|  |  |  |  |
| --- | --- | --- | --- |
| **Toddler Classroom:** | | **Teachers:** | |
| **Observer:** | **Date:** | | **Number of cycles observed: 4** |

Check all instructional learning formats observed:

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

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| **Emotional and Behavioral Support Domain** | |
| **Positive Climate (PC)**   * Relationships * Positive Affect | * Respect |
| **Strengths** | **Opportunities** |
| **Negative Climate (NC)**   * Negative Affect * Punitive Control | * Teacher Negativity * Child Negativity |
| **Strengths** | **Opportunities** |
| **Teacher Sensitivity (TS)**   * Awareness * Responsiveness | * Child Comfort |
| **Strengths** | **Opportunities** |
| **Regard for Student Perspective (RCP)**   * Child Focus * Flexibility | * Support of Independence |
| **Strengths** | **Opportunities** |
| **Behavior Guidance (BG)**   * Proactive * Supporting Positive Behavior * Problem Behavior | |
| **Strengths** | **Opportunities** |

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| **Engaged Support for Learning Domain** | |
| **Facilitation of Learning and Development (FLD)**   * Active Facilitation * Expansion of Cognition | * Children’s Active Engagement |
| **Strengths** | **Opportunities** |
| **Quality of Feedback (QF)**   * Scaffolding * Providing Information | * Encouragement and Affirmation |
| **Strengths** | **Opportunities** |
| **Language Modeling (LM)**   * Supporting Language Use * Repetition and Extension | * Self and Parallel Talk * Advanced Language |
| **Strengths** | **Opportunities** |