

# Connecting CLASS and Curriculum



## PreK

*“The most important aspects of quality in preschool education are stimulating and supportive interactions between teachers and children and effective use of curricula. Children benefit most when teachers engage in stimulating interactions that support learning and are emotionally supportive.”*  
*(Investing in Our Future, 2013).*

VQB5 measures program quality according to these two important elements because of their complementary roles in promoting positive outcomes for young children:

- The CLASS framework encourages teachers to use curriculum more effectively by calling for specific practices to strengthen relationships with children, engage them in learning activities and promote learning in a dynamic, age-appropriate manner.
- A high-quality curriculum supports effective interactions between teachers and children by providing structure, guidance, materials, and activities which enable teachers to create opportunities for supportive interactions that promote children’s development and learning.

PreK CLASS Domains	Interactions - Links to Curriculum	Where to Look
<p><b>Emotional Support</b></p> <ul style="list-style-type: none"> <li>● Positive/Negative Climate</li> <li>● Teacher Sensitivity</li> <li>● Regard for Student Perspectives</li> </ul>	<ul style="list-style-type: none"> <li>● Encourages teacher involvement in shared activities to build relationships with children.</li> <li>● Outlines individualized support for children’s individual emotional and academic needs, providing individualized support as needed.</li> <li>● Authentic assessments to guide individualized support and/or suggestions for scaffolding or adaptations to meet the needs of each learner.</li> <li>● Built-in opportunities for children to make choices about activities, materials, and peer interactions.</li> <li>● Flexible and child-led classroom activities, with support for student responsibility and leadership.</li> <li>● Opportunities for children to regularly contribute meaningfully</li> </ul>	<ul style="list-style-type: none"> <li>→ Teacher Guides/Manuals</li> <li>→ Daily/weekly/monthly lesson plans</li> <li>→ Assessment examples, schedules and tools (e.g., developmental checklists, benchmark assessments, on-line resources, etc.)</li> <li>→ Suggestions for differentiating instruction (e.g., children with disabilities, ELL, advanced learners)</li> <li>→ Family engagement tools and activities (e.g., newsletters, information sharing, etc.)</li> </ul>

	<p>to the learning community with their ideas and perspectives</p>	
<p><b>Classroom Organization</b></p> <ul style="list-style-type: none"> <li>● Behavior Management</li> <li>● Productivity</li> <li>● Instructional Learning Formats</li> </ul>	<ul style="list-style-type: none"> <li>● Easy-to-follow, explicit instructions for preparing materials and for conducting lessons and experiences.</li> <li>● Strategies for keeping children engaged through a consistent but flexible daily schedule and set of routines designed to maximize learning time.</li> <li>● Effective transitions designed to support learning.</li> <li>● Suggestions and guidance for facilitation of activities and lessons, with a balance of auditory, visual, and movement opportunities.</li> <li>● Learning objectives are clearly outlined in curriculum materials and communicated to children.</li> </ul>	<ul style="list-style-type: none"> <li>→ Teacher Guides/Manuals</li> <li>→ Daily/weekly/monthly lesson plans</li> <li>→ Sample schedules</li> <li>→ Learning objectives for the theme/unit</li> <li>→ Suggested materials lists and/or environmental checklists</li> <li>→ Access to online materials</li> </ul>

<p><b>Instructional Support</b></p> <ul style="list-style-type: none"> <li>● Concept Development</li> <li>● Quality of Feedback</li> <li>● Language Modeling</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunities for children to solve problems, experiment, plan and create in the context of learning activities.</li> <li>● Significant time for children to engage in conversations with adults and peers and answer open-ended questions that prompt them to explain their thinking.</li> <li>● Suggestions for scaffolding throughout activities and adapting lessons according to what children say or do to demonstrate their level of understanding.</li> <li>● Language stimulation to support children’s vocabulary development and build background knowledge about a variety of topics and ideas.</li> <li>● Frequent opportunities for social and academic conversations daily</li> <li>● Appropriate and on-going assessments are integrated within daily routines and experiences allowing teachers to scaffold appropriately.</li> <li>● Suggestions for extending learning beyond the class, facilitating real-world connections for children as well as family engagement.</li> </ul>	<ul style="list-style-type: none"> <li>→ Teacher Guides/Manuals</li> <li>→ Daily/weekly/monthly lesson plans</li> <li>→ Vocabulary lists and guidance for introducing new words</li> <li>→ Samples of instructions or guidance for facilitation of activities (including open-ended questions)</li> <li>→ Family engagement tools and activities (e.g., newsletters, information sharing, etc.)</li> <li>→ Assessment examples, schedules and tools (e.g., developmental checklists, benchmark assessments, on-line resources, etc.)</li> <li>→ Suggestions for differentiating instruction (e.g., children with disabilities, ELL, advanced learners)</li> </ul>
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For an overview of the PreK CLASS tool, in English and Spanish, view the [CLASS Overview Flyer](#). Visit the VDOE Early Childhood [Curriculum website](#) for information about Virginia’s Birth to Five Early Learning Standards and Criteria for Quality Curriculum. Questions? Email [vqb5@doe.virginia.gov](mailto:vqb5@doe.virginia.gov)