

How CLASS® Interactions Can Fuel Literacy Outcomes

September 8, 2021

Before we begin:

- 1) We're recording and you'll receive a link to the recording tomorrow.
- 2) You'll also receive a certificate of attendance and links to any resources mentioned.
- 3) Use the Q&A box to ask any questions you may have.

Today's Panel



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Poll #1

Who is joining us?



- Program Administrator / School Leader
- District Leader
- State Leader
- Coach
- Teacher

*Other? Let us know
your role in the
chat!*

Today's Discussion

- How interactions **impact the long-term success** of children's language and literacy development
- How more effective interactions support Dual-Language Learners' **language and literacy outcomes**
- Ways to help teachers with their interactions with students that will **strengthen literacy skills**



**Single Focus.
Big Impact.**

**CLASS is the most
evidence-based and widely
used continuous improvement
system for teaching in ECE.**



A Simple Structure for Improving Outcomes



**Emotional
Support**



**Classroom
Organization**



**Instructional
Support**



What Interactions Are “Good” Interactions?



How Interactions Impact Academic Skills

Research proves that students in classrooms with high CLASS scores have better academic and social outcomes.

MATH & LITERACY GAINS



- Better performance on math problems
- Increased vocabulary knowledge
- Improved listening comprehension

SOCIAL & EMOTIONAL GAINS



- Reduced problem behaviors
- Minimized conflicts with teachers
- Greater inhibition of impulsive behaviors
- Improved social competence

COGNITIVE GAINS



- Better working memory
- Improved inhibitory control
- Stronger cognitive flexibility

CLASSROOM ENGAGEMENT



- Increased enthusiasm for learning
- Positive engagement with teacher
- Greater cooperation, persistence, and attention
- More involvement in class activities

Language & Literacy Outcomes Backed by Research

- **All three Pre-K CLASS domains** are related to children's language and literacy outcomes.
- **Instructional Support** just might be the most important lever.
- Children continue to benefit from supportive Pre-K classrooms **into elementary school**, but more is better.



CLASS Improves Outcomes In Language* And Literacy**

(Pre-K-3rd Grade)

Young children's language and literacy outcomes are important indicators of school readiness and predictors of later academic success¹. Children's skills are not automatic, but developed through conversation, engagement with language- and print-rich environments²⁵. Teachers can promote language and literacy outcomes through the creation of such environments and through interactions in formal lessons and informal moments throughout the day²⁶. Effective interactions with teachers, peers, and classroom materials enhance children's literacy development by modeling new language, inviting children's verbal expression through questions and conversation, engaging students in interesting and meaningful lessons, and encouraging persistence and attention when learning new concepts.

Consistent evidence, from ²⁷ studies, demonstrates that children perform better in literacy and language when they are in classrooms that provide effective teacher-student interactions, as measured by the Classroom Assessment Scoring System (CLASS). These findings hold up across pre-k to 3rd grade and among diverse populations of children such as dual-language learners (DLL) and children who live in poverty.

The CLASS measures the effectiveness of interactions among teachers and children in the classroom. The Pre-K CLASS framework categorizes interactions into ten dimensions across three broad domains: Emotional Support, Classroom Organization, and Instructional Support.

Emotional Support assesses how teachers support children's social and emotional functioning. Classroom Organization captures how teachers manage children's time, attention, and behavior. Instructional Support measures how teachers promote higher-order thinking skills and language.

All three CLASS domains support children's language and literacy skills both within one school year and over the course of several school years. Children who experienced warm and supportive relationships, engaging lessons, effective feedback and language modeling were more likely to perform better on measures of vocabulary, phonological awareness, letter-word recognition, and reading comprehension. Children in Head Start specifically showed improved letter naming and vocabulary skills when in classroom with higher levels of Instructional Support, and DLL children showed increased skills in phonological awareness, letter naming, and vocabulary in classrooms with effective Emotional Support and Instructional Support.

Below, we highlight key studies describing the critical link between effective teacher-child interactions and children's language and literacy outcomes. The complete reference list is available upon request.

*Language skills are defined as skills that help children hear and use oral language such as receptive and expressive vocabulary, phonological awareness, and pragmatics.

**Literacy skills are defined as skills that help children read and write such as letter naming, letter-word recognition, print awareness, decoding, encoding, and reading comprehension.

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Specific Findings

- When Emotional Support and Classroom Organization averages were at or above 6, children demonstrated higher levels of phonological awareness and print awareness. These links were not seen in classrooms below this average
- Children demonstrated more early writing skills, phonological awareness, listening comprehension, alphabet knowledge, and book knowledge when there were higher levels of Classroom Organization
- When children experience more effective Instructional Support, they gain skills such as letter-word recognition, vocabulary, and phonological awareness

The Role Of Instructional Support

Higher scores in Instructional Support are associated with:

- Letter-word recognition
- Picture vocabulary
- Expressive vocabulary
- Receptive vocabulary
- Phonological awareness
- Rhyming
- Picture vocabulary

Children from lower-income backgrounds scored higher on tests of letter-word recognition when they attended classrooms with higher Instructional Support



**Instructional
Support**

CLASS & Dual Language Learners

DLL children showed increased skills in phonological awareness, letter naming, and vocabulary in classrooms with effective Emotional Support and Instructional Support.



CLASS Supports Language & Literacy Across Grades

Children who experience “better quality” teaching in Pre-K & K have better language and literacy skills in first and third grade

More years of “better” teaching resulted in stronger reading comprehension and literacy skills at the end of third grade ~ this was especially true for children who entered kindergarten with low literacy skills



CLASS and Dual Language Learners

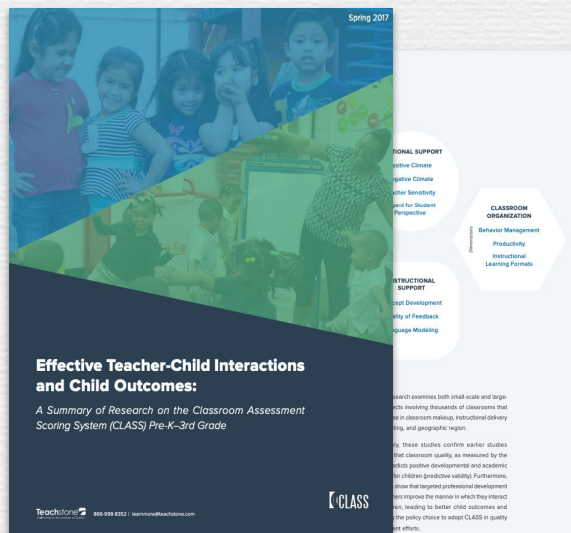


Strategies to Support Dual Language Learners

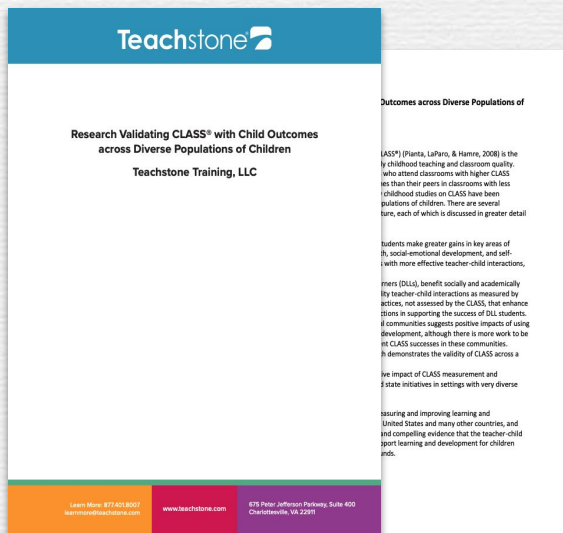


Free Resources

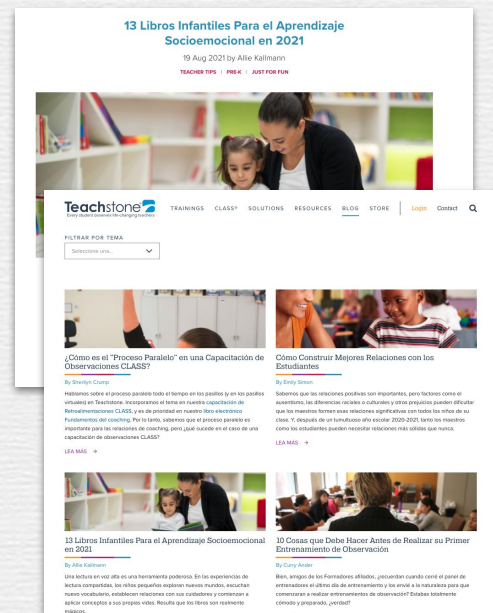
Effective Teacher-Child Interactions and Child Outcomes: A Summary of Research on the Classroom Assessment Scoring System



Research Validating CLASS® with Child Outcomes across Diverse Populations of Children



Teachstone's Spanish Blog



More Free Resources

multilinguallearningtoolkit.org

Free interactive website, for PreK-3rd grade teachers and administrators to support multilingual learners.



Multilingual Learning Toolkit Overview

The Toolkit Overview provides an introduction to supporting young Multilingual Learners, who include both Dual Language Learners and English Learners.



Webinar: Supporting Dual Language Learners with High-Quality Interactions



Need More Strategies?

CLASS® Literacy Support Kit

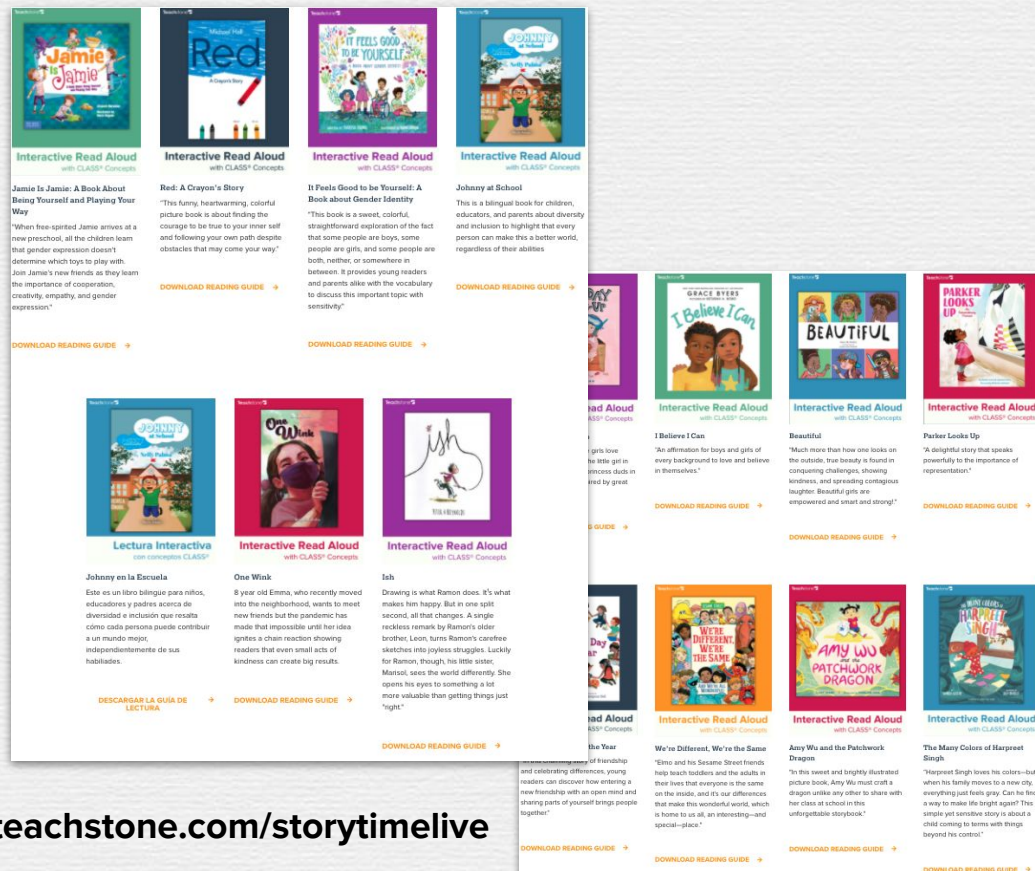
Promote foundational literacy skills
through the proven power of
interactions.

www.teachstone.com/class-support-kits



Story Time Live: Freely Available CLASS® Literacy Supports

- **Live storytelling** while **modeling** instructional support **strategies**.
- **Free downloadable CLASS-based Instructional Support resources** to improve Story Time with children.
- Hosted by Teachstone staff, CLASS Community members, and other early childhood partners.



www.teachstone.com/storytimelive

Questions?

SEPT 13-17, 2021

BACK TO SCHOOL

WITH MEANINGFUL INTERACTIONS

www.teachstone.com/events

- **Free, virtual series** supporting early childhood teachers returning to the classroom.
- From CLASS® beginners to experts, there will be **content for everyone**. Sessions will address:
 - Family Engagement and Connection
 - Strategies to Support Dual Language Learners
 - Building Relationships at Center Time
 - Redirecting and Reframing Misbehavior
 - And more!
- Sessions for **Infant, Toddler, and PreK** teachers.
- Sessions available in **Spanish**.



Thank You!



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