|  |  |  |  |
| --- | --- | --- | --- |
| **Classroom:** | | **Teachers:** | |
| **Observer:** | **Date:** | | **Number of cycles observed:** |

Check all instructional learning formats observed:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Transitions \_\_\_ | Meals/Snack \_\_\_ | Large Group \_\_\_ | Small Group \_\_\_ | Free Choice \_\_\_ | Planning/Recall \_\_\_ |

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| --- | --- | --- | --- | --- |
| **Emotional Support Domain** | | | | |
| **Positive Climate**   * Relationships * Positive affect | | * Positive communication * Respect | | |
| **Strengths** | | | | **Opportunities** |
| **Negative Climate**   * Negative affect * Punitive control | | * Sarcasm/disrespect * Severe negativity | | |
| **Strengths** | | | | **Opportunities** |
| **Teacher Sensitivity**   * Awareness * Responsiveness | * Addresses problems * Student comfort | | | |
| **Strengths** | | | | **Opportunities** |
| **Regard for Student Perspective**   * Student expression * Restriction of movement | | | * Flexibility and student focus * Support for autonomy and leadership | |
| **Strengths** | | | | **Opportunities** |

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| **Classroom Organization Domain** | | | |
| **Behavior Management**   * Proactive * Student behavior | | * Clear behavior expectations * Redirection of misbehavior | |
| **Strengths** | | | **Opportunities** |
| **Productivity**   * Routines * Transitions | | * Maximizing learning time * Preparation | |
| **Strengths** | | | **Opportunities** |
| **Instructional Learning Format**   * Effective facilitation * Student interest | * Variety of modalities and materials * Clarity of learning objectives | | |
| **Strengths** | | | **Opportunities** |

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| **Instructional Support Domain** | | | |
| **Concept Development**   * Creating * Integration | | * Analysis and reasoning * Connections to the real world | |
| **Strengths** | | | **Opportunities** |
| **Quality of Feedback**   * Scaffolding * Feedback loops | | * Prompting thought process * Encouragement and affirmation | |
| **Strengths** | | | **Opportunities** |
| **Language Modeling**   * Self and parallel talk * Advanced language | * Frequent conversations * Open-ended questions * Repetition and extension | | |
| **Strengths** | | | **Opportunities** |