



Alignment to Texas Rising Star Classroom Assessment Record Form (CARF)

LENA Grow is a research-based, job-embedded professional development program designed to help infant, toddler, and preschool educators measurably improve language classroom language environments. The program teaches caregivers the power of the conversational turn. It employs LENA's "talk pedometer" technology, concise strengths-based coaching, and data-rich reference materials to help teachers build more talk into their daily activities. LENA Grow complements Texas Rising Star's higher weight on Category 2, Teacher-Child Interactions.¹

What is LENA?

LENA is a national nonprofit on a mission to transform children's futures through early talk technology and data-driven programs. The amount of interactive talk children experience in their early years impacts brain development, social-emotional development, school readiness, and the ability to reach their full developmental potential. A 10-year longitudinal study by LENA researchers confirms that the amount of talk with adults that babies experience in the first three years of life is linked to their verbal abilities and IQ in adolescence. Together with LENA, early childhood educators can support the healthy growth and development of all children by enriching the talk environment in their classrooms. LENA's secure technology measures and automatically assesses the amount of interactive talk that a child experiences throughout the day. The resulting data is used to support professional development to increase responsive adult-child interactions.

Why LENA Grow?

Research shows that conversational turns, the back-and-forth exchanges between adults and children, are among the most predictive metrics of child outcomes.² LENA Grow combines objective feedback on the classroom talk environment with targeted coaching for teachers on how to increase interactive talk. By focusing on LENA's Talking Tips, teachers learn strategies to add interactive talk to their normal daily routines, allowing time to focus on what's most important: the children in their care. The results are stronger relationships, increased language development, and children who are more prepared for future school success.

¹ <https://texasrisingstar.org/about-trs/certification-levels/>

² <https://lena.org/conversational-turns/>

LENA Grow/ Texas Rising Star Classroom Assessment Record Form

The table below shows how LENA’s 14 Talking Tips,³ the basis of LENA Grow’s strategies to increase interaction, align to Category 2 Teacher-Child Interactions on the Texas Rising Star Classroom Assessment Record Form (CARF).⁴ The chart illustrates how LENA’s Talking Tips support CARF measures in each subcategory. LENA encourages coaches, technical assistance providers, directors, and observers to use the CARF Rating to find Talking Tip strategies that will help teachers improve on key behaviors.⁵

Texas Rising Star Classroom Assessment Record Form	1. Talk about what you’re doing and thinking.	2. Comment on what they’re doing or looking at.	3. Name things that they’re interested in.	4. Get down to their level: face to face.	5. Touch, hug, hold.	6. Tune in and respond to what they look at, do, and say.	7. Wait for their response.	8. Imitate them, and add words.	9. Make faces, use gestures.	10. Take turns – don’t do all the talking	11. Repeat and add to what they say and do	12. Follow their lead, do what interests them.	13. Encourage them, be positive.	14. Be silly! Relax and have fun!
Category 2 Teacher Child Interactions														
Warm and Responsive Style														
P-WRS-01: Creates a warm, safe, and nurturing environment Teacher exhibits 0 negative behaviors (mild or harsh); typically, teacher exhibits positive behaviors.				x	x	x	x						x	x
P-WRS-02: Uses frequent positive nonverbal behaviors to increase feelings of acceptance Teacher consistently uses positive nonverbal behaviors to increase acceptance of or calm children.					x			x						x
P-WRS-03: Has a patient, relaxed style that helps maintain calmness in the classroom Teacher style is consistently relaxed and calm; teacher responds to signs of stress or rising tension among children in a calm manner.	x				x		x		x				x	x
P-WRS-04: Notices and attends to children’s needs and signals Teacher is consistently aware of children’s signals and needs and can be		x		x	x	x	x							

³ <https://lena.org/14-talking-tips>

⁴ https://texasrisingstar.org/wp-content/uploads/2021/08/FINAL-CARF-all-ages_9.2021.pdf

⁵ <https://texasrisingstar.org/wp-content/uploads/2021/03/Key-Behaviors-Document-2021.pdf>

characterized as keenly aware or highly tuned-in to the children.														
P-WRS-05: Responds promptly and sensitively to children's cognitive and affective signals (acknowledges and expands on children's attempts at communication, play, and expression of needs) Teacher response style is highly supportive, with children typically receiving warm and sensitive responses to affective and cognitive signals.		X		X		X	X		X	X	X			
P-WRS-06: Demonstrates an ability to adjust one's own behavior to meet the needs, interests, and abilities of individuals/groups of children Teacher responds well to individual differences and needs among children, with no instances of rejection or unfairness.		X	X	X		X	X	X		X	X	X		
Language Facilitation and Support														
P-LFS-01: Listens to children attentively and responds appropriately to their language, vocalizations, and nonverbal attempts at communication Teacher consistently responds to children's attempts at communication; can be characterized as highly responsive.		X		X		X	X	X	X	X				
P-LFS-02: Uses positive verbal responses and encouragement to provide reinforcement or acknowledge positive behavior or accomplishments Teacher consistently provides frequent, positive verbal responses and encouragement, which can be characterized as warm and supportive, and provides children with more descriptive praise and encouragement.	X	X										X	X	X
P-LFS-03: Uses language to add meaning or expand on children's interests or agenda Teacher consistently uses positive language to build on or expand children's interests or agenda.	X	X	X			X		X			X	X		
P-LFS-04: Communicates with children throughout the day (in whole group activities, small groups, mealtimes, and outdoor play)	X	X	X	X		X		X	X		X	X		

<p>P-PBIG-01: Supports a playful attitude on an ongoing basis for children to make believe, make choices, and adjust activities to their own interests. Teacher consistently engages children in songs, books, pretend play, or games; these opportunities typically allow children opportunities to be playful and make choices about how to engage.</p>		X	X			X					X	X	X
<p>P-PBIG-02: Participates and expands on play initiated by children to reinforce language, ideas, and social development. Teacher consistently participates in play initiated by children; there is consistent good language support and expansion; teacher rarely redirects children rather than building on their interests.</p>		X	X	X		X		X		X	X		X
<p>P-PBIG-03: Provides guidance when children are working, in order to progressively build skills and knowledge rather than using overly directive strategies. Teacher is never overly directive; teacher consistently provides guidance while children are working to complete a task or playing, rather than using overly directive strategies.</p>		X		X		X	X			X	X		
<p>P-PBIG-04: Provides opportunities for and/or facilitates children's social interactions with their peers. Teacher consistently provides opportunities for children that allow them to make choices to work and play in large and small groups or alone; teacher consistently facilitates social interactions between children and their peers.</p>	X	X				X				X		X	
<p>Support for Children's Regulation</p>													
<p>P-SCR-01: Models or encourages emotional expression (encourages children to express feelings, labels feelings, thinks aloud to model their own feelings and reactions; makes connections between actions and emotional reactions). Teacher consistently models or encourages emotional expression, and there is at least 1 intentional activity aimed at increasing emotional awareness or understanding.</p>	X					X		X		X		X	

P-SCR-02: Provides children with short explanations that help them understand why they are feeling a certain way Teacher consistently provides short explanations that are simple and clear enough to help children understand how they are feeling.	x			x		x				x		x		
P-SCR-03: Explains logical consequences for behaviors rather than providing arbitrary consequences Teacher consistently verbalizes logical consequences.	x													
P-SCR-05: Demonstrates flexibility and tolerance for minor mishaps and misbehaviors Teacher never demonstrates intolerant or negative responses to minor mishaps and misbehaviors, with no negative/harsh responses to such behaviors.	x					x		x						x
P-SCR-06: Recognizes rising tensions and helps children understand the logical consequences of their actions before problem behaviors occur Teacher consistently helps children understand logical consequences before problem behaviors occur.	x		x			x								x
P-SCR-07: Assists children in their communications and interactions with peers Teacher consistently assists children in their communications and interactions with peers, and the assistance is consistently good.	x					x							x	x
Instructional Formats and Approaches to Learning														
P-IFAL-03: Routine and transition times are used as opportunities for incidental learning Teacher consistently uses routine and transition times as opportunities for incidental learning.	x		x										x	

Note: The following CARF measures were not aligned with LENA’s 14 Talking Tips: P-SCR-04; P-IFAL-01; P-IFAL-02; P-IFAL-04; P-IFAL-05.

This alignment was based on the [Texas Rising Star Classroom Assessment Record Form \(CARF\)](#) all ages 9-2021.