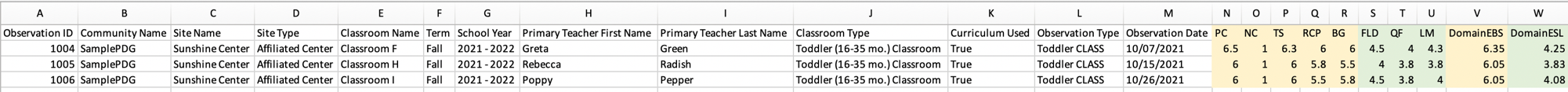
**Beginning to Interpret Your CLASS® Data Interactive Worksheet – *Toddler Version***

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

**Instructions:** Looking at your [VQB5 Toddler 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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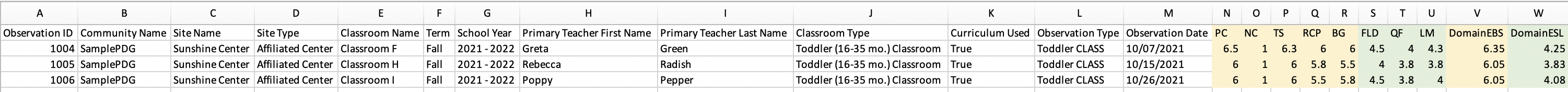
**Step 1) Look at your 2 CLASS® Toddler Domain Scores** (in Columns V & W) **to get a “big picture” view of interactions in your program.**

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| CLASS® Toddler Domains | Emotional and Behavioral Support (EBS)  Column V | | | Engaged Support for Learning (ESL)  Column W | | |
| Brief Description of the Domain | *Helping children develop skills to regulate their own behavior, maintain engagement, & get the most learning out of each school day****.*** | | | *Promoting children’s thinking and problem-solving, using feedback to deepen understanding, & helping children develop more complex language skills*. | | |
| Circle or highlight the range(s) you see for each 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). | **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 do the ranges tell you about interactions observed in your program? | ***Example response:*** *Most of my classrooms scored in the high range (6s!))—in these classrooms, teachers are consistently helping children regulate their behavior, stay engaged, and get the most out of learning. A big celebration.* | | | ***Example response:***  *Most of my classrooms scored in the mid range (4ish), which indicates these kinds of behaviors are observed “sometimes” or some of the characteristic interactions are observed but not others. We could build on this.* | | |

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| Which Domains are strengths and where is there room to grow? | *Example response: It appears that my classrooms are strongest in the Domain of Emotional and Behavioral Support (mostly High range), and we have the most room to grow in Engaged Support for Learning (mid range). My classrooms show strengths in positive teacher-child connections, enjoyment in learning, and levels of independence. Group PD will be geared toward ESL domain.* |

**Step 2)** **The 2 CLASS® PreK Domains are broken down into 8 Dimensions, described in the** [CLASS® Toddler Tool Summary handout](https://aeiionline.org/wp-content/uploads/sites/5/2021/10/CLASS-Toddler-Summary-for-AEII.pdf)**.** **Look at this handout alongside your Dimension Scores** (in Columns N-U), **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.

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CLASS **Toddler** Dimensions are denoted as: **PC** (Positive Climate), **NC** (Negative Climate), **TS** (Teachers Sensitivity), **RCP** (Regard for Child Perspectives), **BG** (Behavior Guidance), **FLD** (Facilitation of Learning and Development), **QF** (Quality of Feedback), & **LM** (Language Modeling).

|  |  |  |
| --- | --- | --- |
|  | **Emotional and Behavioral Support (EBS)** | **Engaged Support for Learning (ESL)** |
| **Dimension Glows:** Circle or highlight the highest scoring dimension(s) in each **domain/**color-coded block *(disregard NC in this analysis).*  *\*Indicate >1 dimension if there is variability across classrooms by tallying or writing the number of classrooms for which each dimension is a glow.* | PS TS RCP BG | FLD QF LM |
| **Dimension Grows:**  Circle or highlight the lowest scoring dimension in each color-coded block.  *\*Indicate >1 dimension if there is variability across classrooms by tallying or writing the number of classrooms for which each dimension is a grow.* | PS TS RCP BG | FLD QF LM |
| **Negative Climate Grow- Red Flag:** Is NC higher than 1.5? |  |  |
| **Next steps:** Jot down your thoughts about how patterns you notice here can help you plan PD for your program. |  |  |

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

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| What might you do to grow 1 or more areas of interactions? Use the CLASS Dimensions Guides for ideas.  What strengths could you build from? | *Example response: Our highest scores are in the Positive Climate (PC) dimension – we can build from the genuine positive relationships in our classrooms to support more language modeling (LM). 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 open-ended questions with children when we greet them in the morning or ask what they are doing in their centers. We could create example open ended questions (i.e., “why do you think\_\_\_?” “how did you know\_\_\_?” “tell me more about \_\_\_!”)) to put up on the wall around our centers and group meeting area as reminders. Teachers could share what they notice about how this is going.* |
| What questions do you still have about your CLASS® Toddler data that you’d like resources or support to answer? |  |