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| **Emotional Support** | **Glow** | **Grow** |
| **Positive Climate**  Relationships  Positive Affect  Positive Communication  Respect |  |  |
| **Negative Climate**  Negative Affect  Punitive Control  Sarcasm/Disrespect  Severe Negativity |  |  |
| **Teacher Sensitivity**  Awareness  Responsiveness  Addresses Problems  Student Comfort |  |  |
| **Regard for Student Perspectives**  Flexibility & Student Focus  Support for Autonomy/Leadership  Student Expression  Restriction of Movement |  |  |
| **Classroom Organization** | **Glow** | **Grow** |
| **Behavior Management**  Clear Behavior Expectations  Proactive  Redirection of Misbehavior  Student Behavior |  |  |
| **Productivity**  Maximizing Learning Time  Routines  Transitions  Preparation |  |  |
| **Instructional Learning Formats**  Effective Facilitation  Variety of Modalities/Materials  Student Interest  Clarity of Learning Objectives |  |  |
| **Instructional Support** | **Glow** | **Grow** |
| **Concept Development**  Analysis & Reasoning  Creating  Integration  Connections to the Real World |  |  |
| **Quality of Feedback**  Scaffolding  Feedback Loops  Prompting Thought Processes  Providing Information  Encouragement & Affirmation |  |  |
| **Language Modeling**  Frequent Conversations  Open-Ended Questions  Repetition & Extension  Self- & Parallel Talk  Advanced Language |  |  |