

Alignment of the Classroom Assessment Scoring System (CLASS) for Preschool With HighScope’s Preschool Program Quality Assessment (PQA)

The following chart shows how items from the **Classroom Assessment Scoring System (CLASS)**¹ correspond to items from HighScope’s **Preschool Program Quality Assessment (PQA)**.

The **Preschool Program Quality Assessment (PQA)** is a rating instrument designed to evaluate the quality of early childhood programs and identify staff training needs. The **Preschool PQA** is reliable and valid and is appropriate for use in all center-based early childhood programs. The **Preschool PQA** covers 63 dimensions of program quality in 7 domains: *learning environment, daily routine, adult-child interaction, curriculum planning and assessment, parent involvement and family services, staff qualifications and development, and program management*. The **Preschool PQA** can be used as a basis for program accreditation, reporting, monitoring, and training.

The **Classroom Assessment Scoring System (CLASS)** is an observation instrument developed to assess classroom quality in preschool through third-grade classrooms. The **CLASS** consists of 3 domains — *emotional support, classroom organization, and instructional support* — that incorporate 10 dimensions of teacher-student interactions.

¹ Pianta, Robert C., Karen M. LaParo, and Bridget K. Hamre. (2009). *Classroom Assessment Scoring System Scoring Manual*. Baltimore: Paul H. Brookes Publishing Co.

<i>Emotional Support</i>	
<p>Positive Climate</p> <p>Relationships</p> <ul style="list-style-type: none"> • Physical proximity • Shared activities • Peer assistance • Matched affect • Social conversation <p>Positive affect</p> <ul style="list-style-type: none"> • Smiling • Laughter • Enthusiasm <p>Positive communication</p> <ul style="list-style-type: none"> • Verbal affection • Physical affection • Positive expectations <p>Respect</p> <ul style="list-style-type: none"> • Eye contact • Warm, calm voice • Respectful language • Cooperation and/or sharing 	<p>III. Adult-Child Interaction III-B. Children’s separation from home and daily entry to the program are handled with sensitivity and respect.</p> <p>III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children.</p> <p>III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children.</p> <p>III. Adult-Child Interaction III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p>III. Adult-Child Interaction III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p>III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children.</p> <p>III. Adult-Child Interaction III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p>III. Adult-Child Interaction III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p>III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children.</p> <p>III. Adult-Child Interaction III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p>III. Adult-Child Interaction III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p>

<p>Negative Climate</p> <p>Negative affect</p> <ul style="list-style-type: none"> • Irritability • Anger • Harsh voice • Peer aggression • Disconnected or escalating negativity <p>Punitive control</p> <ul style="list-style-type: none"> • Yelling • Threats • Physical control • Harsh punishment <p>Sarcasm/disrespect</p> <ul style="list-style-type: none"> • Sarcastic voice/statement • Teasing • Humiliation <p>Severe negativity</p> <ul style="list-style-type: none"> • Victimization • Bullying • Physical punishment 	<p>III. Adult-Child Interaction III-B. Children’s separation from home and daily entry to the program are handled with sensitivity and respect.</p> <p>III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children.</p> <p>III. Adult-Child Interaction III-B. Children’s separation from home and daily entry to the program are handled with sensitivity and respect.</p> <p>III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children.</p> <p>III. Adult-Child Interaction III-B. Children’s separation from home and daily entry to the program are handled with sensitivity and respect.</p> <p>III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children.</p> <p>III. Adult-Child Interaction III-B. Children’s separation from home and daily entry to the program are handled with sensitivity and respect.</p> <p>III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children.</p>
<p>Teacher Sensitivity</p> <p>Awareness</p> <ul style="list-style-type: none"> • Anticipates problems and plans appropriately • Notices lack of understanding and/or difficulties <p>Responsiveness</p> <ul style="list-style-type: none"> • Acknowledges emotions • Provides comfort and assistance • Provides individualized support 	<p>III. Adult-Child Interaction III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors).</p> <p>III. Adult-Child Interaction III-H. Adults support and extend children’s ideas and learning during group times.</p> <p>III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children.</p> <p>III. Adult-Child Interaction III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors).</p>

<p>Teacher Sensitivity (cont.)</p> <p>Addresses problems</p> <ul style="list-style-type: none"> • Helps in an effective and timely manner • Helps resolve problems <p>Student comfort</p> <ul style="list-style-type: none"> • Seeks support and guidance • Freely participates • Takes risks 	<p>III. Adult-Child Interaction III-H. Adults support and extend children’s ideas and learning during group times.</p> <p>III. Adult-Child Interaction III-M. Adults involve children in resolving conflicts.</p> <p>III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children.</p> <p>III. Adult-Child Interaction III-L. Children have opportunities to solve problems with materials and do things for themselves.</p> <p>III. Adult-Child Interaction III-M. Adults involve children in resolving conflicts.</p> <p>III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Regard for Student Perspectives</p> <p>Flexibility and student focus</p> <ul style="list-style-type: none"> • Shows flexibility • Incorporates students’ ideas • Follows students’ lead <p>Support for autonomy and leadership</p> <ul style="list-style-type: none"> • Allows choice • Allows students to lead lessons • Gives students responsibility 	<p>II. Daily Routine II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.</p> <p>II. Daily Routine II-G. The program has a time each day for small-group activities that reflect and extend children’s interests and development.</p> <p>II. Daily Routine II-H. The program has time each day for large-group activities that reflect and extend children’s interests and development.</p> <p>II. Daily Routine II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next.</p> <p>IV. Curriculum Planning and Assessment IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children.</p> <p>II. Daily Routine II-E. The program has time each day (e.g., work time, choice time, center time, free play) during which children initiate activities and carry out their intentions.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Regard for Student Perspectives (cont.)</p> <p>Student expression</p> <ul style="list-style-type: none"> • Encourages student talk • Elicits ideas and/or perspectives <p>Restriction of movement</p> <ul style="list-style-type: none"> • Allows movement • Is not rigid 	<p>II. Daily Routine</p> <p>II-H. The program has time each day for large-group activities that reflect and extend children’s interests and development.</p> <p>III. Adult-Child Interaction</p> <p>III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors).</p> <p>III. Adult-Child Interaction</p> <p>III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace.</p> <p>III. Adult-Child Interaction</p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p>III. Adult-Child Interaction</p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p>III. Adult-Child Interaction</p> <p>III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors).</p> <p>II. Daily Routine</p> <p>II-E. The program has time each day (e.g., work time, choice time, center time, free play) during which children initiate activities and carry out their intentions.</p> <p>II. Daily Routine</p> <p>II-G. The program has a time each day for small-group activities that reflect and extend children’s interests and development.</p> <p>II. Daily Routine</p> <p>II-H. The program has time each day for large-group activities that reflect and extend children’s interests and development.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Classroom Organization</p> <p>Behavior Management</p> <p>Clear behavior expectations</p> <ul style="list-style-type: none"> • Clear expectations • Consistency • Clarity of rules 	<p>III. Adult-Child Interaction</p> <p>III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day.</p> <p>III. Adult-Child Interaction</p> <p>III-L. Children have opportunities to solve problems with materials and do things for themselves.</p> <p>III. Adult-Child Interaction</p> <p>III-M. Adults involve children in resolving conflicts.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Behavior Management (cont.)</p> <p>Proactive</p> <ul style="list-style-type: none"> • Anticipates problem behavior or escalation • Low reactivity • Monitors <p>Redirection of misbehavior</p> <ul style="list-style-type: none"> • Effective reduction of misbehavior • Attention to the positive • Uses subtle cues to redirect • Efficient redirection <p>Student behavior</p> <ul style="list-style-type: none"> • Frequent compliance • Little aggression and defiance 	<p>I. Learning Environment I-C. The location of the interest areas is carefully planned to provide for adequate space in each area, easy access between areas, and compatible activities in adjacent areas.</p> <p>I. Learning Environment I-E. Classroom areas and materials are systematically arranged, labeled, and accessible to children.</p> <p>I. Learning Environment I-G. Materials are plentiful.</p> <p>II. Daily Routine II-A. Adults establish a consistent daily routine. Children are aware of the routine.</p> <p>III. Adult-Child Interaction III-F. Adults participate as partners in children’s play.</p> <p>III. Adult-Child Interaction III-M. Adults involve children in resolving conflicts.</p> <p>IV. Curriculum Planning and Assessment IV-B. Staff use a team teaching model and share responsibilities for planning and implementing program activities.</p> <p>III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children.</p> <p>III. Adult-Child Interaction III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors).</p> <p>III. Adult-Child Interaction III-J. Adults acknowledge individual children’s accomplishments.</p> <p>III. Adult-Child Interaction III-M. Adults involve children in resolving conflicts.</p> <p>II. Daily Routine II-C. An appropriate amount of time is allotted for each part of the daily routine.</p> <p>III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children.</p> <p>III. Adult-Child Interaction III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day.</p> <p>III. Adult-Child Interaction III-M. Adults involve children in resolving conflicts.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Productivity</p> <p>Maximizing learning time</p> <ul style="list-style-type: none"> • Provision of activities • Choice when finished • Few disruptions • Effective completion of managerial tasks • Pacing <p>Routines</p> <ul style="list-style-type: none"> • Students know what to do • Clear instructions • Little wandering <p>Transitions</p> <ul style="list-style-type: none"> • Brief • Explicit follow-through • Learning opportunities within 	<p>II. Daily Routine</p> <p>II-C. An appropriate amount of time is allotted for each part of the daily routine.</p> <p>II. Daily Routine</p> <p>II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next.</p> <p>IV. Curriculum Planning and Assessment</p> <p>IV-B. Staff use a team teaching model and share responsibilities for planning and implementing program activities.</p> <p>I. Learning Environment</p> <p>I-C. The location of the interest areas is carefully planned to provide for adequate space in each area, easy access between areas, and compatible activities in adjacent areas.</p> <p>I. Learning Environment</p> <p>I-D. An outdoor play area (at or near the program site) has adequate space, equipment, and materials to support various types of play.</p> <p>I. Learning Environment</p> <p>I-E. Classroom areas and materials are systematically arranged, labeled, and accessible to children.</p> <p>II. Daily Routine</p> <p>II-A. Adults establish a consistent daily routine. Children are aware of the routine.</p> <p>II. Daily Routine</p> <p>II-B. The parts of the daily routine include time for children to do the following: to plan; to carry out their plans; to recall and discuss their activities; to engage in small-group activities; to engage in large-group activities; to have snacks or meals; to clean up; to transition to other activities; to play outside; and to nap or rest (if applicable — i.e., full-day programs).</p> <p>III. Adult-Child Interaction</p> <p>III-C. Adults create a warm and caring atmosphere for children.</p> <p>III. Adult-Child Interaction</p> <p>III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace.</p> <p>II. Daily Routine</p> <p>II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Productivity (cont.)</p> <p>Preparation</p> <ul style="list-style-type: none"> • Materials ready and accessible • Knows lessons 	<p>I. Learning Environment I-E. Classroom areas and materials are systematically arranged, labeled, and accessible to children.</p> <p>IV. Curriculum Planning and Assessment IV-A. Staff use a comprehensive and documented curriculum model or educational approach to guide teaching practices.</p> <p>IV. Curriculum Planning and Assessment IV-B. Staff use a team teaching model and share responsibilities for planning and implementing program activities.</p>
<p>Instructional Learning Formats</p> <p>Effective facilitation</p> <ul style="list-style-type: none"> • Teacher involvement • Effective questioning • Expanding children’s involvement <p>Variety of modalities and materials</p> <ul style="list-style-type: none"> • Range of auditory, visual, and movement opportunities • Interesting and creative materials • Hands-on opportunities 	<p>III. Adult-Child Interaction III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p>III. Adult-Child Interaction III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p>III. Adult-Child Interaction III-F. Adults participate as partners in children’s play.</p> <p>III. Adult-Child Interaction III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors).</p> <p>III. Adult-Child Interaction III-H. Adults support and extend children’s ideas and learning during group times.</p> <p>III. Adult-Child Interaction III-J. Adults acknowledge individual children’s accomplishments.</p> <p>I. Learning Environment I-F. Classroom materials are varied, manipulative, open-ended, and authentic and appeal to multiple senses (sight, hearing, touch, smell, taste).</p> <p>II. Daily Routine II-B. The parts of the daily routine include time for children to do the following: to plan; to carry out their plans; to recall and discuss their activities; to engage in small-group activities; to engage in large-group activities; to have snacks or meals; to clean up; to transition to other activities; to play outside; and to nap or rest (if applicable — i.e., full-day programs).</p>

<p>Instructional Learning Formats (cont.)</p>	<p>III. Adult-Child Interaction III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors).</p> <p>III. Adult-Child Interaction III-H. Adults support and extend children’s ideas and learning during group times.</p> <p>III. Adult-Child Interaction III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace.</p>
------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Instructional Support</p>	
<p>Concept Development</p> <p>Analysis and reasoning</p> <ul style="list-style-type: none"> • Why and/or how questions • Problem solving • Prediction/experimentation • Classification/comparison • Evaluation <p>Creating</p> <ul style="list-style-type: none"> • Brainstorming • Planning • Producing 	<p>III. Adult-Child Interaction III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p>III. Adult-Child Interaction III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p>III. Adult-Child Interaction III-F. Adults participate as partners in children’s play.</p> <p>III. Adult-Child Interaction III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors).</p> <p>III. Adult-Child Interaction III-H. Adults support and extend children’s ideas and learning during group times.</p> <p>III. Adult-Child Interaction III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace.</p> <p>II. Daily Routine II-D. The program has time each day during which children make plans and indicate their plans to adults.</p> <p>II. Daily Routine II-G. The program has a time each day for small-group activities that reflect and extend children’s interests and development.</p> <p>II. Daily Routine II-H. The program has time each day for large-group activities that reflect and extend children’s interests and development.</p> <p>III. Adult-Child Interaction III-F. Adults participate as partners in children’s play.</p>

<p>Concept Development (cont.)</p> <p>Integration</p> <ul style="list-style-type: none"> • Connects concepts • Integrates with previous knowledge <p>Connections to the real world</p> <ul style="list-style-type: none"> • Real-world applications • Related to students' lives 	<p>III. Adult-Child Interaction III-L. Children have opportunities to solve problems with materials and do things for themselves.</p> <p>III. Adult-Child Interaction III-M. Adults involve children in resolving conflicts.</p> <p>III. Adult-Child Interaction III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).</p> <p>III. Adult-Child Interaction III-H. Adults support and extend children's ideas and learning during group times.</p> <p>IV. Curriculum Planning and Assessment IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children.</p> <p>III. Adult-Child Interaction III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).</p> <p>III. Adult-Child Interaction III-H. Adults support and extend children's ideas and learning during group times.</p> <p>IV. Curriculum Planning and Assessment IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Quality of Feedback</p> <p>Scaffolding</p> <ul style="list-style-type: none"> • Hints • Assistance <p>Feedback loops</p> <ul style="list-style-type: none"> • Back-and-forth exchanges • Persistence by teacher • Follow-up questions 	<p>III. Adult-Child Interaction III-F. Adults participate as partners in children's play.</p> <p>III. Adult-Child Interaction III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).</p> <p>III. Adult-Child Interaction III-H. Adults support and extend children's ideas and learning during group times.</p> <p>III. Adult-Child Interaction III-L. Children have opportunities to solve problems with materials and do things for themselves.</p> <p>II. Daily Routine II-D. The program has time each day during which children make plans and indicate their plans to adults.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Quality of Feedback (cont.)</p> <p>Providing information</p> <ul style="list-style-type: none"> • Expansion • Clarification • Specific feedback <p>Encouragement and affirmation</p> <ul style="list-style-type: none"> • Recognition • Reinforcement • Student persistence 	<p>III. Adult-Child Interaction III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p>III. Adult-Child Interaction III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p>III. Adult-Child Interaction III-F. Adults participate as partners in children’s play.</p> <p>III. Adult-Child Interaction III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors).</p> <p>III. Adult-Child Interaction III-H. Adults support and extend children’s ideas and learning during group times.</p> <p>III. Adult-Child Interaction III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p>III. Adult-Child Interaction III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p>III. Adult-Child Interaction III-J. Adults acknowledge individual children’s accomplishments.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Language Modeling</p> <p>Frequent conversation</p> <ul style="list-style-type: none"> • Back-and-forth exchanges • Contingent responding • Peer conversations 	<p>II. Daily Routine II-D. The program has time each day during which children make plans and indicate their plans to adults.</p> <p>II. Daily Routine II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.</p> <p>II. Daily Routine II-K. The program has a time each day for snacks or meals that encourage social interaction.</p> <p>III. Adult-Child Interaction III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p>III. Adult-Child Interaction III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Language Modeling (cont.)</p> <p>Open-ended questions</p> <ul style="list-style-type: none"> • Questions require more than a one-word response • Students respond <p>Repetition and extension</p> <ul style="list-style-type: none"> • Repeats • Extends/elaborates <p>Self- and parallel talk</p> <ul style="list-style-type: none"> • Maps own actions with language • Maps student action with language 	<p>III. Adult-Child Interaction III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day.</p> <p>II. Daily Routine II-D. The program has time each day during which children make plans and indicate their plans to adults.</p> <p>II. Daily Routine II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.</p> <p>III. Adult-Child Interaction III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p>III. Adult-Child Interaction III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p>II. Daily Routine II-D. The program has time each day during which children make plans and indicate their plans to adults.</p> <p>II. Daily Routine II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.</p> <p>III. Adult-Child Interaction III-D. Adults use a variety of strategies to encourage and support child language and communication.</p> <p>III. Adult-Child Interaction III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.</p> <p>II. Daily Routine II-D. The program has time each day during which children make plans and indicate their plans to adults.</p> <p>II. Daily Routine II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.</p> <p>II. Daily Routine II-K. The program has a time each day for snacks or meals that encourage social interaction.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

