



2nd Edition Crosswalk

CLASS® 2nd Edition

Infant-Toddler

Pre-K-Third

**TEACH
STONE®**



CLASS® 2nd Edition

CROSSWALK

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This document is adapted with permission from the Infant Classroom Assessment Scoring System Manual by Bridget K. Hamre, Karen M. La Paro, Robert C. Pianta, & Jennifer LoCasale-Crouch (2014); Toddler Classroom Assessment Scoring System Manual by Karen M. La Paro, Bridget K. Hamre, & Robert C. Pianta (2012); CLASS 2nd Edition Infant-Toddler CLASS Observer Field Guide by Teachstone, Inc. (2025); Pre-K Classroom Assessment Scoring System Manual by Robert C. Pianta, Karen M. La Paro, & Bridget K. Hamre (2008); K-3 Classroom Assessment Scoring System Manual by Robert C. Pianta, Karen M. La Paro, & Bridget K. Hamre (2008); and the CLASS 2nd Edition Pre-K-3rd Observation Field Guide by Teachstone (2022).

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

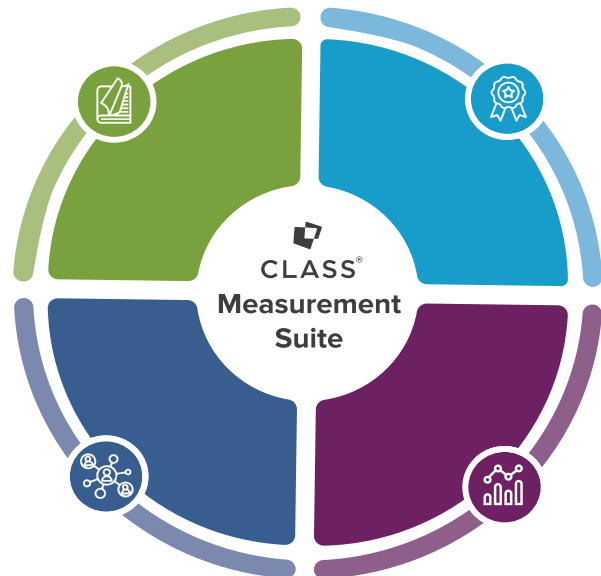
The first CLASS® Manual was published in 2008 and became the source document used by the field to observe and measure the educator-child interactions proven to enhance children's learning and development.

CLASS 2nd Edition provides exciting enhancements across the birth to third-grade 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.

One enhancement, made to support the continuity of effective interactions across age groups and provide better accessibility for users, is merging the four age-level tools into two. Rather than separate tools for each age range (Infant, Toddler, Pre-K, K-3), CLASS 2nd Edition provides one Infant-Toddler tool and one Pre-K-3rd tool. Particular attention was paid to ensuring that the dimensions, indicators, behavioral markers, and descriptions address the full age range while maintaining a focus on developmentally appropriate interactions within each.

**CLASS Manual
& Print Materials**

**Training
& Certification**



**Community
& Affiliate
Programs**

**Data Collection
& Reporting**

CLASS 2nd Edition allows you to build on existing CLASS knowledge and investments by

- + Ensuring reliable observations from birth through third grade, with more robust tools and clearer guidance;
- + Improving consistency while reducing complexity through combined age levels, elevated training design, and learning experiences;
- + Expanding relevant, role-specific professional development experiences that build skills and support career growth.

About CLASS® 2nd Edition and the Crosswalk

One key part of the CLASS® framework's evolution is the language shifts of CLASS dimensions, indicators, and behavioral markers. For CLASS 2nd Edition, CLASS language was adapted to enhance its use across a variety of contexts and increase the consistency of scoring across observers. You will notice several key changes as you review the dimension pages in the crosswalk and become familiar with CLASS 2nd Edition.

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 and offer up-to-date understandings of child development.
- + Additional language throughout supports the use of CLASS measurement in settings with children with varying abilities and backgrounds.
- + Additional language throughout supports using CLASS measurement in various curricula or settings, such as Family Child Care programs.
- + Updated language increases clarity and usability.

Although these changes are meaningful and will strengthen the ease, effectiveness, and applicability of CLASS use, 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.

This crosswalk is solely intended to provide a high-level view of the key revisions to CLASS terms found within the CLASS 2nd Edition Infant-Toddler and Pre-K-3rd tools.

For detailed information about each dimension, indicator, or behavioral marker, and for observation and coding purposes, refer to the *CLASS 2nd Edition Infant-Toddler Observer Field Guide* and the *CLASS 2nd Edition Pre-K-3rd Observation Field Guide*.

CLASS® 2nd Edition

Infant-Toddler Crosswalk









The years from birth to age three are some of the most important years in young children’s lives as they set the stage for further brain and body development. Although the original CLASS Infant and Toddler tools have different domains and a different number of dimensions, the intent behind the interactions outlined in the tools is the same: to connect with children, to support their engagement in the setting, to inspire learning, and to support development. In many cases, the specific behaviors they assess, though identified with slightly different terms, are the same.

Additionally, the tools are similar in that they consider

- + The cues of the child, both subtle and apparent, as adults respond sensitively to children’s individual and community needs, and
- + The effectiveness of the interactions in building opportunities for growth and development.

Although infants and toddlers experience a wide array of developmental needs and changes over the first three years of life, we can still capture the responsive caregiving of educators using a single tool, rather than two tools.

Crosswalk Icon Legend

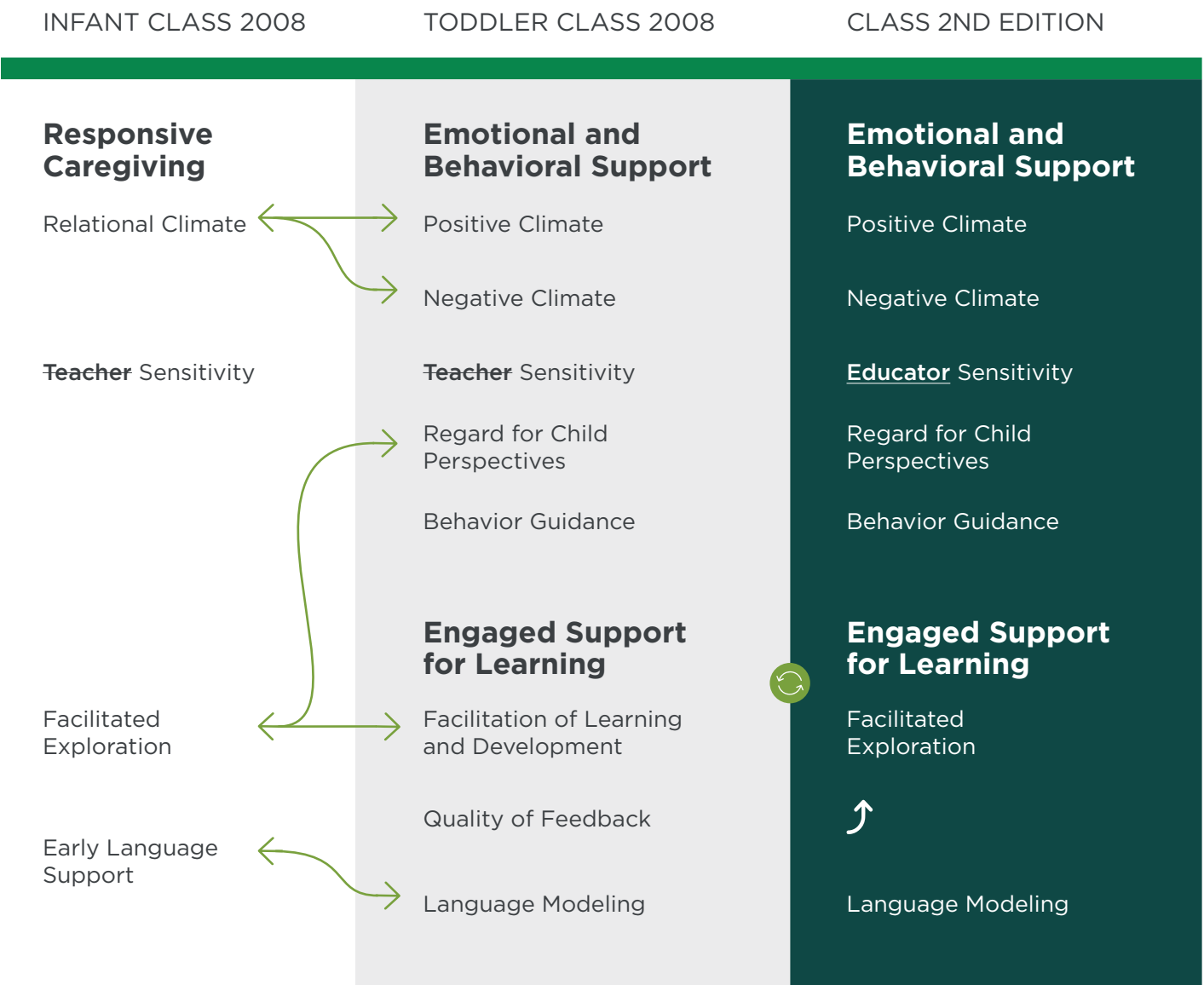
	Indicates CLASS 2008 behavioral markers or indicators that are not included in CLASS 2nd Edition
	Indicates new behavioral markers or indicators that have been added to CLASS 2nd Edition
	Same behavioral marker or indicator as CLASS 2008
	Indicates behavioral markers or indicators that have moved
	An update that adds clarity
	A grammatical change
	Indicates behavioral markers or indicators that have been combined
	Indicates behavioral markers or indicators that have been split

Domain and Dimension Level Changes

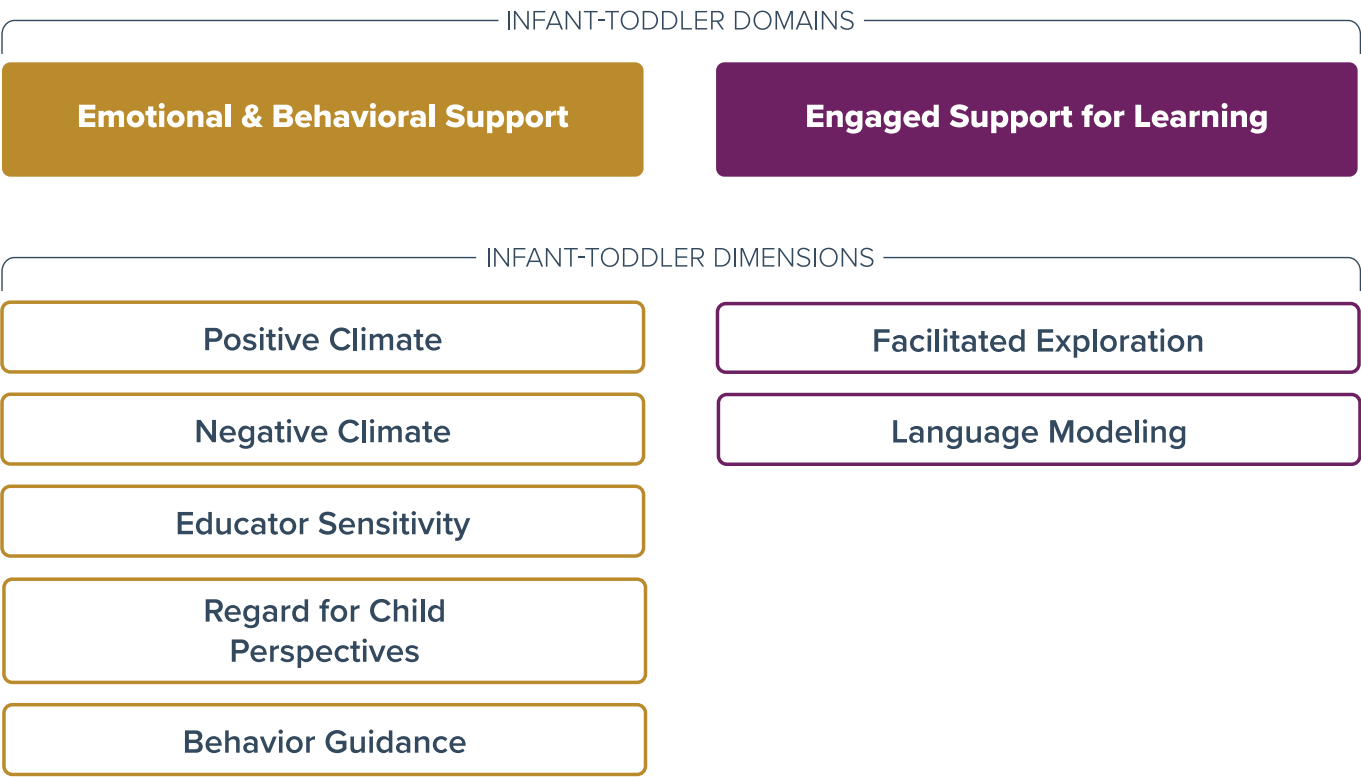
To begin the merging process, we first outlined alignment across the CLASS Infant and CLASS Toddler tools and addressed the key changes noted previously. Although the final framework maps onto the CLASS Toddler domains, the intention and process were to identify and create relevant indicators and behavioral markers that were developmentally appropriate for both infants and toddlers.

The arrows between the CLASS Infant and CLASS Toddler tools indicate how the aligned framework was merged, and revision goals were used, to create the CLASS 2nd Edition Infant-Toddler framework and field guide that spans from birth to age three.

Domains and Dimensions



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



EMOTIONAL AND BEHAVIORAL SUPPORT

Positive Climate

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

Educators foster shared connections and a sense of belonging for all children in the setting. Verbal and nonverbal communications between educators and children convey warmth, respect, and value for each child. The educators’ interactions enhance each child’s enjoyment of the setting and the child’s experience of it as a member of a caring community.

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

Revisions address variations across contexts in how emotions are expressed or how individuals demonstrate respect and close relationships. For instance, the markers related to “calm voice” have been shifted to “warm voice”—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 communities when it comes to the role of eye contact.

The indicator names from the Infant tool have shifted to be aligned across age groups, but the intent for these indicators remains the same. For instance, Relational Behaviors is now Relationships. One Positive Climate indicator name from Toddler 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 with the intention of the indicator more specifically. Enjoyment can be demonstrated in a wide variety of ways across individuals and settings and is not limited to more outward expressions of enjoyment, such as laughter.

The indicator Positive Communication has been added to the dimension. The markers within this indicator, “physical affection” and “verbal affection,” have always been markers within the Infant and Toddler tools, but are now collected into a specific indicator. This change allows for a more intentional focus on the importance of affection and aligns the dimension to the Pre-K–3rd tool to support continuity.

Finally, the markers for the indicator Lack of Adult Negativity from the Infant tool have been moved to the dimension of Negative Climate to support alignment across ages and tools.


Indicators

Infant 2008	2nd Edition	Toddler 2008
Relational behaviors	Relationships	Relationships
Emotion expression	Enjoyment	Positive affect
Respect for infants’ state	Respect	Respect
	Positive communication	
Lack of adult negativity <i>moved to Negative Climate</i>		

Behavioral Markers

Infant 2008

Relational behaviors


Proximity 



Joint attention 

Affection 
moved to Positive communication
Eye contact 

Emotion expression

Smiling 

Laughing 


Enthusiasm 



Affection 
moved from Relational behaviors



Respect for infants' state

Calm voice 

Respectful language 

Gentle approach 
Communication of intentions,
transitions, or changes



Lack of adult negativity

Lack of irritation/frustration 
moved to Expressed negativity

Lack of rough handling 
moved to Punitive control

Lack of negative comments 
moved to Disrespect

Lack of verbal harshness 

2nd Edition

Relationships

Body orientation

Emotional connection

Peer or community orientation

Shared activities or attention

Social conversation

Enjoyment

Smiling

Laughter

Mutual playfulness

Content appearance

Positive communication

Verbal affection

Physical affection

Positive affirmations

Respect

Warm voice


Respectful communication


Communicates intent

Model cooperation or turn-taking

Toddler 2008

Relationships


 Physical proximity
Body orientation
moved from Respect

 Matched positive affect


 Peer connections

 Reciprocal interactions


Positive affect

 Smiling, laughter

 Enthusiasm


 Verbal or physical affection

Respect

 Warm, calm voice

 Respectful language
and communication

 Eye contact

 Body orientation
moved to Relationships

EMOTIONAL AND BEHAVIORAL SUPPORT

Negative Climate

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

Educators express little to no relational negativity verbally or nonverbally. Educators rarely, if ever, display irritability, anger, or disrespect toward children or other adults. Educators do not use threats or severe punishment that cause disruptions to relationships in the setting.

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







Revisions allow for variation in tone of voice. There are also clarifications in language to support understanding. For instance, the behavioral markers “verbal harshness,” “yelling,” and “teasing” are removed to avoid confusion with educators who use louder voices in positive ways and reflect community variation in playful or affectionate teasing.

Any punishment is counted as Punitive Control, not just “harsh” punishment. Additionally, Teacher Negativity is now Disrespect to support alignment across age groups.

Child Negativity has been removed as an indicator, as infants and toddlers occasionally experience negativity and conflicts. The markers of “peer disputes,” “escalating frustration,” and “escalating negativity” are now captured in Expressed Negativity if children’s negativity escalates or is sustained.

Finally, although not called out in individual markers, the definitions and descriptions now address negativity among educators or about children’s families more clearly.

Indicators

Infant 2008	2nd Edition	Toddler 2008
	Expressed negativity	 Negative affect
	Punitive control	 Punitive control
	Disrespect	 Teacher negativity
	Severe negativity	
<div>Lack of adult negativity <i>moved from Positive Climate</i></div> <div> </div>		<div> Child negativity</div>

Behavioral Markers

Infant 2008

2nd Edition

Toddler 2008

Expressed negativity

Irritability

Anger

Escalating disputes (adults or peers)

Disconnected or escalating adult negativity

Punitive control

Threats

Punishment

Rough physical control

Disrespect

Shaming or criticizing

Humiliating

Stereotyping or discriminating

Severe negativity

Bullying

Physical aggression

Negative affect



Irritability



Anger



Peer disputes

moved from Child negativity

Escalating negativity

moved from Child negativity

Punitive control



Threats



Physical actions/punishment



Yelling

Teacher negativity



Sarcastic voice/statement



Humiliation



Teasing

Child negativity



Peer disputes

moved to Expressed negativity



Escalating frustration



Escalating negativity

moved to Expressed negativity

Lack of irritation/frustration
moved from Lack of adult negativity



Lack of rough handling
moved from Lack of adult negativity



Lack of negative comments
moved from Lack of adult negativity



EMOTIONAL AND BEHAVIORAL SUPPORT

Educator Sensitivity

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 serves to develop trust in the educator as a secure base, supporting children’s feelings of safety and comfort in the setting and facilitating children’s ability to explore.



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

Revisions primarily focus on clarification of concepts and alignment of language across tools. For example, as we move toward a more intentional use of “educator” rather than “teacher,” the dimension name has shifted to Educator Sensitivity (EdS).

Behavioral markers were added to capture more active awareness on the part of the educator, such as “communicates availability.” In Responsiveness, the inclusion of the markers “validates emotions and needs,” “uses co-regulation,” and “supports children to resolve problems for themselves as able” captures additional ways educators can support children in the learning setting.

Infant Comfort and Child Comfort remain very similar, with slight language changes for alignment under Child Comfort. The marker from Toddler “genuine problem resolution” is captured in the descriptions as a measure of the depth and effectiveness of educator support.

Indicators

Infant 2008	2nd Edition	Toddler 2008
Awareness and cue detection 	Awareness	 Awareness
Responsiveness 	Responsiveness	 Responsiveness
Infant comfort 	Child comfort	 Child comfort

Behavioral Markers

Infant 2008	2nd Edition	Toddler 2008
Awareness and cue detection	Awareness	Awareness
Visually scan Attend physically	Notices cues	Notices difficulties or children who are upset
Acknowledges verbally and/or physically	Communicates availability	Is attentive to children throughout the classroom
	Checks in with children	
Responsiveness	Responsiveness	Responsiveness
Respond to infants' emotions and needs	Validates emotions and needs	Acknowledges and accepts emotions
Adjust actions based on individual needs of the infant	Provides comfort and assistance	Responds to children's bids for attention
	Provides individualized support	Provides comfort
	Uses co-regulation	
	Supports children to resolve problems for themselves as able	
Infant comfort	Child comfort	Child comfort
Infants soothed or calmed by teachers' efforts	Regulates or soothes with educator support	
Infants seek out teachers	Seeks support and guidance	Seeks support
Infants comfortable or content when teachers are present	Freely participates	Freely approaches and participates
	Orients toward educator	
		Genuine problem resolution

EMOTIONAL AND BEHAVIORAL SUPPORT

Regard for Child Perspectives

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

Educators emphasize children’s emerging sense of self. Educators help children develop and express their unique interests, motivations, and points of view by providing opportunities for children to practice responsibility and make choices. Children’s interests, pacing, and choices guide experiences, including how and when they move their bodies, make noise, or chatter.

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

Revisions to language provide clarification of concepts and address variation in expectations of autonomy and individual expression. Additionally, some markers are merged or moved to support understanding and alignment across age groups.

Two Toddler indicators are merged to support understanding: Child Focus and Flexibility are now Child-Centered. Two markers from these indicators are moved to other indicators to reflect the intent of the indicators better; the markers “allows infants choice” (Infant) and “provides choices” (Toddler) are now captured in Support for Autonomy, and “allows movement and talking” (Toddler) is now captured in Child Movement and Expression.

Additionally, the markers from the Infant indicator Infant Focused are moved to indicators in this dimension for alignment purposes, as these address how educators follow children’s leads and provide choices. The Toddler marker “peer perspective taking” is captured in Behavior Guidance under the marker “facilitates social skills.”

Indicators

Infant 2008	2nd Edition	Toddler 2008
Infant focused <i>moved from Facilitated exploration and split between markers</i>	Child-centered Support for autonomy Child movement and expression	Child focus Support of independence Flexibility <i>Changed to marker and moved to Child-centered indicator</i>

Behavioral Markers

Infant 2008

2nd Edition

Toddler 2008

Child-centered

Follows infants' lead
moved from Infant focused



Follows children's leads and pace

Shows flexibility



Incorporates children's interests

Support for autonomy

Allows infants choice
moved from Infant focused



Provides choices

Encourages participation
in self-care

Encourages development
of responsibility

Child movement and expression



Provides movement opportunities



Children move



Children chatter

Child focus



Follows children's leads
Adjusts pacing for individual children
moved from Flexibility



Flexibility

changed from indicator to marker



Elicits children's expression and ideas
moved to Child movement and expression



Provides choices
moved to Support for autonomy

Support of independence



Materials accessible
Provides choices
moved from Child focus



Support for self-care



Child responsibility



Peer perspective taking
moved to Proactive



Elicits children's expression and ideas
moved from Flexibility



Flexibility

*changed from indicator to marker,
moved to Child-centered*



Allows movement and talking
Changed to Child movement and expression



Adjusts pacing for individual children
moved to Child-centered



"Goes with the flow"

EMOTIONAL AND BEHAVIORAL SUPPORT

Behavior Guidance

Behavior Guidance is defined by CLASS® 2nd Edition as:

Educators understand behavior as communication. Educators support children’s emerging self-regulation skills by creating developmentally informed expectations and proactively helping children display positive behavior, develop social skills, and learn how to be safe. Children may demonstrate behaviors that are challenging for adults as they begin to develop self-regulation skills; educators support children by preventing and positively redirecting these behaviors.

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



Revisions to language provide clarification of concepts. Additionally, some markers are merged or moved to support understanding and alignment across age groups.

The indicator Behavior Foundations is now included in this dimension, although educator expectations were always included in the Toddler tool. The markers in this indicator align across age groups, except reinforcing the expectations positively, as such behavior is key for infants and toddlers to learn what positive behaviors are expected.

The indicator Proactive includes monitoring, as noted in the Toddler tool. It elevates behaviors in the Toddler descriptive paragraphs to the marker level, and adds the markers “model regulation” and “facilitates social skills” to highlight other ways that educators can proactively address behaviors they find challenging.

Finally, the indicator Problem Behavior is now captured in a marker under Redirection of Behavior to better reflect the age group. Unexpected, dysregulated, and challenging behaviors will happen in infant and toddler settings, and the focus is now more on how educators respond to these behaviors.

Indicators

Infant 2008	2nd Edition	Toddler 2008
	Behavior foundations	 Supporting positive behavior
	Redirection of behavior	
	Proactive	
		 Proactive
		 <i>Problem behavior</i>

Behavior foundations

Clear

Positively reinforced

- + Developmentally informed
- + Consistent
- + Accompanied by rationale

Proactive

Monitors

- + Anticipates challenging behaviors
- + Low reactivity
- + Models regulation
- + Facilitates social skills

Redirection of behavior

Uses positive phrasing

Modifies redirection

Little disruptive or unsafe behavior

- + Guides to appropriate behavior

Supporting positive behavior



Specificity in redirection and/or directions
Communicates clear expectations
moved from Proactive



Reinforcement of positive behavior



Effective redirection
moved to Modifies redirection



Positive phrasing of desired behavior
moved to Uses positive phrasing

Proactive



Actively monitors children’s behaviors



Peer perspective taking
moved from Support of Independence



Communicates clear expectations
Moved to Clear



Children demonstrate awareness of expectations

Supporting positive behavior



Positive phrasing of desired behavior
moved from Supporting positive behavior



Effective redirection
moved from Supporting positive behavior



Lack of disruptive or potentially dangerous behavior
moved from Problem behavior



Problem behavior



Minimal wandering



Minimal waiting

ENGAGED SUPPORT FOR LEARNING

Facilitated Exploration

Facilitated Exploration is defined by CLASS® 2nd Edition as:

Educators facilitate children’s engagement in play and routines to support children’s learning and development. Educators balance this facilitation with moments of observation as children engage in play or routines, independently or with peers. Children exhibit interest in play and routines as demonstrated by their participation in experiences and the ways that they observe and interact with others.

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

Revisions include language changes for clarification, merging of markers to support the intent of indicators, and bringing markers from Toddler Quality of Feedback to this dimension. These changes also promote alignment of markers and indicators across age groups.

All markers related to how educators are involved in or facilitate children’s experiences and how they encourage exploration or expand children’s engagement are now found under Effective Facilitation. For instance, the marker “mirror behavior” from the Infant tool indicator Involvement is one way that educators can be engaged in a child’s play.

All markers related to children’s engagement and interest are captured under Child Interest. Additionally, markers such as “observes with interest” have been added here to include the variety of ways that infants and toddlers may display interest in activities, experiences, and others.

All markers related to how educators can enhance children’s experiences to support the development of thinking skills are included in Enhanced Learning. This indicator includes all of the markers from Expansion of Cognition in Toddler and two markers from Toddler Quality of Feedback, Prompting Thought Processes and Expansion and Elaboration. “Models curiosity” is also added as a marker to capture another way to support children’s developing cognition.

Finally, Scaffolding is added as an indicator in this dimension and includes the markers related to educators providing children with assistance and encouragement to persist in tasks as they are able.

Indicators

Infant 2008	2nd Edition	Toddler 2008
Involvement Expansion of infants’ experience	Effective facilitation	Active facilitation
	Child interest	Children’s active engagement
	Enhanced learning	Providing information Expansion of cognition
	Scaffolding	Scaffolding Encouragement and affirmation
Infant focused Changed to marker and moved to Child-centered and Support for Autonomy indicators		

Behavioral Markers

Infant 2008

Involvement

Initiate interactions
Join in experiences
Mirror behavior

Expansion of infants' experience

Vary intonation

Adjust experiences
Encourage behavior

Support exploration
moved from Infant Focused

2nd Edition

Effective facilitation

Educator engagement

Expands children's involvement

Open-ended play opportunities

Balanced involvement

Child interest

Makes sounds, words, or gestures
Observes with interest

Participates verbally or nonverbally

Explores materials

Enhanced learning

Adds details to experiences

Asks reasoning questions

Builds on previous experience

Makes information relevant to children's lives

Models curiosity

Scaffolding

Provides specific feedback

Recognizes effort

Provides hints

Offers verbal or nonverbal assistance

Adds or removes challenge

Toddler 2008

Active facilitation

Teacher is involved in children's activities to support learning and development

Teacher guides exploration

Teacher provides opportunities for exploration and learning

Children's active engagement

Physical involvement
Verbal involvement

Manipulation of materials

Expansion of cognition

Teacher provides and embeds information

Providing information

Clarification of concepts or task
Expansion and elaboration

Teacher encourages thinking skills
Prompting thought processes
moved from Scaffolding

Teacher integrates concepts across activities and tasks

Teacher relates information to children's lives and experiences

Scaffolding Encouragement and affirmation

Specific feedback
Individualized feedback

Recognition of effort or accomplishment

Hints

Verbal or physical assistance

Prompting thought processes
moved to Enhanced learning

Follows infants' lead
moved to Child-centered

Allows infants choice
moved to Support for autonomy

Support exploration
moved to Effective facilitation

ENGAGED SUPPORT FOR LEARNING

Language Modeling

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

Educators promote and expand children’s language development and verbal and nonverbal communication skills in the setting’s primary language(s) and children’s home language(s). Educators encourage vocalization and exchanges, provide individualized language support, and use varied descriptive language so children understand and communicate more in the setting as they are able.

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

Revisions are made to language to clarify concepts and support alignment across age groups. Some markers are merged or moved to different indicators to promote cohesion within an indicator.

All markers related to supporting children’s emerging understanding of and participation in conversational exchanges are in Frequent Exchanges. For instance, “model turn-taking” is now included under the marker “facilitates back-and-forth exchanges,” and “initiates sounds or words” is added as a marker to this indicator as a way for educators to prompt responses.

All markers related to how educators extend on children’s communication attempts, such as imitating sounds or words, are captured in Communication Extensions.

All markers related to helping children understand that language can describe objects, actions, or experiences are covered in Narration. These changes especially support cohesion and alignment as similar markers were included within different indicators. For example, the marker “labeling” was under Teacher Talk in Infant and Advanced Language in Toddler.

All markers related to educators modeling or providing more complex language for children are included in Advanced Language. Additionally, revisions in language address variation in how people speak. For instance, because different dialects vary in what counts as a complete sentence, the Infant marker “uses complete and varied sentences” is now “uses a variety of words and sentence structures.” The addition of objects or gestures to the marker about connecting new words to familiar words allows for more intentional support for nonverbal children with varying backgrounds.

Indicators

Infant 2008	2nd Edition	Toddler 2008
Communication extensions	Frequent exchanges	Supporting language use
Teacher talk	Communication extensions	Repetition and extension
Communication support	Narration	Self- and parallel talk
	Advanced language	Advanced language

Behavioral Markers

Infant 2008

Initiate sounds or words
moved from Communication Support



Model turn-taking
moved from Communication extensions



Communication extensions

Imitate or repeat sounds
moved from Communication Support



Expand and extend on infants' communication



Provide words for infants' communication

Model turn-taking
moved to Frequent exchanges



Teacher talk Communication Support

Verbally label objects



Self-talk



Describe classroom events



Use complete and varied sentences



+

Initiate sounds or words
moved to Frequent exchanges



Imitate or repeat sounds
moved to Communication extensions



2nd Edition

Frequent exchanges

Initiates sounds or words

Facilitates back-and-forth exchanges

Prompts encourage responses

Provides time to think and respond

Individualizes prompts

Communication extensions

Repeats

Expands

Extends

Narration

Labels

Uses self-talk

Uses parallel talk

Describes

Advanced language

Uses a variety of words and sentence structures

Introduces new vocabulary

Connects to familiar words, objects, or gestures

Toddler 2008

Supporting language use



Back-and-forth exchanges
Contingent responding



Open-ended questioning

Repetition and extension



Extends/elaborates

Self- and parallel talk



Describes own actions with language



Narrates children's actions with language

Advanced language



Variety of words and/or descriptive vocabulary



Connections to familiar words and ideas



Labeling
moved to Narration indicator

CLASS® 2nd Edition

Pre-K-Third Crosswalk

The CLASS® 2nd Edition Pre-K-3rd tool continues to measure the same overall domains, dimensions, and indicators that have always guided CLASS observations. What has changed are select terminology updates: two dimensions and a number of indicators have been renamed to more clearly reflect what they are intended to capture, and in some cases to better align with a more varied vision of effective interactions. More substantive updates took place in the behavioral markers to better illustrate the types of educator-child interactions that support meaningful learning and development. These refinements in language do not alter the core elements of observation—the concepts, number, sequencing, or grouping remain the same.

Crosswalk Icon 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

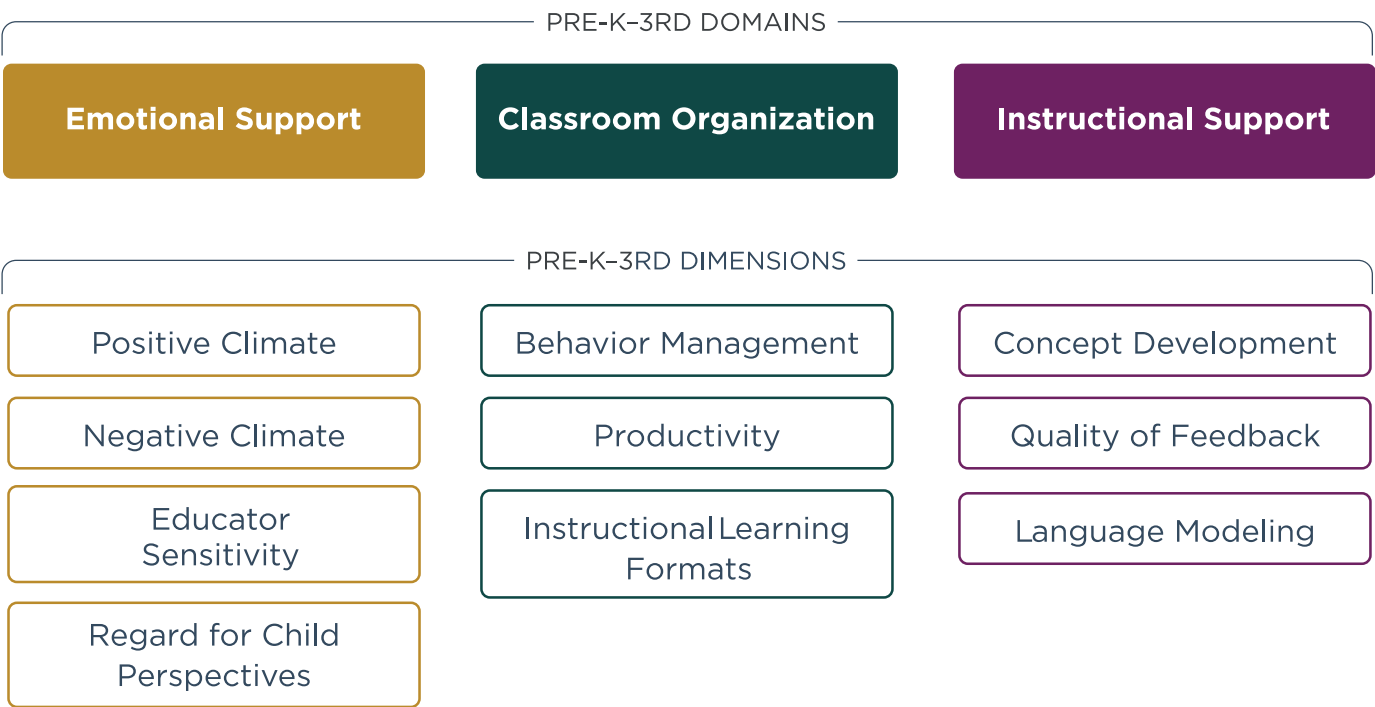


An update that adds clarity

⚠ a

A grammatical change

CLASS® 2nd Edition: A Closer Look at the Pre-K-Third CLASS Dimensions



EMOTIONAL SUPPORT

Positive Climate

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 it as a caring community.

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

The revisions include variations 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 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” 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 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	-

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 update the terminology to improve clarity and allow for 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 community variation in playful or affectionate ways of speaking.

Additionally, any punishment is counted as Punitive Control, not just “harsh” punishment.

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	-

EMOTIONAL SUPPORT

Educator Sensitivity

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 intentional use 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 “communicates availability” and “notices need for clarification, assistance, or challenge.” The addition of “scaffolds children to resolve problems for themselves” captures another way that educators can support children in the learning setting.

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

EMOTIONAL SUPPORT

Regard for Child Perspectives

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 the concepts and address variation in expectations of 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

CLASSROOM ORGANIZATION

Behavior Management

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

CLASSROOM ORGANIZATION

Productivity






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	<u>Children</u> 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

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

Educators facilitate activities by supporting work and play in ways that enhance children’s engagement. 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 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
<div>Teacher involvement</div> <div>Expanding children’s involvement</div> <div>+</div> <div>Effective questioning</div> <div>Variety of modalities and materials</div> <div>+</div> <div>Range of auditory, visual, and movement opportunities</div> <div>Hands-on opportunities</div> <div>Interesting and creative materials</div> <div>Student interest</div>	<div>Educator engagement</div> <div>Expanding children’s involvement</div> <div>Balanced involvement</div> <div>-</div> <div>Variation in approach</div> <div>Variety of strategies</div> <div>Range of modalities or opportunities</div> <div>Hands-on or participatory opportunities</div> <div>-</div> <div>Child interest</div>
<div>Active participation</div> <div>Listening</div> <div>Focused attention</div> <div>Clarity of learning objectives</div>	<div>Active participation</div> <div>Listening</div> <div>Focused attention</div> <div>Clarity of learning objectives</div>
<div>+</div> <div>+</div> <div>Advanced organizers</div> <div>Summaries</div> <div>Reorientation statements</div>	<div>Materials or activities support learning goals</div> <div>Questions remain focused</div> <div> <div> <div>Preview</div> <div>Summary</div> <div>Reorientation</div> </div> <div> <div>Preview</div> <div>Summary</div> <div>Reorientation</div> </div> </div>

Concept Development

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 analytical and creative thinking 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
Why and/or how questions 	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

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
+	Checks for understanding
Hints	<u>Provides hints</u>
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 <u>educator</u>
Follow-up questions	Follow-up questions
Prompting thought processes	Prompting thought processes
Asks students to explain thinking	Asks <u>children</u> to explain thinking
Queries responses or actions 	Asks about responses or actions
Providing information	Providing information
Specific feedback	<u>Uses specific feedback</u>
Expansion 	Adds detail
Clarification	<u>Clarifies</u>
Encouragement and affirmation	Encouragement and affirmation
Recognition 	Recognition of effort
Reinforcement 	Encouragement of persistence
Student persistence 	Children persist as able

INSTRUCTIONAL SUPPORT

Language Modeling











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 address the variations in children's and educators' language use.

Revisions in language focus on ways that educators might prompt and extend all children's communication (verbal and nonverbal) and emphasize the need to support children's home languages. Additional markers highlight strategies to support children's communication, such as "labeling," "describing," and "prompts 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 or ideas
+	Prompts vocabulary use



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