

Research Confirming Improved Outcomes with CLASS[®]

The Research Origins of CLASS

Research leading to the current version of the CLASS tool began in 1991 as a part of the NICHD Study of Early Child Care and Youth Development, which examined the influence of early environments and classroom processes on the development of children from a variety of family backgrounds. Study findings clearly indicated that classroom processes impact student outcomes (NICHD EECRN, 2002; Pianta et al., 2005).

With this knowledge, the research team further refined the initial observational tool (the Classroom Observation System: COS) for use in the National Center for Early Development and Learning (NCEDL) study. This large-scale study examined the quality of publicly funded preschool programs to learn how variations in quality impacted children's academic and social outcomes.

Data from both the NICHD and NCEDL studies clearly show that students who attend classrooms with higher CLASS scores have better social and academic outcomes (Early et al., 2008; NICHD EECRN, 2002). However, research on the CLASS did not stop with those two studies. Indeed, the CLASS tool is the most highly researched assessment tool for measuring the quality of teacher-child interactions.

Research Connecting CLASS with Improved Child Outcomes

Multiple research studies indicate that students who attend classrooms that are rated higher on the CLASS have better social and academic outcomes. This holds true across the three domains of Emotional Support, Classroom Organization, and Instructional Support.



Emotional Support

IMPROVEMENTS IN CHILD OUTCOMES

- Higher social competence
- Improved relationships with teachers
- Increased skills in language & literacy



Classroom Organization

IMPROVEMENTS IN CHILD OUTCOMES

- Better executive functioning
- Improved inhibitory control
- Increased behavior competence
- Increased skills in language & literacy
- Improved mathematics skills



Instructional Support

IMPROVEMENTS IN CHILD OUTCOMES

- Increased behavior competence
- Increased skills in language & literacy
- Improved relationships with teachers

Students in pre-K classrooms with high levels of Emotional Support display higher social competence and positive engagement with their teachers (Burchinal et al., 2010; Curby et al., 2009; Mashburn et

al., 2008). Furthermore, students enrolled in classrooms that provide a high level of Emotional Support demonstrate higher achievement in language and literacy (Curby & Chavez, 2013; Guo et al., 2010), as well as mathematics (Burchinal et al., 2014).

Effective Classroom Organization leads to better executive functioning (Hamre et al., 2014), improved inhibitory control (Hamre et al., 2014; Weiland et al., 2013), and increased behavior competence (Burchinal et al., 2014). In addition, higher levels of Classroom Organization are associated with better language and literacy skills (Hamre et al., 2014; Maier, et al., 2012; Xu, 2014;) and mathematics skills (Keys, et al., 2013).

Instructional Support is positively associated with behavior competence (Burchinal et al., 2014) and teacher closeness (Hamre et al., 2014; Howes et al., 2008). Students in classrooms that provide higher levels of Instructional Support demonstrate increased skills in language and literacy (Hamre et al., 2014; Mashburn, et al., 2009). Moiduddin, et al., 2012).

Citations

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