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| **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** |