**Teacher-Child Interactions Self-Assessment**

**Classroom Assessment Scoring System® (CLASS®): Infant**

**Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Early Childhood Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions:**

* **Read** each statement below and **self-assess** *how often* you are currently having these kinds of teacher-child interactions on a typical day with all children.
* Please reflect and highlight or circle your best responses: **Rarely (1, 2)**, **Sometimes (3, 4, 5),** or **Consistently (6,7).** Add comments (optional).
* Please rank order the top **3** dimensions you consider your **greatest strengths**.
* Then, rank order the top **3** dimensions you want to **learn more about/expand**.

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| --- | --- | --- | --- |
| **Infant: CLASS® Domains and Dimensions** | *I do this with* ***all*** *children.*   * Rarely (1, 2) * Sometimes (3, 4, 5) * Consistently (6, 7) | *Top* ***3*** *Strengths* | *Top* ***3*** *areas to learn more about/expand* |
| **Responsive Caregiving Domain:** Building relationships with infants, enjoying your time with them, and treating them with respect. |  |  | |
| 1. **Relational Climate:** *I create positive relationships, express positive emotions, show genuine happiness, respect infants with calm and respectful communication, and show no negative, irritable frustrated behaviors.* | **1 2 3 4 5 6 7**  *Comments:* |  |  |
| 1. **Teacher Sensitivity:** *I am aware of and responsive to infants’ cues and needs. I acknowledge them verbally and nonverbally.* | **1 2 3 4 5 6 7**  *Comments:* |  |  |
| 1. **Facilitated Exploration:** *I am consistently involved by joining infants’ play. I follow their leads by being infant-centered. I expand infants’ experience through encouragement and enthusiasm.* | **1 2 3 4 5 6 7**  *Comments:* |  |  |
| 1. **Early Language Support:** *I describe infants’ actions and events happening around them. I support and extend infant communication and by initiating sounds and pairing words with actions and sounds to encourage back-and-forth exchanges.* | **1 2 3 4 5 6 7**  *Comments:* |  |  |