



CLASS Self-Assessment

Facility Name:

Please check all that apply:

INFANT CLASS

Classroom:

Date Completed:

Person Completed By:

TODDLER CLASS

Classroom:

Date Completed:

Person Completed By:

PRESCHOOL CLASS

Classroom:

Date Completed:

Person Completed By:

Directions: While observing a classroom, look for evidence of the behaviors listed below during interactions among the teachers and children. Briefly note what you saw the teachers doing and saying in the notes box provided.

Infant

Relational Climate	Met	Not Met
1. Builds relationships with infants by staying close in proximity and freely showing affection both physically and verbally.		
2. Stays enthusiastic with infants by playing with them and smiling and laughing during their experiences.		
3. Demonstrates respect by using polite language and calling infants by their first names when speaking to them.		
4. Is gentle, warm, and calm when approaching infants and tells them their intentions before physically moving or touching them.		
5. Maintains a positive response to a crying infant and remains calm while comforting them.		
NOTES:		

Teacher Sensitivity	Met	Not Met
1. Aware of what is happening with all infants in the classroom and notices when routines such as nap and feeding need to be adjusted.		
2. Acknowledges verbal and non-verbal cues in a timely manner and tries different methods to soothe and calm individual infants' needs.		
3. Lets infants know that their feelings matter by validating them whether they are negative or positive.		
4. Develops routines with infants so the classroom feels like a predictable place to be.		
NOTES:		

Infant

Facilitated Exploration	Met	Not Met
1. Initiates interactions and experiences with the infants and talks to them during routines and play.		
2. Watches to see what infants are interested in and imitates their actions during meaningful interactions.		
3. Provides choices throughout the day and allows infants to lead the direction of play and activities.		
4. Provides the right amount of stimulation and encouragement for infants to meet developmental milestones.		
NOTES:		

Early Language Support	Met	Not Met
1. Uses complete sentences, descriptive words, and consistently exposes infants to language (i.e., lack of baby talk).		
2. Labels and describes objects in the classroom as well as talking about what they are doing during routine care.		
3. Encourages infants to make sounds by imitating the sounds they make and initiating sounds for those that are non-verbal.		
4. Provides words for infant's communication attempts and adds words and information to what they say.		
NOTES:		

Toddler

Emotional and Behavioral Support	Met	Not Met
1. Joins in children’s play and enjoys fun moments by laughing and smiling with them.		
2. Uses words that demonstrate respect (i.e., “please”, “thank you”, “you’re welcome”, etc.), uses children’s names when speaking to them, and teachers/providers explain their intentions before physically moving or touching children.		
3. Approaches children with warmth and makes them feel welcomed, nurtured, and special.		
4. Knows each child individually and bases their interactions based on their needs and wants.		
5. Knows children’s body language and expressions and is available to assist as needed.		
6. Understands and validates children’s emotions and feelings and helps them begin to understand how to interact with others.		
7. Shows flexibility within activities and play and goes with the flow of the children’s ideas and interests.		
8. Provides children with daily opportunities to make choices and gives them simple tasks or jobs within the classroom.		
9. Encourages children to develop self-help skills by providing opportunities to learn to do things on their own.		
10. Plans activities that allow for movement, physical motions, and do not restrict active exploration.		
11. Gives short, simple, and clear reminders and expectations before play and activities.		
12. Shows and models what it means to have gentle touches and how to respect classroom materials.		
13. Guides children towards regulating their own behavior by being consistent and patiently redirecting their behavior.		
14. Praises children when they are meeting the desired expectations.		
15.. Plans ahead and has the classroom activities and experiences ready and available to children throughout the day.		
<p>NOTES:</p>		

Toddler

Engaged Support for Learning	Met	Not Met
1. Helps children discover different ways to use materials by making suggestions and asking questions.		
2. Encourages children to participate in activities by helping them become physically and/or verbally involved.		
3. Expands children’s learning by getting them to think of how to connect concepts to their own experiences.		
4. Makes the most of routine times, such as diapering and meal times by embedding questions and learning opportunities.		
5. Encourages children to explain their thinking when they answer a question by asking follow up questions.		
6. Provides children with hints and assistance when they struggle to answer a question or do not understand a concept or task.		
7. Focuses on children’s accomplishments and recognizes their efforts by providing specific feedback during play and routines.		
8. Creates learning moments by adding new or expanded information about their experiences during play and routines.		
9. Talks with children about their lives outside of school, family members, and activities.		
10. Focuses on children’s attempts to communicate and then repeats and extends on their responses.		
11. Speaks in complete sentences, uses descriptive language, and uses words to describe children’s actions as well as their own.		
<p>NOTES:</p>		

Preschool

Emotional Support	Met	Not Met
1. Develops positive relationships with children by smiling, laughing, and having social conversations with children during activities and play.		
2. Demonstrates respect for children by using a warm and calm voice, polite language (i.e., “ please”, “thank you”, “you’re welcome”, etc.), and communicating intentions before physically touching or moving a child.		
3. Genuinely communicates affection both verbally (i.e., “You are doing such a great job.”) and physically (i.e., hugs, high fives, etc.).		
4. Shows awareness of the whole group and provides comfort and assistance to children in a supportive manner.		
5. Validates and acknowledges children’s emotions and needs in the moment (i.e., I can see you are feeling sad.”).		
4. Teaches and models the importance of sharing, helping others, and treating others with kindness.		
5. Shows flexibility within lessons and activities based on the interests and ideas of the children.		
6. Gives children the opportunity to make choices throughout the day and be as independent as possible.		
7. Provides children with responsibilities in the classroom, such as being helpers or having daily jobs.		
8. Allows children to have a reasonable amount of freedom, movement, and placement during activities and play.		
<p>NOTES:</p>		

Preschool

Classroom Organization	Met	Not Met
1. Develops classroom expectations that are clear, developmentally appropriate, and consistent for all children in the classroom.		
2. Monitors children, redirects when necessary, and praises positive behavior and actions.		
3. Teaches children problem solving skills and techniques to be able to handle conflict and problems on their own as they are able.		
4. Prepares for activities in advance with all materials ready and accessible so children do not experience periods of wait time.		
5. Develops consistent and interesting routines to help children transition from one activity to another.		
6. Expands children’s engagement by getting involved in their play and asking and talking about what they are experiencing in the moment.		
7. Plans interesting activities and lessons that allow children to have hands-on experiences (i.e., using a variety of materials and strategies to keep children engaged).		
8. Focuses children’s attention on the purpose and objective of lessons and activities.		
<p>NOTES:</p>		

Preschool

Instructional Support	Met	Not Met
1. Challenges children to think about the how's and why's of learning and asks questions to promote their thinking.		
2. Encourages children to make predictions, brainstorm, and experiment with their ideas.		
3. Relates concepts and ideas to what children have experienced and uses examples that are likely to occur in their lives.		
4. Provides hints and assistance both verbally and nonverbally that allows children to succeed in completing a task or skill on their own.		
5. Engages in conversations with children and asks questions that require more than a one word answer.		
6. Builds on what children say by repeating, extending, and adding information to their responses or statements.		
7. Talks through what they are doing and what the children are doing to help link language to actions.		
8. Uses a variety of words and unfamiliar vocabulary and explains them in simple terms in a way that makes them easy to understand.		
<p>NOTES:</p>		

Completed Self-Assessment should be kept on file at the program for on-site review.