

*“****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*](https://www.fcd-us.org/assets/2016/04/Evidence-Base-on-Preschool-Education-FINAL.pdf)*).*

**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** |
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| **Emotional Support*** Positive/Negative Climate
* Teacher Sensitivity
* Regard for Student Perspectives
 | * Encourages teacher involvement in shared activities to build relationships with children.
* Outlines individualized support for children’s individual emotional and academic needs, providing individualized support as needed.
* Authentic assessments to guide individualized support and/or suggestions for scaffolding or adaptations to meet the needs of each learner.
* Built-in opportunities for children to make choices about activities, materials, and peer interactions.
* Flexible and child-led classroom activities, with support for student responsibility and leadership.
* Opportunities for children to regularly contribute meaningfully to the learning community with their ideas and perspectives
 | ➜ Teacher Guides/Manuals➜ Daily/weekly/monthly lesson plans➜ Assessment examples, schedules and tools (e.g. developmental checklists, benchmark assessments, on-line resources, etc.)➜ Suggestions for differentiating instruction (e.g. children with disabilities, ELL, advanced learners)➜ Family engagement tools and activities (e.g. newsletters, information sharing, etc.) |
| **Classroom Organization*** Behavior Management
* Productivity
* Instructional Learning Formats
 | * Easy-to-follow, explicit instructions for preparing materials and for conducting lessons and experiences.
* Strategies for keeping children engaged through a consistent but flexible daily schedule and set of routines designed to maximize learning time.
* Effective transitions designed to support learning.
* Suggestions and guidance for facilitation of activities and lessons, with a balance of auditory, visual, and movement opportunities.
* Learning objectives are clearly outlined in curriculum materials and communicated to children.
 | ➜ Teacher Guides/Manuals➜ Daily/weekly/monthly lesson plans➜ Sample schedules➜ Learning objectives for the theme/unit➜ Suggested materials lists and/or environmental checklists➜ Access to online materials |
| **Instructional Support*** Concept Development
* Quality of Feedback
* Language Modeling
 | * Opportunities for children to solve problems, experiment, plan and create in the context of learning activities.
* Significant time for children to engage in conversations with adults and peers, and answer open-ended questions that prompt them to explain their thinking.
* Suggestions for scaffolding throughout activities and adapting lessons according to what children say or do to demonstrate their level of understanding.
* Language stimulation to support children’s vocabulary development and build background knowledge about a variety of topics and ideas.
* Frequent opportunities for social and academic conversations daily
* Appropriate and on-going assessments are integrated within daily routines and experiences allowing teachers to scaffold appropriately.
* Suggestions for extending learning beyond the class, facilitating real-world connections for children as well as family engagement.
 | ➜ Teacher Guides/Manuals➜ Daily/weekly/monthly lesson plans➜ Vocabulary lists and guidance for introducing new words➜ Samples of instructions or guidance for facilitation of activities (including open-ended questions)➜ Family engagement tools and activities (e.g. newsletters, information sharing, etc.)➜ Assessment examples, schedules and tools (e.g. developmental checklists, benchmark assessments, on-line resources, etc.)➜ Suggestions for differentiating instruction (e.g. children with disabilities, ELL, advanced learners) |

For an overview of the PreK CLASS tool, in English and Spanish, view the [CLASS Overview Flyer](https://aeiionline.org/wp-content/uploads/sites/5/2022/01/AEII_flyer_CLASS-Summaries-and-Alignment.pdf). Visit the VDOE Early Childhood [Standards, Curriculum and Instruction website](https://www.doe.virginia.gov/early-childhood/curriculum/index.shtml) for information about Virginia’s Birth to Five Early Learning Standards and Criteria for Quality Curriculum. Questions? Email vqb5@doe.virginia.gov