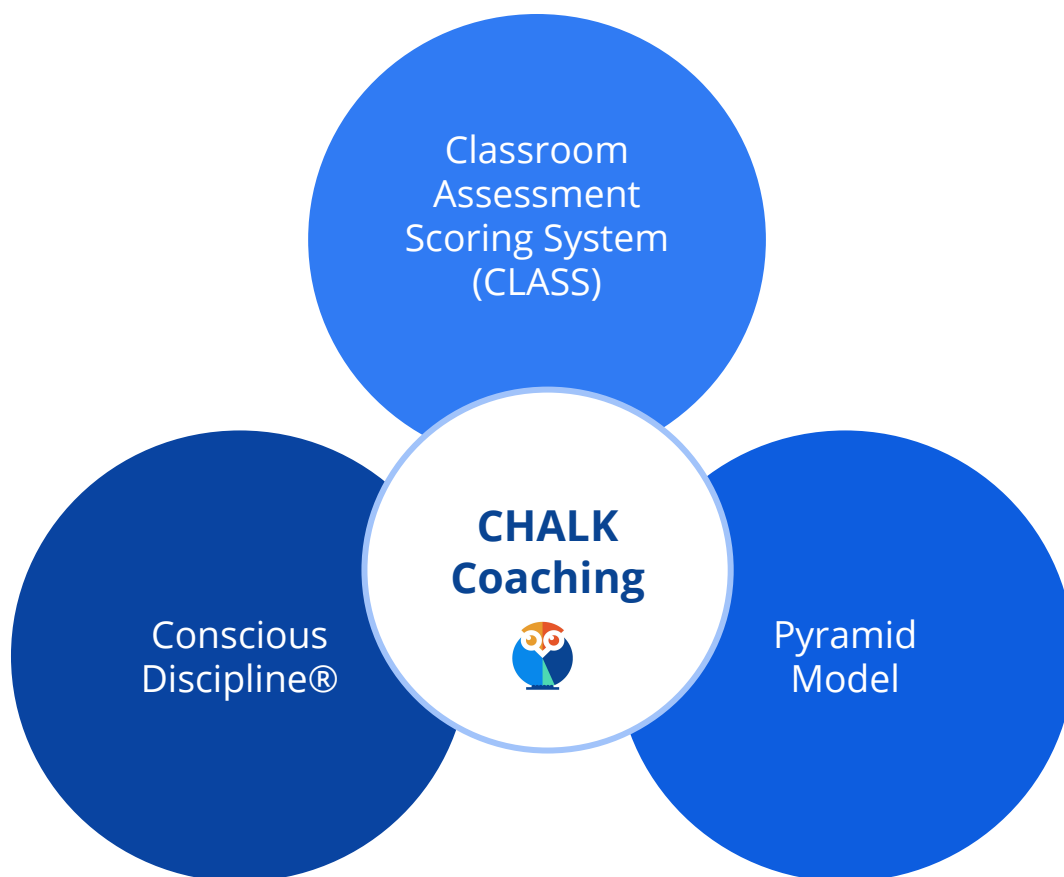## CHALK Coaching and Common Early Childhood Programs

The research-based practices in CHALK Coaching align with key practices featured in three widely-used early childhood programs: the Classroom Assessment Scoring System (CLASS), *Conscious Discipline®*, and the *Pyramid Model for Promoting Social and Emotional Competence in Infants and Young Children*.

The following pages include:

Practical examples of how a teacher and coach might use CHALK to support implementation of strategies from each program.

Summary tables highlighting the connection between CHALK practices and the components of each program.

CHALK and CLASS

Practical Example
In this example, the teacher and coach use CHALK to set goals that align with two dimensions from the Instructional Support domain of CLASS: **Concept Development** and **Language Modeling**.

The pre-k program observes each classroom with CLASS twice a year to identify program-wide areas for growth. CLASS data from the previous year indicates that most teachers scored in the low range of concept development and language modeling. Moving forward, program leaders decide to provide year-long professional development and coaching supports focusing on these two dimensions.

CHALK provides observation tools that collect data on specific teacher actions. The Level of Instruction and Listening to Children tools are aligned with the focal CLASS dimensions (see table below). In addition, with the CHALK action planning tool, the teacher and coach can set specific, quantifiable goals. Achieving CHALK goals should improve classroom practices that are the focus of the pre-k program's CLASS goals.

CLASS	CHALK
Concept Development Teachers support children's understanding of **concepts** and ideas. They provide children opportunities to use **reasoning** and analysis instead of focusing on memorization of facts. Teachers ask **open-ended questions** that focus on the hows and whys of learning.	**Level of Instruction** Teachers engage children in conversations about **concepts** that require abstract thinking, **reasoning**, and inferencing. Teachers ask high-level, or **open-ended questions** that do not have predetermined answers or a set of choices presented. **Example CHALK goal**: 60% of teacher questions during centers will be high-level questions.
Language Modeling Teachers support children's language development by modeling advanced language and **encouraging child talk**. During conversations teachers **repeat children** and extend their responses. **Teachers ask questions to encourage extended, multi-word responses**.	**Listening to Children** Teachers create a high-quality linguistic environment by listening to children and **encouraging child talk**. During interactions teachers **repeat children** and/or clarify their comments. **Teachers ask questions to encourage extended, multi-word responses**. **Example CHALK goal**: Teacher will repeat and/or clarify children's responses at least 7 times and ask at least 5 open-ended questions during centers.

Crosswalk for CHALK and Classroom Assessment Scoring System (CLASS)

CHALK Teaching Practices

CHALK Teaching Practices	CLASS Domains, Dimensions, and Indicators								
	Emotional Support			Classroom Organization			Instructional Support		
	Positive Climate	Teacher Sensitivity	Regard for Student Perspectives	Behavior Management	Productivity	Instructional Learning Formats	Concept Development	Quality of Feedback	Language Modeling
Reduce Transition Time									
Classroom Routines					✓				
Behavior Management Disruption				✓					
Traveling Outside the Classroom					✓				
Waiting in line/lining up					✓				
Children Waiting on Teacher/Materials					✓				
Create a Positive Classroom Climate									
Positive Tone	✓								
Decrease Negative Comments	✓			✓					
Decrease Redirections				✓	✓				
Increase Behavior Approvals	✓	✓						✓	
Children's Associative and Cooperative Interactions									
Doing an activity together that DOES NOT have a predetermined sequence			✓			✓			✓
Playing a game together with formal rules			✓			✓	✓		
Doing an activity together that HAS a predetermined sequence							✓		✓

CHALK
Teaching Practices

Crosswalk for CHALK and Classroom Assessment Scoring System (CLASS)

CHALK Teaching Practices	CLASS Domains, Dimensions, and Indicators								
	Emotional Support			Classroom Organization			Instructional Support		
	Positive Climate	Teacher Sensitivity	Regard for Student Perspectives	Behavior Management	Productivity	Instructional Learning Formats	Concept Development	Quality of Feedback	Language Modeling
Promote Associative and Cooperative Interactions									
Participate in children's play	✔					✔			
Ask questions to extend children's thinking about a shared activity						✔	✔	✔	
Encourage children to share, work or interact with each other			✔			✔			✔
Help children find the words to communicate		✔	✔						✔
Plan Sequential Activities									
Encourage sequential use of materials						✔		✔	
Demonstrate the steps to an activity or game						✔			
Help children act out a dramatic play scenario or book						✔		✔	
Support children's drawing of an image or writing of a message		✔						✔	

Crosswalk for CHALK and Classroom Assessment Scoring System (CLASS)

CHALK Teaching Practices	CLASS Domains, Dimensions, and Indicators								
	Emotional Support			Classroom Organization			Instructional Support		
	Positive Climate	Teacher Sensitivity	Regard for Student Perspectives	Behavior Management	Productivity	Instructional Learning Formats	Concept Development	Quality of Feedback	Language Modeling
Math Instruction									
Use math vocabulary									✔
Help children use math to problem solve							✔	✔	
Ask questions about and demonstrate math concepts						✔	✔	✔	
Listening to Children									
Looks at children with a positive expression to encourage child talk	✔								
Repeats or clarifies children's comments									✔
Asks open-ended questions to encourage conversation							✔		✔
Expands on children's play or talk using questions or comments								✔	✔
Encourage peer talk									✔

CHALK
Teaching Practices

Crosswalk for CHALK and
Classroom Assessment Scoring System (CLASS)

CHALK Teaching Practices	CLASS Domains, Dimensions, and Indicators								
	Emotional Support			Classroom Organization			Instructional Support		
	Positive Climate	Teacher Sensitivity	Regard for Student Perspectives	Behavior Management	Productivity	Instructional Learning Formats	Concept Development	Quality of Feedback	Language Modeling
Level of Instruction									
Ask low-level questions						✓		✓	
Ask high-level questions						✓	✓	✓	✓
Student Engagement in Learning									
Off task									
Mildly engaged									
Engaged					✓	✓			
Highly engaged					✓	✓			