**Teacher-Child Interactions Self-Assessment**

**Classroom Assessment Scoring System® (CLASS®): Pre-K**

**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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| **Pre-K: 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* |
| **Emotional Support Domain:** Helping children develop positive relationships, enjoyment in learning, comfort in the classroom, and appropriate levels of independence. |  |  | |
| 1. **Positive Climate:** *I promote positive relationships, emotions, communication, and respect.* | **1 2 3 4 5 6 7**  *Comments:* |  |  |
| 1. **Negative Climate:** *I appear irritated with negative interactions with children (including negative emotions, sarcasm/disrespect, severe negativity, and/or punitive control).* | **1 2 3 4 5 6 7**  *Comments:* |  |  |
| 1. **Teacher Sensitivity:** *I am aware of and responsive to the needs of children, address problems, and provide space where children are comfortable.* | **1 2 3 4 5 6 7**  *Comments:* |  |  |
| 1. **Regard for Student Perspectives:** *I promote and incorporate children’s ideas, support independence and leadership, and create a child-focused classroom environment.* | **1 2 3 4 5 6 7**  *Comments:* |  |  |

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| **Pre-K: 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* |
| **Classroom Organization Domain:** Helping children develop skills to regulate their own behavior, maintain engagement, and get the most learning out of each school day**.** |  |  |  |
| 1. **Behavior Management:** *I am proactive, establish clear behavioral expectations, and redirect misbehavior.* | **1 2 3 4 5 6 7**  *Comments:* |  |  |
| 1. **Productivity:** *I maximize learning time, establish efficient routines, and make transitions brief and engaging.* | **1 2 3 4 5 6 7**  *Comments:* |  |  |
| 1. **Instructional Learning Formats:** *I provide clear learning objectives, maximize child engagement, and vary my teaching approaches.* | **1 2 3 4 5 6 7**  *Comments:* |  |  |
| **Instructional Support Domain:** Promoting children’s thinking and problem-solving, using feedback to deepen understanding, and helping children develop more complex language skills. |  |  | |
| 1. **Concept Development:** *I teach information clearly, connect activities and ideas to one another, make learning meaningful and encourage children to think deeply.* | **1 2 3 4 5 6 7**  *Comments:* |  |  |
| 1. **Quality of Feedback:***I scaffold children’s learning, build on children’s responses, and provide encouragement and affirmation so children feel supported and motivated to learn.* | **1 2 3 4 5 6 7**  *Comments:* |  |  |
| 1. **Language Modeling:** *I promote child talk, use advanced language to build their vocabulary and repeat and extend child talk.* | **1 2 3 4 5 6 7**  *Comments:* |  |  |