



Classroom Assessment Scoring System® (CLASS)

CLASS Framework for Early Childhood Classroom Quality - Infants			Learning Beyond Paper Alignment To the Classroom Assessment Scoring System®
Domain	Dimension	Indicators	
Responsive Caregiving	Relational Climate	Relational Behaviors, Emotion Expression, Respects for Infants' State, Lack of Adult Negativity	Quality relationships are critical for a young child's learning and development. Experiences for infants focus on warm, nurturing caregivers being physically close, sharing attention and demonstrating respect. Teacher talk includes examples of communicating intentions and preparing infants for transitions in positive and warm tones.
	Teacher Sensitivity	Awareness and Cue Detection, Responsiveness, Infant Comfort	Learning Beyond Paper emphasizes being aware and responsive to infant's emotions and needs. Teachers are encouraged to be aware of both nonverbal and verbal cues then respond appropriately. Learning supports embedded throughout the curriculum assist teachers with adjusting their responses to ensure infants are comfortable and their needs are met.
	Facilitated Exploration	Involvement, Infant Focused, Expansion of Infants' Experience	Teachers that use Learning Beyond Paper play and engage with infants. Activities consistently direct teachers to be involved, support exploration and provide choices. Examples of verbal encouragement and enthusiasm are included in the teacher talk. Opportunities to extend and stretch cognitive abilities are also embedded throughout.
	Early Language Support	Teacher Talk, Communication Support, Communication Extension	Examples of teacher talk are included in every activity. Teachers are directed to narrate their own actions and the actions of the children in their care. Early language development is also supported by the use of serve and return, and constantly exposing infants to descriptive and more complex language.
*No Alignment to Negative Climate indicated.			

CLASS Framework for Early Childhood Classroom Quality - Toddler			Learning Beyond Paper Alignment To the Classroom Assessment Scoring System®
Domain	Dimension	Indicators	
Emotional and Behavioral Support	Positive Climate	Relationships, Positive Affect, Respect	Toddlers build their understanding of the world around them through interactions, active exploration and relationships with trusted adults. The Teacher's Guide provides guidance on being emotionally supportive to foster meaningful interactions. Smiling, laughing, making eye contact, and using a warm and welcoming tone of voice are encouraged throughout the Teacher's Guide and activities.
	Teacher Sensitivity	Awareness, Responsiveness, Child Comfort	Teachers that use Learning Beyond Paper are directed to observe and respond consistently to verbal and nonverbal cues as well as other bids for attention. Teachers show children that they are valuable members of the class so that they are comfortable seeking assistance and participating in the activities.
	Regard for Child Perspective	Child Focus, Flexibility, Support for Independence	Learning Beyond Paper is child focused and play-based. Teachers follow the children's lead by providing choices and being flexible. Children are encouraged to try things on their own with the support of a trusted adult. Embedded throughout the curriculum are opportunities for wiggles and giggles that encourage children to move and talk.
	Behavior Guidance	Proactive, Supporting Positive Behavior, Problem Behavior	Every activity throughout Learning Beyond Paper is an opportunity for the teacher to encourage social emotional development. Activities let children know what they can do through positive phrasing and clear expectations. Teacher talk consistently provides examples of how to reinforce positive behavior.
Engaged Support for Learning	Facilitation of Learning and Development	Active Facilitation, Expansion of Cognition, Children's Active Engagement	The activities embedded in Learning Beyond Paper are created with intentionality. Each activity, interaction, and selected materials have had deliberate thought put into it and matches what is most meaningful for young children's learning and development. The activities consistently provide opportunities for children to explore, engage and expand their learning.
	Quality of Feedback	Scaffolding, Providing Information, Encouragement and Affirmation	Each activity has a section dedicated to procedures and teacher talk. Examples of scaffolding, hints, physical and verbal assistance are included so that teachers can build on children's accomplishments to assist them with reaching an "aha" moment and expand their learning. The Teacher's Guide also has a section dedicated to scaffolding and providing high quality feedback including serve and return.
	Language Modeling	Supporting Language Use, Repetition and Extension, Self- and Parallel Talk, Advanced Language	Learning Beyond Paper emphasizes talking with children rather than at them. Teachers are provided with examples of how to use self- and parallel talk, open-ended questions, and are encouraged to repeat and extend to support children's use of language. Teacher talk examples also demonstrate how to label and use a variety of descriptive language.
*No Alignment to Negative Climate indicated.			

CLASS Framework for Early Childhood Classroom Quality - PreK			Learning Beyond Paper Alignment To the Classroom Assessment Scoring System®
Domain	Dimension	Indicators	
Emotional* Support	Positive Climate	Relationships, Positive Affect, Positive Communication, Respect	Relationships with caring, responsive adults are at the very foundation of a young child's learning. Learning Beyond Paper encourages teachers to build a relationship with children, match their affect and create a joyful atmosphere by smiling, laughing and providing physical and verbal affection. Teachers will create a welcoming classroom that shows respect for all.
	Teacher Sensitivity	Awareness, Responsiveness, Addresses Problems, Student Comfort	Interactions involve how a teacher communicates with and responds to the children in their classroom. Teachers that use Learning Beyond Paper respond to the children's needs and emotional cues consistently and with sensitivity. Learning supports included in every activity provide differentiated instruction to meet the needs of all students both academically and socially.
	Regard for Student Perspectives	Flexibility and student focus, Support for Autonomy and Leadership, Student Expression, Restriction of Movement	Learning Beyond Paper emphasizes the interests of the children, allowing them to take the lead and guide their learning. Many opportunities for choice, and student responsibility are included throughout the activities. Teacher talk provides examples of eliciting ideas and perspectives from children.
Classroom Organization	Behavior Management	Clear Behavior Expectations, Proactive, Redirection of Misbehavior, Student Behavior	Teachers that use Learning Beyond Paper focus on giving children the space they need to explore, experiment, and make - and learn from - mistakes. Teachers model behaviors of respect, caring, self-control and fair decision making. Expectations and rules are communicated clearly within the activities.
	Productivity	Maximizing Learning Time, Routines, Transitions, Preparation	Learning Beyond Paper embeds opportunities for maximizing learning time. Lesson plans and daily activities ensure a highly productive classroom by including materials, set up, the procedure and additional learning supports. The Teacher's Guide assists with setting up the classroom environment including planning the schedule, routines and transitions.
	Instructional Learning Formats	Effective Facilitation, Variety of Modalities and Materials, Student Interest, Clarity of Learning Objectives	Daily activities include specific guidance on facilitating activities to encourage participation and interest. Examples of effective questioning are included as part of the Teacher talk. Activities are developmentally appropriate, play-based and include hands-on, creative materials. Each activity has a clear objective and can accommodate a variety of learning styles.
Instructional Support	Concept Development	Analysis and Reasoning, Creating, Integration, Connections to the Real World	Opportunities to stretch children's thinking are consistently offered throughout the activities in Learning Beyond Paper. Children are encouraged to problem solve, make predictions, experiment and evaluate their learning. Teachers that use Learning Beyond Paper want children to learn how to think rather than memorizing facts.
	Quality of Feedback	Scaffolding, Feedback Loops, Prompting Thoughts Processes, Providing Information, Encouragement and Affirmation	Receiving high quality feedback expands learning and participation. Teachers scaffold each child's learning path with hints, suggestions and modeling. Teacher talk examples include extended feedback loops and opportunities for children to explain their thinking. Encouragement and affirmation inspire persistence and continued involvement.
	Language Modeling	Frequent Conversation, Open-Ended Questions, Repetition and Extension, Self- and Parallel Talk, Advanced Language	Opportunities to model language are consistently provided throughout Learning Beyond Paper. Conversations with children are encouraged. Teacher talk examples include open-ended questions to expand thinking. Repeating, extending, using self- and parallel talk are used to support children's language development. Teachers will also use words that inspire curiosity, creativity and confidence.
*No Alignment to Negative Climate indicated.			

References:
 Learning Beyond Paper - Preschool Teacher Guide 2.0
 Learning Beyond Paper - Infant/Toddler Teacher Guide 2.0
 Pianta, Robert C., Karen M. LaParo, and Bridget K. Hamre. (2008). Classroom Assessment Scoring System Scoring Manual PreK. Baltimore: Paul H. Brookes Publishing Co.
 Pianta, Robert C., Karen M. LaParo, and Bridget K. Hamre. (2012). Classroom Assessment Scoring System