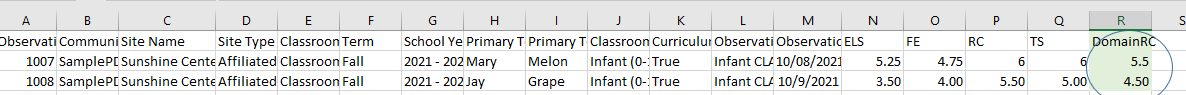
**Beginning to Interpret Your CLASS® Data Interactive Worksheet – *Infant Version***

**Site Admin: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Early Childhood Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions:** Looking at your [VQB5 Infant CLASS data export](https://resources.linkb5.virginia.edu/hc/en-us/articles/4402686140443-Tutorial-Accessing-and-Downloading-Exports-for-a-Site-Admin) (classrooms by tabs), follow the **3 steps below** and answer questions to reflect on your CLASS ® Domain & Dimensions data, think about interactions strengths and areas to grow through professional development.

Below is an **example** screenshot (not your data) with color coding to match the worksheet columns to help guide you.

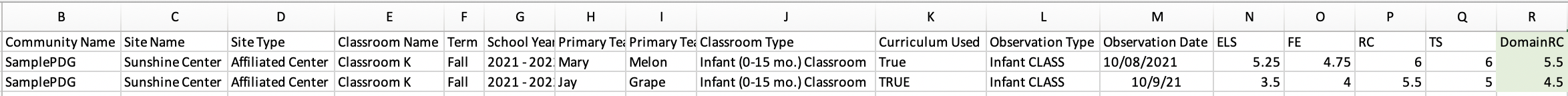
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**Step 1) Look at your 1 CLASS® Infant Domain Scores** (in Columns R) **to get a “big picture” view of interactions in your program.**

|  |  |  |  |
| --- | --- | --- | --- |
| CLASS® Infant Domain | Responsive Caregiving (RC)  Column R | | |
| Brief Description of the Domain | *Teaching behaviors that include participating in shared experience and play, attending quickly to infants’ cues and needs, following infant’s leads and expanding on them. Responsive caregiving acknowledges that infants each have their own preferences, interests, and needs.* | | |
| Circle or highlight the range(s) you see for the classroom’s CLASS® Domain score.  *\*You may select >1 range if there is variability across classrooms by tallying or writing the number of classrooms with scores in each range.* | **Low**  **range**    **(1,2)**  **Rarely** observed | **Mid**  **range**  **(3,4,5)**  **Sometimes** observed  (with some children, varying depth) | **High**  **range**    **(6,7)**  **Consistently**  observed (high level of depth with all children). |
| What does this range tell you about interactions observed in your program? | ***Example response:***  *My classrooms scored in the mid range (4-5), which indicates these kinds of behaviors are observed sometimes or some of the characteristic interactions are observed but not others. This lets me know we have some effective interactions to build from, as teachers engage in responsive caregiving interactions at least some of the time, and that we can also grow to do these things more often or use a broader range of interactions.* | | |

**Step 2)** **The one CLASS® Infant Domain is broken down into 4 Dimensions, described in the** [CLASS® Infant Tool Summary handout](https://aeiionline.org/wp-content/uploads/sites/5/2021/10/CLASS-Infant-Summary-for-AEII.pdf)**.** **Look at this handout alongside your Dimension Scores** (in Columns N-Q), **to get a more detailed view of interactions in your program.**

Below is an **example** screenshot (not your data) with color coding to match the worksheet columns to help guide you.



CLASS **Infant** Dimensions are denoted as: **ELS** (Early Language Support), **FE** (Facilitated Exploration), **RC** (Relational Climate), & **TS** (Teachers Sensitivity)

|  |  |
| --- | --- |
|  | **Responsive Caregiving** |
| **Dimension Glows:** Circle or highlight the highest scoring dimension(s)  *\*Indicate >1 dimension if there is variability across classrooms by tallying or writing the number of classrooms for which each dimension is a glow.* | ELS FE RC TS |
| **Dimension Grows:**  Circle or highlight the lowest scoring dimension(s).  *\*Indicate >1 dimension if there is variability across classrooms by tallying or writing the number of classrooms for which each dimension is a grow.* | ELS FE RC TS |
| **Next steps:** Jot down your thoughts about how patterns you notice here can help you plan PD for your program. | *Example response: We can celebrate how we are providing a good RC (relational climate) and TS (teacher sensitivity). One classroom may be able to help the other with ELS (early language support) interactions. Both classrooms could build up FE (facilitated exploration).* |

**Step 3)** **Start to brainstorm next steps for strengthening interactions and jot down your questions/requests for support.**

|  |  |
| --- | --- |
| What might you do to grow 1 or more areas of interactions? Use the CLASS Dimensions Guide for ideas.  What strengths could you build from? | *Example response: Our highest scores are in the Relational Climate (RC) dimension – we can build from the genuine positive relationships in our classrooms to support more Early Language Support (ELS). We could have monthly group PD sessions where we focus on encouraging language development. We could focus each session on a strategy, like using more non-verbal and verbal communication with children when we greet them in the morning or throughout daily routines (e.g., mealtimes, diaper changing). Teachers could share what they notice about how this is going.* |
| What questions do you still have about your CLASS® Infant data that you’d like resources or support to answer? |  |