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| Dimension | Indicator | Range | Indicator General Statements |
| Positive Climate | Relationships | Low | The teacher and students **rarely** demonstrated positive relationships during the observation.  |
| Mid | The teacher and students **sometimes** demonstrated positive relationships during the observation. |
| High | The teacher and students **consistently** demonstrated positive relationships throughout the observation.  |
| Positive affect | Low | The teacher and students **rarely** displayed positive affect during the observation. There was a notable lack of \_\_\_\_\_\_\_\_\_\_, as indicated by (behavior).  |
| Mid | The teacher and students **sometimes** displayed positive affect when they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ but other times \_\_\_\_\_\_\_\_\_\_\_.  |
| High | The teacher and students **frequently** displayed positive affect when they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Positive Communication | Low | During this observation, there was **a lack of** positive communication, verbal or physical affection between the teacher and students.  |
| Mid | During this observation, there was **some** positive communication, *verbal or physical affection (only add if you see/hear these behaviors)* between the teacher and students.  |
| High | During this observation, there was **frequent** positive communication, *verbal or physical affection (only add if you see/hear these behaviors)* between the teacher and the students.  |
| Respect | Low | Throughout the observation, the teacher and students **rarely** demonstrated respect for one another.  |
| Mid | During the observation, the teacher and students **sometimes** demonstrated respect for one another. During **some** cycles, the teacher and students demonstrated respect for one another.  |
| High | Throughout the observation, the teacher and students **consistently** demonstrated respect for one another.  |
| Negative Climate | Negative affectPunitive controlSarcasm/disrespectSevere negativity | Low | There was **no evidence** of negative affect, punitive control, sarcasm/disrespect, or severe negativity observed during this observation. The teacher and students **rarely** displayed negative affect, punitive control, sarcasm/disrespect, or severe negativity.  |
| Mid | There was **some** evidence of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ observed during this observation with no evidence of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  |
| High | There were **frequent** instances of negative affect, punitive control, sarcasm/disrespect, severe negativity *(only add the indicators if you see/hear these behaviors).*  |
| Teacher Sensitivity | Awareness | Low | The teacher **failed to** demonstrate awareness of students who needed additional support, assistance, or attention.  |
| Mid | **At times**, the teacher demonstrated awareness of students who needed additional support, assistance, or attention. |
| High | The teacher demonstrated **consistent** awareness of students who needed additional support, assistance, or attention.  |
| Responsiveness | Low | The teacher was **rarely** responsiveto students who needed his/her support, assistance, or attention. The teacher provided the same level of support for all students, regardless of their individual needs. |
| Mid | The teacher was **sometimes responsive** to students who needed his/her support, assistance, or attention and other times more dismissive or unresponsive.  |
| High | The teacher was **consistently responsive** to student who needed his/her support, assistance, or attention. The teacher matched his/her level of support to the needs and abilities of her students.  |
| Addresses Problems | Low | The teacher **failed to** address the students’ problems in an effective or timely manner.  |
| Mid | The teacher **sometimes** addressed students’ problems in an effective or timely manner, but at other times \_\_\_\_\_\_\_\_\_\_\_\_\_.  |
| High | The teacher **consistently** addressed students’ problems in an effective or timely manner.  |
| Student Comfort | Low | The students **rarely** responded to questions from the teacher, shared their ideas, or sought the support of their teacher.  |
| Mid | **At times**, the students responded to questions from the teacher, shared their ideas, or sought the support of their teacher and other times they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**Some** students responded to questions from the teacher, shared their ideas, or sought the support of their teacher, but this was not characteristic of the majority of the students.  |
| High | There were **many indications** that the students were comfortable seeking support from, sharing their ideas with, and responding freely to their teacher.  |
| Regard for Student Perspectives | Flexibility and student focus | Low | The teacher **rarely** went along with the students’ ideas and most of the classroom activities were teacher-driven. The teacher was rigid, inflexible and controlling of his/her plans.  |
| Mid | The teacher went along with the students’ ideas during **some periods**, but at other times, the classroom activities were teacher-driven. The teacher was **sometimes** rigid, inflexible and controlling of his/her plans. |
| High | The teacher **frequently** went along with the students’ ideas and interests and classroom activities were organized around students’ interests.  |
| Support for autonomy and leadership | Low | The teacher **failed to** support student autonomy and leadership.  |
| Mid | The teacher **sometimes** provided support for student autonomy and leadership but at other times failed to do so.  |
| High | The teacher provided **consistent** support for student autonomy and leadership.  |
| Student expression | Low | There were **limited** opportunities for student talk and expression.  |
| Mid | There were **some periods** during which there was a lot of student talk and expression but other times when teacher talk predominated.  |
| High | There were **frequent** opportunities for student talk and expression during this observation.  |
| Restriction of movement | Low | The teacher **rarely** allowed the students the freedom to move about during the classroom activities.  |
| Mid | The teacher was **somewhat** controlling of students’ movement and placement during the observation.  |
| High  | The teacher **consistently** allowed the students the freedom to move about during the classroom activities.  |
| Behavior Management | Clear behavior expectations | Low | In this classroom, rules and expectations were **absent, unclear, or rarely** enforced.  |
| Mid | In this classroom, rules and expectations were clearly stated but **inconsistently** enforced.  |
| High | In this classroom, the rules and expectations were clearly stated and **consistently** enforced.  |
| Proactive | Low | The teacher was **reactive, ineffective or failed** **to** monitor students’ behavior.  |
| Mid | The teacher used a **mix of** proactive and reactive responses; **sometimes** he/she monitored and reacted to early indicators of behavior problems, but other times missed or ignored them.  |
| High | The teacher was **consistently** proactive and monitored the classroom effectively to prevent problems from developing.  |
| Redirection of misbehavior | Low | The teacher’s attempts to redirect misbehavior were **ineffective**; the teacher **rarely** focused on positives or used subtle cues. Because of the ineffective redirection, misbehavior continued and/or escalated, thus taking time away from learning.  |
| Mid | **At times**, the teacher was effective in redirecting misbehavior, when she focused on positive behavior and used subtle cues, however, **at other times** she was more reactive rather than proactive.  |
| High | The teacher’s attempts to redirect misbehavior were **consistently** effective; the teacher focused on positives and made use of subtle cues. Because of the effective redirection, behavior management does not take time away from learning.  |
| Student behavior | Low | The students engaged in inappropriate behaviors in the classroom; they were **rarely** using materials appropriately or engaging in activities without disruption.  |
| Mid | There were **periodic** episodes of misbehavior in the classroom. |
| High | The students were **consistently** engaged in activities without reminders about rules and expectations with no instances of misbehavior.  |
| Productivity | Maximizing learning time | Low | The teacher provided **few,** if any, activities, and an excessive amount of time was spent addressing disruptions and/or the completion of managerial tasks.  |
| Mid | The teacher provided activities for the students **most of the time**, but some learning time was lost in dealing with disruptions and/or the completion of managerial tasks.  |
| High | The teacher **consistently** provided activities for the students and dealt with managerial tasks and disruptions efficiently.  |
| Routines | Low | The classroom routines were **unclear**; most students **did not** know what was expected of them.  |
| Mid | There was **some** evidence of classroom routines that allowed everyone to know what was expected of them.  |
| High | The classroom resembled a “well-oiled machine”; the students **consistently** demonstrated they knew what was expected of them and how to go about doing it.  |
| Transitions | Low | Classroom transitions were too long, too frequent, and/or **inefficient**. |
| Mid | Classroom transitions **sometimes** took too long or were too frequent and inefficient.  |
| High | Classroom transitions were **quick and efficient.**  |
| Preparation | Low | The teacher **did not** have activities prepared and ready for the students.  |
| Mid | The teacher was mostly prepared for activities but took **some** time away from instruction to take care of last-minute preparations.  |
| High | The teacher was **fully prepared** for activities and lessons.  |
| Instructional Learning Formats | Effective facilitation | Low | The teacher **did not** actively facilitate activities and lessons to encourage students’ interest and expand involvement.  |
| Mid | **At times**, the teacher actively facilitated activities and lessons to encourage interest and expand involvement but at other times merely provided activities for the students.  |
| High | The teacher actively and **consistently** facilitated students’ engagement in activities and lessons to encourage students’ interest and expand involvement. |
| Variety of modalities and materials | Low | The teacher **did not** use a variety of modalities or materials to gain students’ interest and participation during activities and lessons.  |
| Mid | The teacher was **inconsistent** in his/her use of modalities and materials to gain students’ interest and participation during activities and lessons.  |
| High | The teacher **frequently** used a variety of modalities including auditory, visual, and movement and used a variety of materials to effectively interest students and gain their participation during activities and lessons.  |
| Student interest | Low | The students **did not** appear interested and/or involved in the activities or lessons. |
| Mid | The students were engaged and/or interested for **periods of time**, but **at other times** their interest waned, and they were not involved in the activity or lesson. |
| High | The students were **consistently** interested and involved in the activities and lessons.  |
| Clarity of learning objectives | Low | The teacher made **no attempt** or was **rarely** successful at orienting and guiding students toward learning objectives. |
| Mid | The teacher oriented students **somewhat** to learning objectives, or the learning objectives were clear during some periods but less so during others.  |
| High | The teacher **consistently** and effectively focused students’ attention toward learning objectives and/or the purpose of the lesson.  |
| Concept Development | Analysis and reasoning | Low | The teacher **rarely** used discussions and activities that encouraged analysis and reasoning. The teacher asked questions that focused on recalling facts in a rote manner and **rarely** asked questions to promote higher-order thinking skills and cognition.The teacher provided **few,** if any instructional opportunities. The teacher **did not** ask students to engage in problem solving and **did not** use strategies such as prediction, experimentation, comparisons, or classifications.  |
| Mid | The teacher **occasionally** used discussion and activities that encouraged analysis and reasoning. The teacher **occasionally** asked questions that required higher-order thinking skills, but these questions were isolated rather than consistently and intentionally created to expand students’ thinking.  |
| High | The teacher **frequently** used discussions and activities that encouraged analysis and reasoning.The teacher **consistently** asked open-ended questions, which lead to longer discussions in which the focus was on helping students gain a deeper understanding of concepts and developing thinking skills.  |
| Creating | Low | The teacher **rarely** provided opportunities for students to be creative and/or generate their own ideas and products.The teacher focused on students completing activities in a prescriptive way, and **rarely** encouraged students to brainstorm or think of the many possible responses. |
| Mid | The teacher **sometimes** provided opportunities for students to be creative and/or generate their own ideas and products.The teacher **occasionally** engaged in brainstorming, planning, or producing at the start of a lesson or activity, but then quickly moved on to a more rote activity.  |
| High | The teacher **often** provided opportunities for students to be creative and/or generate their own ideas and products. |
| Integration | Low | The teacher **rarely** attempted to link concepts from one activity or lesson to the next. The teacher presented new information without making a clear connection to previous learning.  |
| Mid | On **some** occasions, the teacher attempted to link concepts from one activity or lesson to the next, but these connections were **brief**.On **some** occasions, the teacher attempted to link concepts from one activity or lesson to the next, however, these connections were **inconsistent** and not observed across the four cycles of observation.  |
| High | The teacher **frequently** attempted to link concepts from one activity or lesson to the next. The teacher made an **explicit and consistent** attempt to make connections on what students knew and what she was introducing as a new concept.  |
| Connection to the real world | Low | The teacher **failed to** make learning meaningful by relating new concepts to students’ actual lives.  |
| Mid | **At times**, the teacher attempted to make learning meaningful by relating new concepts to students’ lives, but at other times, she failed to make these connections concrete. **At times**, the teacher attempted to make learning meaningful by relating new concepts to students’ lives, but these attempts were not consistent across all four cycles of observation.  |
| High | The teacher made **consistent** and intentional efforts to make learning meaningful by relating new concepts to students’ actual lives.  |
| Quality of Feedback | Scaffolding | Low | The teacher **rarely** provided scaffolding to students but rather dismissed responses or actions as incorrect or ignores problems in understanding. The teacher **failed to** use hints or assistance when students do not understand something or give an incorrect answer. The teacher simply provided the correct answer, moved on or did not respond to the incorrect response.  |
| Mid | The teacher **occasionally** provided scaffolding to students but at other times dismissed responses as incorrect or ignored problems in understanding. The teacher **sometimes** used students’ incorrect or nonresponses as an opportunity to scaffold learning by providing hints or assistance; other times she does not.  |
| High | The teacher **frequently** provided scaffolds for students who were having difficulty understanding a concept, answering a question, or completing an activity. The teacher **consistently** provided hints or assistance to scaffold students’ learning by providing students with resources and/or additional questions that would lead students to the correct answer.  |
| Feedback loops | Low | The teacher provided **only** perfunctory feedback to students.The teacher **did not** interact with students in a way that allowed him/her to provide feedback. The teacher **failed to** engage in a back-and-forth exchange with students intended to help them understand or to elicit a higher level of performance.  |
| Mid | There were **occasional** feedback loops—back-and-forth exchanges—between the teacher and students; other times, however, feedback was more perfunctory. **At times,** the teacher’s feedback may have helped students to expand and elaborate on their learning, but generally, these efforts by the teacher were not sustained for long periods of time.  |
| High | There were **frequent** feedback loops—back-and-forth exchanges—between the teacher and students.The teacher **frequently** responded to students’ comments, actions, or performance by asking follow-up questions to facilitate a higher level of understanding or performance from the students in **multiple instances**.  |
| Prompting thought processes | Low | The teacher **rarely** queried the students or prompted students to explain their thinking and rationale for responses and actions. The teacher **failed to** focus on getting students to articulate their thought processes.  |
| Mid | The teacher **occasionally** queried the students or prompted students to explain their thinking and rationale for responses and actions. The teacher **occasionally** asked *why* questions to prompt the students to explain their thinking and describe their actions; however, this did not occur often or was typically a very brief exchange.  |
| High | The teacher **often/frequently** queried the students and prompted students to explain their thinking and rationale for responses and actions.  |
| Providing information | Low | The teacher **rarely** provided additional information to expand on the students’ understanding or actions. When students responded to questions or completed an action, the teacher **failed to** follow up with expansion or clarifications.  |
| Mid | The teacher **occasionally** provided additional information to expand on the students’ understanding or actions. **Occasionally,** the teacher expanded on comments, clarified incorrect responses, or provided specific feedback; other times, however, he/she did not.  |
| High | The teacher **often** provided additional information to expand on students’ understanding or actions.  |
| Encouragement and affirmation | Low | The teacher **rarely** offered encouragement of students’ efforts that increased students’ involvement and persistence. The teacher appeared to measure students’ progress by how well they conformed to his/her expectation by providing general praise to the students **rather than** providing students with feedback about their work process.  |
| Mid | The teacher **occasionally** offered encouragement of students’ effort that increased students’ involvement and persistence. The teacher used **a mix** of encouragement strategies, **sometimes** focusing on student effort, persistence, and understanding; but **at other times**, this encouragement was absent or more perfunctory.  |
| High | The teacher **often/frequently** offered encouragement of students’ efforts that increased students’ involvement and persistence.  |
| Language Modeling | Frequent conversation | Low | There were **few, if any** conversations in the classroom. The conversations that occurred in the classroom were primarily teacher-controlled and focused on students’ behavior, classroom management, or teaching a particular skill or concept.  |
| Mid | There were **limited** conversations in the classroom. The teacher talked regularly with and to the students, however, conversations were **limited** to one or two back-and-forth exchanges rather than developing into prolonged conversations.  |
| High | There were **frequent** conversations in the classroom. The teacher **often** initiated conversations with students about (**topics**) and there was a natural flow in the exchange of information during (**center time, whole group, art time**) that encouraged students to converse and made them feel they were valued conversational partners.  |
| Open-ended questions | Low | The teacher **failed to** ask open-ended questions; most of the teacher’s questions were closed-ended. The teacher asked questions that required **no more than** a one-word answer or short sentence and the students **rarely** had the opportunity to respond to the teacher with more complex language.  |
| Mid | The teacher asked a **mix of** closed-ended and open-ended questions. The teacher **sometimes** asked questions that required students to use more complex language; however, the majority of questions were closed-ended and required only short responses from the students.  |
| High | The teacher asked **many** open-ended questions that required students to put together language to communicate more complex ideas.  |
| Repetition and extension | Low | The teacher **rarely,** if ever, repeated or extended the students’ responses. The teacher **failed to** respond to students’ comments or questions and/or ignored their communicative attempts.  |
| Mid | The teacher **sometimes** repeated or extended the students’ responses. There was a **mix of** responding and ignoring of students’ comments.  |
| High | The teacher **often** repeated or extended the students’ responses.  |
| Self- and parallel talk | Low | The teacher **rarely** mapped his/her own actions and the students’ actions through language and description.  |
| Mid | The teacher **sometimes** mapped his/her own actions and the students’ actions through language and description.  |
| High | The teacher **consistently** mapped his/her own actions and the students’ actions through language and description. |
| Advanced language | Low | The teacher **rarely,** if ever, used advanced language with the students. The vocabulary he/she used was limited or lacked variety. The teacher introduced terms or language that may have been difficult for students to understand, but **rarely** clarified terms in a manner in which students could relate.  |
| Mid | The teacher **sometimes** used advanced language with the students and mapped these words onto known concepts, but other times he/she did not.  |
| High | The teacher **frequently** used advanced language with the students and mapped these words onto known concepts.  |