrangements

(3) 15. Displays of routines and transitions*

Displays show routines and transitions of the child care setting. The displays are illustrated for preliterate children to understand.

Examples:

-a picture attendance chart
-a visual routine of the day with pictures
-Spots on the floor indicated where to sit or stand
-Turn taking pegs/clips/pictures that support participation without overcrowding in an area
-Pictures of handwashing steps by the sink

(4)

1	2	3
There are **no** displays of routines and transitions.	There are **some** displays of routines and transitions, but they are **not at child-level** or are **not accompanied with pictures or visuals.**	There are **several** displays of show routines and transitions, **at child-level**, and they are **accompanied with pictures** or visuals.
(5) Score "1" Description: • The setting does not have any display that shows routines or transitions for children.	Score "2" Description: • The setting has displays that show routines and transitions, but the displays are too high for children to easily see. • The displays of routines and transitions have only written words, or are accompanied with visuals that do not represent the written text (e.g., an image of a happy face is next to "rub your hands together").	Score "3" Description: • The setting has displays that show routines and transitions that children can easily see, and written text is accompanied with visuals that represent the written text.

(6) Consideration for small settings and FCC
Small settings and FCC settings may have limited wall space for displays. Observers should consider the entirety of displays, the availability of space, and whether an adequate amount of the present displays include displays of routines and transitions.

(7) Other notes
Routines are recurring activities such as diaper changing/toileting, handwashing, mealtimes and attendance. Transitions are the changes between activities such as when children are switching between play time to meal time or preparing to go outside.

(8) Rationale

Children are better able to engage in routines and transitions when they know about them ahead of time and when expectations are clearly communicated. Using visual aids that children can understand to communicate the steps of a routine or an upcoming transition can support children in staying on task and being more independent, including children with special needs, language needs, or other differing abilities. When children adequately engage in routines and transitions, they are more likely to maximize their engagement and learning.

1. Organized by the CLASS® Domain the environmental elements best align to and support key interactions

2. Items are further organized by the type of element: Arrangements, Materials, and/or Displays.

3. The environmental item that is being measured is defined, and examples of how the item may show up in an environment are provided.

4. Scoring guidance is provided on a three-point scale.

5. Additional support for scoring is provided with comprehensive descriptions and examples of what may be observed.

6. Considerations for using the tool in various settings, such as FCC settings, are also provided where applicable to ensure appropriate usage of the tool.

7. Additional notes that help provide additional clarity, insight, and support are provided where needed.

8. A rationale is provided as to why this environmental item should be considered and observed in context of supporting CLASS implementation and educator-child interactions.

MEASURE QUALITY WITH **ONE SYSTEM.**

Used alongside the CLASS® tool, CLASS Environment™ is designed to

Observe key elements of the environment that can impact what really matters: teacher-child interactions

Minimize total observation time and decrease disruptions by pairing interaction and environment observations together

Collect data points that paint a more comprehensive picture of quality and better support improvement efforts

EFFICIENTLY AND EFFECTIVELY DRIVE **QUALITY IMPROVEMENTS.**

CLASS Environment™ offers on-demand professional development to

Build observer's ability to effectively measure environmental elements

Support teachers in creating environments that can promote meaningful interactions

Reduce time and financial investments associated with using additional measures of quality

RESEARCH HAS PROVEN THAT **MEANINGFUL INTERACTIONS** PROMOTE CHILDREN'S **DEVELOPMENT AND LEARNING**.

Strengthen those key interactions by leveraging the power of the learning environment with CLASS Environment™.

Learn more today:

CONNECT WITH A CLASS CONSULTANT

CLASS®