TEACH STONE®

CLASS® 2ND EDITION CROSSWALK

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

CLASS Manual & Print Materials

Training & Certification

CLASS® Measurement Suite

Community & Affiliate Programs

Data Collection & Reporting

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 gold standard tool 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**.

Center on Equity

Increase Access

Measure for Impact

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 diverse settings and increase the consistency of scoring across observers.

Center on Equity

Increase Access

Measure for Impact

Key changes include:

- 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 enhancements 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 1st Edition 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 grammatical change**

TEACH STONE®

Emotional Support

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 people, contexts, and cultures, 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.

1st Edition	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 or sharing
+	Communicates intent
Eye contact	–

Emotional Support

NEGATIVE CLIMATE

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.

1st Edition	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	**–**

Emotional Support

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. As we 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.

1st Edition		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**
Helps resolve problems	⟳	**Scaffolds children to resolve problems for themselves**
↳		**Effective resolution**
Student comfort	⟳	**Child comfort**
+		**Seeks support and guidance**
Freely participates		**Freely participates**
Takes risks		**Takes risks**

Emotional Support

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 the diverse range of children's ideas and perspectives reflects the ways in which children from diverse backgrounds and with diverse abilities may express themselves or make choices.

1st Edition	2nd Edition
Flexibility and student focus	**Child-centered**
Incorporates students' ideas	**Incorporates children's ideas or interests**
Follows students' lead	**Follows children's 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 children responsibility**
Student expression	**Child 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**

Classroom Organization

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. 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 self-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.

1st Edition		2nd Edition
Clear behavior expectations	⟳	Behavior expectations
+		Developmentally informed
Clear expectations	⟳	Clear
Consistency	⟳	Consistent
+		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	⟳	**Child behavior**
Frequent compliance	⟳	Cooperation with expectations
Little aggression and defiance	⟳	Little disruptive behavior

Classroom Organization

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.

1st Edition	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**

Classroom Organization

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 *balancing 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.

1st Edition	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	⤴

Instructional Support

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.

1st Edition	2nd Edition
Analysis and Reasoning	**Analysis and Reasoning**
Why and/or *how* questions	**Effective** *why* **or** *how* **questions**
Problem solving	**Problem-solving**
Prediction/experimentation	**Prediction or experimentation**
Classification/comparison	**Classification or 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**

Instructional Support

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.

1st Edition		2nd Edition
Scaffolding		**Scaffolding**
+		**Checks for understanding**
Hints	⟳	**Provides hints**
Assistance	⟳	**Offers verbal or nonverbal assistance**
+		**Adds or removes challenge**
Feedback loops		**Feedback loops**
Back-and-forth exchanges		**Back-and-forth exchanges**
Persistence by teacher	⟳	**Persistence by educator**
Follow-up questions		**Follow-up questions**
Prompting thought processes		**Prompting thought processes**
Asks students to explain thinking	⟳	**Asks children to explain thinking**
Queries responses or actions	⟳	**Asks about responses or actions**
Providing information		**Providing Information**
Specific feedback	⟳	**Uses specific feedback**
Expansion	⟳	**Adds detail**
Clarification	⟳	**Clarifies**
Encouragement and affirmation		**Encouragement and affirmation**
Recognition	⟳	**Recognition of effort**
Reinforcement	⟳	**Encouragement of persistence**
Student persistence	⟳	**Children persist as able**

Instructional Support

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 provide support in children's home languages. Additional markers highlight strategies to support children's communication, such as labeling, describing, and prompting vocabulary use.

1st Edition	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 or ideas**
+	**Prompts vocabulary use**