



Toddler 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:					
<u>Low</u> 1.00 - 2.99	<u>Mid</u> 3.00 - 5.99	<u>High</u> 6.00 - 7.00	PC: 5.62	NC: 1.17	TS: 5.57	RCP: 4.75
			BG: 5.15	FLD: 3.92	QF: 2.4	LM: 3.28

Emotional + Behavioral Support

Emotional + Behavioral Support				
Dimension:	Frequency:	Interactions Observed:	Examples Observed:	Score:
Positive Climate reflects the connection between the teacher and children and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions.	Consistently Sometimes Rarely	Adults spend their time close to children and showing a genuine interest in them; sharing in their excitement and activities.		PC: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely	Adults let children see how much they enjoy being with them; showing affection with words or physical touch.		
	Consistently Sometimes Rarely	Adults use a warm tone and face children so they can maintain eye-contact when speaking to them; use polite language and call children by name; and let children know what to expect before moving their bodies.		
Negative Climate reflects the level of expressed negativity such as anger, hostility, or aggression demonstrated by teachers and/or children.	Consistently Sometimes Rarely / Never	Adults express irritation through words, tone, or body language, and children fight each other.		*score is reversed in final scoring NC: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely / Never	Adults try to control children by yelling, making threats, or physically acting on them (e.g. pulling them by the arm).		
	Consistently Sometimes Rarely / Never	Adults are sarcastic with children or tease, embarrass or shame a child, either directly or to another adult.		
	Consistently Sometimes Rarely / Never	Children disagree, tussle, or become angry or frustrated for extended periods of time or with increasing intensity.		
Teacher Sensitivity encompasses the teacher's ability to provide comfort to children and respond to their individual needs by listening and watching for their verbal and physical cues.	Consistently Sometimes Rarely	Adults are so well in tune with children's needs that they are one step ahead of potential issues and notice any problems in the classroom right away.		TS: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely	Adults quickly tend to children's needs for attention or assistance, take children's feelings seriously and respond with understanding and reassurance.		
	Consistently Sometimes Rarely	Children view adults as a secure base; they come to adults for help, eagerly participate in activities, and try challenging tasks.		
Regard for Child Perspectives considers the degree to which teachers' interactions with students emphasize students' interests and ideas and promote child independence.	Consistently Sometimes Rarely	Adults let children choose where and how they want to play and when they want to change activities; they ask children to share ideas and incorporate those ideas into activities.		RCP: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely	Adults approach their schedule and activities with flexibility; they allow children freedom to move and talk if it's not disrupting other children and allow children to join and leave activities based on their interests.		
	Consistently Sometimes Rarely	Adults give children responsibilities in the classroom and as much independence within activities and tasks as possible; they help children learn to resolve their own conflicts by giving them words to say and encouraging them to consider other children's perspectives.		
Behavior Guidance considers the degree to which teachers' interactions with students emphasize students' interests and ideas and promote child independence.	Consistently Sometimes Rarely	Adults monitor the classroom to identify potential behavior issues before they start and provide clear expectations.		BG: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely	Adults acknowledge when children's behavior meets expectations; successfully redirecting any challenging behavior by communicating specific expectations of children.		
	Consistently Sometimes Rarely	Adults ensure children are consistently involved in activities to reduce warning, waiting, or potentially dangerous behavior.		

Score Ranges: Low Mid High 1.00 - 2.99 3.00 - 5.99 6.00 - 7.00	Virginia Statewide Score Averages for 2024: PC: 5.62 NC: 1.17 TS: 5.57 RCP: 4.75 BG: 5.15	VA EBS Average: 5.59	EBS Average Score: <hr style="width: 50px; margin: 0 auto;"/>
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Engaged Support for Learning

Dimension:	Frequency:	Interactions Observed:	Examples Observed:	Score:
Facilitation of Learning + Development considers how teachers actively facilitate activities to support children's learning and understanding.	Consistently Sometimes Rarely	Adults provide a variety of activities and materials for children and get involved in the activities to create learning opportunities.		FLD: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely	Adults expand children's thinking by asking questions, connecting information to children's lives and previous connecting information to children's lives and previous learning, and by promoting problem-solving and prediction.		
	Consistently Sometimes Rarely	Adults encourage children to actively participate in classroom activities and routines by helping them to become physically and/or verbally involved.		
Quality of Feedback considers how teachers' responses to what children say and/or do promotes learning and understanding and expands children's participation.	Consistently Sometimes Rarely	Adults provide the appropriate level of assistance to help children complete activities or tasks.		QF: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely	Adults provide information to clarify when children demonstrate a need for support, or expand on children's understanding.		
	Consistently Sometimes Rarely	Adults encourage children and give specific feedback on their efforts so they will keep trying to succeed at challenging tasks.		
Language Modeling describes how teachers intentionally encourage, respond to, and expand on children's language.	Consistently Sometimes Rarely	Adults have conversations with children, ask open-ended questions and encourage back-and-forth exchanges.		LM: <hr style="width: 50px; margin: 0 auto;"/>
	Consistently Sometimes Rarely	Adults repeat what children say and elaborate on children's communication attempts.		
	Consistently Sometimes Rarely	Adults describe what they are doing and what the children are doing as it's happening.		
	Consistently Sometimes Rarely	Adults use descriptive words and complete sentences when talking to children, label objects, and link new words with familiar concepts.		

Score Ranges:	Virginia Statewide Score Averages for 2024:			
<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 33%;"><u>Low</u> 1.00 - 2.99</td> <td style="text-align: center; width: 33%;"><u>Mid</u> 3.00 - 5.99</td> <td style="text-align: center; width: 33%;"><u>High</u> 6.00 - 7.00</td> </tr> </table>	<u>Low</u> 1.00 - 2.99	<u>Mid</u> 3.00 - 5.99	<u>High</u> 6.00 - 7.00	FLD: 3.92 QF: 2.4 LM: 3.28
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ESL Average Score:	
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VA ESL Average: 3.2

Post-Conference Form

Summary of Feedback Discussion

Observer/Educator-Identified Strengths

Observer/Educator-Identified Areas of Growth and Learning

Resources to Consider