**Teacher-Child Interactions Self-Assessment**

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

**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**.

|  |  |  |  |
| --- | --- | --- | --- |
| **Toddler: 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 and Behavioral Support Domain:** Helping children develop warm, supportive relationships, feel comfortable in classroom, and develop behavioral regulation.  |  |  |
| 1. **Positive Climate:** *I create and maintain warm and supportive relationships, positive emotions, and respect through verbal and nonverbal communication.*
 | **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, attentive, and responsive to children’s needs and provide space where children are comfortable.*
 |  **1 2 3 4 5 6 7** *Comments:* |  |  |
| 1. **Regard for Child Perspectives:** *I am flexible in planning lessons and activities that are child-focused, and I support children’ s independence by serving as a facilitator while children take the lead.*
 |  **1 2 3 4 5 6 7** *Comments:* |  |  |
| 1. **Behavior Guidance**: *I use effective redirections, reminders, and positive phrasing to reduce problem behaviors by being proactive and providing clear expectations.*
 |  **1 2 3 4 5 6 7** *Comments:* |  |  |
| **Toddler: 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* |
| **Engaged Support for Learning Domain:** Teaching behaviors that include the facilitation of activities that enhance children’s thinking, reasoning, and verbal skills. |  |  |  |
| 1. **Facilitation of Learning and Development:** *I facilitate exploration and learning throughout the day, expand children’s thinking, and keep them actively engaged in activities and routines.*
 |  **1 2 3 4 5 6 7** *Comments:* |  |  |
| 1. **Quality of Feedback:** *I follow-up on children’s actions or comments by scaffolding their understanding. I provide encouragement and affirmations, so children feel supported and motivated while learning.*
 |  **1 2 3 4 5 6 7** *Comments:* |  |  |
| 1. **Language Modeling:** *I give children opportunities to talk, repeat and extend children’s communication by using self-and-parallel talk and advanced language.*
 |  **1 2 3 4 5 6 7** *Comments:* |  |  |