

CLASS In Action

PRE-K (EMOTIONAL SUPPORT)

Positive Climate:

Teachers create a warm, welcoming classroom where children feel safe, valued, and engaged.

In Action:

Smiling, showing enthusiasm, encouraging participation, celebrating successes, and creating a friendly, respectful atmosphere.

Teacher Sensitivity:

Teachers notice and respond to children's emotions, needs, and cues in a timely and supportive way.

In Action:

Observing children's behavior, offering help when challenges arise, adjusting interactions based on individual needs, and responding calmly to frustration.

Regard for Student Perspectives:

Teachers respect and follow children's ideas, interests, and choices, providing opportunities for decision-making and independence.

In Action:

Allowing children to choose activities, incorporating their ideas into lessons, and adapting routines or strategies to reflect children's input.



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IN ACTION QUOTES:

Positive Climate:

Positive Affect/ Relationships-

"I'm so glad you're here today!"

"You worked hard on that, I'm proud of you."

Respect/Warmth-

"I like how you helped your friend."

"Thank you for sharing your idea."

Teacher Sensitivity:

Awareness of Child Needs-

"I see you're frustrated — let's take a break."

"You look tired; do you want to rest for a minute?"

Responsive Support

"I can help you put that together."

"I see you're upset — I'm here to comfort you."

Regard for Student Perspectives:

Following the Child's Lead-

"You can decide how to build it."

"What do you want to sing next?"

Flexibility & Autonomy-

"Let's try it your way first."

"You can change your idea if you want."

CLASS In Action

PRE-K (CLASSROOM ORGANIZATION)

Behavior Management:

Teachers use clear expectations and proactive strategies to support positive behavior and teach social skills, consistently acknowledging and reinforcing children when expectations are met through brief, specific praise.

In Action:

Setting and reinforcing rules, redirecting off-task or unsafe behavior, modeling appropriate social skills, and giving proactive reminders and positive praise.

Productivity:

Teachers organize routines, transitions, and activities to maximize learning time and reduce downtime.

In Action:

Planning smooth transitions, preparing materials ahead, keeping children actively engaged, and minimizing waiting or idle time.

Instructional Learning Formats:

Teachers structure activities to encourage active and effective participation, collaboration, and hands-on learning.

In Action:

Using small-group and individual activities, balancing teacher-led and child-led experiences to match children's abilities.

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IN ACTION QUOTES:

Behavior Management:

Clear Expectations-

"Feet belong on the floor."

"We use gentle hands with our friends."

Redirection & Teaching Skills-

"Thank you for raising your hand and waiting your turn."

"Let's try to use our words instead of shouting."

Productivity:

Maximizing Learning Time-

"You are welcome to choose books while I clean up lunch."

"Materials are ready for you to explore."

Smooth Transitions-

"Five more minutes before we move to centers."

"Line up when we are ready to go outside."

Instructional Learning

Formats:

Clarity of Learning

Objectives-

"Today we will learn how our plants grow."

"We are learning to sort shapes by size."

Effective Questioning-

"What do you notice is different?"

"What else "

CLASS In Action

PRE-K (INSTRUCTIONAL SUPPORT)

Concept Development:

Teachers extend children's thinking, reasoning, and problem-solving by asking questions and connecting ideas.

In Action:

Encouraging children to compare, predict, explain, and experiment; supporting higher-order thinking and connecting learning to real-world contexts.

Quality of Feedback:

Teachers provide feedback that guides, challenges, or extends learning rather than just offering praise.

In Action:

Responding to children's actions with descriptive or instructional guidance, encouraging persistence, prompting reflection, and supporting problem-solving.

Language Modeling:

Teachers support communication and vocabulary by talking frequently, expanding children's language, and encouraging back-and-forth interactions.

In Action:

Using rich vocabulary, asking open-ended questions, expanding children's words, narrating activities, and engaging in meaningful conversations.



IN ACTION QUOTES:

Concept Development:

Extending Thinking/ Reasoning-

"What do you notice about these shapes?"

"What could happen if we add one more?"

Problem-Solving-

"How can we make it balance?"

"Let's try a different way and see what happens."

Quality of Feedback:

Feedback Loops-

"You stacked these on top—now what do you think it needs?"

"You finished that part — what's your next step?"

Prompting Thought

Processes-

"How else could we create this?"

"What might happen if we change this?"

Language Modeling

Expanding Vocabulary-

C: "Look at that plane!" T: "I see that plane way up in the sky. How high up do you think it is?"

Back-and-Forth

Conversations-

"Where are they going? What store? What will they buy?"

"Tell me more how you built this castle? Did anyone help?"