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| Dimension | Indicator | Range | Indicator General Statements |
| Positive Climate | Relationships | Low | The teacher and children **rarely** demonstrated positive relationships during the observation. |
| Mid | The teacher and children **sometimes** demonstrated positive relationships during the observation. |
| High | The teacher and children **consistently** demonstrated positive relationships throughout the observation. |
| Positive affect | Low | The teacher and children displayed a flat affect and **rarely** appeared to enjoy their time in the classroom.  Teacher affect and child affect were consistently flat with only **rare** occasions of smiling and laughing. |
| Mid | The teacher and children **sometimes** appeared to enjoy their time in the classroom but at other times appeared less enthusiastic or seemed to be going through the motions.  **At times**, the teacher and children demonstrated genuine positive affect; however, these displays were **brief or not characteristic** of the majority of the children. |
| High | The classroom felt like a warm, pleasant place to be with **consistent** displays of enthusiasm and affection between the teacher and children. |
| Respect | Low | Throughout the observation, the teacher and children **rarely,** if ever, demonstrated respect for one another. |
| Mid | During the observation, the teacher **sometimes** demonstrated respect for the children.  During **some** cycles of the observation, the teacher and children demonstrated respect for the children, but at other times did not. |
| High | Throughout the observation, the teacher **consistently** demonstrated respect for the children. |
| Negative Climate | Negative affect  Punitive control  Teacher negativity  Child negativity | Low | There was **no evidence** of negative affect, punitive control, teacher negativity, or child negativity observed during this observation. |
| Mid | There was **some** evidence of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ observed during this observation with no evidence of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| High | There were **frequent** instances of negative affect, punitive control, teacher negativity, or child negativity *(only add the indicators if you see/hear these behaviors).* |
| Teacher Sensitivity | Awareness | Low | The teacher **failed to** demonstrate awareness of children who needed additional support, assistance, or attention. |
| Mid | **At times**, the teacher demonstrated awareness of children who needed additional support, assistance, or attention but other times the teacher was inattentive to the children and/or their cues. |
| High | The teacher(s) demonstrated **consistent** awareness of children who needed additional support, assistance, or attention. |
| Responsiveness | Low | The teacher **failed to** respond to children’s needs or bids for attention and/or may have been dismissive of their emotions and needs for attention, comfort, and support. |
| Mid | The teacher **sometimes** respondedto children’s needs or bids for attention, but at other times, he/she dismissed the children’s needs for attention, comfort, or support. |
| High | The teacher **consistently** responded to children’s needs and bids for attention and provided comfort an assurance to the children. |
| Child Comfort | Low | The children appeared uncomfortable interacting with the teacher or participating in activities. Children’s problems and concerns were **rarely** resolved. |
| Mid | The children **sometimes** appeared comfortable interacting with their teacher and seeking him/her for support.  **Some** of the children’s problems or concerns were resolved, but at other times, these problems continued without resolution. |
| High | There were **many indications** that the children were comfortable participating in activities, seeking support from and interacting with their teacher.  The children’s problems and concerns were **consistently** resolved. |
| Regard for Child Perspectives | Child Focus | Low | The content and activities in the classroom appeared largely based on the teacher’s decisions and choices with **no clear evidence** of a child focus. |
| Mid | **At times**, the content and activities in the classroom appeared largely based on the teacher’s decisions and choices, but **at other times**, the teacher followed the children’s leads. |
| High | The teacher **consistently** followed the children’s interests and signals; the children took the lead and were free to move in and out of activities and areas. |
| Flexibility | Low | The teacher was **rarely** flexible in his/her plans and asserted a high level of controland direction of most aspects of the children’s activities. |
| Mid | For **some** activities, the teacher was more controlling and directive, but **at other times**, the teacher demonstrated more flexibility. |
| High | The teacher was **consistently** flexible in his or her plans and within activities. |
| Support of independence | Low | The teacher completed most tasks for the children with **few** opportunities for children to assert their independence or have responsibilities.  The teacher **failed to** encourage peer perspective taking and the teacher resolved peer conflicts. |
| Mid | The teacher **sometimes** provided support for children’s independence, but these opportunities were inconsistent.  **On occasion**, the teacher assisted children with perspective taking related to peers and resolved conflicts. |
| High | The teacher made **frequent** efforts to maximize children’s independence in the classroom.  The teacher **consistently** assisted children in peer perspective taking with peers and provided support for children to resolve conflicts with peers. |
| Behavior Guidance | Proactive | Low | In this classroom, the teacher was **rarely** aware of children’s behavior. The teacher did not make rules and expectations for behavior clear, nor did the children show awareness of classroom rules and expectations for behavior. |
| Mid | The teacher **inconsistently** activelymonitored children’s behavior. **At times**, the teacher communicated rules and expectations for behavior and/or the children showed some, but not consistent, awareness of classroom rules and expectations. |
| High | In this classroom, the teacher **consistently** actively monitored children’s behavior. The teacher stated the expectations and/or the children showed evidence of awareness of classroom rules and expectations for behavior. |
| Supporting positive behavior | Low | The teacher **failed to** support children’s positive behavior and his/her redirection attempts were **ineffective** or prolonged, repeated, or inconsistent.  The teacher’s directions, reinforcement, or redirection were general and/or communicated to the children the prohibited behaviors and **rarely** communicated the desired behaviors. |
| Mid | The teacher’s support of positive behavior was **inconsistent**. **At times,** the teacher effectively redirected misbehavior, but at other times the teacher failed to do so.  The teacher used an **inconsistent** mix of redirection and directions that let children know what to do with language that exerted negative control. |
| High | The teacher **consistently** used effective strategies to support children’s behavior. He/she provided positive reinforcement to children meeting expectations, and problem behavior was reduced with effective redirection.  The teacher **frequently** communicated the desired or expected behavior rather than the prohibited behaviors. |
| Problem behavior | Low | In this classroom, children were waiting for significant periods of time for materials, activities, and/or the teacher’s attention. The children were **rarely** engaged in activities while they were waiting. |
| Mid | In this classroom, children were involved in activities and tasks for periods of time, but **at other times** they were waiting or wandering about the classroom.  **For brief periods of time,** children were involved in disruptive or problem behavior. |
| High | In this classroom, children were **consistently** engaged in and actively participated in activities and tasks.  There were **few or very brief** periods of wandering or waiting or disruptive or problem behaviors. |
| Facilitation of Learning and Development | Active facilitation | Low | The teacher **rarely** monitored, observed, or managed activities.  The teacher provided intentional opportunities or guided children’s learning and development on **rare** occasions. |
| Mid | **At times**, the teacher provided intentional opportunities and guidance related to development and learning and may have been actively involved with children during **some** activities. |
| High | The teacher spent most of his/her time **actively and consistently** involved with children, providing intentional opportunities and guidance for learning and development. |
| Expansion of cognition | Low | The teacher **failed to** make connections between activities and children’s lives and experiences and did not challenge children’s thinking. |
| Mid | The teacher connected **some** activities to aspects of children’s lives, experiences, and other learning. The teacher **sometimes** facilitated children’s thinking skills through questioning and problem solving but **at other times**, missed opportunities for these types of questions and experiences. |
| High | The teacher **consistently** connected aspects of activities and play to children’s lives, experiences, and previous learning. The teacher **consistently** facilitated children’s thinking skills through questioning, problem-solving, and prediction activities. |
| Children’s active engagement | Low | During many periods of the observation, the children were passive onlookers not involved in activities, or they were **rarely** engaged in activities, providing responses only when called upon or addressed. |
| Mid | The children were physically and/or verbally involved in activities and routines during **some periods of time,** but other times they were passively engaged in activities. |
| High | The children were actively and **consistently** involved in activities and routines. |
| Quality of Feedback | Scaffolding | Low | The teacher **failed to** follow up on children’s responses or actions to assist in their learning and understanding.  The teacher **failed to** use hints or assistance when children do not understand a concept or what to do within an activity. |
| Mid | **At times**, the teacher followed children’s comments and actions with hints, assistance, and questions, but these were **brief** with no back-and-forth exchanges between the child and the teacher. |
| High | In response to children’s actions, answers, or comments, the teacher **frequently** provided hints, assistance, or questions and persisted through multiple back-and-forth exchanges. |
| Providing information | Low | The teacher provided only a summative evaluation of children’s responses, products or efforts. The feedback was **brief** and did not offer children additional information or understanding.  The teacher **failed to** interact with children in a way that allowed him/her opportunities to provide feedback. |
| Mid | The teacher **occasionally** provided additional or clarification to children in response to a question or during participation in an activity; however, the information provided or exchanged was limited. |
| High | There were **frequent** instances in which the teacher responded to a child’s comment, action, or performance by engaging in a sustained back-and-forth exchange, with the intention of helping him/her understand concepts, complete activities, or gain new information.  The teacher **frequently** provided additional information or clarification to expand children’s understanding or participation in tasks and activities. |
| Encouragement and affirmation | Low | The teacher gave only **brief** perfunctory feedback to the children, or feedback was **rarely** provided. This type of feedback often indicated to children that they were finished with the task or activity. |
| Mid | The teacher **occasionally** offered encouragement and affirmation specific to children’s efforts that expanded children’s involvement, and children may have continued with activities and tasks. |
| High | The teacher **frequently** offered encouragement and affirmation specific to children’s efforts and accomplishments that often-expanded children’s involvement and persistence in activities and tasks. |
| Language Modeling | Frequent conversation | Low | There was **rarely,** if any, conversational language heard in the classroom. Language was teacher controlled, directive or absent. |
| Mid | The teacher provided **some** opportunities for children to use language. **Some** language was more controlled or directive. |
| High | The teacher used conversational language and provided **frequent** opportunities for children to use language through conversations and questioning. |
| Repetition and extension | Low | The teacher **rarely,** if ever, verbally repeated or extended the children’s communication attempts and language. |
| Mid | The teacher **sometimes** repeated and/or extended children’s communication attempts and language.  **At other times,** the teacher ignored these communication attempts or failed to facilitate children’s language in these instances. |
| High | The teacher **often** repeated and extended children’s communication attempts and language. |
| Self- and parallel talk | Low | The teacher **rarely,** if ever**,** used self- or parallel talk to describe and narrate his/her actions and/or the children’s actions. |
| Mid | The teacher **occasionally** described his/her own actions and/or narrated the children’s actions. |
| High | The teacher **consistently** described and narrated his/her own actions and/or the children’s actions using self- and parallel talk. |
| Advanced language | Low | The teacher **failed to** use a variety of words in his/her talk with children or provide words for children to use. Use of language and vocabulary was **very limited.** |
| Mid | The teacher **sometimes** used a variety of words and provided words and language for children to use.  The teacher labeled **some** objects or concepts with language and described unfamiliar words to children. |
| High | The teacher **often** used a variety of words and provided words and language for children to use. The teacher **frequently** labeled objects and concepts with language and described unfamiliar words to children. |