

Infant CLASS Post-Observation Feedback Form

General Information

Site Name / Site ID / Class ID:	
Classroom Name:	
Observer Name:	
Educator Name(s):	
Educator Email(s):	
Observation Date:	___ / ___ / ___
Feedback Submitted:	___ / ___ / ___
Scores Submitted:	___ / ___ / ___

Score Ranges:	Virginia Statewide Score Averages for 2024:						
<table> <tr> <td><u>Low</u></td> <td><u>Mid</u></td> <td><u>High</u></td> </tr> <tr> <td>1.00 - 2.99</td> <td>3.00 - 5.99</td> <td>6.00 - 7.00</td> </tr> </table>	<u>Low</u>	<u>Mid</u>	<u>High</u>	1.00 - 2.99	3.00 - 5.99	6.00 - 7.00	RC: 5.81 TS: 5.83 FE: 4.45 ELS: 4.04
<u>Low</u>	<u>Mid</u>	<u>High</u>					
1.00 - 2.99	3.00 - 5.99	6.00 - 7.00					

Relational Support

Dimension:	Frequency:	Interactions Observed:	Examples Observed:	Score:
Relational Climate reflects the connections, emotions and respect conveyed by teachers, as well as the infants' responses to these interactions.	Consistently Sometimes Rarely	adults show affection and share experiences with infants.		RC: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely	adults smile, laugh, and show sincere enthusiasm.		
	Consistently Sometimes Rarely	adults use a calm voice and gentle touch; use polite language and call infants by name; and let infants know what to expect before they move their bodies.		
	Consistently Sometimes Rarely	adults avoid using a harsh tone, negative comments, or physical roughness with infants.		
Teacher Sensitivity considers teachers' awareness of and responsiveness to infants' verbal and nonverbal cues.	Consistently Sometimes Rarely	adults are aware of infants' verbal and physical cues and acknowledge and/or attend to their needs.		TS: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely	adults respond to infants' needs in a soothing and understanding way while adjusting their approach based on the infant's cues.		
	Consistently Sometimes Rarely	infants look and reach for adults to seek comfort, and are soothed or calmed by adults' efforts.		
Facilitated Exploration considers the active role teachers play during routines and experiences to support infants' engagement, development and learning.	Consistently Sometimes Rarely	adults join in play and talk to infants during playtime and routines to support learning and exploration.		FE: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely	adults follow infant's interests and provide opportunities to safely explore the classroom.		
	Consistently Sometimes Rarely	adults adjust infants experiences by providing encouragement, enthusiasm and choices to keep interest and to expand learning opportunities.		
Early Language Support considers how teachers intentionally create a language-rich environment and help infants learn to express themselves and communicate their needs.	Consistently Sometimes Rarely	consistently describe their own and infants' actions and events happening around the room.		ELS: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely	talking to infants with the intention of getting them to respond by making sounds, repeating their sounds and asking questions.		
	Consistently Sometimes Rarely	adults provide words to infant's communication and connect language to what is happening around them. Adults show infants how conversations work by pausing and making eye contact when talking with them.		

Score Ranges:	Virginia Statewide Score Averages for 2024:	VA Domain Average:	Domain Average Score:	
Low Mid High 1.00 - 2.99 3.00 - 5.99 6.00 - 7.00	RC: 5.81 TS: 5.83 FE: 4.45 ELS: 4.04	5.03		

Post-Conference Form

Summary of Feedback Discussion

Observer/Educator-Identified Strengths

Observer/Educator-Identified Areas of Growth and Learning

Resources to Consider