

# Toddler 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):

PC: 5.67	NC: 1.20	TS: 5.51	RCP: 4.78
BG: 5.07	FLD: 3.87	QF: 2.47	LM: 3.10

# Emotional & Behavioral Support

Dimension:	Frequency:	Observed High Quality Interactions:	Observed Examples:	Score:
<b>Positive Climate</b> reflects the connection between the teacher and children and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions		adults spend their time close to children and showing a genuine interest in them; sharing in their excitement and activities		
		adults let children see how much they enjoy being with them; showing affection with words or physical touch		
		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		
<b>Negative Climate</b> reflects the level of expressed negativity such as anger, hostility, or aggression demonstrated by teachers and/or children		adults express irritation through words, tone, or body language, and children fight each other		*score is reversed in final scoring
		adults try to control children by yelling, making threats, or physically acting on them (for example pulling them by the arm)		
		adults are sarcastic with children or tease, embarrass or shame a child, either directly or to another adult		
		Children disagree, tussle, or become angry or frustrated for extended periods of time or with increasing intensity		
<b>Teacher Sensitivity</b> 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.		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		
		adults quickly tend to children's' needs for attention or assistance, take children's' feelings seriously and respond with understanding and reassurance		
		Children view adults as a secure base; they come to adults for help, eagerly participate in activities, and try challenging tasks		
<b>Regard for Child Perspectives</b> considers the degree to which teachers' interactions with students emphasize students' interests and ideas and promote child independence		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		
		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		
		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		
<b>Behavior Guidance</b> considers the degree to which teachers' interactions with students emphasize students' interests and ideas and promote child independence		adults monitor the classroom to identify potential behavior issues before they start and provide clear expectations		
		adults acknowledge when children's behavior meets expectations; successfully redirecting any challenging behavior by communicating specific expectations of children		
		adults ensure children are consistently involved in activities to reduce wandering, waiting, or potentially dangerous behavior		

# Engaged Support for Learning

Dimension:	Frequency:	Observed High Quality Interactions:	Observed Examples:	Score:
<b>Facilitation of Learning and Development</b> considers how teachers actively facilitate activities to support children's learning and understanding		adults provide a variety of activities and materials for children and get involved in the activities to create learning opportunities		
		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		
		adults encourage children to actively participate in classroom activities and routines by helping them to become physically and/or verbally involved		
<b>Quality of Feedback</b> considers how teachers' responses to what children say and/or do promotes learning and understanding and expands children's participation		adults provide the appropriate level of assistance to help children complete activities or tasks		
		adults provide information to clarify when children demonstrate a need for support, or expand on children's understanding		
		adults encourage children and specifically praise their efforts so they will keep trying to succeed at challenging tasks		
<b>Language Modeling</b> describes how teachers intentionally encourage, respond to, and expand on children's language		adults have conversations with children, ask open-ended questions and encourage back-and-forth exchanges		
		adults repeat what children say and elaborate on children's communication attempts		
		adults describe what they are doing and what the children are doing as it's happening		
		adults use descriptive words and complete sentences when talking to children, label objects, and link new words with familiar concepts		

# Post-Conference Form

## Summary of Feedback Discussion

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## Educator-Identified Strengths

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## Educator-Identified Areas of Growth and Learning

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## Resources to Consider

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