

Infant CLASS Post-Observation Feedback Form



General Information

Site Name:	Observation Date: __ / __ / __	Educator(s) Name:	Educator(s) Email:
Classroom Name:	Feedback Submitted: __ / __ / __		
Observer Name:	Report Submitted: __ / __ / __		

Score Ranges:

Low 1.00 - 2.99	Mid 3.00 - 5.99	High 6.00 - 7.00
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Statewide Score Averages (2023):

RC: 5.71 TS: 5.76 FE: 4.23 ELS: 3.83

Relational Support

Dimension:	Frequency:	Observed High Quality Interactions:	Observed Examples:	Score:
Relational Climate reflects the connections, emotions and respect conveyed by teachers, as well as the infants' responses to these interactions		adults show affection and share experiences with infants		
		adults smile, laugh, and show sincere enthusiasm		
		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		
		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		adults are aware of infants' verbal and physical cues and acknowledge and/or attend to their needs		
		adults respond to infants' needs in a soothing and understanding way while adjusting their approach based on the infant's cues		
		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		adults join in play and talk to infants during playtime and routines to support learning and exploration		
		adults follow infant's interests and provide opportunities to safely explore the classroom		
		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 describe their own and infants' actions and events happening around the room		
		talking to infants with the intention of getting them to respond by making sounds, repeating their sounds and asking questions		
		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		

Post-Conference Form

Summary of Feedback Discussion

Educator-Identified Strengths

Educator-Identified Areas of Growth and Learning

Resources to Consider