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| **Positive Climate (PC)** | **Negative Climate (NC)** | **Teacher Sensitivity (TS)** | **Regard for Student Perspective (RSP)** | **Behavior Management (BM)** |
| ***Relaxation***  -Physical Proximity  -Shared Activities  -Peer Assistance  -Matched Affect  -Social Conversation  **Positive Affect**  -Smiling  -Laughter  -Enthusiasm  ***Positive Communication***  -Verbal affection  -Physical affection  -Positive expectations  ***Respect***  -Eye contact  -Warm, calm voice  -Respectful language  -Cooperation and/or sharing | ***Negative Affect***  -Irritable  -Anger  -Harsh voice  -Peer Aggression  -Disconnected or escalating negativity  ***Punitive Control***  -Yelling  -Threats  -Physical control  -Harsh punishment  ***Sarcasm/Disrespect***  -Sarcastic voice/statement  -Teasing  -Humiliation  ***Severe Negativity***  -Victimization  -Bullying  -Physical Punishment | ***Awareness***  -Anticipates problems and plans appropriately  -Notices lack of understanding and/or difficulties  ***Responsiveness***  -Acknowledge emotions  -Provides comfort and assistance  -Provides individualized support  ***Addresses Problems***  -Helps in an effective and timely manner  -Helps resolve problems  ***Student Comfort***  -Seeks support and guidance  -Freely participates  -Takes risks | ***Flexibility and Student Focus***  -Shows flexibility  -Incorporates students’ ideas  -Follow students’ lead  ***Support for Autonomy and Leadership***  -Allows choice  -Allows students to lead lessons  -Gives students responsibility  ***Student Expression***  -Encourages student talk  -Elicits ideas and/or perspectives  ***Restriction of Movement***  -Allows movement  -Is not rigid | ***Clear Behavior Expectations***  -Clear expectations  -Consistency  -Clarity of rules  ***Proactive***  -Anticipates problem behavior or escalation  -Low reactivity  -Monitors  ***Redirection of Misbehavior***  -Effective reduction of misbehavior  -Attention to the positive  -Uses subtle cues to redirect  -Efficient redirection  ***Student Behavior***  -Frequent compliance  -Little aggression and defiance |

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| ***High Positive Climate (6-7)***  -Freely joins activities  -Student/teacher affect  -Social conversations\  -Freely responds to efforts  -Eye contact  -Students listening to each other  -Respectful language  -Cooperative | ***Low Negative Climate (1-2)***  -Display mild Negativity  Instances rare  -Tied to a specific situation  -Does not escalate to intense levels  -Does not use a negative tone or voice, yell or threaten  -Does not make sarcastic comments | ***High Teacher Sensitivity (6-7\_***  -Well attuned to students  -Notices when students are not engaged or struggling  -Aware of activities in other parts of classroom  -Responds in a soothing manner  -Acknowledges feelings  -Secure base for students | ***High Regard for Student Perspectives (6-7)***  -Does not rigidly adhere to an agenda  -Flexible, clear expectations  -Based on interests of children  -Enables students to be independent  -Students lead activities | ***High Behavior Management (6-7)***  -Rules and expectations clearly stated  -Proactive vs. reactive  -Aware of all students  -Positive feedback  -Redirection  -Positive phrases  -No instances of misbehavior |

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| **Productivity (P)** | **Instructional Learning Formats (ILF)** | **Concept Development (CD)** | **Quality of Feedback (QF)** | **Language Modeling (LM)** |
| ***Maximizing Learning Time***  -Provision of activities  -Choice when finished  -Few disruptions  -Effective completion of managerial tasks  -Pacing  ***Routines***  -Students know what to do  -Clear Instructions  Little wandering  ***Transitions***  -Brief  -Explicit follow-through  -Learning opportunities within  ***Preparation***  -Materials ready and accessible  -Knows Lessons | ***Effective Facilitation***  -Teacher Involvement  -Effective questioning  -Expanding children’s involvement  ***Variety of Modalities and Materials***  -Range of auditory, visual, and movement opportunities  -Interesting and creative materials  -Hands-on opportunities  ***Student Interest***  -Active participation  -Listening  -Focused attention  ***Clarity of Learning Objectives***  -Advanced organizers  -Summaries  -Reorientation statements | ***Analysis and Reasoning***  -Why and/or how questions  -Problem solving  -Prediction/experimentation  -Classification/comparison  -Evaluation  ***Creating***  -Brainstorming  -Planning  -Producing many solutions  ***Integration***  -Connects concepts  -Integrates with previous knowledge  ***Connections to the Real World***  -Real-world applications  -Related to students’ lives | ***Scaffolding***  -Hints  -Assistance  ***Feedback Loops***  -Back-and-forth exchanges  -Persistence by teacher  -Follow-up questions  ***Prompting Thought Processes***  -Asks students to explain thinking  -Queries responses and actions  ***Providing Information***  -Expansion  -Clarification  -Specific Feedback  ***Encouragement and*** ***Affirmation***  -Recognition  -Reinforcement  -Student persistence | ***Frequent Conversation***  -Back-and-forth exchanges  -Contingent responding (relevant responding)  -Peer conversations  ***Open-ended Questions***  -Questions require more than one word response  -Students respond  ***Repetition and Extension***  -Repeats  -Extends/elaborates  ***Self and Parallel Talk***  -Maps own actions with language  -Maps student actions with language  ***Advanced Language***  -Variety of Words  -Connected to familiar words and/or ideas |

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| ***High Productivity (6-7)***  -Activities ready and available  -Responds briefly to comments  -Clear directions  -Transitions as learning opportunities  -Materials ready and accessible | *High Instructional Learning Formats (6-7)*  -Open ended questions  -Move around and check areas of room  -presents info. In a variety of ways w/variety of materials  -Students actively manipulate materials  -Advanced organizers, summaries, reorientation statements | ***High Concept Development (6-7)***  -Gets students thinking of how and why of learning  -Open-ended questions  -Problem solving, experimentation and prediction, comparison and classification, evaluation/summary  -Time to respond  -Brainstorming | ***High Quality of Feedback (6-7)***  -Scaffolding  -Back-and-forth exchange  -Follow-up questions for higher level of understanding  -Asks why questions  -Expand on responses  -Specific feedback  -Students able to persist | ***High Language Modeling***  -Many conversations  -Teacher controlled periods are short  -Open ended questions  -Builds on attempts to communicate  -Self talk and parallel talk  -Teacher uses a variety of nouns, verbs, adverbs, prepositions |