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*“****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](mailto:vqb5@doe.virginia.gov)