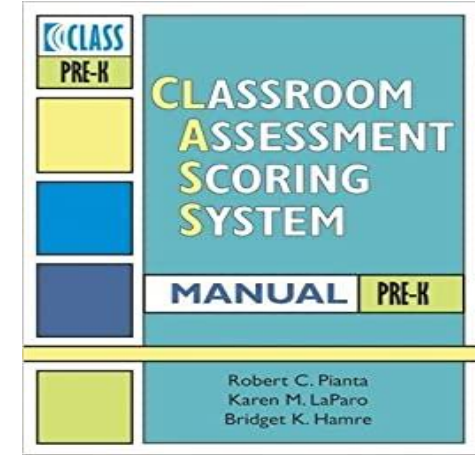
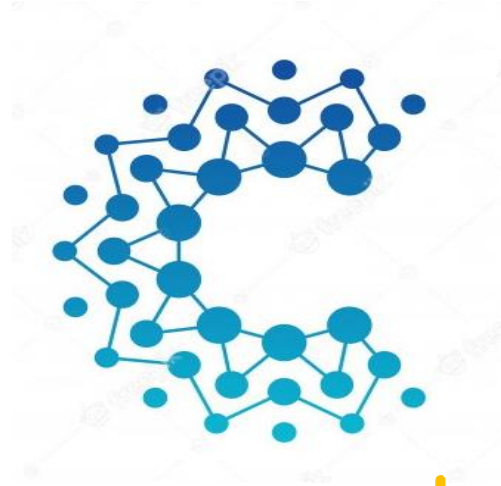


Connecting the Dots with CLASS



Amye Hoskins

Professional Development Coordinator

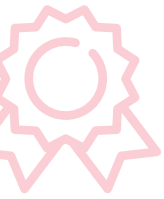
mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Office of Early Childhood





1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6



VISION

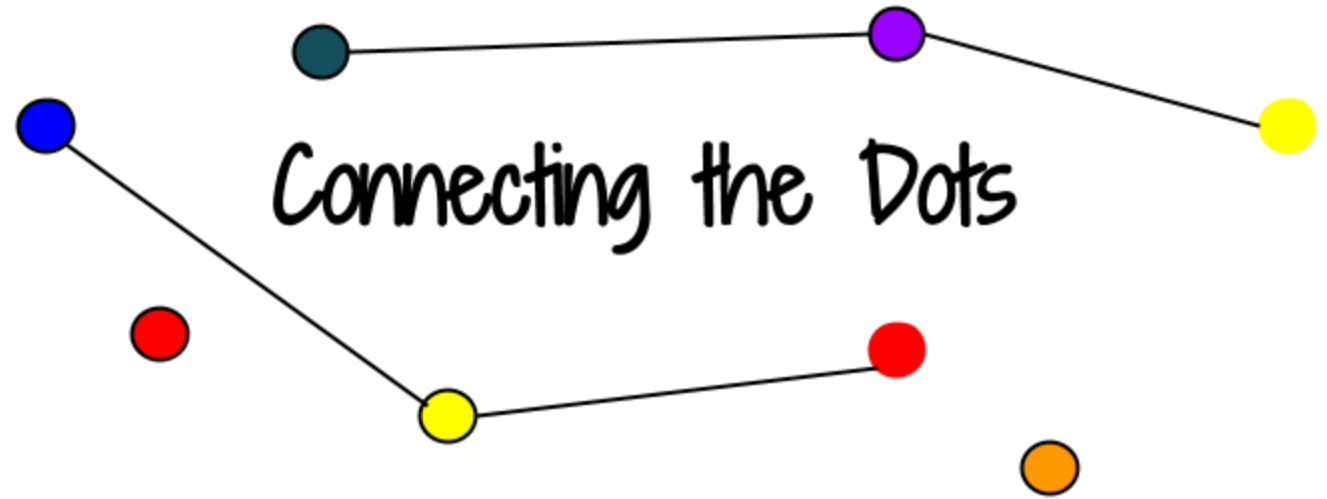
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

- Connecting CLASS with Emotional Support
- Connecting CLASS with Classroom Organization
- Connecting CLASS with Instructional Support
- Connecting CLASS with Learning Centers and Open-Ended Questions





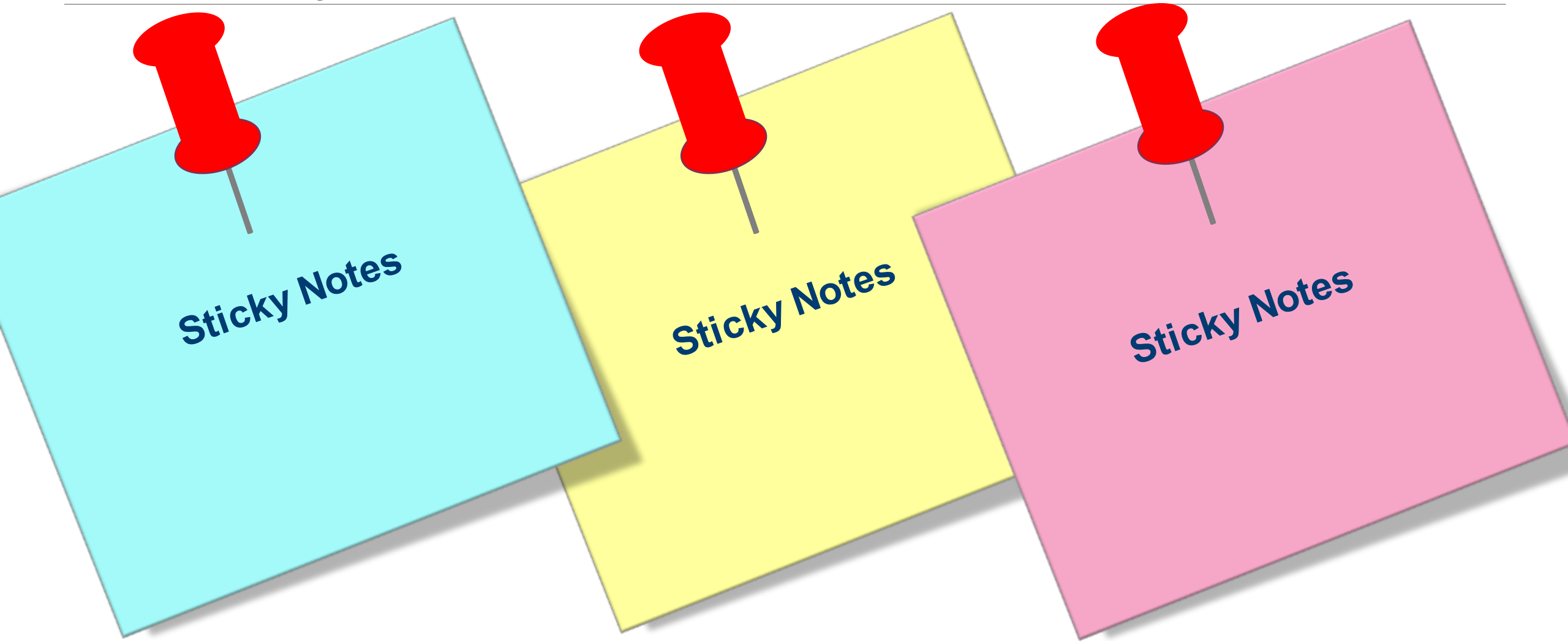
Teachers Do More than Just Teach!

Recap Activity



What do you Remember?

7

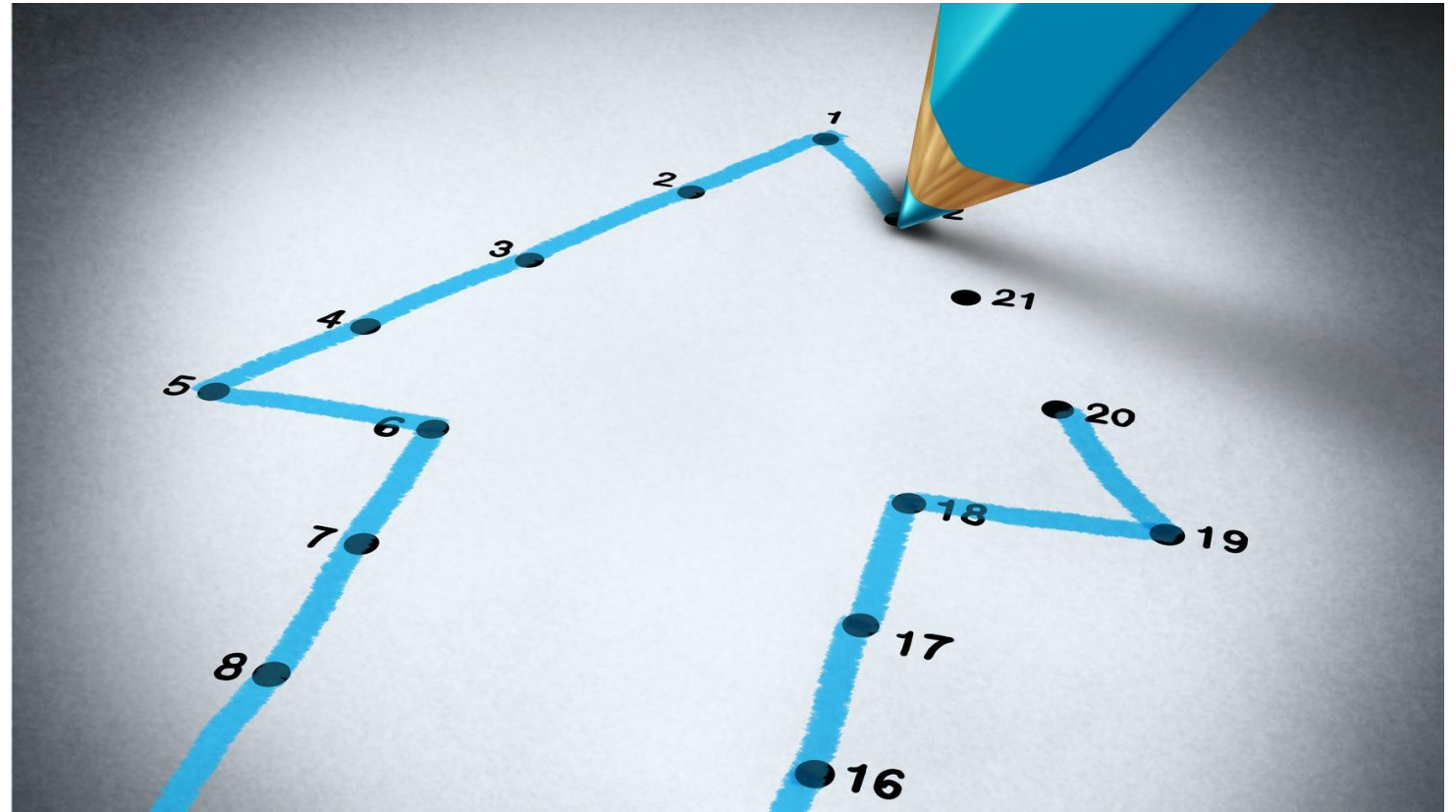


Describes specific teaching behaviors that help children develop warm, supportive relationships, experience enjoyment and excitement about learning, feel comfortable in the classroom, and experience appropriate levels of autonomy and independence.

- **Positive Climate:** The emotional tone of the classroom and the connection between teachers and students.
- **Negative Climate:** The absence of Positive Climate
- **Teacher Sensitivity:** Awareness of and responsibility to students' academic and emotional concerns.
- **Regard for Student Perspectives:** The degree to which teachers' interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view.



Let's Connect
the Dots on
Emotional
Support





Bob and John are hitting while playing with blocks. John went to the teacher and informed her that Bob hit him. The teacher said, “Go hit him back”.

NC – Negative Climate



Students lie on the floor while the teacher is reading during story time. After story time, the students choose which center they want to go. _____

RSP – Regard for Student Perspective



Emotional Support

13



LaTessa asked the teacher if she could read the blue book to the class during story time. The teacher allowed LaTessa to read. _____

**RSP – Regard for Student Perspective
(allow student to lead lesson)**



The teacher gave each student a high five when they entered the classroom. _____

PC – Positive Climate



Recap Activity



What do you Remember?

17

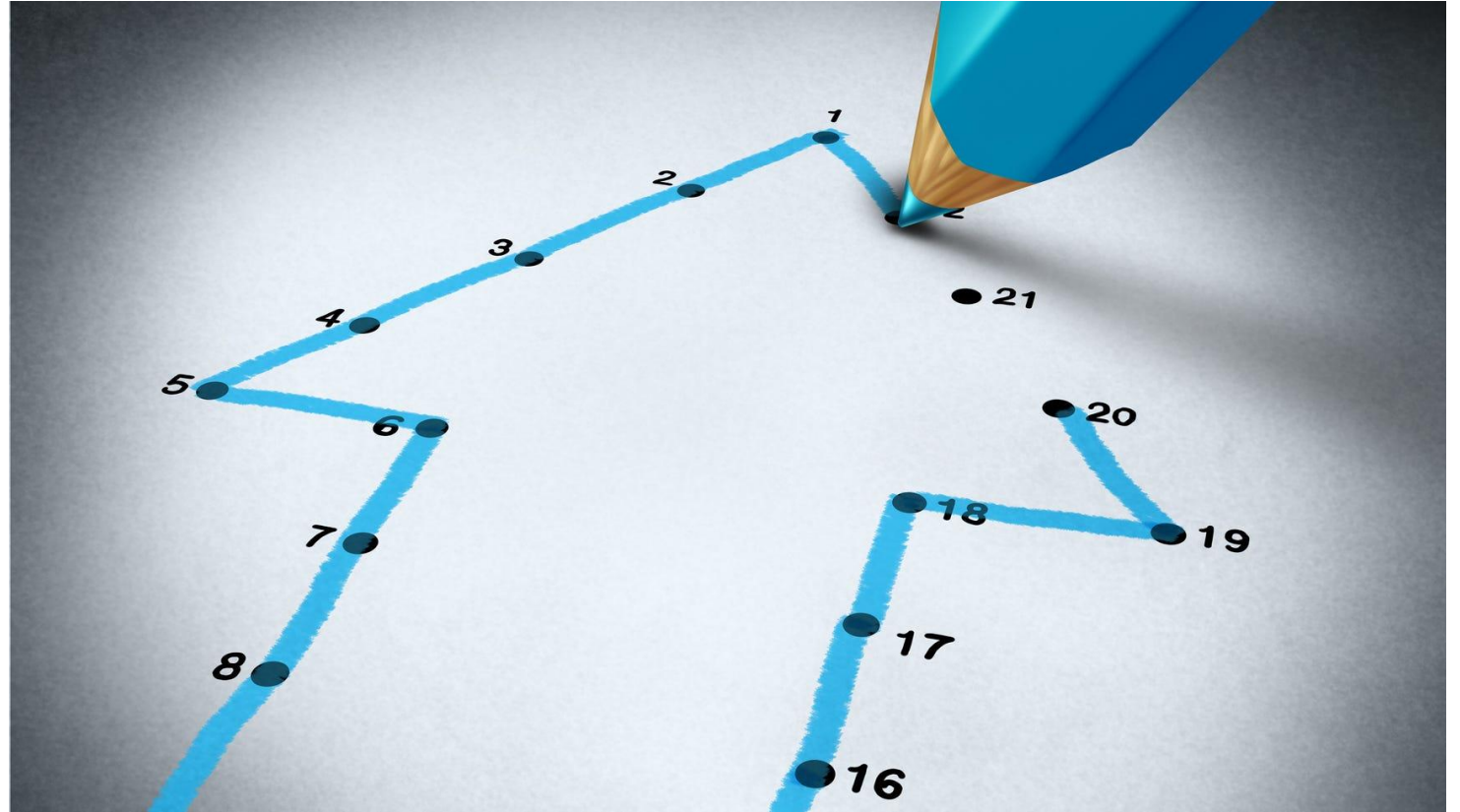


Describes specific teaching behaviors that help children develop skills to regulate their own behavior, get the most learning out of each day, and maintain interest in learning activities.

- **Behavior Management:** Encompasses the teacher's ability to provide clear behavioral expectations and use effective methods to prevent and redirect misbehavior.
- **Productivity:** Considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities.
- **Instructional Learning Formats:** Focuses on the ways in which the teacher maximizes students' interest, engagement, and ability to learn from lessons and activities.



Let's Connect
the Dots on
Classroom
Organization



When the teacher directs the students to go to centers, some students go to their centers and begin activities, but several other students wander around, looking confused.

P – Productivity



The teacher says, “First we are going to sort our bears by color, and then we are going to sort them by size.”

ILF – Instructional Learning Format





The teacher has to tell Corey not to stand on the chair three times before he gets down.

BM – Behavior Management



The teacher has all the materials for a color mixing experiment ready in advance. She sets the bowls of water, the food coloring, and the paper towels out on the table before the students come into the classroom.

P – Productivity





Before reading a book about bees, the teacher tells the students that they will be looking at pictures of bees and learning new words to describe the parts of a bee's body.

ILF – Instructional Learning Format

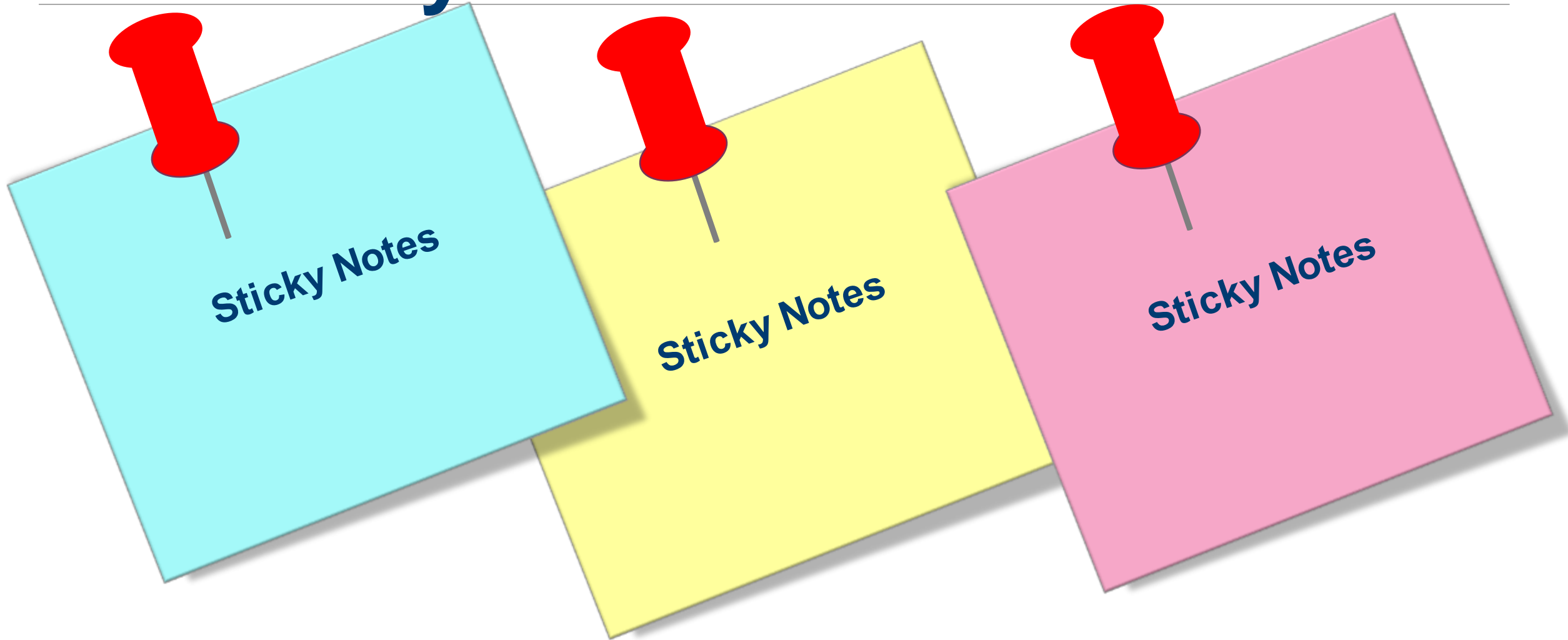


Recap Activity



What do you Remember?

28

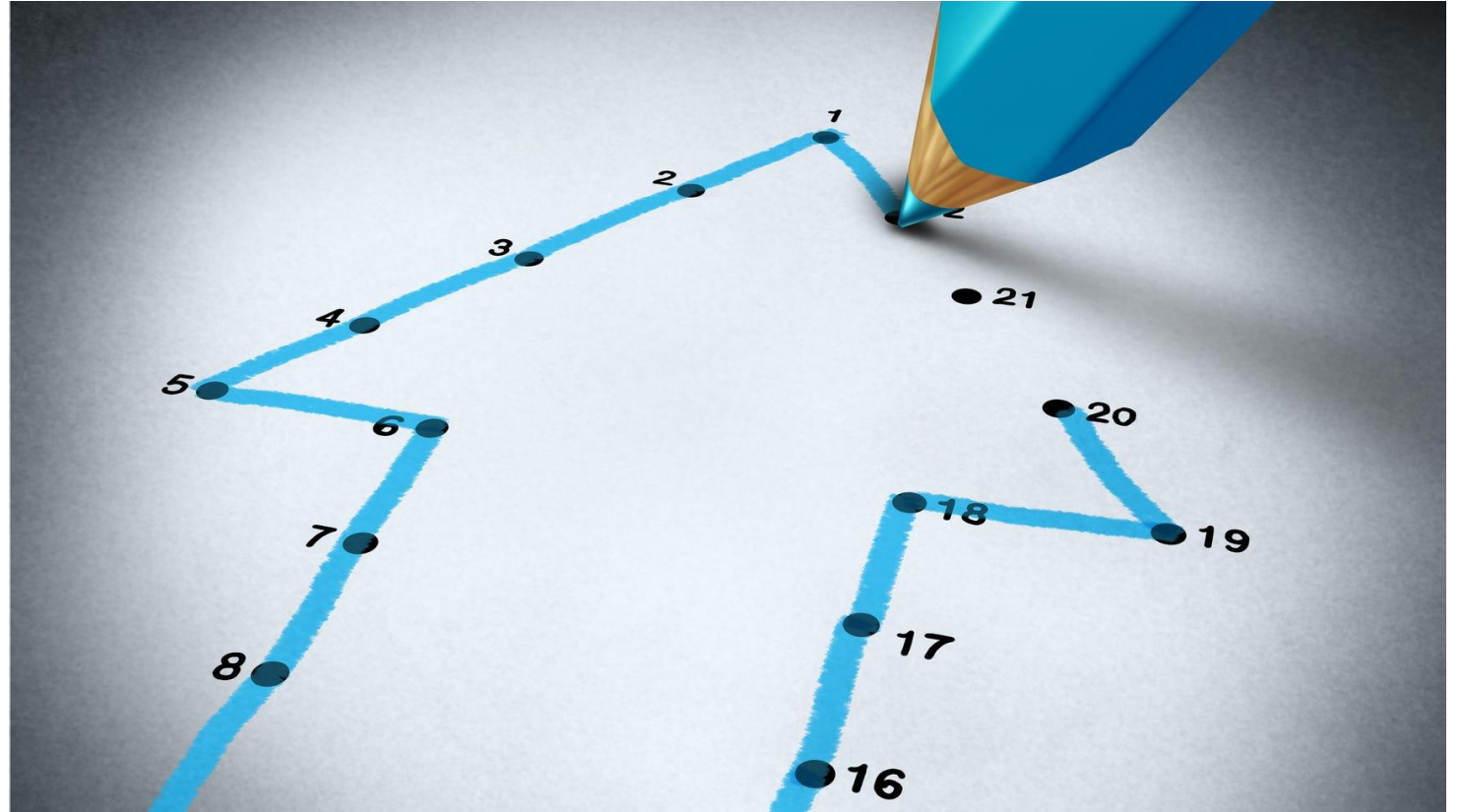


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Let's Connect
the Dots on
Instructional
Support



While in the art area, Betty tells her teacher that a house is a place that you live in. The teacher asks, “How do you know a house is a place that you live in?”

QF – Quality of Feedback
(Prompting thought processes)



After reading a story about a vegetable garden, the teacher asks the children what vegetables they eat at home and what vegetables they have eaten for lunch this week.

CD – Concept Development
(Connections to the real-world)





Anna was having trouble spelling her last name. Mrs. Hoskins assisted by sounding out the letters while Anna wrote. _____

QF – Quality of Feedback
(Scaffolding – providing hints/assistance)



During circle time, the teacher stated “we have a new word for the week, and it is balance. Balance is when you keep or put (something) in a steady position so that it does not fall. _____

LM – Language Modeling (Advance Language)







A teacher notices a student is frustrated with his dull pencil. She asks if he needs help sharpening it or if he wants to do it himself.

- ☐ Teacher Sensitivity
- ☐ Quality of Feedback
- ☐ Positive Climate



✓ **Teacher Sensitivity**



Students play with their teacher on the floor during center time.

- ☐ Positive Climate
- ☐ Regard for Student Perspective
- ☐ Behavior Management



✓ Positive Climate



A teacher connects concepts during a lesson to the story the students heard yesterday.

- ☐ Language Modeling
- ☐ Quality of Feedback
- ☐ Concept Development



✓ **Concept Development**



A teacher asks a student to explain her thinking when she incorrectly guesses the answer to a question.

- ☐ Quality of Feedback
- ☐ Positive Climate
- ☐ Instructional Learning Formats



✓ **Quality of Feedback**

You Got This!

41



The teacher allows students to talk during mealtime.

- ☐ **Positive Climate**
- ☐ **Language Modeling**
- ☐ **Regard for Student Perspectives**



✓ **Regard for Student Perspectives**



While reading a book, a student points and exclaims, “Dog!” The teacher says, “That’s right. That’s a Dalmatian dog. Dalmatians have black spots.”

- ☐ **Teacher Sensitivity**
- ☐ **Language Modeling**
- ☐ **Concept Development**



✓ **Language Modeling**



The teacher is actively involved during small group to encourage student participation.

- ☐ **Positive Climate**
- ☐ **Instructional Learning Formats**
- ☐ **Teacher Sensitivity**



✓ **Instructional Learning Formats**

Children are learning to:

BLOCK CENTER

- Develop concepts on shape, size, balance, contrast, one-to-one correspondence, counting, matching, sorting, spatial relationships, grouping, classifying, problem-solving, measurement, leverage, geometric shapes
- Social skills development, collaboration, cooperation, sharing, initiating
- Exploration of materials by heaping them in piles, stacking, lining them up, creating patterns, loading and dumping, carrying them and fitting them back on the shelves
- Play games with their own made-up rules
- Make their plan and express their intentions; solving problems that with materials and peers
- Learn about spatial relations, logic and number concepts and they sort and compare objects and people; similarities and difference



Open-ended questions to ask:

BLOCK CENTER

- Tell me about your structure?
- How did you decide to put all those blocks together?
- What if ...? • What made you choose...?
- Can you tell me about ...?
- What do you think ...?
- How would you ...?
- What happens when ...?
- Can you tell me how you used those ____? (block, sticks, boxes)
- How did you create that structure?
- What can you tell me about your structure?
- How did you create your road system?
- What do you suppose will happen if we...? (added more blocks, added animals, added sticks, added pebbles)
- What supplies will you need to make...? (barn, house, skyscraper, bridge)
- How do you think you can reach that truck?
- How do you think you could make that...? (taller, wider, longer)



Art Center

Children are learning to:

- Be creative and imaginative, while expressing themselves
- Learn concepts such as colors, shapes, lines, properties, textures, numbers, counting, adding and subtracting
- Learn about cause and effect, some problem-solving, sizes, symmetry, design, balance, patterns
- Develop fine motor and eye-hand coordination
- Explore: by stirring, rolling, cutting, twisting, folding, flatten, drip, blot, fit things together and take them apart
- Learn to combine and transform materials, fill up surfaces with color, paste, or paper scraps, pieces of old jewelry, fabrics cotton balls, paper, cardboard



Art Center

Open-ended questions to ask:

- How did you make that new color?
- What are some ways you could fill up this paper?
- What do you notice about your paint?
- How could you make these stick together?
- What do you think you could do with these pinecones and acorns?)
- Is there anything else you would like to add to your painting?
- Tell me about how you created this
- How could you ...?
- How did you get that ...?
- Can you describe ...?
- Tell me about your ...?
- What are your plans for ...



DRAMATIC PLAY

Children are learning to:

- Understand and experience the adult world through imitation
- Express feelings and emotions
- Understand their world better Imitate grown-ups thus experience a sense of power
- Develop their creativity and imagination
- Practice different roles Use abstract thinking when improvising and symbolic use of items
- Explore by stirring, filling, emptying, pouring, shaking, mixing, rolling, zipping, buttoning, folding, snapping, brushing, and by trying-on and removing clothing
- Solve problems as they arise with the materials and with each other
- Make plans and carry them out
- Pretend and imitate they can cook, serve, eat “meals”, care for babies, go shopping, go to work, dress up, have parties; go to weddings, and movies, go to the beauty shop and pretend to put on make-up, work with others, express their feelings and use elaborate language, discuss rules of play and make up their own rules
- Act out familiar roles and re-enact events they have experience



Open-ended questions to ask:

DRAMATIC PLAY

What made you choose ...?

What are your plans for ...?

Tell me about your ...?

What happened when ...?

What can I do to help ...?

What are you making....?

Tell me about your restaurant?

What items are on the menu?

Can you tell me how you make...?





Are You Now Connected?



Do You Have Questions?



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