

CONNECTING CLASS™ AND TIER I CURRICULUM

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. Interactions that help children acquire new knowledge and skills provide input to children, elicit verbal responses and reactions from them, and foster engagement in and enjoyment of learning. Recent evaluations tell us that effective use of curricula focused on such specific aspects of learning as language and literacy, math, or socio-emotional development provide a substantial boost to children’s learning.” ~ Investing in Our Future

It is important that teachers understand how curriculum and CLASS™ are connected.

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. In turn, 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.

| CLASS™ Dimensions | Curriculum Components | Location In the Curriculum |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity • Regard for Child Perspectives | <p>A high-quality curriculum promotes learning through integration of multiple domains of development. It includes appropriate materials and activities based on what children should know and be able to do. There are opportunities for children to engage in hands-on, engaging, and interactive experiences through whole group, small group and individualized attention or instruction. Children are allowed to make choices of activities, materials and peers with whom they may interact. There is a daily schedule and set of routines sensitive to children’s needs. Appropriate and on-going assessments occur in an authentic manner through daily activities and experiences. There are suggestions on how to scaffold activities, and make adaptations and accommodations to meet needs of each learner.</p> | <ul style="list-style-type: none"> • Teacher Guides/Manuals • Listing of learning objectives for the theme/unit • Daily/weekly/monthly lesson plans • Suggested materials list(s) including teacher-made materials or those provided by families • Assessment examples, schedules and tools (e.g. checklists, benchmark assessments, on-line resources, etc.) • Suggestions for differentiating instruction (e.g. children with disabilities, ELL, advanced learners) |
| <ul style="list-style-type: none"> • Behavior Management/ Behavior Guidance • Productivity • Instructional Learning Formats | <p>Quality curriculum includes easy-to-follow, explicit instructions for preparing materials and for conducting lessons and experiences. It includes strategies for keeping children engaged through a consistent but flexible daily schedule and set of routines designed to maximize learning time. Included are effective transitions designed to support learning. There is a variety of developmentally appropriate materials and activities as well as suggestions for making adaptations and adjustments for their use.</p> | <ul style="list-style-type: none"> • Teacher Guides/Manuals • Lesson descriptions/plans • Sample(s) of schedules • Listing of learning objectives for the theme/unit • Suggested materials list(s) (Including teacher-made materials or those provided by families) • Access to online materials |
| <ul style="list-style-type: none"> • Concept Development/ Facilitation of Learning and Development • Quality of Feedback • Language Modeling | <p>Clear and explicit learning objectives and concepts are a cornerstone of quality curriculum. Children participate in hands-on experiences using materials that foster interactions and engagement. There are numerous opportunities for making choices as well as repeated practice of skills. Embedded in activities is significant time for children to explain their thinking, engage in conversations, and answer open-ended questions that have prompted their thought processes. There are suggestions for scaffolding activities and adapting lessons. Quality curriculum encourages language stimulation to support children’s vocabulary development and build background knowledge about a variety of topics and ideas. Appropriate and on-going assessments are integrated within daily routines and experiences allowing teachers to understand children’s level of learning. There are suggestions for extending learning beyond the class allowing children to make connections to the world around them as well as support for engagement of families.</p> | <ul style="list-style-type: none"> • Teacher Guides/Manuals • Listing of learning objectives for the theme/unit • Daily/weekly/monthly lessons • Vocabulary lists and instructions for introducing new and unique words • Samples of instructions or explanations within lessons • Open-ended questions within lessons • Family engagement tools and activities (newsletters, information sharing, etc.) • Supplemental activities/experiences • Suggested materials list(s) including teacher-made materials or those provided by families • Assessment examples, schedules and tools (e.g. checklists, benchmark assessments, on-line resources, etc.) • Suggestions for differentiating instruction (e.g. children with disabilities, ELL, advanced learners) |