

*“****The most important aspects of quality in preschool education are stimulating and supportive interactions between teachers and children and effective use of curricula.*** *Children benefit most when teachers engage in stimulating interactions that support learning and are emotionally supportive.” (*[*Investing in Our Future, 2013*](https://www.fcd-us.org/assets/2016/04/Evidence-Base-on-Preschool-Education-FINAL.pdf)*).*

**VQB5** measures program quality according to these two important elements because of their complementary roles in promoting positive outcomes for young children:

* **The CLASS framework** encourages teachers to use curriculum more effectively by calling for specific practices to strengthen relationships with children, engage them in learning activities and promote learning in a dynamic, age-appropriate manner.
* **A high-quality curriculum** supports effective interactions between teachers and children by providing structure, guidance, materials, and activities which enable teachers to create opportunities for supportive interactions that promote children’s development and learning.

| **Infant & Toddler CLASS Domains** | **Interactions - Links to Curriculum** | **Where to Look** |
| --- | --- | --- |
| **Toddler (Emotional Support)*** Positive/Negative Climate
* Teacher Sensitivity
* Regard for Child Perspectives

**Infant (Responsive Caregiving)*** Relational Climate
* Teacher Sensitivity
 | * Encourages teacher involvement in shared activities with learners.
* Outlines individualized support for children’s individual emotional and academic needs, providing individualized support as needed.
* Authentic assessments to guide this process and/or suggestions for scaffolding or adaptations to meet the needs of each learner.
* Built-in opportunities for children to make choices about activities, materials, and peer interactions.
* Flexible and child-led classroom activities, with support for student responsibility and leadership.
* Children regularly contribute meaningfully to the learning community with their ideas and perspectives.
 | ➜ Teacher Guides/Manuals➜ Daily/weekly/monthly lesson plans➜ Assessment examples, schedules and tools (e.g. developmental checklists, benchmark assessments, on-line resources, etc.)➜ Suggestions for differentiating instruction (e.g. children with disabilities, ELL, advanced learners)➜ Family engagement tools and activities (e.g. newsletters, information sharing, etc.) |
| **Toddler (Engaged Support for Learning)*** Behavior Guidance
* Facilitation of Learning and Development
* Quality of Feedback
* Language Modeling

**Infant (Responsive Caregiving)*** Facilitated Exploration
* Early Language Support
 | * Easy-to-follow, explicit instructions for preparing materials and for conducting lessons and experiences.
* Strategies for keeping children engaged through a consistent but flexible daily schedule and set of routines.
* Suggestions and guidance for active facilitation of activities, with a balance of auditory, visual, and movement opportunities.
* Opportunities for children to explore and manipulate materials during planned experiences facilitated by teachers.
* Significant time embedded for children to engage in verbal and preverbal interactions with adults and peers.
* Suggestions for scaffolding throughout activities and adapting activities according to what children say or do to demonstrate their level of understanding.
* Language stimulation to support children’s language and vocabulary development and build background knowledge about a variety of topics and ideas.
* Appropriate and on-going assessments are integrated within daily routines and experiences allowing teachers to individualize appropriately.
* Suggestions for extending learning beyond the class, facilitating real-world connections for children as well as family engagement.
 | ➜ Teacher Guides/Manuals➜ Daily/weekly/monthly lesson plans➜ Sample schedules➜ Suggested age-appropriate materials lists and/or environmental checklists➜ Guidance for introducing new words➜ Samples of instructions or guidance for facilitation of activities ➜ Family engagement tools and activities (e.g. newsletters, information sharing, etc.)➜ Assessment examples, schedules and tools (e.g. developmental checklists, benchmark assessments, on-line resources, etc.)➜ Suggestions for individualizing support based on needs (e.g. children with disabilities, ELL, advanced learners) |

For overviews of the Infant and Toddler CLASS tools, in English and Spanish, view the [CLASS Tools Overview Flyer](https://aeiionline.org/wp-content/uploads/sites/5/2022/01/AEII_flyer_CLASS-Summaries-and-Alignment.pdf). Visit the VDOE Early Childhood [Standards, Curriculum and Instruction website](https://www.doe.virginia.gov/early-childhood/curriculum/index.shtml) for information about Virginia’s Birth to Five Early Learning Standards and Criteria for Quality Curriculum. Questions? Email vqb5@doe.virginia.gov