

Connecting CLASS and Curriculum

Infant and Toddler



“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).

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
<p>Toddler (Emotional Support)</p> <ul style="list-style-type: none"> ● Positive/Negative Climate ● Teacher Sensitivity ● Regard for Child Perspectives <p>Infant (Responsive Caregiving)</p> <ul style="list-style-type: none"> ● Relational Climate ● Teacher Sensitivity 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> → 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.)

<p>Toddler (Engaged Support for Learning)</p> <ul style="list-style-type: none"> ● Behavior Guidance ● Facilitation of Learning and Development ● Quality of Feedback ● Language Modeling <p>Infant (Responsive Caregiving)</p> <ul style="list-style-type: none"> ● Facilitated Exploration ● Early Language Support 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> → 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)
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For overviews of the Infant and Toddler CLASS tools, in English and Spanish, view the [CLASS Tools Overview Flyer](#). Visit the VDOE Early Childhood [Curriculum website](#) for information about Virginia’s Birth to Five Early Learning Standards and Criteria for Quality Curriculum. Questions? Email vqb5@doe.virginia.gov