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| Dimension | Indicator | Range | Indicator General Statements |
| Positive Climate | Relationships | Low | The educator and children **rarely** demonstrated genuine connected relationships during the observation. |
| Mid | The educator and children **sometimes** demonstrated genuine connected relationships during the observation. |
| High | The educator and children **consistently** demonstrated genuine connected relationships with one another. |
| Enjoyment | Low | The educator and children **rarely** displayed enjoyment during the observation. There was a notable lack of \_\_\_\_\_\_\_\_\_\_, as indicated by (behavior). |
| Mid | The educator and children **sometimes** displayed enjoyment when they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ but other times \_\_\_\_\_\_\_\_\_\_\_. |
| High | The educator and children **frequently** displayed enjoyment when they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Positive Communication | Low | There was **a lack of** positive communication, indications of warmth, care, or affection between the educator and children. |
| Mid | There was **some** positive communication, indications of warmth, care, or affection between the educator and children. |
| High | There was **frequent** positive communication, indications of care, between the educator and children. |
| Respect | Low | Throughout the observation, the educator and children **rarely** demonstrated respect for one another. |
| Mid | During the observation, the teacher and children **sometimes** demonstrated respect for one another.  During **some** cycles, the educator and children demonstrated respect for one another. |
| High | Throughout the observation, the educator and children **consistently** demonstrated respect for one another. |
| Negative Climate | Expressed Negativity  Punitive control  Disrespect  Severe negativity | Low | There was **no evidence** of expressed negativity, punitive control, disrespect, or severe negativity observed during this observation.  The educator and children **rarely** displayed expressed negativity, punitive control, disrespect, or severe negativity. |
| Mid | There was **some** evidence of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ observed during this observation with no evidence of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| High | There were **frequent** instances of expressed negativity, punitive control, disrespect, severe negativity *(only add the indicators if you see/hear these behaviors).* |
| Educator Sensitivity | Awareness | Low | The educator **failed to** demonstrate awareness of children who needed support, assistance, or attention. |
| Mid | **At times**, the educator demonstrated awareness of children who needed support, assistance, or attention. |
| High | The educator demonstrated **consistent** awareness of children who needed support, assistance, or attention. |
| Responsiveness | Low | The educator was **rarely** responsiveto children who needed his/her support, assistance, or attention and provided the same level of support for all children, regardless of their individual needs. |
| Mid | The educator was **sometimes responsive** to children who needed his/her support, assistance, or attention and other times more dismissive or unresponsive. |
| High | The educator was **consistently responsive** to children who needed his/her support, assistance, or attention and matched his/her level of support to their needs and abilities. |
| Problem Resolution | Low | The educator **failed to** address the children’s problems in an effective or timely manner. |
| Mid | The educator **sometimes** addressed children’s problems in an effective or timely manner, but at other times \_\_\_\_\_\_\_\_\_\_\_\_\_. |
| High | The educator **consistently** addressed children’s problems in an effective or timely manner. |
| Child Comfort | Low | The children **rarely** responded to questions from the educator, shared their ideas, or sought the support of their educator. |
| Mid | **At times**, the children responded to questions from the educator, shared their ideas, or sought the support of their educator and other times they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **Some** children responded to questions from the educator, shared their ideas, or sought the support of their educator, but others hesitated or displayed reluctance. |
| High | There were **many indications** that the children were comfortable seeking support from, sharing their ideas with, and responding freely to their educator. |
| Regard for Child Perspectives | Child-centered | Low | The educator **rarely** went along with the children’s ideas or interests and most of the classroom activities were educator controlled. The educator was rigid, inflexible, and controlling of his/her plans. |
| Mid | The educator went along with the children’s ideas or interests during **some periods**, but at other times, the classroom activities were educator controlled. The educator was **sometimes** rigid, inflexible, and controlling of his/her plans. |
| High | The educator **frequently** went along with the children’s ideas/interests and classroom activities and interactions were child centered. |
| Support for autonomy and leadership | Low | The educator **rarely** provided meaningful choices or opportunities for children’s autonomy and leadership. |
| Mid | The educator **sometimes** provided meaningful choices and/or support for children’s autonomy and leadership but at other times failed to do so. |
| High | The educator **consistently** provided meaningful choices and support for children’s autonomy and leadership. |
| Child expression | Low | There were **limited** opportunities for authentic child expression. |
| Mid | There were **some** opportunities for authentic child expression, but other times educator talk predominated. |
| High | There were **frequent** opportunities for authentic child talk and expression during this observation. |
| Allows movement | Low | The children had **few** opportunities to move. |
| Mid | The children had **some** opportunities to move. |
| High | The children had **frequent** opportunities to move. |
| Behavior Management | Behavior expectations | Low | In this classroom, behavior expectations were **absent, unclear, or not** developmentally informed. |
| Mid | In this classroom, behavior expectations were developmentally informed or clear but **inconsistently** enforced. |
| High | In this classroom, the behavior expectations were developmentally informed, clear, and **consistently** enforced. |
| Proactive | Low | The educator was **reactive, ineffective, or failed** **to** monitor children’s behavior. **Few** proactive opportunities are provided for children. |
| Mid | The educator used a **mix of** proactive and reactive responses; **sometimes** he/she monitored and reacted to early indications of challenging behavior, but other times missed or ignored them. |
| High | The educator was **consistently** proactive and monitored effectively to prevent behavior challenges from developing. Educators **consistently and effectively** facilitated social skills. |
| Redirection of behavior | Low | The educator’s attempts to redirect behavior were **ineffective**; because of the ineffective redirection, challenging behaviors continued and/or escalated, thus taking time away from classroom activities. |
| Mid | **At times**, the teacher was effective in redirecting behavior; however, **at other times** challenging behaviors continue or escalate, thus taking some time away from classroom activities. |
| High | The educator’s attempts to redirect challenging behavior were **consistently** effective such that behavior management does not take time away from classroom activities. |
| Child behavior | Low | Children **rarely** cooperated with expectations and there were **frequent** challenging behaviors. |
| Mid | Children **generally** cooperated with expectations but there were **some** challenging behaviors. |
| High | Children **often** cooperated with expectations. There were **few**, if any, instances of challenging behaviors. |
| Productivity | Opportunities for learning | Low | The educator provided **few,** if any, opportunities for children’s learning, and/or as significant amount of time was spent addressing disruptions and/or the completion of managerial tasks. |
| Mid | The educator provided opportunities for children’s learning **most of the time**, but some learning time was lost while dealing with disruptions and/or the completion of managerial tasks. |
| High | The educator **consistently** provided opportunities for children’s learning and dealt with managerial tasks and disruptions efficiently. |
| Routines | Low | The classroom routines were **unclear**; most children **did not** know what was expected of them. |
| Mid | **Sometimes** routines were effectively managed, but at other times, there was **inconsistency** such that children were unclear about what to do. |
| High | Routines were **consistently** and effectively managed so that children know what was expected and how to do it. |
| Transitions | Low | Transitions were **ineffective**, and children were not supported in completing them. |
| Mid | Transitions were **sometimes** ineffective, or children were not supported in completing them |
| High | Transitions were **consistently** effective, and children were supported in completing them. |
| Preparation | Low | The educator **did not** have activities prepared and ready for the children. |
| Mid | The educator was mostly prepared for activities but took **some** time away from instruction to complete last-minute preparations. |
| High | The educator was **fully prepared** for activities. |
| Instructional Learning Formats | Effective facilitation | Low | The educator **did not** actively facilitate activities to encourage children’s interest and expand involvement.  **Most of the time**, the educator facilitated in ways that were distracting and/or minimized children’s involvement. |
| Mid | **At times**, the educator actively facilitated activities to encourage interest and expand involvement but at other times she/he provided little facilitation. |
| High | The educator **consistently** facilitated children’s engagement in activities that effectively encouraged participation and expanded involvement. |
| Variation in approach | Low | The educator **rarely** varied her/his approach to gain children’s interest and participation in activities. |
| Mid | The educator made **some** attempts to vary approaches to gain children’s interest and participation, but these attempts were brief or **sometimes** ineffective. |
| High | The educator **often** varied approaches to gain children’s interest and participation. These approaches supported children’s engagement. |
| Child interest | Low | The children were **rarely** engaged or interested in the activities. |
| Mid | The children were engaged and/or interested for **periods of time**, but **at other times** their interest waned, and they were not involved in the activities. |
| High | The children were **consistently** interested and actively involved in the activities and classroom experiences. |
| Clarity of learning objectives | Low | The educator made **no attempt** or was **rarely** successful at guiding children toward learning objectives. |
| Mid | The educator **somewhat** oriented children to learning objectives, or the learning objectives were clear during **some** periods but less so during others. |
| High | The educator **consistently** and effectively focused children’s attention toward learning objectives and/or the purpose of the activity. |
| Concept Development | Analysis and reasoning | Low | The educator **rarely** used discussions and activities that supported analysis and reasoning.  The educator used strategies that primarily focused on memorization and **rarely** asked questions to promote higher-order thinking skills and cognition.  The educator provided **few** if any instructional opportunities. The educator **did not** ask children to engage in problem solving and **did not** provide opportunities for prediction, experimentation, comparison, or classification, evaluation, or synthesis. |
| Mid | The educator **occasionally** provided and facilitated some activities that encouraged analysis and reasoning.  The educator **occasionally** asked questions that supported thinking skills or deeper understanding of ideas, but these questions were isolated rather than consistently and intentionally created to expand children’s thinking. |
| High | The educator **frequently** provided and facilitated activities in ways that encouraged analysis and reasoning and that deepened children’s understanding of content and concepts.  The educator **consistently** asked effective questions and provided prompts, which lead to longer discussions in which the focus was on helping children gain a deeper understanding of concepts and developing thinking skills. |
| Creativity | Low | The educator **rarely** provided opportunities for children to be creative and/or generate their own ideas and products.  The educator focused on children completing activities in a specific way, and **rarely** provide open-ended activities or encouraged children to brainstorm or generate plans or original ideas. |
| Mid | The educator **sometimes** provided opportunities for children to be creative and/or generate their own ideas and products.  The educator **occasionally** engaged in brainstorming, planning, or producing at the start of an activity, but then quickly moved on to a more rote activity. |
| High | The educator **often** provided sustained opportunities for children to be creative and/or generate their own ideas and products. |
| Integration | Low | The educator **rarely** attempted to link concepts from one activity to the next.  The educator presented new information without making a clear connection to previous learning or knowledge. |
| Mid | On **some** occasions, the educator attempted to link concepts and activities one another or previous learning, but these connections were **brief** and do not deepen learning.  On **some** occasions, the educator attempted to link concepts from one activity or lesson to the next, however, these connections were **inconsistent** across the four cycles of observation. |
| High | The educator **frequently** attempted to link concepts from one activity to the next or to previous learning.  The educator made an **explicit and consistent** attempt to make connections on what children knew and integrated children’s prior learning into new learning and deepen their understanding of concepts. |
| Connection to everyday lives | Low | The educator **failed to** make learning meaningful by relating new concepts to children’s everyday lives. |
| Mid | **At times**, the educator attempted to make learning meaningful by relating new concepts to children’s everyday lives, but at other times, she/he failed to make these connections meaningful or concrete.  **At times**, the educator attempted to make learning meaningful by relating new concepts to children’s everyday lives, but these attempts were not consistent across all four cycles of observation. |
| High | The educator made **consistent** and intentional efforts to make learning meaningful by relating new concepts to children’s everyday lives. |
| Quality of Feedback | Scaffolding | Low | The educator **rarely** provided scaffolding to the children but rather dismissed responses or actions as incorrect or ignored problems in understanding.  The educator **failed to** use hints or assistance when children did not understand something or gave an incorrect answer. The educator simply provided the correct answer, moved on or did not respond to the incorrect response. |
| Mid | The educator **occasionally** provided scaffolding to children but at other times dismissed responses as incorrect or ignored problems in understanding.  The educator **sometimes** used children’s incorrect or nonresponses as an opportunity to scaffold learning by providing hints or assistance; other times she/he does not, or the attempts were ineffective. |
| High | The educator **frequently** provided scaffolds for children who were having difficulty understanding a concept or completing an activity.    The educator **consistently** provided hints or assistance to scaffold children’s learning by providing them with resources and/or additional questions or prompts that would lead children to the correct answer. |
| Feedback loops | Low | The educator **rarely** engaged in feedback loops with children or feedback was superficial and did not support understanding.  The educator **did not** interact with children in a way that allowed him/her to provide feedback.  The educator **failed to** engage in a back-and-forth exchanges with children intended to help them understand or to elicit a higher level of performance. |
| Mid | There were **occasional** feedback loops between the educator and children; other times, however, feedback was more fleeting and did not support learning.  **At times,** the educator’s feedback may have helped children to expand and elaborate on their learning, but generally, these efforts by the educator were not successful. |
| High | There were **frequent,** effective feedback loops among the educator and children to support deeper understanding.  The educator **frequently** responded to children’s comments, actions, or performance by asking follow-up questions to facilitate a higher level of understanding or performance from the children across **multiple instances**. |
| Prompting thought processes | Low | The educator **rarely** prompted the children to explain their thinking and rationale for responses and actions.  The educator did not engage in ways to help children understand why they completed activities in a certain way and/or the educator did not provide opportunities for children to explain their thinking. |
| Mid | The educator **occasionally** prompted children to explain their thinking and rationale for responses and actions.  The educator **occasionally** asked questions to encourage the children to explain their thinking and describe their actions; however, this did not occur often or was typically a limited exchange. |
| High | The educator **often/frequently** prompted children to explain their thinking and rationale for responses and actions. |
| Providing information | Low | The educator **rarely** provided additional information to expand on the children’s understanding or actions.  When children responded to questions or completed an action, the educator **failed to** follow up with expansion or clarifications and/or specific feedback. |
| Mid | The educator **occasionally** provided additional information to expand on the children’s understanding or actions.  **Occasionally,** the educator expanded on comments, clarified incorrect responses, or provided specific feedback; other times, however, he/she did not. |
| High | The educator **often** provided additional information to expand on children’s understanding or actions. |
| Encouragement and affirmation | Low | The educator **rarely** offered encouragement of children’s efforts that increased children’s persistence.  The educator appeared to measure children’s progress by how well they conformed to his/her expectation by providing general praise to the children **rather than** providing them with feedback about their work process. |
| Mid | The educator **occasionally** offered encouragement of children’s efforts that increased persistence.    The educator used **a mix** of encouragement, **sometimes** focusing on effort, persistence, and understanding; while **at other times**, this encouragement was absent or more generic. |
| High | The educator **often/frequently** offered encouragement of children’s efforts that increased children’s effort, understanding, and persistence. |
| Language Modeling | Frequent conversation | Low | There were **few, if any,** conversations, or exchanges. The few exchanges that occurred were primarily educator-controlled and focused on children’s behavior, managing an activity, or providing information during an activity. |
| Mid | There were **some** conversations and/or exchanges, but these are not consistent or lacked depth.  The educator talked regularly with and to the children, however, conversations were **limited** to one or two back-and-forth exchanges rather than developing into prolonged conversations. |
| High | There were **frequent** in-depth conversations or exchanges that occurred among the educator and children.  The educator **often** initiated back-and-forth exchanges with children and there was a natural flow that encouraged children to engage in conversation and made them feel they were valued conversational partners. |
| Open-ended prompts | Low | The educator **failed** to useprompts that encouraged extended communications and/or the educator did not provide the time or support that encouraged children to communicate verbally or nonverbally.  The educator used prompts that required **no more than** a one-word answer or short responses and the children **rarely** had the opportunity to respond to questions or prompts verbally or nonverbally. |
| Mid | The educator used **some** effective prompts that encouraged extended communication but at other times did not.  The educator **sometimes** asked questions that required children to provide extended responses; however, many of the educator’s prompts or questions are closed-ended and required only short communications from the children. |
| High | The educator **frequently** and effectively used prompts that encouraged extended communications and provided the time and/or support the encouraged children to communicate verbally and nonverbally. |
| Communication extensions | Low | The educator **rarely,** if ever, repeated, expanded, or extended children’s language or language attempts.    The educator **failed to** respond to children and/or ignored their communication attempts. |
| Mid | The educator **sometimes** repeated, expanded, or extended the children’s language or language attempts. There was a **mix of** responding and ignoring of children’s verbal and nonverbal communication attempts. |
| High | The educator **often** repeated, expanded, or extended children’s language or language attempts. |
| Narration | Low | The educator **rarely** used narration to connect language with objects and actions. |
| Mid | The educator **occasionally** used narration to connect language with objects and actions. |
| High | The educator **frequently** used in-depth narration to connect language with objects and actions. |
| Advanced language | Low | The educator **rarely,** if ever, used, enhanced, or prompted varied or advanced language with the children. The language he/she used was limited or lacked variety.  The educator **rarely** used new words with children or did not connect new vocabulary in ways children could relate to. |
| Mid | The educator **sometimes** used, enhanced, or prompted varied and advanced language with the children but was inconsistent. The educator **sometimes** connected new vocabulary to idea or words that are familiar to children. |
| High | The educator **frequently** used, enhanced, or prompted varied and advanced language in ways that support children’s understanding. |