|  |  |  |  |
| --- | --- | --- | --- |
| Dimension | Indicator | Range | Indicator General Statements |
| Relational Climate | Relational behaviors | Low | The teacher **rarely** demonstrated positive relationships during the observation. There was a noticeable **lack** **of** connection including physical closeness, sharing attention and verbal or physical affection. |
| Mid | The teacher **sometimes** demonstrated positive relationships during the observation, **but at other times**, there was a constrained element to the interactions orwith certain infants. |
| High | The teacher **consistently** demonstrated positive relationships throughout the observation by being physically close, on eye level, providing affection and joining in play with infants. |
| Emotion expression | Low | The teacher and infants **rarely** expressed positive emotion and the teacher appeared to be going through the motions of interacting with the infants. There were extend periods of infants crying and the majority of the infants showed no positive or negative emotional responses to their teacher. |
| Mid | The teacher and infants **sometimes** appeared to enjoy their time in the classroom but **at other times**, the teacher displayed a flat affect.  **At times**, the teacher and infants demonstrated genuine positive affect; however, these displays were **brief or not characteristic** of the majority of the infants. |
| High | The classroom felt like a warm, happy place to be with **consistent** displays of enthusiasm, smiling and laughter between the teacher and infants. |
| Respect for infants’ state | Low | Throughout the observation, the teacher **rarely,** if ever, demonstrated respect for the infants by using infants’ names or respectful words.  The teacher **rarely** uses a warm, calm voice when speaking to the infants, often startling or upsetting the infants with his/her tone or movements.  The teacher often physically manipulated or moved infants **without** verbally communicating his/her intent of what they he/she was about to do. |
| Mid | **At times**, the teacher spoke with a warm, calm voice and gently approached the infants, but other times he/she was abrupt in tone or actions.  **Sometimes** the teacher communicated intentions to the infants before physically moving them or acting on them and other times he/she “acted on” them without notifying them first.  During the observation, the teacher **sometimes** demonstrated respect for the infants by referring to them by their names or used respectful words. |
| High | Throughout the observation, the teacher **consistently** demonstrated respect for the infants by speaking in a warm and calm voice, called the infants’ by name, used respectful words, and stated what he/she was about to do before acting on the infants. |
| Lack of adult negativity | Low | The teacher **consistently** demonstrated a harsh voice, touch, or made comments that were negative or sarcastic to the infants or other adults. |
| Mid | **On occasion**, the teacher became agitated with the infants or other adults as demonstrated by his/her tone of voice, but this irritation was brief and did not persist. |
| High | Throughout the observation, there was a **clear absence of** negativity, irritability, or frustration on the part of the teacher. No roughness with infants was observed. |
| Teacher Sensitivity | Awareness and cue detection | Low | The teacher **rarely** oriented his/her body to see the majority of the infants and remained inattentive to the infants for an extended period of time *(quantify if possible).*  The teacher **failed to** demonstrate awareness of infants’ making bids for attention and those not making bids. If infants sent verbal or non-verbal cues for attention, they had to wait for long periods of time for the teacher to attend to him/her. |
| Mid | The teacher was **inconsistent** in his/her overall awareness of both infants’ making bids for attention and those not making bids for attention.  **At times**, the teacher showed awareness of infants in the room by visually, physically or verbally attending to them, but **at other times** failed to notice or acknowledge infants’ cues. |
| High | The teacher(s) demonstrated **consistent** awareness of infants by visually, physically or verbally attending to them whether or not the infants are making bids for attention or not in a timely manner. |
| Responsiveness | Low | The teacher **rarely** responded to infants’ emotions or needs. The teacher appeared to ignore or dismiss individual signals for attention, comfort, and support. |
| Mid | The teacher **sometimes** responded to infants’ emotions or needs but **at other times**, the teacher appeared to ignore or dismiss individual signals for attention, comfort, and support. |
| High | The teacher **consistently** responded to infants’ emotions or needs in a timely manner. The teacher regularly shifted his/her response style to meet the individual needs of each infant. |
| Infant comfort | Low | The infants **rarely** sought out the teacher and showed a general level of discomfort in the classroom. The teacher’s attempts to soothe the infant(s) were ineffective or worsened the situation. |
| Mid | Generally, the infants appeared comfortable in the classrooms. During **some** occasions, the infants sought out the teacher and the teacher’s presence or soothing efforts calmed the infants, but **at other times**, the teacher’s attempts were ineffective, and infants remained weepy or disengaged. |
| High | There were **many indications** that the infants appeared content and comfortable in the classroom. The infants **frequently** sought out their teacher, looked to him/her as source of support and reassurance, and the teacher’s presence or soothing efforts calmed the infants. |
| Facilitated Exploration | Involvement | Low | The teacher was **rarely** in close proximity, mostly passively watched the infants without interacting with them.  The teacher was involved with managerial tasks in the classroom, remained in one area of the classroom or **failed to** mirror the infants’ behaviors. |
| Mid | **At times**, the teacher engaged with infants, mirrored their behavior, or joined in their play, but **at other times,** he/she passively observed infants without engaging in meaningful interactions. |
| High | The teacher spent most of his/her time actively involved with the infants, **consistently** initiating, joining, or mirroring interactions with infants during play or routines. The teacher looked for meaningful ways to support infants’ engagement and development. |
| Infant focused | Low | The teacher **rarely** provided structure or direction to encourage infants’ exploration or the teacher’s interests dominated the infants’ activities and experiences leading to overstimulation.  The teacher **rarely** followed infants’ interests or allowed infants’ to explore their surroundings. |
| Mid | **At times**, the teacher looked to infants to follow their interests, but **at other times**, he/she was either controlling or overstimulating when interacting with infants.  The teacher allowed infants **some** ability to explore but also **limited** their behavior without clear reason. |
| High | The teacher **consistently** watched infants as they explored their environment, followed the infants’ lead and provided **many** opportunities for infants to safely explore materials and space at their own pace. |
| Expansion of infants’ experience | Low | The teacher **rarely** adjusted, changed, or modified the experiences to support infants’ interests or engagement. Infants spent lengthy periods **(*list examples such as playing with toys, sitting under a mobile, lying on their back or in crib*)** without verbal or nonverbal encouragement from their teacher. |
| Mid | The teacher **sometimes** used encouraging words, adjusted experiences, or provided nonverbal support to infants’ involvement/development, but **at other times**, he/she passively interacted with infants.  During **some** cycles, the teacher provided nonverbal support, used encouraging words, or adjusted experiences to continue infants’ involvement but **at other times**, he/she passively interacted with infants. |
| High | The teachers **consistently** encouraged infants to persist in activities through verbal encouragement and enthusiasm. The teacher **frequently** adjusted infants’ experiences to support continued involvement or extend development. |
| Early Language Support | Teacher talk | Low | In this classroom, there were frequent and extended periods of silence with a noticeable **lack of** classroom language in the setting. The teacher **rarely** talked to infants, **rarely** described infants’ actions or classroom events and the teacher **seldom,** if ever, verbally labeled objects. |
| Mid | On **occasion**, the teacher narrated his/her own actions or described infants’ actions or classroom events; however, this was observed with **some** infants or during specific routines or activities.  The teacher **sometimes** used a variety of vocabulary to explain ideas and concepts to infants; however, **at times** there was a noticeable lack of language being spoken in the classroom (or use of baby talk). |
| High | In this classroom, the teacher **consistently** narrated his/her own actions and infants’ actions during classroom activities and routines.  The teacher **consistently** modeled language, used descriptive and variable words often, and spoke in complete sentences. |
| Communication support | Low | The teacher **failed to** encourage infants to verbalize by initiating or imitating sounds or words. When infants verbalized, the teacher **rarely** responded to these communication attempts. |
| Mid | The teacher **occasionally** encouraged infants to verbalize by initiating or imitating sounds or words, but this happened **intermittently** or with only a few infants.  When infants verbalized the teacher **sometimes** responded to these communication attempts and **other times** remained silent and did not respond. |
| High | The teacher **frequently** attempted to support infants’ language by encouraging them to talk or responded to their vocalizations through imitation or repetition of words. |
| Communication extension | Low | In this classroom, the teacher ignored or **rarely** responded to infants’ communication attempts both verbal and nonverbal.  The teacher **failed to** engage in back-and-forth verbal exchanges with infants to extend communication. |
| Mid | The teacher **sometimes** responded to infants’ communication attempts, but **at other times** did not add language to those attempts (ignored or missed opportunities).  The teacher engaged in **some** back-and-forth verbal exchanges with infants to extend communication, however, this was not typical. |
| High | The teacher **consistently** responded to infants’ vocalizations and actions with language that built upon the initial communication.  The teacher **frequently** added on to infants’ sounds to engage in language turn-taking behaviors after pausing and waiting for infants to communicate. |