



**TEACH
STONE®**

CLASS® 2ND EDITION CROSSWALK

CLASS[®] 2nd Edition Crosswalk

Note: This crosswalk is intended to provide an at-a-glance view of the key enhancements to CLASS[®] terms found within CLASS[®] 2nd Edition. For more detailed information about each dimension, indicator, or behavioral marker, reference the *CLASS[®] 2nd Edition: Pre-K–3rd Observation Field Guide*.

Legend	
–	Indicates 1st Edition behavioral markers that are not included in CLASS 2nd Edition
+	Indicates new behavioral markers that have been added to CLASS 2nd Edition
↪	Indicates behavioral markers that have been divided or merged
	An update that adds clarity
	A grammatical change

This document is adapted with permission from the *Pre-K CLASS Manual* by Robert C. Pianta, Karen M. La Paro, & Bridget K. Hamre (2008) and the *CLASS 2nd Edition Pre-K–3rd CLASS Observation Field Guide* by Teachstone, Inc. (2022). This document may not be reproduced for any purpose without prior written consent from Teachstone, Inc: permissions@teachstone.com.

Positive Climate is defined by CLASS 2nd Edition as:

Educators foster connections and a sense of belonging between adults and children, among peers, and as a classroom community. Verbal and nonverbal communications between educators and children and among children convey warmth, respect, and collaboration. The educators' interactions enhance each child's enjoyment of the learning setting and their experience of the setting as a caring community.

What changed about this dimension in the 2nd Edition, and why?

The revisions are more inclusive of variations across contexts, especially cultural variation, in how emotions are expressed or how individuals demonstrate respect and close relationships.

One Positive Climate indicator name has shifted—what used to be *positive affect* is now referred to as *enjoyment*—and the behavioral marker *content appearance* has been added. These shifts clarify concepts and align more specifically with the intention of the indicator. Enjoyment can be demonstrated in a wide variety of ways across people, contexts, and cultures, and is not limited to more outward expressions of enjoyment, such as laughter.

Under the indicator of *respect*, the behavioral marker *warm, calm voice* has been shifted to *warm voice*. This is because warm voices can also be loud and passionate. Similarly, *eye contact* is no longer a behavioral marker listed under *respect*, given how much variability exists between individuals and cultural communities when it comes to the meaning of eye contact.

1st Edition

Relationships

Matched affect



Peer assistance



Shared activities



Social conversation

Physical proximity

Positive affect



+

Smiling

Laughter

Enthusiasm

Positive communication

Verbal affection

Physical affection

Positive expectations

Respect

Warm, calm voice



Respectful language



Cooperation and/or sharing



+

Eye contact

2nd Edition

Relationships

Emotional connection

Group or community orientation

Collaborative activities

Social conversation

–

Enjoyment

Content appearance

Smiling

Laughter

Enthusiasm

Positive communication

Verbal affection

Physical affection

Positive expectations

Respect

Warm voice

Respectful communication

Cooperation or sharing

Communicates intent

–

Negative Climate is defined by CLASS 2nd Edition as:

Educators and children express little relational negativity verbally or nonverbally. Educators and children rarely display irritability, anger, or disrespect toward others. Educators do not enact threats or severe punishment that cause disruptions to relationships in the learning setting.

What changed about this dimension in the 2nd Edition, and why?

Revisions address potential bias in some terminology and allow for cultural variation in tone of voice. There are also clarifications in language to support understanding.

The behavioral markers *harsh voice* and *yelling* are removed to avoid confusion with educators who use loud voices in positive ways. Similarly, *teasing* has been replaced to reflect cultural variation in playful or affectionate ways of speaking.

Additionally, any punishment is counted as punitive control, not just “harsh” punishment.

1st Edition	2nd Edition
Negative affect	Expressed negativity
Irritability	Irritability
Anger	Anger
Disconnected or escalating negativity	Disconnected or escalating negativity
Peer aggression	Peer negativity
Harsh voice	–
Punitive control	Punitive control
Threats	Threats
Physical control	Physical control
Harsh punishment	Punishment
Yelling	–
Sarcasm/disrespect	Disrespect
Sarcastic voice/statement	Shaming or criticizing
Teasing	Stereotyping or discriminating
Humiliation	Humiliation
Severe negativity	Severe negativity
Bullying	Bullying
Physical punishment	Physical punishment or aggression
Victimization	–

Educator Sensitivity is defined by CLASS 2nd Edition as:

Educators are aware of and responsive to children’s needs—social, emotional, physical, academic, linguistic, and cognitive. The educators’ sensitivity supports children’s feelings of safety and comfort in the learning setting and facilitates children’s ability to actively participate, explore, and take risks.

What changed about this dimension in the 2nd Edition, and why?

Revisions primarily focus on clarification of concepts, although there are two language changes to note here. As we move toward more inclusive language of educator rather than teacher, the dimension name has shifted to Educator Sensitivity (EdS). To better reflect the age group, *student comfort* is now *child comfort*.

Behavioral markers were added to capture more active demonstrations of awareness on the part of the educator, such as communicating availability and noticing children’s need for challenge in addition to assistance. The inclusion of scaffolding children to solve their own problems captures another way that educators can support children in the learning environment.

1st Edition		2nd Edition
Awareness		
Anticipates problems and plans accordingly		Anticipates needs
Notices lack of understanding and/or difficulties		Notices need for clarification, assistance, or challenge
	+	Communicates availability
	+	Checks in with children
Responsiveness		
Acknowledges emotions		Validates emotions or needs
Provides comfort and assistance		Provides comfort and assistance
Provides individualized support		Provides individualized support
Addresses problems		
Helps in an effective and timely manner		Helps in a timely manner
Helps resolve problems		Scaffolds children to resolve problems for themselves
	↪	Effective resolution
Student comfort		
	+	Seeks support and guidance
Freely participates		Freely participates
Takes risks		Takes risks

Regard for Child Perspectives is defined by CLASS 2nd Edition as:

Educators emphasize children’s emerging sense of self and help children develop and express their unique interests, motivations, and points of view by providing opportunities for children to experience autonomy and direct their own learning. Children’s interests and choices guide classroom experiences and, as a result, children are meaningful contributors to activities.

What changed about this dimension in the 2nd Edition, and why?

Revisions to language provide clarification of concepts and address cultural and developmental variation in autonomy and individual expression. Additionally, the change from *student perspectives* to *child perspectives* better reflects the age group.

Two indicator names are changed to support understanding: *flexibility and student focus* became *child-centered*, and *restriction of movement* became *allows movement*. Additionally, the increased emphasis on nonverbal expression and the diverse range of children’s ideas and perspectives reflects the ways in which children from diverse backgrounds and with diverse abilities may express themselves or make choices.

1st Edition	2nd Edition
Flexibility and student focus	Child-centered
Incorporates students’ ideas	Incorporates children’s ideas or interests
Follows students’ lead	Follows children’s lead
Shows flexibility	Shows flexibility
Support for autonomy and leadership	Support for autonomy and leadership
Allows choice	Provides meaningful choice
Allows children to lead lessons	Encourages children to lead activities
Gives students responsibility	Gives children responsibility
Student expression	Child expression
+ Encourages student talk	Balance of educator and child expression
Elicits ideas and/or perspectives	Encourages expression
	Elicits a range of ideas or perspectives
Restriction of movement	Allows movement
Is not rigid	Relaxed structure
Allows movement	Children can wiggle or fidget

Behavior Management is defined by CLASS 2nd Edition as:

Educators support children’s growing behavioral regulation skills by creating developmentally informed, clear, consistent expectations and proactively supporting cooperative behaviors. Children may demonstrate challenging behaviors as they learn these skills, but educators’ methods for preventing and positively redirecting these behaviors result in the occurrences being infrequent, mild, and quickly addressed.

What changed about this dimension in the 2nd Edition, and why?

Revisions reflect a better understanding of how children develop the ability to regulate their behavior. Language clarifications include changing misbehavior to challenging behavior as well as focusing on how children cooperate with developmentally informed expectations.

Several behavioral markers were added to capture educators’ support for self-regulation, including behavioral markers that reflect developmentally informed expectations that are accompanied by a rationale, educator modeling of regulation and facilitation of proactive social skills, and modification of redirection as needed to help reduce any challenging behaviors.

1st Edition	2nd Edition
Clear behavior expectations	Behavior expectations
+ Clear expectations	Developmentally informed Clear
+ Consistency	Consistent
+ Clarity of rules	Accompanied by rationale -
Proactive	Proactive
Anticipates problem behavior or escalation	Anticipates challenging behaviors or escalation
Monitors	Monitors
Low reactivity	Low reactivity
+ + Redirection of misbehavior	Models regulation Facilitates social skills Redirection of behavior
Effective reduction of misbehavior	Reduces challenging behavior in a timely and effective manner
Efficient redirection	↑
Attention to the positive	Uses positive phrasing
Uses subtle cues to redirect	Uses subtle cues to redirect
+ Student behavior	Modifies redirection Child behavior
Frequent compliance	Cooperation with expectations
Little aggression and defiance	Little disruptive behavior

Productivity is defined by CLASS 2nd Edition as:

Educators use time and structure activities, routines, and transitions so that children have regular, ongoing opportunities to participate and know how to do so.

What changed about this dimension in the 2nd Edition, and why?

Revisions clarify language, and the focus for this dimension is on children having the opportunity to be involved in learning activities throughout the day.

Clarifications include changing *maximizing learning time* to *opportunities for learning*, revising *spacing* to *minimal waiting*, and emphasizing that the most effective transitions are organized and efficient. These changes help capture how time is managed in the classroom and clarify that the quality of the learning is assessed in other dimensions.

1st Edition	2nd Edition
Maximizing learning time	Opportunities for learning
Provision of activities	Activities available
Effective completion of managerial tasks	Effective completion of managerial tasks
Few disruptions	Minimizing and managing disruption
Choice when finished	Minimal waiting
Pacing	↑
Routines	Routines
+	Consistent routines
Clear instructions	Clear instructions
Students know what to do	Children know what to do
Little wandering	Little wandering
Transitions	Transitions
Brief	Organized and efficient
Explicit follow-through	Explicit follow-through
Learning opportunities within	Learning opportunities within
Preparation	Preparation
Materials ready and accessible	Materials ready and accessible
Knows lessons	Knows lessons

Instructional Learning Formats is defined by CLASS 2nd Edition as:

Educators facilitate and enhance children’s engagement by actively supporting work and play. Educators balance this facilitation with moments of observation as children engage in independent or peer play or work. Educators support children’s general engagement and enhance their focus on specific learning objectives within activities. Through these efforts, children remain deeply engaged in work and play, as demonstrated by their active participation and focused attention.

What changed about this dimension in the 2nd Edition, and why?

Revisions emphasize the focus on child engagement and capture the variety of ways in which educators can help children become involved in classroom activities, especially across pre-K to 3rd-grade settings. Language changes and additional markers for the indicators *variation in approach* and *clarity of learning objectives* clarify this emphasis.

Under the *effective facilitation* indicator, the addition of *balancing involvement* acknowledges how educators can individualize support for engagement by providing facilitation when needed while letting a focused child continue their work uninterrupted. Additionally, although an educator’s effective facilitation may include questioning, the *effective questioning* behavioral marker was removed because the effectiveness of this questioning is judged by the expansion of children’s involvement.

1st Edition	2nd Edition
Effective facilitation	Effective facilitation
Teacher involvement	Educator engagement
Expanding children’s involvement	Expanding children’s involvement
+	Balanced involvement
Effective questioning	–
Variety of modalities and materials	Variation in approach
+	Variety of strategies
Range of auditory, visual, and movement opportunities	Range of modalities or opportunities
Hands-on opportunities	Hands-on or participatory opportunities
Interesting and creative materials	–
Student interest	Child interest
Active participation	Active participation
Listening	Listening
Focused attention	Focused attention
Clarity of learning objectives	Clarity of learning objectives
+	Materials or activities support learning goals
+	Questions remain focused
Advanced organizers	Previews, summaries, or reorientation statements
Summaries	↗
Reorientation statements	↗

Concept Development is defined by CLASS 2nd Edition as:

Educators use instructional strategies and activities that help children learn about and understand concepts and content. Educators facilitate learning opportunities that support children's development of thinking skills and creativity. Factual information is taught in the context of these learning opportunities rather than in rote ways that focus only on memorization or recall of information. Educators help children create meaning by linking new concepts and content to prior knowledge and ensuring it is connected to their lived experiences.

What changed about this dimension in the 2nd Edition, and why?

Revisions highlight the depth of thinking analytically and creatively captured in this dimension. The changes in language acknowledge different ways of knowing and thinking to include play and exploration as support for higher-order thinking.

Additional language changes emphasize that conceptual connections should be relevant to the specific children in the classroom, building on classroom content and children's previous experience.

1st Edition	2nd Edition
Analysis and Reasoning	Analysis and Reasoning
<ul style="list-style-type: none"> Why and/or how questions Problem solving Prediction/experimentation Classification/comparison Evaluation 	<ul style="list-style-type: none"> Effective why or how questions Problem-solving Prediction or experimentation Classification or comparison Evaluation or synthesis
Creating	Creativity
<ul style="list-style-type: none"> + Brainstorming Planning Producing 	<ul style="list-style-type: none"> Open-ended activities or play Brainstorming Planning Producing
Integration	Integration
<ul style="list-style-type: none"> + Connects concepts Integrates with previous knowledge 	<ul style="list-style-type: none"> Elicits prior knowledge Connects to broader concept Builds on previous knowledge or experience
Connections to the real world	Connections to everyday lives
<ul style="list-style-type: none"> Real-world applications Related to students' lives 	<ul style="list-style-type: none"> Real-world applications Relevance to children's lives

Quality of Feedback is defined by CLASS 2nd Edition as:

Educators provide feedback that builds on children’s knowledge and skills in ways that expand understanding or increase persistence. Effective feedback is extended, specific, and individualized, meeting children where they are and scaffolding support as children deepen and refine their learning. Educators also enhance children’s motivation and persistence by encouraging and affirming their efforts rather than their work products.

What changed about this dimension in the 2nd Edition, and why?

Revisions consist of language clarifications throughout, the addition of behavioral markers to better capture all aspects of scaffolding, and the recognition of how developmental variation might inform educator support.

The *scaffolding* indicator now includes *checks for understanding*, *provides hints*, *offers verbal or nonverbal assistance*, and *adds or removes challenge* as the process of scaffolding includes starting with knowledge of the children’s current level of understanding and providing individualized support to deepen that understanding. Changes to *encouragement and affirmation* emphasize the focus on children’s efforts and allow for developmental variation in children’s ability to persist in challenging tasks.

1st Edition	2nd Edition
Scaffolding	Scaffolding
+	Checks for understanding
Hints	Provides hints
Assistance	Offers verbal or nonverbal assistance
+	Adds or removes challenge
Feedback loops	Feedback loops
Back-and-forth exchanges	Back-and-forth exchanges
Persistence by teacher	Persistence by educator
Follow-up questions	Follow-up questions
Prompting thought processes	Prompting thought processes
Asks students to explain thinking	Asks children to explain thinking
Queries responses or actions	Asks about responses or actions
Providing information	Providing Information
Specific feedback	Uses specific feedback
Expansion	Adds detail
Clarification	Clarifies
Encouragement and affirmation	Encouragement and affirmation
Recognition	Recognition of effort
Reinforcement	Encouragement of persistence
Student persistence	Children persist as able

Language Modeling is defined by CLASS 2nd Edition as:

Educators promote and expand children’s language development and verbal and nonverbal communication skills. Educators support children’s development in both the language(s) of instruction and children’s home language(s). Educators encourage conversations, provide individualized language support, and use varied descriptive language such that children understand and communicate more in the learning setting.

What changed about this dimension in the 2nd Edition, and why?

Revisions include clarifications and additions that better reflect the ways in which educators can build on children’s communication. Additionally, the revisions are more inclusive of the linguistic, cultural, and developmental variations in children’s and educators’ language use.

Inclusive language focuses on ways that educators might prompt and extend all children’s communication (verbal and nonverbal) and emphasizes the need to provide support in children’s home languages. Additional markers highlight strategies to support children’s communication, such as labeling, describing, and prompting vocabulary use.

1st Edition	2nd Edition
Frequent conversation	Frequent conversation
Back-and-forth exchanges	Back-and-forth exchanges
Contingent responding	Responses build on one another
Peer conversations	Peer conversations
Open-ended questions	Open-ended prompts
Questions require more than a one-word response	Prompts encourage extended responses
+	Individualized prompts
Students respond	Children communicate as able
Repetition and extension	Communication extensions
Repeats	Repeats
+	Expands
Extends/elaborates	Extends
Self- and parallel talk	Narration
+	Labeling
+	Describing
Maps own actions with language	Self-talk
Maps student action with language	Parallel talk
Advanced language	Advanced language
Variety of words	Varied language
Connected to familiar words and/or ideas	Connected to familiar words or ideas
+	Prompts vocabulary use