**EHS Toddler CLASS Report**

Classroom: ABC

Teachers: Jane, John, and JoAnn

Date: 06/12/19 Assessor: Jackie

4 Cycles 8:40 – 10:25 # of adults: 3 # of children: 8

**Emotional and Behavioral Support**

**Positive Climate** *range:high*

Strengths: Teachers are all often in physical proximity with the children and sitting next to them on their level, and joining in play with them. Teacher holds 2 children in lap as she reads with them. There are frequent episodes of smiling and laughter. “Good job using your fork.” “Ta da!! You did it!” High 5s and fist bumps. Teachers make many positive comments. “You’re such a big help.” “Thank you for putting it up.” Teachers use language that communicates respect, and encourage children to use phrases such as ‘please’ and ‘thank you’ when appropriate. Teachers use children’s names when interacting with them. They sometimes explain what they are going to do before physically moving or touching them. “Let’s pull your pants up.” “I’m going to pick you up.” “I’m going to dry your face.”

Areas for Growth: Be consistent in explaining to children what you’re going to do before physically moving or touching them. Diaper changing is a great time to describe each step of what is happening (which is also self-talk!) If you have a more verbal child, you can use this routine to also sequence events by asking ‘ok… we wiped… what comes next?’ (which will also count for Concept Development).

**Negative Climate** *range: low*

no examples of negative climate observed

**Teacher Sensitivity** *range: mid*

Strengths: Teachers are consistently attentive to children, notice their cues, and are aware when they have difficulties and needs. They usually provide comfort and assistance, acknowledging the children’s emotions as they do so. “You’re reaching for the orange ball. Do you need help?” Child wiggles with hands up – “Are you excited?” Child trips - “Are you okay? (rubs child’s back) Would you like help up? I’m glad you’re okay.” Teacher notices child not eating – “Do you like your breakfast? Are you waiting for everyone else?” Child can’t reach – “Would you like help?” Child crying at diaper change – “I know… Lying down isn’t your favorite part.” “Did that scare you? I’m sorry. I won’t do that again.”

Areas for Growth: Be sure to always acknowledge children’s emotions in a way that validates them. Child crying – no mention of feelings; teacher just distracts her. *Any time a child is crying, acknowledge their feelings by saying something. For instance, “I can see that makes you really sad/angry/frustrated.’*  Child yelling about diaper change – “It’s ok. You don’t need to cry.” *Again, validate that feeling by saying something like ‘you got frustrated that you had to leave your play and get changed. It can be hard to leave in the middle of something you like. We’ll get you right back over there once we have you all clean and dry again.’*

**Regard for Child Perspective** *range: high*

Strengths: Most or all of the activities are child directed and child led. Children are free to move in and out of areas and activities, following their interests and ideas. Teachers sometimes elicit ideas from children about activities and materials to use. Lots of choices. “What song would you like to sing?” “What book should we read next?” “Which one would you like to do?” Children encouraged to be as independent as they can within activities and tasks. Children have roles as helpers. They clean up after themselves. “Can you show me where this goes?” Noted one instance of peer perspective taking. “Let’s give some to \_\_\_ so she can play, too.”

Areas for Growth: Encourage more peer perspective taking. Talking with children about their friends’ feelings or what they could do to help them can help children begin to understand others’ viewpoints. Child was yelling during diaper changing – no peer perspective taking. *The other children can hear their friend – say something to them like, ‘Johnny gets frustrated when he has to lie down on the changing table. We can ask him when he comes back in the room if he’s okay.’* Child crying because she wants something – “Shall we share with \_\_\_?” – no mention of her crying. *Encouraging sharing is a part of peer perspective taking, but also talk about the child’s feelings. Young children don’t understand yet that someone else may be feeling different than they are. Pointing out their feelings and how they can help can help them grow in this area. Say, ‘Suzie is sad that she doesn’t have any slime. Let’s share some of ours and see if that makes her feel better.’*

**Behavior Guidance** *range: high*

Strengths: Teachers consistently actively monitor children’s behavior. Teachers state expectations and children show evidence of awareness of classroom rules and expectations for behavior. more minutes song. 1st… then statements. “A teacher opens the gate.” “Remember, we keep it on the table.” “Use two hands to keep your body safe.” Teachers communicate and reinforce desired behaviors. “I like how you have your listening ears on.” “I like how you say ‘please.’” Children are consistently involved in activities and tasks. There are few, if any, instances of disruptive or problem behavior.

Areas for Growth: Continue modeling appropriate behavior, providing clear, simple, consistent expectations.

**Engaged Support for Learning**

**Facilitation of Learning and Development** *range: mid*

Strengths: Teachers spend most of their time actively involved with children, sometimes providing intentional opportunities and guidance for learning and development. “Why isn’t the water going down? That’s the problem – there’s a paper towel in the bottom.” “How many friends do we have today? Let’s count?” Matching SOUNS on carpet – “Can you try? Can you try /e/? Can you match it on there?” “What are you going to make with it?” “Can you find all the red ones?” “Where do you think that could fit?” “Your tutu matches your shirt. They are both the same color.” “That’s a spoon. Can you find another spoon in there?” Children are actively and consistently involved in activities and routines.

Areas for Growth: Find more opportunities to facilitate children’s thinking skills through questioning, problem-solving, and prediction activities. “Do you think it’s going to fall? I think it’s going to fall.” *Try asking ‘what do you is going to happen? Why?’ or ‘last time it fell over when it got too tall. What can we do differently this time?’*  Teacher sings Itsy Bitsy Spider to child during diaper change. *Singing is great during routines; also incorporate learning activities. See comment under Positive Climate about sequencing during routines.*  “You’re not getting any color on your stamp. Push really hard.” *Ask questions that get the children thinking about how to problem-solve. Ask, ‘why do you think there’s no ink on your stamp?’ and/or ‘how can we make sure there’s enough ink?’* “The cows are all friends and they are going on a walk together.” *This is a pleasant comment, but again, FLD is about getting children to use thinking skills. Ask something like ‘where do you think the cows would like to go for a walk? Why?’ If the child doesn’t have enough language skills to answer such a broad question, model your thoughts out loud – ‘I think they would all walk to a pasture with long, green grass so they could have a yummy lunch together.’ Also, find many ways to connect aspects of play and activities to children’s lives, experiences, and previous learning. For instance after reading a book about pets, ask the children about pets in their homes. Or, when observing 2 children flying an airplane, ask if they have traveled in an airplane or how the balloons they saw outside ar similar to the airplane.*

**Quality of Feedback** *range: mid*

 Strengths: Teachers often offer encouragement and affirmation specific to children’s efforts and accomplishments that often expand children’s involvement and persistence in activities and tasks. “You’re getting all the pieces together. Keep going! You almost got it!” “Let’s try it again. You almost have it. There you go!”

Areas for Growth: Teachers only briefly follow up on children’s responses and actions to assist their learning and understanding. Child brings car on ramp – “What’s going to happen when it goes down?” – ends there. “How did you know that?” – did not wait for an answer or embellish upon it. *Keep interactions going to help children understand an idea or concept.*  Child trying to build up with magna tiles, but can’t get them to do anything but lay flat. Teacher says “You could put these squares around them and make an outline.” – never helped the child figure out how to make it 3-dimensional. *Effective feedback allows children to begin to understand the process of learning and to add to their understanding. It’s also intended to expand children’s participation. Ask children to explain their thinking with follow-up questions, then keep the ‘back-and-forth’ going until you are sure they understand what you were trying to teach them. Scaffold learning with hints and assistance when they struggle to answer a question or when they do not understand a concept. Follow up on children’s responses and actions. As the child responds to your inquiry, continue to expand the discussion by asking additional questions or supplying the child with new information.*

**Language Modeling** *range: mid*

Strengths: Teachers provide some opportunities for children to use language. Conversations with several exchanges re: favorite foods; child who isn’t at school today; sibling & mommy. Several open-ended questions. “How do you think it feels?” “What happened?” “Did you taste it? What did it taste like?” Lots of self-talk and parallel talk. “You’re sliding down.” “You’re putting a donut on the plate.” “I picked up a green egg.” “I’m going to push really hard. I’m putting it on my paper.” All frequently label objects for children. They sometimes provide language for the children to use. Child holds up tweezers – “Those are tweezers. Those are the blue tweezers.” “Tell her, ‘I’m using that one.’” Points at object – “You can see the outline.” Describing slime – “bouncy, sticky, stretchy.”

Areas for Growth: “What are you making, \_\_\_? Nice.” “You like those? I like those, too.” “What do you think it smells like? I think it smells like glue.” *Find more opportunities to encourage children to use language by asking open-ended questions, by responding to children’s communicative attempts, and by extending back-and-forth responses over several attempts. Also, make sure you give wait time after asking a question before answering it yourself.* Child using magna tiles – “Are you going to be an architect?” *Using new words is very important with young children. Make sure you also make a clear connection so they understand the context of the new word. For instance, ‘You are figuring out how to make a building. Are you going to be an architect? An architect makes plans for how to create new buildings.’*