

## Toddler Classroom Assessment Scoring System® (CLASS®) Internal Self-Reflection Tool

Program Name: \_\_\_\_\_ Classroom: \_\_\_\_\_

Teacher's Name(s): \_\_\_\_\_ Date: \_\_\_\_\_

Partner(s): \_\_\_\_\_

The Toddler Classroom Assessment Scoring System® (CLASS®) focuses on the effectiveness and quality of teacher-child interactions; how teachers positively interact with children and the extent to which teachers support and scaffold children's development, learning, and language. The relationships that are built with children, the management of the classroom environment, and the engaging opportunities provided for them to explore and learn promotes their social, emotional, and cognitive development.

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 Toddler 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 Toddler CLASS® domains and dimensions as shown below:

Emotional and Behavioral Support	Engaged Support for Learning
<ul style="list-style-type: none"><li>• Positive Climate</li><li>• Negative Climate</li><li>• Teacher Sensitivity</li><li>• Regard for Child Perspective</li><li>• Behavior Guidance</li></ul>	<ul style="list-style-type: none"><li>• Facilitation of Learning and Development</li><li>• Quality of Feedback</li><li>• Language Modeling</li></ul>

\*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:

- **Always** – Practice is used on a regular basis (frequently) throughout the entire classroom day.
- **Sometimes** – Practice is used occasionally, rather than all the time with children.
- **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

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

Positive Climate	How Consistently?		
	Always	Sometimes	Never
I sit next to the children on their level and join in play and in activities with them.			
I smile and laugh with the children frequently.			
I use a warm, calm voice when speaking with children and use their names when addressing them.			
How do I build warm, supportive relationships with each child I work with?			
How am I encouraging positive interactions and relationship 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 needs for attention, comfort, or assistance.			
My children are comfortable seeking support from and interacting with me.			

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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 and are resolved?

Regard for Child Perspectives	How Consistently?		
	Always	Sometimes	Never
I let children choose where and what they want to play with, and I also provide choices for them within activities.			
I encourage children to share their ideas and incorporate those ideas into activities.			
I am flexible and allow children to join and leave activities based on their interest.			
How do I encourage children's independence in the classroom (e.g. children can access materials without help from teachers, put personal belongings into cubbies, snack helper, etc.)?			
How do I support children in recognizing and understanding the feelings of others? How do I involve them when working through peer conflicts?			

Behavior Guidance	How Consistently?		
	Always	Sometimes	Never
I communicate clear behavior expectations for children before all activities/routines.			
I effectively, and positively, redirect problem behavior before it escalates.			
I use positive phrases; indicate what the children should be doing rather than referring to behaviors that are not allowed (e.g. "Gentle hands," instead of "No hitting").			
How do I keep children involved in activities? What are some signs that show me they are not engaged or actively participating in an activity?			
How do I ensure that children are always being monitored and attended to? What if I am working with an individual child or small group?			

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The **Engaged Support for Learning** Domain assesses how teachers support learning by providing opportunities for exploration and involvement. This domain measures how teachers use language to label, explain, and expand information, how they encourage language use and thinking skills, and use advanced 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.

Facilitation of Learning and Development	How Consistently?		
	Always	Sometimes	Never
I provide multiple opportunities for children to explore a variety of materials and activities.			
I actively participate with children during their activities; I add comments and ideas and ask questions that encourage them to think.			
I connect activities and play to children’s life experiences and previous learning.			
How do I ensure children are actively involved in activities and routines? Reflect on if you encourage children’s physical involvement (moving, manipulating hands-on materials) and verbal contributions during activities.			
How do I incorporate learning opportunities into classroom routines (diaper changes, toileting, mealtimes, etc.)?			

Quality of Feedback	How Consistently?		
	Always	Sometimes	Never
In response to children’s comments or actions, I ask them to explain what they are doing and why.			
When asking follow-up questions, I pause and give children ample time to think and respond.			
Rather than just saying “good job,” I give children specific feedback that encourages their efforts and persistence in activities (e.g. “You’re working hard on that puzzle”).			
How do I scaffold children to help them succeed in, participate in, or complete tasks or activities?			
How do I ensure that the exchanges I have with children are not just simple question and response, but that I am promoting further learning and understanding on the part of the child?			

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Language Modeling	How Consistently?		
	Always	Sometimes	Never
I provide children with opportunities to use language through conversations and open-ended questioning.			
I repeat what children say and expand on this by adding a little more language.			
I use a variety of words with children, describe what unfamiliar words mean, and give them needed words and phrases to use.			
When do I have back-and-forth exchanges 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 link your words to occurring actions (e.g. "I'm putting on my gloves," "You're drawing with a red crayon").			

**References:** Teachstone. (Producer) (2013, October 24). Infants, Toddlers, and the CLASS Measure: Developmentally Appropriate Practices [Video webinar]. Retrieved from <https://www.youtube.com/watch?v=f08FeyM9G3o>

Teachstone Training, LLC. (2014). *CLASS Dimensions Guide: Toddler*. Baltimore, MD: Brookes Publishing.

**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?

<b>Emotional and Behavioral Support</b> (positive climate, negative climate, teacher sensitivity, regard for child perspectives, behavior guidance)

<b>Engaged Support for Learning</b> (facilitation of learning and development, quality of feedback, language modeling)

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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.