

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

Table of Contents

Overview of the Relationship between the HighScope Preschool Program Quality Assessment (PQA) and the Pre-K Classroom Assessment Scoring System (CLASS)2

I. Instrument Commonalities—Preschool PQA and Pre-K CLASS3
 Distinct but Complementary Features 3

II. Assessment Crosswalk Percentages for PQA Sections and CLASS Domains5

III. Sample Crosswalks.....7
 Sample of the Preschool PQA Crosswalk with Pre-K CLASS..... 7
 Sample of Pre-K CLASS Crosswalk with the Preschool PQA..... 8

IV. Key Takeaways.....9

Preschool Program Quality Assessment (PQA) Crosswalk With Pre-K Classroom Assessment Scoring System (CLASS).....10

I. Learning Environment.....11

II. Daily Routine12

III. Adult-Child Interactions16

Pre-K Classroom Assessment Scoring System (CLASS) Crosswalk With Preschool Program Quality Assessment (PQA).....24

I. Emotional Support Domain25

II. Classroom Organization Domain12

III. Instructional Support Domain32

Overview of the Relationship between the HighScope Program Quality Assessment (PQA) and the Classroom Assessment Scoring System (CLASS)

These crosswalks were jointly developed by the HighScope® Educational Research Foundation and Teachstone® to show the connections between HighScope's Program Quality Assessment (PQA) and Teachstone's Classroom Assessment Scoring System® (CLASS®) observation tools.

Both the PQA and CLASS tools are designed to capture the quality of experiences that programs provide for young children. Both have unique features that provide a comprehensive view of the information being collected and strengthen program practices through ongoing improvement goals.

The development of these crosswalks will help users identify the relationship between the tools and serve as a resource particularly for those agencies that require programs to utilize both tools to support and improve teaching practices and child outcomes. When programs use quality assessment data to make informed decisions for continuous quality improvement, they are more effective in providing high quality experiences for young children and families.

I. Instrument Commonalities—Preschool PQA and Pre-K CLASS

Both the PQA and CLASS instruments are designed to assess the quality of early childhood programs and identify quality improvement goals. The PQA looks at both structural (learning environment, routines, curriculum and assessment) and process (adult-child interactions) quality of a program as well as implementation of the HighScope curriculum. Whereas, CLASS looks primarily at process (adult-child interactions) quality and how teachers use a curriculum and the strength of the interactions between teachers and children. Both PQA and CLASS intersect on process quality through effectively measuring teacher-child interactions.

Additional features:

- Driven by research that demonstrates the positive relationship between teacher-child interactions, effective teaching practices, and child outcomes
- Values indicators of program quality that directly and indirectly impact positive child outcomes
- Provides access to additional resources to support programs and early childhood professionals
- Assessment data is used as an ongoing coaching tool to set goals for improvement
- Data collection process is conducted and monitored for fidelity (reliability test)

Distinct but Complementary Features

	HighScope Program Quality Assessment (PQA)	CLASS Assessment
Focus	Comprehensive focus on indicators of program quality centered around four domains (learning environment, daily routine, adult-child interactions and curriculum planning and child observation/assessment).	Specific focus on indicators of program quality associated with teacher-child interactions and effective teaching practices.
Use	Primary use is to assess and improve the quality of program practices and curriculum implementation. Other uses are self- assessment, ongoing coaching, observation-feedback, identifying preservice and in-service training, research and dissemination of the effectiveness of program practices.	Used to assess and improve the quality of classroom practices

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

Purpose	Intentionally developed to support the needs of professionals, administrators, and private/public funders to improve all aspects of program quality and provide high quality early learning experiences for all children as well as attaining HighScope certification (teacher, trainer, program).	Intentionally developed to support the needs of professionals, administrators, and private/public funders to improve teacher-child interactions and provide high quality early learning experiences to all children.
Resources	<p>Continuous quality improvement supports and quality assurance functions are provided through comprehensive observer support and professional development resources including online and face-to-face training, online reliability tests, print and online instruments, and coaching training.</p> <p>Various resources are available at www.highscope.org</p>	<p>Continuous quality improvement supports and quality assurance functions are provided through comprehensive observer support and professional development resources including online courses, face-to-face and hybrid training, train-the-trainer programs, and coaching.</p> <p>Various resources are available at www.teachstone.com.</p>
Methods	<p>Sample size of classrooms/groups observed vary depending on program or organizational quality improvement goals.</p> <p>PQA scores reflect the quality of the classroom being observed; program-wide sampling process may be used to assess all aspects of quality including adult-child interactions in the whole program.</p>	<p>Sample size of classrooms/groups observed vary depending on program or organizational quality improvement goals.</p> <p>CLASS scores reflect the quality of the classrooms being observed; program-wide sampling process may be used to assess the quality of the teacher-child interactions in the whole program.</p>
Criteria	Source of evidence is observations (anecdotes; posted routine; lists/photos of materials; classroom/outdoor diagrams; clarifying questions) and interviews by reliable observers.	Source of evidence is observations conducted by reliable observers.

II. Assessment Crosswalk Percentages for PQA Sections and CLASS Domains

To guide the crosswalk development, definitions were created to determine how closely each PQA item and CLASS dimension aligned. Table 1 represents those definitions ranging from full match to no match.

Table 1. Definitions of “Match” descending to “No Match”

Full Match	The PQA contains combined rows within an item that together match the CLASS indicator and/or dimension. A classroom scoring in the high range of CLASS within these specific indicators and/or dimensions could potentially also meet those specific rows within an item in the PQA.
Nearly Full Match	The PQA contains combined rows within an item that together closely match the CLASS indicator and/or dimension. A classroom scoring in the high range of CLASS within these specific indicators and/or dimensions could potentially also meet those specific rows within an item in the PQA.
Partial Match	The PQA contains some combined rows within an item that together partially match the CLASS indicator and/or dimension. A classroom scoring in the high range of CLASS within these specific indicators and/or dimensions could potentially also meet those rows within an item in the PQA.
Less than Partial Match	The PQA contains a few combined rows within an item that together less than partially match the CLASS indicator and/or dimension. A classroom scoring in the high range of CLASS within these specific indicators and/or dimensions could potentially also meet those rows within an item in the PQA.
No match	The PQA does not contain rows/items that match the CLASS indicator and/or dimension at this time or the CLASS does not observe this type of data.

Match percentages were calculated from PQA to CLASS and CLASS to PQA to check for consistency across each tool. Both calculations are presented in the tables below to show the slight differences in how the match definitions applied in each instrument.

Table 2. Percentages of Matches for Preschool Instruments

HighScope Preschool PQA Sections	% Match	Pre-K CLASS Domains	% Match
*Learning Environment	4		
Daily Routines	74		
Adult-Child Interactions	90	Emotional Support	100
		Classroom Organization	58
		Instructional Support	71
Overall Match with LE*	78	Overall Match	79
Overall Match without LE*	82		

Table 2 reflects the percentage of matches between the HighScope Preschool PQA Sections and the Pre-K CLASS Domains. Matches for adult-child interactions ranged from 58% to 100% across both instruments. There was a 4% match in Learning Environment reflecting accessibility and use of materials with preschoolers, and a 74% match in Daily Routines reflecting the teacher-child interactions implemented during each part of the day with preschoolers.

The percentages of matches show clear connections between both instruments. By identifying the links across these tools, programs utilizing the PQA and CLASS are able to cross evidence when completing both instruments and provide teachers with feedback on their strengths in both assessment measures.

III. Sample Crosswalks

The following section includes a sample crosswalk from PQA to CLASS and CLASS to PQA for Preschool. For copies of the full crosswalk, please click on the following link (insert link to HighScope and Teachstone).

Sample of the Preschool PQA Crosswalk with Pre-K CLASS

HighScope Preschool PQA	Teachstone Pre-K CLASS
III-F. Adults participate as partners in children’s play. (pg. 34)	
Row 1. Adults participate as partners in children’s play.	Positive Climate <ul style="list-style-type: none"> • Relationships Instructive Learning Formats <ul style="list-style-type: none"> • Effective facilitation
Row 2. Adults use a variety of strategies as partners in children’s play: <ul style="list-style-type: none"> • Observe and listen before and after entering children’s play. • Assume roles as suggested by children. • Follow the children’s cues about the content and direction of play. • Imitate children. 	Regard for Student Perspectives <ul style="list-style-type: none"> • Flexibility and student focus Instructional Learning <ul style="list-style-type: none"> • Effective facilitation
Row 3. Adults support children at their developmental level and help add complexity to their play. <ul style="list-style-type: none"> • Match the complexity of their play. • Offer suggestions for extending play. • Stay within the children’s play theme. 	Instructional Learning Formats <ul style="list-style-type: none"> • Effective facilitation

Sample of Pre-K CLASS Crosswalk with the Preschool PQA

Teachstone Pre-K CLASS	HighScope Preschool PQA
Teacher Sensitivity	
<p>Awareness</p> <ul style="list-style-type: none"> • Anticipates problems and plans appropriately • Notices lack of understanding and/or difficulties 	<p>III-C. Adults create a warm and caring atmosphere for children.</p> <p>Row 2. Adults focus on children</p> <p>Row 5. Adults attend to children who are upset.</p>
<p>Responsiveness</p> <ul style="list-style-type: none"> • Acknowledges emotions • Provides comfort and assistance • Provides individualized support 	<p>III-B. Children’s separation from home and daily entry to the program are handled with sensitivity and respect.</p> <p>Row 1. Adults help children separate from their parents (e.g. children are encouraged to stand at window, say or wave goodbye, carry family pictures or objects from home.</p> <p>Row 2. Children’s feelings about separation are acknowledged by the adult (e.g., “You look sad because your mom has left”; “you’re upset because it’s hard to say goodbye.”)</p> <p>Row 3. At beginning of the day, children enter play at their own pace.</p> <p>III-C. Adults create a warm and caring atmosphere for children.</p> <p>Row 5. Adults attend to children who are upset.</p> <p>III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day.</p> <p>Row 2. Adults find many opportunities to refer children to one another; adults look for and support children’s spontaneous cooperative efforts.</p> <p>III-M. Adults involve children in resolving conflicts.</p> <p>Row 2. Adults diffuse the conflict situation before moving into problem solving; Approach children calmly and stop any hurtful actions. Acknowledge feelings.</p> <p>Row 4. Adults involve children in the process of finding and choosing a solution for the problem: Ask children for solutions and encourage them to choose one together. Be prepared to give follow-up support when children act on their decision.</p>

<p>Addresses Problems</p> <ul style="list-style-type: none"> • Helps in an effective and timely manner • Helps resolve problems 	<p>III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day.</p> <p>Row 2. Adults find many opportunities to refer children to one another; adults look for and support children’s spontaneous cooperative efforts.</p> <p>III-L. Children have opportunities to solve problems with materials and do things for themselves.</p> <p>Row 2. Children receive support for solving problems with materials (e.g, child hangs picture on door when there is no more room on the bulletin board).</p> <p>III-M. Adults involve children in resolving conflicts.</p> <p>Row 1. Adults treat conflict situations with children matter of factly.</p> <p>Row 3. Adults involve children in identifying the problem: Gather information from the children (what happened, what upset the children. Restate the problem.</p> <p>Row 4. Adults involve children in the process of finding and choosing a solution for the problem: Ask children for solutions and encourage them to choose one together. Be prepared to give follow-up support when children act on their decision.</p>
<p>Student Comfort (Full match)</p> <ul style="list-style-type: none"> • Seeks support and guidance • Freely participates • Takes risks 	<p>III-C. Adults create a warm and caring atmosphere for children.</p> <p>Row 6. Children go to adults for help, comfort, and guidance.</p>

IV. Key Takeaways

- The HighScope PQA and the CLASS instruments can be used to support effective teaching practices, curriculum implementation, and boost child outcomes.
- When used together, programs get a clear picture of classroom practices.
- Teachers should score similarly on the PQA and CLASS without adjusting their teaching practices.
- Observational evidence can be used to complete both instruments saving time and cost of collecting data. The crosswalk team recommends conducting CLASS observations to fidelity and utilizing noted interactions to compliment PQA observations.
- Observers would need to be well versed and reliable observers in both instruments and the crosswalks in order to accurately collect evidence that would be viable for both tools.

**Preschool Program Quality Assessment (PQA) Crosswalk With
Pre-K Classroom Assessment Scoring System (CLASS)**

I. Learning Environment

HighScope Preschool PQA	Teachstone Pre-K CLASS
Items I-A, I-B, I-C, I-D, I-E, I-G, I-I,	Not observed in CLASS
I-E. Classroom areas and materials are systematically arranged, labeled, and accessible to children. (pg. 9)	
Rows 1–3.	Not observed in CLASS
Row 4. Children can reach and get out (nondangerous) materials without adult help.	Regard for Student Perspectives <ul style="list-style-type: none"> • Support for autonomy and leadership
I-F. Classroom materials are varied, manipulative, open-ended, and authentic and appeal to multiple senses. (pg. 10)	
Row 1. Most of the available materials in all interest areas are open-ended...	Instructional Learning Formats <ul style="list-style-type: none"> • Variety of modalities
Row 2. The classroom provides many manipulative materials in all areas.	Instructional Learning Formats <ul style="list-style-type: none"> • Variety of modalities
Row 3. Materials include many “real” items in place of toy replicas...	Not observed in CLASS
Row 4. Many materials appeal to multiple senses and include both natural and manufactured materials...	Not observed in CLASS

II. Daily Routine

HighScope Preschool PQA	Teachstone Pre-K CLASS
II-A. Adults establish a consistent routine...(pg. 15)	
Row 1. Adults and children always follow a consistent daily routine or sequence of events. Adults let children know ahead of time about changes in the routine...	Productivity <ul style="list-style-type: none"> • Routines
Row 2. Adults and children often refer to names for parts of the day.	Productivity <ul style="list-style-type: none"> • Routines
Row 3. Children are fully aware that there is a routine and can anticipate what activities come next...	Productivity <ul style="list-style-type: none"> • Routines
II-B. The parts of the daily routine include time for children to do the...(pg. 16)	Not observed in CLASS
II-C. An appropriate amount of time is allotted for each part of the daily routine. (pg. 17)	
Row 1. Children have an appropriate amount of time for each part of the day.	Productivity <ul style="list-style-type: none"> • Maximizing learning time
Row 2. Children are actively engaged and appear focused as they carry out the activities in each part of the day.	Instructional Learning Formats <ul style="list-style-type: none"> • Student interest
II-D. The program has time each day during which children make plans and indicate their plans to adults. (pg. 18)	
Row 1. There is a daily time set aside for children to make plans or indicate...	Not observed in CLASS

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

Row 2. Adults use a range of strategies to support children’s planning...	Instructional Learning Formats <ul style="list-style-type: none"> Variety of modalities and materials
Row 3. Adults encourage children to plan in ways that are consistent with their developmental levels...	Concept Development <ul style="list-style-type: none"> Creating
Row 4. All areas and materials are available to children for making their plans.	Regard for Student Perspectives <ul style="list-style-type: none"> Support for autonomy and leadership
II-E. The program has time each day during which children initiate activities and carry out their intentions. (pg. 19)	
Row 1. There is a daily choice time in which children always initiate activities and...	Not observed in CLASS
Row 2. Throughout choice time, children carry out their own initiatives and activities...	Regard for Student Perspectives <ul style="list-style-type: none"> Support for autonomy and student leadership Restriction of movement
Row 3. Throughout choice time, children make many choices about where and how to use materials and carry out activities.	Regard for Student Perspectives <ul style="list-style-type: none"> Flexibility and student focus Restriction of movement
II-F. The program has time each day during which children remember and review their activities and share with adults and peers...(pg. 20)	
Row 1. There is a daily time set aside for children to recall and reflect on their...	Not observed in CLASS
Row 2. Adults use a variety of strategies to encourage children to share and recall their experiences...	Instructional Learning Formats <ul style="list-style-type: none"> Variety of modalities
Row 3. Adults encourage children to recall in ways that are consistent with their developmental levels...	Concept Development <ul style="list-style-type: none"> Analysis and reasoning

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

II-G. The program has a time each day for small-group activities that reflect and extend children’s interests and development. (pg. 21)	
Row 1. There is a daily time set aside for small-group activities.	Not observed in CLASS
Row 2. Throughout small-group time, children contribute their own ideas and participate at their own developmental levels...	Regard for student perspectives <ul style="list-style-type: none"> • Flexibility and student focus • Support for autonomy and leadership • Student expression
Row 3. Children and adult(s) always stay with the same small group for at least...	Not observed in CLASS
II-H. The program has time each day for large-group activities that reflect and extend children’s interests and development. (pg. 22)	
Row 1. There is a daily time set aside for large-group activities.	Not observed in CLASS
Row 2. Throughout large-group time, children contribute their own ideas and participate at their own developmental levels...	Regard for student perspectives <ul style="list-style-type: none"> • Flexibility and student focus • Support for autonomy and leadership • Student expression
Row 3. All adults participate with children at each large-group time.	Not observed in CLASS
II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to... (pg. 23)	
Row 1. Children make choices during transition times...	Regard for Students Perspectives <ul style="list-style-type: none"> • Support for autonomy and leadership

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

Row 2. Adults let children know transitions are coming...	Productivity <ul style="list-style-type: none"> Routines
Row 3. Parts of the day overlap; children have the option of finishing the previous activity or moving on to the next activity without the rest of the group...	Regard for Student Perspectives <ul style="list-style-type: none"> Flexibility and student focus
Row 4. Adults plan ways for children to make transitions...	Productivity <ul style="list-style-type: none"> Transitions
II-J. The program has a set cleanup time with reasonable expectations and choices for children. (pg. 24)	
Row 1. There is a daily time set aside for cleanup.	Not observed in CLASS
Row 2. Children and adults do cleanup together.	Positive Climate <ul style="list-style-type: none"> Relationships
Row 3. Adults accept children's level of involvement and skill at cleanup while supporting their learning...	Language Modeling <ul style="list-style-type: none"> Self and parallel talk Regard for Student Perspectives <ul style="list-style-type: none"> Flexibility and student focus Support for autonomy and leadership
Row 4. Children make many choices during cleanup.	Regard for Student Perspectives/partial match <ul style="list-style-type: none"> Support for autonomy and leadership
II-K. The program has a time each day for snacks or meals that encourage social interaction. (pg. 25)	
Row 1. There is a daily time set aside for a snack or meal.	Not observed in CLASS
Row 2. Children have choices at snack or meal time...	Regard for Student Perspectives <ul style="list-style-type: none"> Flexibility and student focus Support for autonomy and leadership

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

Row 3. Children do things for themselves at snack or meal time...	<p>Regard for Student Perspectives</p> <ul style="list-style-type: none"> Flexibility and student focus Support for autonomy and leadership
Row 4. Adults eat with children.	<p>Positive Climate</p> <ul style="list-style-type: none"> Relationships
Row 5. Adults interact with children at snack or meal time...	<p>Positive Climate</p> <ul style="list-style-type: none"> Relationships <p>Language Modeling</p> <ul style="list-style-type: none"> Frequent conversations
II-L. The program has an outside time each day during which...(pg. 26)	Not observed in CLASS

III. Adult-Child Interactions

HighScope Preschool PQA	Teachstone Pre-K CLASS
III-A. Children's basic physical needs are met. (pg. 28)	Not observed in CLASS
III-B. Children's separation from home and daily entry to the program are handled with sensitivity and respect. (pg. 30)	
Row 1. Adults help children separate from their parents/guardians...	<p>Teacher Sensitivity</p> <ul style="list-style-type: none"> Responsiveness
Row 2. Children's feelings about separation are acknowledged by the adult	<p>Teacher Sensitivity</p> <ul style="list-style-type: none"> Responsiveness

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

Row 3. At the beginning of the day, children enter play at their own pace.	Teacher Sensitivity <ul style="list-style-type: none"> • Responsiveness
Row 4. Parents/guardians are encouraged to stay until children are ready for them to...	Not observed in CLASS
III-C. Adults create a warm and caring atmosphere (pg. 31)	
Row 1. Adults show positive attention in their interactions with children (e.g. smile, hug, not, use a calm voice, make eye contact, get down to child's level, listen attentively)	<p>Positive Climate</p> <ul style="list-style-type: none"> • Relationships • Positive Affect • Positive communication • Respect <p>Negative Climate</p> <ul style="list-style-type: none"> • Negative affect • Punitive control • Sarcasm/disrespect • Severe negativity
Row 2. Adults focus on children	Teacher Sensitivity <ul style="list-style-type: none"> • Awareness
Row 3. Adults address comments to children rather than talking about children to other adults in front of them.	Not observed in CLASS
Row 4. Adults interact with children in calm and respectful tones.	<p>Positive Climate</p> <ul style="list-style-type: none"> • Respect <p>Negative Climate</p> <ul style="list-style-type: none"> • Negative affect • Punitive control • Sarcasm/disrespect • Severe negativity

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

Row 5. Adults attend to children who are upset.	<p>Teacher Sensitivity</p> <ul style="list-style-type: none"> • Awareness • Responsiveness
Row 6. Children go to adults for help, comfort, and guidance.	<p>Teacher Sensitivity</p> <ul style="list-style-type: none"> • Student comfort
Row 7. Children call adults by name...	Not observed in CLASS
III-D. Adults use a variety of strategies to encourage and support child language and communication. (pg. 32)	
Row 1. Adults share control of conversations with children...	<p>Language Modeling</p> <ul style="list-style-type: none"> • Frequent conversations
Row 2. Adults observe and listen to children throughout the day...	<p>Language Modeling</p> <ul style="list-style-type: none"> • Frequent conversations
Row 3. Adults converse with children in a give-and-take manner. They make comments, observations, acknowledgements, and seek children's ideas.	<p>Language Modeling</p> <ul style="list-style-type: none"> • Frequent conversations
Row 4. Adults ask children questions sparingly; questions are open-ended...	<p>Language Modeling</p> <ul style="list-style-type: none"> • Open-ended questions <p>Quality of Feedback</p> <ul style="list-style-type: none"> • Prompting thought processes
III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English. (pg. 33)	

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

<p>Row 1. Adults use many strategies to support communication with children whose primary language is not English...</p>	<p>Language Modeling</p> <ul style="list-style-type: none"> • Self and parallel talk • Repetition and extension
<p>Row 2. Adults encourage communications between English and non-English speaking children...</p>	<p>Language Modeling</p> <ul style="list-style-type: none"> • Frequent conversation
<p>III-F. Adults participate as partners in children’s play. (pg. 34)</p>	
<p>Row 1. Adults participate as partners in children’s play.</p>	<p>Positive Climate</p> <ul style="list-style-type: none"> • Relationships <p>Instructive Learning Formats</p> <ul style="list-style-type: none"> • Effective facilitation
<p>Row 2. Adults use a variety of strategies as partners in children’s play:</p> <ul style="list-style-type: none"> • Observe and listen before and after entering children’s play. • Assume roles as suggested by children. • Follow the children’s cues about the content and direction of play. • Imitate children. 	<p>Regard for Student Perspectives</p> <ul style="list-style-type: none"> • Flexibility and student focus <p>Instructional Learning</p> <ul style="list-style-type: none"> • Effective facilitation
<p>Row 3. Adults support children at their developmental level and help add complexity to their play.</p> <ul style="list-style-type: none"> • Match the complexity of their play. • Offer suggestions for extending play. • Stay within the children’s play theme. 	<p>Instructional Learning Formats</p> <ul style="list-style-type: none"> • Effective facilitation

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

<p>III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors). (pg. 35)</p>	
<p>Row 1. Adults encourage children’s ideas, suggestions, and efforts throughout the day by</p> <ul style="list-style-type: none"> • Listening to children • Encouraging children to talk about what they are doing • Trying out and imitating children’s ideas • Using children’s words • Commenting on children’s work 	<p>Regard for Student Perspectives</p> <ul style="list-style-type: none"> • Flexibility and student focus • Student expression <p>Quality of Feedback</p> <ul style="list-style-type: none"> • Providing information <p>Language Modeling</p> <ul style="list-style-type: none"> • Repetition and extension
<p>Row 2. Throughout the day, adults encourage and support children’s strengths and interests.</p>	<p>Regard for Student Perspectives</p> <ul style="list-style-type: none"> • Flexibility and student focus
<p>III-H. Adults support and extend children’s ideas and learning during group times. (pg. 36)</p>	
<p>Row 1. Adults use many strategies to support and extend children’s small-group activities...</p>	<p>Regard for Student Perspective</p> <ul style="list-style-type: none"> • Flexibility and student focus • Support for autonomy and leadership <p>Instructional Learning Formats</p> <ul style="list-style-type: none"> • Effective facilitation
<p>Row 2. Adults use many strategies to support and extend children’s large-group ideas and actions, e.g.,</p> <ul style="list-style-type: none"> • Watch and listen to children. • Imitate children’s actions. • Use children’s words • Assume children’s physical level • Let children be leaders • Follow up children’s suggestions and modifications 	<p>Regard for Student Perspectives</p> <ul style="list-style-type: none"> • Flexibility and student focus • Support for autonomy and leadership <p>Instructional Learning Formats</p> <ul style="list-style-type: none"> • Effective facilitation

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace. (pg. 37)	
Row 1. Adults encourage children to explore and use materials at their own developmental level and pace...	Regard for Student Perspectives <ul style="list-style-type: none"> • Flexibility and student focus • Support for autonomy and leadership
Row 2. Adults encourage children to use materials in individual ways.	Regard for Student Perspectives <ul style="list-style-type: none"> • Flexibility and student focus
Row 3. Adults support children when they choose to repeat an activity (e.g., not redirecting the child to try something else).	Regard for Student Perspectives <ul style="list-style-type: none"> • Flexibility and student focus
III-J. Adults acknowledge individual children’s accomplishments. (pg. 38)	
Row 1. Adults do not praise.	Quality of Feedback <ul style="list-style-type: none"> • Providing Information
Row 2. Adults do not give rewards for children’s accomplishments.	Not observed by CLASS
Row 3. Adults use encouragement to acknowledge individual children’s efforts and ideas.	Quality of Feedback <ul style="list-style-type: none"> • Encouragement and affirmation
III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day. (pg. 39)	
Row 1. Adults regularly encourage children to interact with one another in ways appropriate to their developmental levels.	Positive Climate <ul style="list-style-type: none"> • Relationships
Row 2. Adults find many opportunities to refer children to one another	Positive Climate <ul style="list-style-type: none"> • Relationships • Respect

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

	<p>Teacher Sensitivity</p> <ul style="list-style-type: none"> • Responsiveness • Addresses problems
III-L. Children have opportunities to solve problems with materials and do things for themselves. (pg. 40)	
Row 1. Adults encourage children to do things for themselves.	<p>Regard for student Perspectives</p> <ul style="list-style-type: none"> • Support for autonomy and leadership
Row 2. Children receive support for solving problems with materials...	<p>Teacher Sensitivity</p> <ul style="list-style-type: none"> • Addresses problems <p>Quality of Feedback</p> <ul style="list-style-type: none"> • Scaffolding
III-M. Adults involve children in resolving conflicts. (pg. 41)	
Row 1. Adults treat conflict situations with children matter of factly.	<p>Teacher Sensitivity</p> <ul style="list-style-type: none"> • Addresses problems <p>Behavior Management</p> <ul style="list-style-type: none"> • Redirection of misbehavior
<p>Row 2. Adults diffuse the conflict situation before moving into problem-solving:</p> <ul style="list-style-type: none"> • Approach children calmly and stop any hurtful actions. • Acknowledge children’s feelings. 	<p>Teacher Sensitivity</p> <ul style="list-style-type: none"> • Responsiveness <p>Behavior Management</p> <ul style="list-style-type: none"> • Redirection of misbehavior
<p>Row 3. Adults involve children in identifying the problem.</p> <ul style="list-style-type: none"> • Gather information from the children (what happened, what upset the children). • Restate the problem. 	<p>Teacher Sensitivity</p> <ul style="list-style-type: none"> • Addresses problems

Row 4. Adults involve children in the process of finding and choosing a solution for a problem:

- Ask children for solutions and encourage them to choose one together.
- Be prepared to give follow-up support when children act on their decisions.

Teacher Sensitivity

- Addresses problems
- Responsiveness

**Pre-K Classroom Assessment Scoring System (CLASS) Crosswalk With
Preschool Program Quality Assessment (PQA)**

I. Emotional Support Domain

Positive Climate	
Pre-K CLASS	Preschool PQA
<p>Relationships</p> <ul style="list-style-type: none"> • Physical proximity • Shared activities • Peer assistance • Matched affect • Social conversation 	<p>II-J. The program has a set cleanup time with reasonable expectations and choices for children: Row 2</p> <p>II-K. The program has a time each day for snacks or meals that encourage social interaction: Row 4, Row 5</p> <p>III-C. Adults create a warm caring atmosphere for children: Row 1</p> <p>III-F. Adults participate as partners in children’s play: Row 1</p> <p>III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day: Row 1, Row 2</p>
<p>Positive affect</p> <ul style="list-style-type: none"> • Smiling • Laughter • Enthusiasm 	<p>III-C. Adults create a warm caring atmosphere for children: Row 1</p>
<p>Positive communication</p> <ul style="list-style-type: none"> • Verbal affection • Physical affection • Positive expectations 	<p>III-C. Adults create a warm caring atmosphere for children: Row 1</p> <p><i>(Note: General praise statements to be captured here – quality encouragement is captured in QFB [see III-J. Adults acknowledge individual children’s accomplishments. Row 1])</i></p>
<p>Respect</p> <ul style="list-style-type: none"> • Eye contact • Warm, calm voice • Respectful language • Cooperation and/or sharing 	<p>III-C. Adults create a warm caring atmosphere for children: Row 1, Row 4</p> <p>III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day: Row 2</p>

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

Negative Climate	
Pre-K CLASS	Preschool PQA
Negative affect <ul style="list-style-type: none"> • Irritability • Anger • Harsh voice • Peer aggression • Disconnected or escalating negativity 	III-C. Adults create a warm caring atmosphere for children: Row 1, Row 4 <i>(Note-see PQA level 1 indicator)</i>
Punitive control <ul style="list-style-type: none"> • Yelling • Threats • Physical control • Harsh punishment 	III-C. Adults create a warm caring atmosphere for children: Row 1, Row 4 <i>(Note-see PQA level 1 indicator)</i>
Sarcasm/disrespect <ul style="list-style-type: none"> • Sarcastic voice/statement • Teasing • Humiliation 	III-C. Adults create a warm caring atmosphere for children: Row 1, Row 4
Severe negativity <ul style="list-style-type: none"> • Victimization • Bullying • Physical punishments 	III-C. Adults create a warm caring atmosphere for children: Row 1, Row 4

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

Teacher Sensitivity	
Pre-K CLASS	Preschool PQA
<p>Awareness</p> <ul style="list-style-type: none"> • Anticipates problems and plans appropriately • Notices lack of understanding and/or difficulties 	<p>III-C. Adults create a warm and caring atmosphere for children: Row 2, Row 5</p>
<p>Responsiveness</p> <ul style="list-style-type: none"> • Acknowledges emotions • Provides comfort and assistance • Provides individualized support 	<p>III-B. Children’s separation from home and daily entry to the program are handled with sensitivity and respect: Row 1, Row 2, Row 3</p> <p>III-C. Adults create a warm and caring atmosphere for children: Row 5</p> <p>III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day: Row 2, Row 2, Row 4</p> <p>III-M. Adults involve children in resolving conflicts: Row 2, Row 4</p>
<p>Addresses Problems</p> <ul style="list-style-type: none"> • Helps in an effective and timely manner • Helps resolve problems 	<p>III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day: Row 2</p> <p>III-L. Children have opportunities to solve problems with materials and do things for themselves: Row 2</p> <p>III-M. Adults involve children in resolving conflicts: Row 1, Row 3, Row 4</p>
<p>Student Comfort</p> <ul style="list-style-type: none"> • Seeks support and guidance • Freely participates • Takes risks 	<p>III-C. Adults create a warm and caring atmosphere for children: Row 6</p>

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

Regard for Student Perspective	
Pre-K CLASS	Preschool PQA
<p>Flexibility and student focus</p> <ul style="list-style-type: none"> • Shows flexibility • Incorporates children’s ideas • Follows student’s leads 	<p>II-E. The program has time each day (e.g., work time, choice time, center time, free play) during which children initiate and carry out their intentions: Row 3</p> <p>II-G. The program has a time each day for small-group activities that reflect and extend children’s interests and development: Row 2</p> <p>II-H. The program has a time each day for large-group activities that reflect and extend children’s interests and development: Row 2</p> <p>II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next: Row 3</p> <p>II-J. The program has a set cleanup time with reasonable expectations and choices for children: Row 3</p> <p>II-K. The program has a time each day for snacks or meals that encourage social interaction: Row 2, Row 3</p> <p>III-F. Adults participate as partners in children’s play: Row 2</p> <p>III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors): Row 1, Row 2</p> <p>III-H. Adults support and extend children’s ideas and learning during group times: Row 1, Row 2</p> <p>III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace: Row 1, Row 2, Row 3</p>
<p>Support for autonomy and leadership</p> <ul style="list-style-type: none"> • Allows choice • Allows students to lead lessons • Gives students responsibility 	<p>I-E. Classroom areas and materials are systemically arranged, labeled, and accessible to the children: Row 4</p> <p>II-D. The program has a time each day during which children make plans and indicate their plans to adults: Row 4</p> <p>II-E. The program has time each day (e.g., work time, choice time, center time, free play) during which children initiate and carry out their intentions: Row 2</p> <p>II-G. The program has a time each day for small-group activities that reflect and extend children’s interests and development: Row 2</p> <p>II-H. The program has a time each day for large-group activities that reflect and extend children’s interests and</p>

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

	<p>development: Row 2</p> <p>II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next: Row 1</p> <p>II-J. The program has a set cleanup time with reasonable expectations and choices for children: Row 3, Row 4</p> <p>II-K. The program has a time each day for snacks or meals that encourage social interaction: Row 2, Row 3</p> <p>III-H. Adults support and extend children’s ideas and learning during group times: Row 1, Row 2</p> <p>III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace: Row 1</p> <p>III-L. Children have opportunities to solve problems with materials and do things for themselves: Row 1</p>
<p>Student expression</p> <ul style="list-style-type: none"> • Encourages student talk • Elicits ideas and perspectives 	<p>II-G. The program has a time each day for small-group activities that reflect and extend children’s interests and development: Row 2</p> <p>II-H. The program has a time each day for large-group activities that reflect and extend children’s interests and development: Row 2</p> <p>III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors): Row 1</p>
<p>Restriction of movement</p> <ul style="list-style-type: none"> • Allows movement • Is not rigid 	<p>II-E. The program has time each day (e.g., work time, choice time, center time, free play) during which children initiate and carry out their intentions: Row 2, Row 3</p>

II. Classroom Organization Domain

Behavior Management	
Pre-K CLASS	Preschool PQA
<p>Clear behavior expectations</p> <ul style="list-style-type: none"> • Clear behavior expectations • Proactive • Redirection of misbehavior • Student behavior 	<p>Not observed in PQA</p>
<p>Proactive</p> <ul style="list-style-type: none"> • Anticipates problem behavior or escalation • Low reactivity • Monitors 	<p>Not observed in PQA</p>
<p>Redirection of misbehavior</p> <ul style="list-style-type: none"> • Effective reduction of misbehavior • Attention to the positive • Uses subtle cues to redirect • Efficient redirection 	<p>III-M. Adults involve children in resolving conflicts: Row 1, Row 2</p>
<p>Student behavior</p> <ul style="list-style-type: none"> • Frequent compliance • Little aggression or defiance 	<p>Not observed in PQA</p>

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

Instructional Learning Formats	
Pre-K CLASS	Preschool PQA
<p>Effective facilitation</p> <ul style="list-style-type: none"> • Teacher involvement • Effective questioning • Expanding children’s involvement 	<p>III-F. Adults participate as partners in children’s play: Row 1, Row 2, Row 3</p> <p>III-H. Adults support and extend children’s ideas and learning during group times: Row 1, Row 2</p>
<p>Variety of modalities and materials</p> <ul style="list-style-type: none"> • Range of auditory, visual, and movement activities • Interesting and creative materials • Hands-on opportunities 	<p>I-F. Classroom materials are varied, manipulative, open-ended, and authentic and appeal to multiple senses: Row 1, Row 2</p> <p>II-D. The program has a time each day during which children make plans and indicate their plans to adults: Row 2</p> <p>II-F. The program has a time each day during which children remember and review their activities and share with adults and peers what they have done: Row 2</p>
<p>Student interest</p> <ul style="list-style-type: none"> • Active participation • Listening • Focused attention 	<p>II-C. An appropriate amount of time is allotted for each part of the daily routine: Row 2</p>
<p>Clarity of learning objectives</p> <ul style="list-style-type: none"> • Advanced organizers • Summaries • Reorientation statements 	<p>Not observed in PQA</p>

III. Instructional Support Domain

Concept Development	
Pre-K CLASS	Preschool PQA
<p>Analysis and reasoning</p> <ul style="list-style-type: none"> • Why and how questions • Problem solving • Prediction/experimentation • Classification/comparing • Evaluation 	<p>II-F. The program has a time each day during which children remember and review their activities and share with adults and peers what they have done: Row 3</p> <p><i>(Note: during recall time – this aligns with the behavioral marker of Evaluation, and would be dependent on the depth of the interaction).</i></p>
<p>Creating</p> <ul style="list-style-type: none"> • Brainstorming • Planning • Producing 	<p>II-D. The program has a time each day during which the children make plans and indicate their plans to adults: Row 3</p> <p><i>(Note: during planning time – this aligns with the behavioral marker Planning and would be dependent on the depth of the interaction).</i></p>
<p>Integration</p> <ul style="list-style-type: none"> • Connects concepts • Integrates with previous knowledge 	<p>Not observed in PQA</p>
<p>Connections to the real world</p> <ul style="list-style-type: none"> • Real-world applications • Related to students’ lives 	<p>Not observed in PQA</p>

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

Quality of Feedback = Partial Match	
Pre-K CLASS	Preschool PQA
Scaffolding <ul style="list-style-type: none"> • Hints • Assistance 	III-L. Children have opportunities to solve problems with materials and do things for themselves: Row 2
Feedback loops <ul style="list-style-type: none"> • Back-and-forth exchanges • Persistence by the teacher • Follow-up questions 	Not observed in PQA
Prompting thought processes <ul style="list-style-type: none"> • Asks students to explain thinking • Queries response and actions 	III-D. Adults use a variety of strategies to encourage and support child language and communication: Row 4
Providing information <ul style="list-style-type: none"> • Expansion • Clarification • Specific feedback 	III-G. Adults encourage children’s learning initiatives throughout the day: Row 1 III-J. Adults acknowledge individual children’s accomplishments: Row 1
Encouragement and affirmation <ul style="list-style-type: none"> • Recognition • Reinforcement • Student persistence 	III-J. Adults acknowledge individual children’s accomplishments: Row 3

HIGHSCOPE PRESCHOOL PQA CROSSWALK WITH TEACHSTONE PRE-K CLASS

Language Modeling	
Pre-K CLASS	Preschool PQA
<p>Frequent conversation</p> <ul style="list-style-type: none"> • Back-and-forth exchanges • Contingent responding • Peer conversations 	<p>II-K. The program has a time each day for snacks or meals that encourage social interaction: Row 5</p> <p>III-D. Adults use a variety of strategies to encourage and support child language and communication.: Row 1, Row 2, Row 3</p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English: Row 2</p>
<p>Open-ended questions (Full Match)</p> <ul style="list-style-type: none"> • Questions that require more than a one-word response • Students respond 	<p>III-D. Adults use a variety of strategies to encourage and support child language and communication: Row 4</p>
<p>Repetition and extension</p> <ul style="list-style-type: none"> • Repeats • Extends/elaborates 	<p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English: Row 1</p> <p>III-G. Adults encourage children’s learning initiatives throughout the day: Row 1</p>
<p>Self- and parallel talk</p> <ul style="list-style-type: none"> • Maps own actions with language • Maps students action with language 	<p>II-J. The program has a set cleanup time with reasonable expectations and choices for children: Row 3</p> <p><i>(Note: during cleanup time)</i></p> <p>III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English: Row 1</p>
<p>Advanced language</p> <ul style="list-style-type: none"> • Variety of words • Connected to familiar words and/or ideas 	<p>Not observed in PQA</p>

References

HighScope Educational Research Foundation. (2003a). *Preschool Program Quality Assessment (PQA)*. Second Edition. Ypsilanti, MI: HighScope Press.

Pianta, R.C., La Paro, K.M., Hamre, B.K. (2008). *Classroom assessment scoring system (CLASS) manual, pre-k*. Baltimore, MD: Paul H. Brookes Pub.