



OBSERVATION SHEET

School: C-22 Classroom: 1
 Teacher: 601 Observer: 522
 Date: September 1 Cycle: 1
 Start time: 8:00 am End time: 8:15 am
 Double? Yes No

<p>ACTIVITY SETTING (circle all that occur; check primary)</p> <p><input type="checkbox"/> Napping</p> <p><input type="checkbox"/> Feeding</p> <p><input checked="" type="checkbox"/> Play</p> <p><input type="checkbox"/> Diapering</p> <p><input type="checkbox"/> Other: _____</p>	<p>PHYSICAL SETTING (circle all that occur; check primary)</p> <p><input checked="" type="checkbox"/> Classroom</p> <p><input type="checkbox"/> Outside</p> <p><input type="checkbox"/> Other: _____</p>	<p>NUMBER PRESENT: (count number in room at end of cycle)</p> <p>Adults: <u>2</u></p> <p>Primary language English? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Total children: <u>5</u> Asleep: <u>2</u> Awake: <u>3</u></p> <p>Of those awake: Walkers: <u> </u> Nonwalkers: <u>3</u></p>
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Circle appropriate score

<p>Relational Climate (RC)</p> <ul style="list-style-type: none"> • Relational behaviors • Emotion expression • Respect for infants' state • Lack of adult negativity 	<p>Notes:</p> <ul style="list-style-type: none"> • Affection → teacher pats Ellie on back, foot • Teacher often smiles at the infants • Communicates intentions → "I'm gonna help you up" 	<p>1 2 3 4 5 6 7</p>
<p>Teacher Sensitivity (TS)</p> <ul style="list-style-type: none"> • Awareness and cue detection • Responsiveness • Infant comfort 	<p>Notes:</p> <ul style="list-style-type: none"> • Teacher notices when infants are ready for another bite • Acknowledges emotions → "Are you excited?" "I can see that you're upset" • Infants soothed by teacher → Allison stops crying when picked up 	<p>1 2 3 4 5 6 7</p>
<p>Facilitated Exploration (FE)</p> <ul style="list-style-type: none"> • Involvement • Infant focused • Expansion of infants' experience 	<p>Notes:</p> <ul style="list-style-type: none"> • Teacher mirrors behavior → sways with Miles, shakes maraca • Takes scarf from Allison before she is done • Adjusts experience by getting out scarves, books 	<p>1 2 3 4 5 6 7</p>
<p>Early Language Support (ELS)</p> <ul style="list-style-type: none"> • Teacher talk • Communication support • Communication extension 	<p>Notes:</p> <ul style="list-style-type: none"> • Teacher sometimes describes classroom events → "Miles, you're waving your arms" • Occasionally imitates sounds → "ba ba ba" • Provides words for infants' communication → "You're looking at the book" "Are you saying hi?" 	<p>1 2 3 4 5 6 7</p>

Figure 2.1. Filled-in CLASS™ Infant Observation Sheet.



SCORING SUMMARY SHEET

School: C-22 Classroom: 1
 Teacher: 601 Observer: 522
 Start time: 8:00 am End time: 10:20 am

DIRECTIONS: Copy scores from observation sheets. Compute average scores for each dimension by adding cycle scores and then dividing by the number of cycles completed.

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6	Average
Number of children asleep	2	0	0	0	1	1	
Number of children awake	3	5	5	6	5	5	
Number of adults	2	2	2	2	2	2	
Activity (circle all that occur; check primary)	Napping Feeding <input checked="" type="checkbox"/> Play Diapering Other:	Napping <input checked="" type="checkbox"/> Feeding Play Diapering Other:	Napping Feeding Play <input checked="" type="checkbox"/> Diapering Other:	Napping Feeding <input checked="" type="checkbox"/> Play Diapering Other:	Napping Feeding <input checked="" type="checkbox"/> Play Diapering Other:	Napping Feeding <input checked="" type="checkbox"/> Play Diapering Other:	
Physical setting (circle all that occur; check primary)	Classroom Outside Other:	Classroom Outside Other:	Classroom Outside Other:	Classroom Outside Other:	Classroom Outside Other:	Classroom Outside Other:	
Start time	8:00	8:25	8:50	9:15	9:40	10:05	
End time	8:15	8:40	9:05	9:30	9:55	10:20	
RC	1 2 3 4 5 6 (7)	1 2 3 4 5 (6) 7	1 2 3 4 5 6 (7)	1 2 3 4 (5) 6 7	1 2 3 4 5 (6) 7	1 2 3 4 5 (6) 7	6.17
TS	1 2 3 4 5 6 (7)	1 2 3 4 5 6 (7)	1 2 3 4 5 6 (7)	1 2 3 4 5 (6) 7	1 2 3 4 5 (6) 7	1 2 3 4 5 (6) 7	6.50
FE	1 2 3 4 5 (6) 7	1 2 3 4 5 (6) 7	1 2 3 4 (5) 6 7	1 2 3 (4) 5 6 7	1 2 3 4 5 (6) 7	1 2 3 4 (5) 6 7	5.33
ELS	1 2 3 4 (5) 6 7	1 2 3 (4) 5 6 7	1 2 3 4 (5) 6 7	1 2 3 4 5 (6) 7	1 2 3 4 5 (6) 7	1 2 (3) 4 5 6 7	4.83

Responsive Caregiving
 $\frac{6.17}{RC} + \frac{6.50}{TS} + \frac{5.33}{FE}$
 $+ \frac{4.83}{ELS} = 5.71$

Figure 2.2. Filled-in CLASS™ Infant Scoring Summary Sheet.

Facilitated Exploration

Involvement

- Initiate interactions
- Join in experiences
- Mirror behavior

Infant focused

- Follow infants' leads
- Allow infants choice
- Support exploration

Expansion of infants' experience

- Encourage behavior
- Vary intonation
- Adjust experience

Low (1, 2)

Teachers rarely are in close proximity to infants or mostly passively watch them without interacting. During routines, teachers are minimally involved with infants beyond getting the task done.

Teachers' interests dominate infants' activities, or teachers are overstimulating in interactions and rarely allow infants to explore their surroundings. Conversely, teachers seldom provide structure or direction to encourage exploration.

Teachers rarely adjust, change, or modify experiences to support infants' interests or engagement.

Mid (3, 4, 5)

Teachers occasionally engage with infants, mirror their behavior, or join in their play but at other times only passively observe infants.

Teachers at times look to infants to follow their interests but at other times are either controlling or overstimulating in interactions with infants. Teachers allow infants some ability to explore but also limit behavior without clear reason.

Teachers sometimes say encouraging words, adjust experiences, or provide nonverbal support to encourage infants' involvement or development, but at other times they only passively interact with infants.

High (6, 7)

Teachers spend most of their time actively involved with infants, consistently initiating, joining, or mirroring interactions with infants during play and within routines.

Teachers consistently watch infants to see what they are interested in and then follow that lead, either in their comments or by activities they select. Teachers provide opportunities for infants to safely explore and choose options in their surroundings.

Teachers regularly encourage infants to persist in experiences through verbal encouragement and enthusiasm. Teachers often adjust infants' experience to support continued involvement or extend development.

Early Language Support

Low (1, 2)

Teachers rarely use words to describe their own or infants' actions or classroom events. Teachers seldom use a variety of words or language structures when talking with infants. There is a noticeable lack of language used in the setting.

Teachers rarely encourage infants to verbalize by initiating or imitating sounds or words.

Teachers ignore or rarely respond to infants' communication attempts or engage in verbal exchanges with infants to extend communication.

Mid (3, 4, 5)

Teachers occasionally narrate their own actions during activities or routines or comment to infants on things happening. Teachers sometimes use a variety of novel or descriptive words and language; however, at times there is either a noticeable absence of language or the use of baby talk.

Teachers occasionally encourage infants to verbalize by initiating sounds and words with infants or imitating their sounds but at other times remain silent in direct interactions with infants.

Teachers sometimes provide words or extend infants' communication attempts but other times do not add language to those attempts. On occasion, teachers engage in back-and-forth verbal exchanges with infants, but this is not typical.

High (6, 7)

Teachers consistently describe their own and infants' actions during activities and routines. Teachers regularly comment on events happening in the classroom. Teachers' classroom language often includes descriptive and variable words, spoken in complete sentences.

Teachers frequently encourage infants to verbalize by initiating sounds and words with infants or imitating sounds expressed by infants.

Teachers often extend infants' communication attempts by adding words to actions and sounds. Teachers consistently engage in back-and-forth verbal exchanges with infants, using pauses and eye contact to encourage turn taking.

Teacher talk

- Self-talk
- Describe classroom events
- Verbally label objects
- Use complete and varied sentences

Communication support

- Initiate sounds or words
- Imitate or repeat sounds

Communication extension

- Provide words for infants' communication
- Expand and extend on infants' communication
- Model turn-taking

Relational Climate

	Low (1, 2)	Mid (3, 4, 5)	High (6, 7)
<p>Relational behaviors</p> <ul style="list-style-type: none"> Proximity Eye contact Joint attention Affection 	Teachers and infants seldom appear connected. Teachers rarely are near infants or show physical or verbal affection to them.	Teachers are inconsistent in their behavior with infants. Sometimes they may be close to infants and display verbal or physical affection, but at other times they are disengaged.	Teachers consistently display positive behaviors with infants by being physically close, being on eye level, sharing attention, and providing affection and contact.
<p>Emotion expression</p> <ul style="list-style-type: none"> Smiling Laughing Enthusiasm 	Teachers rarely express positive emotion. Multiple infants cry for extended periods of time. The majority of the infants show negative or no positive emotional response to teachers.	Teachers sometimes smile and laugh but at other times appear flat in their interactions. Infants show periods of happiness but may also show distress or negative emotions.	There are frequent episodes of smiles and laughter by teachers and infants. Teachers and infants generally appear happy in the classroom.
<p>Respect for infants' state</p> <ul style="list-style-type: none"> Calm voice Gentle approach Communication of intentions, transitions, or changes Respectful language 	Teachers' tone or movements are sudden and often startle or upset infants. Teachers often move infants or change activities without communicating intent. Teachers rarely use infants' names when in proximity to them or to gain their attention.	Teachers are generally calm, respectful, and gentle with infants but at times may be abrupt in tone or actions. Teachers communicate intentions but may also "act on" infants without notifying them first. Sometimes they use respectful language and refer to infants using their names.	Teachers frequently use a calm tone, respectful language, and gentle touch when moving or holding infants. They consistently verbally prepare infants for what is about to happen. They consistently use respectful language and refer to infants using their names.
<p>Lack of adult negativity</p> <ul style="list-style-type: none"> Lack of irritation/frustration Lack of verbal harshness Lack of rough handling Lack of negative comments 	Teachers consistently demonstrate harsh voice or touch with infants. Teachers often make comments that are negative or sarcastic either to infants or adults.	Teachers on occasion get agitated with infants. Teachers at times make negative comments or are sarcastic, but this is not characteristic of the way teachers typically talk with infants or others.	There is a clear absence of negativity, irritability, or frustration on the part of the teachers. No roughness with infants is observed.

Teacher Sensitivity

	Low (1, 2)	Mid (3, 4, 5)	High (6, 7)
<p>Awareness and cue detection</p> <ul style="list-style-type: none"> Visually scan Attend physically Acknowledge verbally and/or physically 	Teachers are inattentive to most infants in the classroom. There is little verbal or physical acknowledgment of cues.	Teachers sometimes show awareness of infants in the room through looking around but at other times fail to notice or acknowledge cues.	Teachers consistently physically orient toward the majority of the infants and regularly look around the room. Teachers continuously acknowledge infants, whether or not they are making bids for attention, by talking to them or giving them a nod or smile.
<p>Responsiveness</p> <ul style="list-style-type: none"> Respond to infants' emotions and needs Adjust actions based on individual needs of the infants 	Teachers rarely respond to infants, or they appear to ignore individual signals for attention, comfort, and support.	At times, teachers respond to infants' needs or bids for attention, but at other times the infants' needs for attention, comfort, or support are dismissed or ignored.	Teachers consistently respond to the verbal and physical cues of infants. Teachers adjust responses to meet the individual needs of infants.
<p>Infant comfort</p> <ul style="list-style-type: none"> Infants comfortable or content when teachers are present Infants seek out teachers Infants soothed or calmed by teachers' efforts 	Infants rarely visually or physically seek out teachers and show a general level of discomfort in the classroom. Teachers' attempts to soothe the infant are ineffective or worsen the situation.	Some infants generally appear comfortable with teachers. Infants occasionally seek out teachers or are comforted by their efforts. At other times, teachers' presence or efforts do not calm or soothe the infants.	Infants appear content in the classroom and comfortable with the teachers. Infants look for teachers to acknowledge them when they do something new. Infants look for teachers when upset and are calmed by teachers' presence or soothing efforts.