Program Name: _____   Classroom: _____

Teacher's Name(s): _____   Date: _____

Partner(s): _____

The Pre-K Classroom Assessment Scoring System® (CLASS®) focuses on the effectiveness of teacher-child interactions; how teachers positively interact with children, how they make the most out of every moment, how they support and motivate children's learning, and ensure they are engaged. The relationships that are built with children, the organization of the classroom setting, and the enriching experiences provided for them, impacts all areas of learning and development and promotes social-emotional and academic success.

The Internal Self-Reflection Tool is specifically developed to support you in your continuous quality improvement efforts. It will help you become more familiar with the Pre-K CLASS® tool, reflect on your current practices, and get started looking at and developing goals around teacher-child interactions. This tool can be used independently by teachers, classroom teams, or can be used with a trusted partner; a Quality Coach, mentor, assessor, technical assistance consultant, or another childcare provider. Be as open and honest as you can during this self-reflection process. It will assist you in developing goals to help build your professional growth.

The self-reflection tool includes checklist items and open-ended questions for teachers to read and reflect on. The sections of this tool were organized to align with the Pre-K CLASS® domains and dimensions as shown below:

Emotional Support	Classroom Organization	Instructional Support
- Positive Climate - Negative Climate - Teacher Sensitivity - Regard for Student Perspectives	- Behavior Management - Productivity - Instructional Learning Formats	- Concept Development - Quality of Feedback - Language Modeling

*Throughout this tool, teachers will rate how consistently (Always, Sometimes, Never) they utilize the practices in each dimension. Each term is defined below to assist in answering these questions:

- o **Always** – Practice is used on a regular basis (frequently) throughout the entire classroom day.
- o **Sometimes** – Practice is used occasionally, rather than all the time with children.
- o **Never** – Practice is used very rarely or not at all when working with children.

"We do not learn from experience… we learn from reflecting on experience."

- John Dewey, philosopher and educator

Pre-K Classroom Assessment Scoring System® (CLASS®) Internal Self-Reflection Tool

The **Emotional Support** Domain assesses interactions between teachers and children that promote a positive classroom climate, including positive relationships and respect between teachers, children and peers. This domain measures teacher's acknowledgement of children's feeling or emotions, their responsiveness to children, awareness and support of children's academic, social and emotional needs, promotion of children's independence, and emphasis on children's interests, ideas and points of view.

Positive Climate	How Consistently?		
	Always	Sometimes	Never
I sit/stand near the children and participate in activities and routines with them.			
I smile and laugh with the children frequently.			
I establish eye contact and use respectful language when speaking with children.			
How do I build warm, supportive relationships with each child I work with?			
How am I encouraging positive interactions and relationships among children?			

Negative Climate	How consistently?		
	Always	Sometimes	Never
I express irritation or frustration towards children through words, tone of voice, or body language.			
I yell, use threats or physical actions to control children.			
I tease children or criticize them in front of their peers.			
How are my attitudes and emotions shaping the learning environment?			
In what ways might my interactions negatively impact the children or group?			

Teacher Sensitivity	How Consistently?		
	Always	Sometimes	Never
I am aware of how the children are feeling and take this into consideration during activities.			
I quickly respond to children's comments, questions, or signals that they need help or attention.			
The children are comfortable seeking support from and sharing their ideas with me.			

Pre-K Classroom Assessment Scoring System® (CLASS®) Internal Self-Reflection Tool

What do I do during an activity when I notice lack of understanding and/or difficulties?
How do I address children's problems and concerns, so they do not continue or increase and are resolved?

Regard for Student Perspectives	How Consistently?		
	Always	Sometimes	Never
My learning activities are built around children's interests and ideas.			
I give children choices and responsibilities in the classroom.			
I provide frequent opportunities for children to talk and express their thoughts.			
During teacher planned activities, how do I ensure that children are playing an active role in their learning?			
How am I allowing children to freely move and position themselves during activities (free play, whole group, small group, etc.)?			

The **Classroom Organization** Domain assesses classroom organization and management of children's behavior, time, and attention in the classroom. This domain measures the stability of the schedule and routines, clarity of expectations, and using sensitive and appropriate guidance strategies. It also looks at how teachers maximize and support learning opportunities.

Behavior Management	How Consistently?		
	Always	Sometimes	Never
I state clear and consistent expectations for behavior before all activities/routines.			
I am aware of, and attend to, children in all areas of the classroom, even when working with an individual student or small group.			
I effectively redirect misbehavior without interrupting classroom activities and make sure to use positive phrases (e.g. "Walking feet," instead of "Stop running").			
How do I support children struggling to resolve conflicts or regulate emotions?			

When I anticipate that misbehavior might occur during a classroom routine or activity, what methods do I use to prevent these problems from developing?

Productivity	How Consistently?		
	Always	Sometimes	Never
When finished with an activity or routine in my schedule, I provide children with other activity choices, so they do not need to wait for everyone else to finish.			
The children know what they should be doing; they do not show confusion by wandering, and I do not need to provide additional directions or instructions.			
I prepare activity materials in advance and make sure they are easily accessible.			
How do I deal with disruptions and completion of routine tasks (cleaning, paperwork, etc.), so they do not take away from learning opportunities?			
In what ways do I plan for transitions (e.g. provide warnings, include ways to keep them engaged, etc.)?			

Instructional Learning Formats	How Consistently?		
	Always	Sometimes	Never
I get involved, ask questions, and encourage children's participation during group, play, and routine activities.			
I use a variety of modalities (auditory, visual, movement), materials, and hands-on opportunities to keep children engaged.			
During activities, the children are excited, actively participating, and listening.			
How do I communicate the purpose or objectives of a lesson or activity, and ensure that children remain focused on it?			
Are there times during the classroom day when my involvement in learning activities or routines could be more active and intentional?			

The **Instructional Support** Domain assesses how teachers implement lessons and activities to promote cognitive and language development. This domain measures how teachers support and extend children's analytical thinking, conversational skills, and vocabulary. It also looks at teachers providing children with the amount of help they need, and the quality of teacher feedback that acknowledges children's attempts and increases their involvement.

Concept Development	How Consistently?		
	Always	Sometimes	Never
I ask questions that encourage children to think about the hows and whys of learning; focusing their attention on the process rather than on just getting the correct answer.			
I provide opportunities for children to use critical thinking; predicting/experimenting, classifying/comparing, problem solving, and evaluating.			
I encourage children to create their own products and generate their own ideas by asking them to brainstorm and plan.			
How do I tie new information we are discussing to previous activities/learning and what the children already know?			
In what ways have I related the concepts we were discussing to the children's actual life experiences?			

Quality of Feedback	How Consistently?		
	Always	Sometimes	Never
I ask children to explain why they are doing something or how they got an answer.			
When children reply or comment, I clarify and add information, so they walk away with a deeper understanding and new information.			
Rather than just saying "good job," I provide children with specific feedback that encourages their efforts and persistence in activities.			
How do I scaffold children when they have a hard time understanding a concept, answering a question, or completing an activity? What about the children that need more of a challenge?			
How do I ensure that the back-and-forth exchanges I have with children are not just question and response, but that I am promoting further learning and thinking on the part of the child?			

Pre-K Classroom Assessment Scoring System® (CLASS®) Internal Self-Reflection Tool

Language Modeling	How Consistently?		
	Always	Sometimes	Never
I have conversations with children throughout the day and encourage children to talk to each other.			
I ask questions that extend the conversation and encourage longer, more complex answers; not just asking for yes/no or right/wrong responses.			
I introduce new words to children, explain what they mean, and make sure to use the word throughout the day.			
When do I have sustained conversations with children? Are there times during the day when this could be happening more?			
How do I model language for children? Reflect on if you ever state out loud what you or the children are doing as those actions are occurring.			

References: *Improving Teacher–Child Interactions: Using the CLASS* [PDF]. (2013). The National Center on Quality Teaching and Learning. Retrieved from: https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/using-the-class-in-hs-preschool-programs.pdf

Teachstone Training, LLC. (2011). *CLASS Dimensions Guide: Pre-K*. Baltimore, MD: Brookes.

Take some time to review your reflections. Notice the positive teacher-child interaction strategies you are already doing to promote children's social and cognitive development. What areas would you identify as strengths in each domain?

Emotional Support (positive & negative climate, teacher sensitivity, regard for student perspectives)

Classroom Organization (behavior management, productivity, instructional learning formats)

Instructional Support (concept development, quality of feedback, language modeling)

Pre-K Classroom Assessment Scoring System® (CLASS®) Internal Self-Reflection Tool

During the reflection process, also consider some areas for growth. You can also collaborate with an assistant, peer, or partner during this; you can exchange feedback, provide support, and hold each other accountable throughout the process. Below is a template that will allow you to create a plan to move from reflection to action.

1. Identify and develop 3 goals that focus around your needs; indicate the CLASS® dimension as well.
2. Identify why each is important to you.
3. Outline the process you will follow to achieve each goal; focus on observable and measurable steps.
4. Begin implementation within a realistic time frame.
5. Set date to complete the self-assessment again, so you can **review your progress**, celebrate your successes, and possibly identify new areas to address.

Goal/Dimension	Why is this important	Steps/Process	Monitoring Review

*It is important to remember that change is gradual. Continue with the process, learn from it, and see the beneficial outcomes for the classroom environment, children, and teachers.