|  |  |
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| **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** |