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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 NegativityInstances 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 InstructionsLittle 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 |