CLASS Self-Assessment

Facility Name:

Please check all that apply:

☐ **INFANT CLASS**

Classroom:

Date Completed:

Person Completed By:

Action Plan Completed: ☐ YES ☐ NO If yes, on what date:

☐ **TODDLER CLASS**

Classroom:

Date Completed:

Person Completed By:

Action Plan Completed: ☐ YES ☐ NO If yes, on what date:

☐ **PRESCHOOL CLASS**

Classroom:

Date Completed:

Person Completed By:

Action Plan Completed: ☐ YES ☐ NO If yes, on what date:

Directions: While observing a classroom, look for evidence of the behaviors listed below during interactions among the teachers and children. Briefly note what you saw the teachers doing and saying in the notes box provided.

Infant

Relational Climate	Met	Not Met
1. Builds relationships with infants by staying close in proximity and freely showing affection both physically and verbally		
2. Stays enthusiastic with infants by playing with them and smiling and laughing during their experiences		
3. Demonstrates respect by using polite language and calling infants by their first names when speaking to them		
4. Is gentle, warm, and calm when approaching infants and tells them their intentions before physically moving or touching them		
5. Maintains a positive response to a crying infant and remains calm while comforting them		
NOTES:		

Teacher Sensitivity	Met	Not Met
1. Aware of what is happening with all infants in the classroom and notices when routines such as nap and feeding need to be adjusted		
2. Acknowledges verbal and non-verbal cues in a timely manner and tries different methods to soothe and calm individual infants' needs		
3. Lets infants know that their feelings matter by validating their whether they are negative or positive		
4. Develops routines with infants so the classroom feels like a predictable place to be		
NOTES:		

Infant

Facilitated Exploration	Met	Not Met
1. Initiates interactions and experiences with the infants and talks to them during routines and play		
2. Watches to see what infants are interested in and imitates their behaviors and actions		
3. Provides choices whenever possible throughout the day and lets infants lead in their play		
4. Provides the right amount of stimulation and shows infants how to do things on their own		
NOTES:		

Early Language Support	Met	Not Met
1. Uses complete sentences, descriptive words, and consistently exposes infants to language; lack of baby talk		
2. Labels and describes objects in the classroom as well as talking about what they are doing during routine care		
3. Encourages infants to make sounds by imitating the sounds they make and initiating sounds for those that are non-verbal		
4. Provides words for infants communication attempts and adds words and information to what they say		
NOTES:		

Toddler

Emotional and Behavioral Support	Met	Not Met
1. Joins in children's play and enjoys fun moments by laughing and smiling with them		
2. Uses words that demonstrate respect when speaking to children and explains their intentions before physically moving or touching them		
3. Approaches children with warmth and makes them feel welcomed, nurtured, and special		
4. Knows each child individually and bases their interactions based on their needs and wants		
5. Knows children's body language and expressions and is available to assist as needed		
6. Understands and validates children's emotions and feelings and helps them begin to understand how to interact with others		
7. Shows flexibility within activities and play and goes with the flow of the children's ideas and interests		
8. Provides children with daily opportunities to make choices and gives them simple tasks or jobs within the classroom		
9. Encourages children to develop self-help skills and learn to do things on their own		
10. Plans activities that allow for movement, physical motions, and do not restrict active exploration		
11. Gives short, simple, and clear reminders and expectations before play and activities		
12. Shows and models what it means to have gentle touches and how to respect classroom materials		
13. Guides children towards regulating their own behavior by being consistent and patiently redirecting their behavior		
14. Plans ahead and has the classroom activities and experiences ready and available to children throughout the day		
NOTES:		

Toddler

Engaged Support for Learning	Met	Not Met
1. Helps children discover different ways to use materials by making suggestions and asking questions		
2. Encourages children to participate in activities by helping them become physically and/or verbally involved		
3. Expands children's learning by getting them to think of how to connect concepts to their own experiences		
4. Makes the most of routine times, such as diapering and meal times by embedding questions and learning opportunities		
5. Encourages children to explain their thinking when they answer a question by asking follow up questions		
6. Provides children with hints and assistance when they struggle to answer a question or do not understand a concept		
7. Focuses on children's accomplishments and recognizes their efforts by providing specific feedback about their work		
8. Creates learning moments by adding new or expanded information about their experiences		
9. Talks with children about their lives outside of school, family members, and activities		
10. Focuses on children's attempts to communicate and then repeats and extends on their responses		
11. Speaks in complete sentences, uses descriptive language, and uses words to describe children's actions as well as their own		
NOTES:		

Preschool

Emotional Support	Met	Not Met
1. Develops positive relationships with children by smiling, laughing, and having conversations with children during activities and play		
2. Demonstrates respect for children by using a warm and calm voice and using polite language; such as please, thank you, and you're welcome		
3. Shows awareness of the whole group and provides comfort and assistance to children in a supportive manner		
4. Teaches and models the importance of sharing, helping others, and treating others with kindness		
5. Shows flexibility within lessons and activities based on the interests and ideas of the children		
6. Gives children the opportunity to make choices throughout the day and be as independent as possible		
7. Provides children with responsibilities in the classroom, such as being helpers or having daily jobs		
8. Allows children to have a reasonable amount of freedom, movement, and placement during activities and play		
NOTES:		

Preschool

Classroom Organization	Met	Not Met
1. Develops classroom rules that are easy for children to understand and stays consistent with consequences		
2. Monitors children, redirects when necessary, and praises positive behavior and actions		
3. Teaches children problem solving skills and techniques to be able to handle conflict and disputes on their own		
4. Prepares for activities in advance with all materials ready and accessible so children do not experience long periods of wait time		
5. Develops consistent and interesting routines to help children transition from one activity to another		
6. Expands children's engagement by getting involved in their play and asking and talking about what they are doing		
7. Plans activities so children have interesting things to look at, listen to, and have hands-on opportunities		
8. Focuses children's attention on the purpose and objective of lessons and activities		
NOTES:		

Preschool

Instructional Support	Met	Not Met
1. Challenges children to think about the how's and why's of learning and asks questions to promote their thinking		
2. Encourages children to make predictions, brainstorm, and experiment with their ideas		
3. Relates concepts and ideas to what children have experienced and use examples that are likely to occur in their lives		
4. Provides hints for children that help them get to the right answer rather than just telling them		
5. Engages in conversations with children and asks questions that require more than a one word answer		
6. Builds on what children say by repeating, extending, and adding information to their responses or statements		
7. Talks through what they are doing and what the children are doing to help link language to actions		
8. Uses a variety of words and unfamiliar vocabulary and explains them in simple terms and makes them easy to understand		
NOTES:		