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| **Emotional Support**  | **Glow** | **Grow** |
| **Positive Climate**Relationships Positive AffectPositive CommunicationRespect |  |  |
| **Negative Climate**Negative AffectPunitive ControlSarcasm/DisrespectSevere Negativity |  |  |
| **Teacher Sensitivity**AwarenessResponsivenessAddresses ProblemsStudent Comfort |  |  |
| **Regard for Student Perspectives**Flexibility & Student FocusSupport for Autonomy/LeadershipStudent ExpressionRestriction of Movement |  |  |
| **Classroom Organization**  | **Glow** | **Grow** |
| **Behavior Management**Clear Behavior ExpectationsProactiveRedirection of MisbehaviorStudent Behavior |  |  |
| **Productivity**Maximizing Learning TimeRoutinesTransitionsPreparation |  |  |
| **Instructional Learning Formats**Effective FacilitationVariety of Modalities/MaterialsStudent InterestClarity of Learning Objectives |  |  |
| **Instructional Support**  | **Glow** | **Grow** |
| **Concept Development**Analysis & Reasoning CreatingIntegrationConnections to the Real World |  |  |
| **Quality of Feedback**ScaffoldingFeedback LoopsPrompting Thought ProcessesProviding InformationEncouragement & Affirmation |  |  |
| **Language Modeling**Frequent ConversationsOpen-Ended QuestionsRepetition & ExtensionSelf- & Parallel TalkAdvanced Language |  |  |