



CLASS TODDLER OBSERVATION SUMMARY REPORT

Revised: August 2017

Child Care Program Name:	Classroom name (if applicable):
Assessor(s):	Date of Observation:
Lead Teacher:	Other Teacher:

Program Strengths/Comments:

EMOTIONAL AND BEHAVIORAL SUPPORT	ENGAGED SUPPORT FOR LEARNING
Positive Climate:	Facilitation of Learning and Development:
Negative Climate ¹ :	Quality of Feedback:
Teacher Sensitivity:	Language Modeling:
Regard for Student Perspectives:	
Behavior Guidance:	

DOMAINS	AVERAGE SCORE RANGE <small>(check one box per domain)</small>	SCORE
Emotional and Behavioral Support	<input type="checkbox"/> Low (1-2) <input type="checkbox"/> Middle (3-5) <input type="checkbox"/> High (6-7)	
Engaged Support for Learning	<input type="checkbox"/> Low (1-2) <input type="checkbox"/> Middle (3-5) <input type="checkbox"/> High (6-7)	

CLASS Toddler scores are based on four 20-minute cycles. Each of the four cycles is rated independently (i.e., what happens during cycle 1 will not affect the score for cycle 2). All of the staff present in the care space is included in at least one of the 20-minute observation cycles when interacting with children.

When the four cycles are completed, dimension scores are averaged to calculate the overall domain scores.

This report gives you feedback for each CLASS Toddler Dimension. The feedback describes what was observed during all of the 20-minute cycles for each dimension.

¹ Negative Climate is derived from an inverse score. Higher scores on the negative climate dimension indicate lower quality.

EMOTIONAL AND BEHAVIORAL SUPPORT

Emotional and Behavioral Support refers to specific teaching behaviors that help children develop warm, supportive relationships, experience enjoyment and excitement about learning, feel comfortable in the classroom, and experience appropriate levels of autonomy or independence, develop behavioral regulation, meet behavioral expectations, and fully participate in classroom activities.

Positive Climate: *The connection between teacher and children and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions.*

Negative Climate: *The overall level of expressed negativity in the classroom or care environment. The frequency, quality, and intensity of teacher and child negativity.*

Teacher Sensitivity: *The teacher's responsiveness to and awareness of children's individual needs and emotional functioning.*

Regard for Student Perspectives: *The degree to which the teacher's interactions with children and classroom or care environment activities emphasize children's interests, motivations, and points of view and encourage children's responsibility and independence.*

EMOTIONAL AND BEHAVIORAL SUPPORT

Behavior Guidance: *The teacher's ability to promote behavioral self-regulation in children by using proactive approaches, supporting positive behavior, and guiding and minimizing problem behavior.*

ENGAGED SUPPORT FOR LEARNING

Engaged Support for Learning refers to specific teaching behaviors that include the facilitation of activities that enhance children's thinking, reasoning, and verbal skills, build their knowledge of the world, and encourage persistence, attention, and motivation.

Facilitation of Learning and Development: *How well the teacher facilitates activities to support children's learning and developmental opportunities. How the teacher connects and integrates learning into activities and tasks.*

Quality of Feedback: *The degree to which the teacher provides feedback that promotes learning and understanding and expands children's participation. The Quality of Feedback dimension is scored based on the quality of teacher responses to children's comments, ideas, responses, and actions. Observed interactions for this dimension must be in direct response to children.*

Language Modeling: *The quality and amount of the teacher's use of language-stimulation and language-facilitation techniques to encourage children's language development.*