

**CHAPTER 44**

**Section 2**

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## Chapter 44

### Section 2

#### OPERATIONS MANUAL

#### FIRST GRADE CLASSROOM OBSERVATIONS SYSTEM

##### 1. First Grade Classroom Observation System (FGCOS)

The First Grade Classroom Observation System is an instrument that examines the characteristics of the Study Child's experiences in the first grade in two different ways: by observing the frequency of child behaviors including teacher-Study Child interactions and Study Child-peer interactions and rating qualitative characteristics of the teacher, child, and classroom.

The behavior (frequency) scales are used to record the occurrence of several designated behaviors in the following areas: activity, teacher behavior, child behavior toward peer, child behavior toward teacher, and child engagement. They also capture curriculum content. The qualitative scales are used to record global quality in terms of the teachers' levels of sensitivity/responsivity, intrusive/overcontrol, and detachment/disengagement; the child's levels of self-reliance, positive affect, activity, and disruptive behavior; and the level of classroom management, overcontrol, positive emotional climate, negative emotional climate, literacy instruction, evaluative feedback, instructional conversation, and child responsivity in the classroom environment.

Each observation visit will last approximately 2 hours. During that period, qualitative ratings for the teacher, Study Child, and classroom will be coded as well as behavioral ratings for the teacher and Study Child. The first grade observation will follow the following format so that two 34 minute observe/record cycles will be completed for each Study Child, a 15-minute observation for the third teacher/child qualitative ratings, as well as 30 additional minutes of observation for the classroom qualitative ratings:

- ◆ 10 minute period devoted to observation and note taking regarding the classroom level qualitative ratings

- ◆ 34 minute observe/record cycle

The procedure during a 34 minute observation cycle is the following

- 10 minutes devoted to the observation and recording of behavior scales (following a schedule of 30 seconds of “observe” time; 30 seconds of “record” time).
  - 2 minutes of note taking for teacher and child qualitative ratings based on the observe time during the preceding 10 minute observe/record period.
  - 10 minutes devoted to the observation and recording of the behavior scales (following a schedule of 30 seconds of “observe” time; 30 seconds of “record” time).
  - 2 minutes of note taking for teacher and child classroom level qualitative ratings based on only the observe time during the preceding 10 minute observe/record period.
  - 10 minutes devoted to the observation and recording of the behavior scales (following a schedule of 30 seconds of “observe” time; 30 seconds of “record” time).
  - Final note-taking and rating for the first teacher and child qualitative ratings. The final ratings on the teacher and child qualitative scales should include the note taken during the 2 minute qualitative rating periods.
- ◆ After the completion of the final cycle of teacher child qualitative ratings, a 10 minute observation period dedicated to the classroom-level qualitative ratings should take place.
  - ◆ Following the 10 minute observation period dedicated to classroom-level qualitative note taking another 34-minute observe record cycle should take place.

- ◆ Following the 2<sup>nd</sup> 34 minutes cycle, a 15 minute observation period for the third teacher/child qualitative ratings  
A final 10 minute observation period for the classroom level qualitative ratings should take place.  
This 10, 34, 10, 34, 15, 10 schedule is the optimal observation format. However, circumstances may arise which prohibit following this format. In order to ensure comparable observations across children and sites please refer to the following decision rules before beginning the observation. The primary teacher is the teacher considered to be the child’s “main teacher” and is the person who completed the Teacher Questionnaire booklet and is identified as Teacher ID #1 on all forms.
- ◆ Each 34 minute cycle MUST be uninterrupted and one 34 minutes cycle must occur under optimal conditions (i.e., SC in primary classroom with primary teacher). The other 34 minute cycle may occur under acceptable conditions, if it is impossible to get optimal observation for both cycles.
- ◆ The 15 minute observation period for the third teacher/child qualitative rating must be of the primary teacher. It may occur in either primary or in non-primary classroom. Primary preferred.
- ◆ The three 10 minute classroom level observations cannot be contiguous. They must occur in the study child’s main classroom during a time when the study child is in the room.

#### Observation Conditions

Classroom schedules should be requested from the teacher in advance of scheduling the visit. Upon receipt of the schedule, visits should be arranged with the optimal observation format in mind. Typically observations should begin no later than 8:30 AM to ensure 2 hours of observation time before lunch. Observations may go into the afternoon if necessary to complete all components of the visit under the most optimal conditions.

- ◆ **optimal** - Study Child with primary teacher in primary classroom.

- ◆ **acceptable** - Study child out of primary classroom but with primary teacher in another location
- ◆ **acceptable** - Study Child in classroom with non-primary teacher
- ◆ **unacceptable** - Study Child out of primary classroom with non-primary teacher
- ◆ **unacceptable** - special event (i.e., parent day, birthday celebration, assembly)
- ◆ **unacceptable** - substitute teacher in primary classroom
- ◆ **unacceptable** - the Study Child is absent or arrives late, so that the complete observation cannot be completed under optimal or acceptable conditions.

For the “unacceptable” situations, determine if there will be enough time excluding the special even or the activity to observe under acceptable conditions, if not reschedule with the teacher.

## **II. Conduction the Observation**

### **A. Checking In/ Consent**

Check in at the school office with the appropriate school personnel to identify yourself and sign in and/or obtain a visitor’s pass.

Once you enter the classroom, identify yourself to the teacher and ask if you can take a moment to get consent before starting the visit. Answer any questions teacher may have concerning consent. Get teacher’s signed consent form which was sent earlier with the Teacher Questionnaire Booklet. If the teacher doesn’t have her cope, review consent information and have her sign another one.

Get a description of the Study Child. Do not draw attention to the Study Child by announcing his/her name or pointing in their direction. Continue with the following script with the teacher: (This should reflect what was said in the scheduling phone call to the teacher)

*“As you know, I will be observing STUDY CHILD today. I want to see what a typical morning is like for him/her. I was to see how he/she acts around other people in the*

*room and how he/she pays attention to the materials and activities in the classroom. I want to find out what kinds of experiences he/he usually has. For the observations to be accurate, it is important that everyone act as naturally as possible and just do what they would be doing if I wasn't here. I know this is easier said than done, but try to do what you would normally do. The purpose of these observations is really just to find out how children spend their time in first grade. I will be following STUDY CHILD'S activities, and I may, therefore, need to go in and out of the room. I'll try not to be disruptive. If you just ignore me, I hope that the children will, too"*

Review the day's schedule with teacher. Remind her of requirements for recess observation (free play, at least 15 minutes). Try to keep your conversation with the adults and your interaction with the children to a minimum. Ask if there is a particular spot where you can sit or stand. Look for a place that is "out of the way" as possible, and yet provides a good view of the classroom, so there will be a little need as possible to move to follow the child or teacher.

Allow a few minutes before you begin the observation. This will allow time for the room to resume its normal routine . It will give you and the children time to "settle in." Put your observation forms in order based on how the morning schedule looks. Make sure you will get a least one 34 minute period with the primary teacher in the primary classroom and a 15 minute period focused on primary teacher as well. At this time children may come over to you and try to get your attention by talking to you. Your job is to be as neutral as possible. This does not mean that you should rebuff the child, but you should not be overly encouraging either. It is a fine line and not a easy task, but you will find your own way that is comfortable.

## **B. Overview of Behavioral Scales**

You will be observing and recording the behavior of the Study Child and adults and peers with whom he/she interacts. Use an earphone and audiotape with timed

observe/record prompts. You are focusing on the Study Child. If the Study Child leave the room, follow her/him; if the Study Child goes outside; accompany her/him. Do not follow the Study Child into the bathroom or into the school sickroom. During the observation, try no to let the Study Child know that she/he is being observed; avoid eye contact with her/him. Although many things will be occurring in the classroom during the observation, keep your attention on what is happening to the Study Child during the “observe” periods. You may record behaviors during the “observe” period as long as you do not miss any other behaviors that occur while you are recording. It is best to just “observe” during the observe period.

Use the “record” periods to systematically check through the list of behaviors from top to bottom to make sure you have noted everything that has occurred. You will have 30 seconds to record your observations from the preceding 30 seconds. Accuracy is critical. If a behavior occurred more than once during an interval, mark it one time. A category may be left blank if the behavior did not occur during the 30 second observation interval. You should ALWAYS code the Activity, Content, and Engagement categories. The only exception is if child goes to the bathroom or school sickroom. Code only Activity os “other” for up to 5 minutes. If child returns in 5 minutes or less, continue coding. If longer than 5 minutes, end coding and begin new cycle.

### **C. Overview of Qualitative Ratings**

During the time the behavior scales are being observed and coded, if time permits, notes may be taken concerning the teacher and child qualitative ratings. Two 2 minute periods are used take initial notes for the teacher and child qualitative ratings. After the final observe/record period, stop observing. The observer may continue to take longhand notes and then complete the teacher/child qualitative ratings for the 34 minute period.

The primary teacher will be rated using the qualitative scales. Only one teacher should be rated for each cycle, unless two teachers interact with the Study Child for equal

amounts of time. There are three ratings of the teacher/child qualitatives. The 15 minute one must be completed on primary teacher as well as one of the 34 minute ones.

The classroom qualitative ratings should be completed after the final 10 minute observation period devoted to the classroom ratings. These ratings are for the entire classroom, and do not focus solely on interactions between adults and the Study Child, rather, any and all interactions and events which occur in the classroom should be considered in making these ratings.

#### **D. Completing Forms**

- ◆ Form FS1: Record time on a 24-hour clock. The 24 hour clock starts at 1 minute past midnight with 0001 and runs to midnight, which is 2400. Here are some examples:

9:00 AM	= 0900
10:30 AM	=1030
12:00 noon	=1200
1:00 PM	= 1300

Use the 24-hour clock to indicate start and stop times. The start and stop times for the 34-minute observe/record periods are recorded on the second and last page of the observation packet.

- ◆ On form FS1, page 2, indicate the number and type of adults in the classroom at the beginning of the 34-minute observation period. Complete this item on the last page as well.
- ◆ Complete pages 1-3 on Form FS1 of the First Grade Observation forms before beginning the observation cycle.
- ◆ Complete the End of Visit Form, FS3 at the very end of the entire observation period or after you have left the classroom or school.

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**DEFINITIONS FOR FIRST GRADE CLASSROOM OBSERVATION**

**BEHAVIORAL**

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**I. ACTIVITY**

**Note:** The predominant teacher-sanctioned activity in which the Study Child is *supposed* to be engaged in during the observation interval. Activity is coded as the *intention* of the teacher.

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**Teacher Directed Group Activity** - Teacher **actively leads** a planned activity with a group of students which includes the Study Child. The activity can involve the whole class or a small group as long as the Study Child is part of the group. During this activity children are required to give attention to designated speakers, such as the teacher, a guest, and/or other students. This category includes activities as reading lessons, songs, giving instructions for an activity, group art projects, etc. Watching educational videotapes or television programs (e.g., Channel 1, PBS, educational videotapes, etc.) would be coded under this category if it is a large group activity.

**Teacher Directed Individual Activity** - The Study Child **independently** carries out work/activity which has been planned and directed by the teacher. Typically all children will be doing similar work, although independently. During this activity the teacher may be visually monitoring the children as the work and/or checking the children's work before allowing them to move on to another activity. This category typically includes seatwork activities such as journals, worksheets, coloring, group computer activities, etc.

**Other Learning Activity** - The Study Child participates in learning activities **without direct teacher involvement**. There may be brief period where the teacher checks in or monitors. The teacher may have set up and planned activities, but to some degree the children determine the timing of their participation and the level of their participation in the activity. Children are typically working in small child-chosen groups and different children may be doing different activities (teacher may assign children to small groups). This category includes learning centers such as painting, science, reading corner, individual computer center, etc. It may also include children working in cooperative groups planned by the teacher but without direct teacher involvement.

**Unstructured Activity** - The Study Child participates in activities which have not been planned or are not directed by the teacher. This category includes activities primarily observed during free play.

**Transition** - The activity in which the Study Child was/is involved in changing or the Study Child is standing in line. This category includes gathering materials for an activity, clean-up time, getting ready for lunch or recess, coming to a group activity, etc. This category includes only those transitions directed by the teacher; typically the whole class will be transitioning or a small group which includes the Study Child. If the Study Child waits in line for more than half the interval, code that as Transition. In very “open” classrooms, transitions may appear less teacher-directed. SC or small group containing SC is clearly moving to next activity area.

**Time-Out** - The Study Child is in time-out. This may include being sent to a specific area of the room (corner, time-out chair) or to the hallway outside the child’s classroom. It may be being asked to put head down on desk or to separate from peers or the group. It

may include staying in our returning to the classroom when other students are going to music, gym etc. It may or may not include a punishment such as writing sentences, sharpening pencils. Peers may be in time-out also.

**Other** - The structure of the current activity does not fit one of the categories listed above. Examples include bathroom activities, fire drills, etc.

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## II. CONTENT

Content is the primary curriculum focus of the activity. Based on principles of “best practices”, one activity may cover two content areas. For example, writing in journals about science experiment. Code literacy and science. If two different activities occur during the same interval, code content for the **predominant** activity.

**Note:** Choose one or two content code per observe/record cycle. If two different activities occur during the same observe cycle, choose the predominant activity and code that content area.

**Note:** If “transition” is coded under Activity, you **MUST** code “social/transition” for Content. Some teachers use math brain teasers or phonics drills as part of a transition. Code both social/transitional and secondary content (math, etc.) in these cases.

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**Literacy/Language/Foreign Language** - Activities with a *clear orientation toward literacy*. Looking at or reading a book to self or with another; fiction or non-fiction read aloud. Book may be used to develop science, social studies, etc. (double code for content); reading/writing instruction; coping letters (handwriting); reciting poetry/fingerplays; writing “thank you” notes; giving dictation; listening to tapes of

books; show-and-tell with a favorite book, or letters from a pen pal, etc., IF teachers uses opportunity to read book or letters or have child read book or letters. The study of grammar, parts of speech, punctuation, contradictions, spelling. Spoken, written, or listening activities using a foreign language or languages.

**Mathematics** - Activities with a clear orientation toward using mathematics: Sorting or categorizing items like shells, rocks, shapes, colors; “cooking” where math concepts are stress, such as measuring; counting items; adding or subtracting items; arithmetic work sheets; show-and-tell with a mathematics-oriented topic such as favorite books on counting, a favorite math game. A math game must teach a first grader lever math concept or explicit lesson.

**Science** - Activities with a clear orientation toward science: “Discovery” corner; caring for or observing classroom pet; show-and-tell with topics (pets, newly hatched ducks) IF . teacher uses opportunity to give science lesson; science projects; non-fiction read aloud used to support science (for example, reading a factual book about snails or part of a science unit in snails).

**Social Studies** - Activities with a clear orientation toward social studies: Focusing on community, such as “jobs, community helpers, vehicles”; activities focuses on important historical events or meanings of holidays, such as President’s Day, Memorial Day, Thanksgiving, non-fiction read-aloud used to support social studies (for example, reading a factual book about a fire station as part of a social studies unit on community services); building in the community that is explicitly tied to a learning goal (such as, adding a farm to the community, discussing what components of a farm need to be included, locating elements of the community on a map, role-playing a community job).

**Art/Construction** - Coloring, painting, play dough, crafts, drawing, Double code Art with other content area if also clear orientation to science, math, literacy, or social sciences attached. Illustrating journals would be coded as literacy / art. Construction activities involving woodworking or building models from cardboard or other junk materials.

**Music/Dance/Drama/Fantasy Play** - Listening, moving (including dancing), or singing to tapes or records; singing songs, playing musical instruments; reading music; analyzing music. Acting-out parts in a play, pantomime. Recitation with a clear orientation toward teaching the elements of drama. May be in combination with literacy or social studies activity. Dress-up, kitchen corner, sand or mud pies, sand castles or sand towns with canals, building block castles or towns ("the Community"), Fisher-Price people and their accessories, dolls, free-choice fantasy play in the community (playing house).

**Computers/Technology** - Using computer, multi-media, or photography equipment for the purpose of gaining proficiency in its use. For example keyboard exercises on the computer. If the technology serves only as a tool to enable the child to complete work in another area (e.g., computer to practice addition problems or word processing to complete journal entry), double code computers and main focus area. If unable to determine activity being done on computers, only code computers.

**Religion** - Activities with a clear orientation toward teaching a religious concept or practicing a religious ritual/liturg such as reciting a prayer or creed.

**Social/Transition** - This category is used for transitions and for social content activities. Teacher directed transitions. Cleaning up, helping teacher (such as passing out papers or

calling children to line up). Listening to teacher give directions (not related to task or activity, rather related to children's behavior), personal show-and-tell activities (such as Student of the Week), social problem solving, time periods for informal conversations (such as snack time or break), instructions on classroom protocols (such as how to carry scissors, what to do during a fire drill). Social also includes routine, "classroom business" type activities such as calendar and helpers. Code if transition coded under activity.

**Physical Education** - Activities with a clear orientation toward developing gross motor skills or playing a physical game.

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### **III. TEACHER BEHAVIOR**

**Note:** Adult interactions with the Study Child or behaviors directed toward the Study Child are coded under TEACHER BEHAVIOR. Adults include lead teachers, classroom aides, student teachers, parent volunteers, and other adults who are teaching or responsible for the Study Child (e.g., the librarian, gym teacher).

**Note:** The behaviors of older school children who may read with the children or tutor children are also coded under TEACHER BEHAVIOR.

**Note:** Teacher Behavior codes can be double coded with one another

**Note: Interacts** codes require that instruction or facilitation of an activity must be occurring.

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**Interacts with Large Group** - The teacher is providing instruction to or facilitating activities or games with a large group which includes the Study Child. The group must have more than 6 children in it. The teacher may be actively providing instructions or giving a lesson to the group or inactively listening to children present or recite. Merely visually monitoring the children is NOT coded under this category. One sentence reminders or instructions are NOT coded.

**Interacts with Small Groups** - The teacher is providing instruction to small group of children which includes the Study Child. The group has 6 or less children in it. The teacher is actively instructing or giving a lesson to the group or inactively listening to children present, recite, etc. Merely visually monitoring the group is NOT coded under this category. One sentence reminders or instructions are not coded.

**\*Interacts with Study Child One on One** - Teacher interacts individually with the Study Child for a minimum of 5 seconds. This category does not include brief questions directed to the Study Child while in a group or redirecting the Study Child unless the interaction lasts a minimum of 5 seconds. Examples include asking the Study Child a question which takes at least 5 seconds for the questions and answer, discussing work or projects individually with the Study Child, listening to the Study Child read individually, discussing discipline or classroom rules specifically with the Study Child.

**Reads Aloud** - The teacher reads from book, magazine, paper or any other written material to the Study Child or the group of which the Study Child is a part. This can be reading single sentences or a complete story, but is definitely reading, not just pointing to the words on a calendar or individual sight words. Examples include reading a book, reading sentences during a literacy lesson or other activity.

Note: The adult or teacher must do the reading, the reading cannot be from an audio or videotape.

**Teaches Academic Skill** - The teacher provides instruction to the Study Child or group of children including the Study Child related to reading, writing, math, science, social studies, and/or foreign language. This category is NOT coded if the teacher merely provides instructions for an activity or sets up an activity for the children. The teacher must actually teach a skill or provide knowledge beyond mere instructions. For example, telling the children to get in groups to write questions about their reading book would NOT be coded Teaches Academic Skills unless the teacher expands about what questions must include and gives examples of questions (i.e., teaching about questions). Merely mentioning numbers or words would not be coded without further explanation or instruction describing or teaching a concept.

**Note:** Teaches Academic Skills can be embedded in Reading Aloud. In these cases Teaches Academic Skill is coded only during 30 second intervals during which information about writing, math, science, social studies, or a foreign language are being read. For example, if the teacher is reading a book about reptiles, Teaches Academic Skill is coded during intervals in which the teacher is reading factual information about reptiles, NOT during times while reading parts of the book which do not relay knowledge or academic skills.

**Teaches Social Rule** - The teacher teaches the Study Child or a group of children which includes the Study Child a social or moral rule. The content of the social rule may be about sharing, turn taking, hitting, taking materials, saying “please” and “thank you” giving compliments, expressing feelings of anger or distress verbally etc. Also included in this category are instances of discussing classroom rules and implications of behavior management. It must be clear that the teacher is actually teaching the rule, not just

making a pro-cooperative comment such as “Here, do ti with Jason” or “Say thank you.” Examples which would be coded under Social Rule include, telling the Study child or a group including the Study Child to say thank you when someone helps you or shares with you or explaining the classroom rules. Discussing rules or expectation concerning daily living skills (hand washing, covering mouth when coughing, etc.), fire drill or other safety procedures would be coded as Teaches Social Rule. Teaching Social rule may or may not involve Teacher Negative Affect.

**Note:** Teaches Social Rule can be embedded in Reads Aloud. In these cases Teaching Social Rule is coded in the 30-second intervals during which social issues are being read or addressed. During the reading of information or parts of a story unrelated to social or moral rules, Social Rule would NOT be coded.

**Discipline** - The teacher directs discipline specifically toward the Study Child or a group containing the Study Child. The teacher my direct the Study Child to Time-Out, to put his/her name on the board, or to take down their bear with name on it. The teacher may also write the Study Child’s name on the board or take down their bear. Specific reminders to the Study Child to be quiet or sit still would be coded under Discipline. However, gentle reminders to the entire group even if it contains the Study Child are Not coded under this category. The reminders and discipline must be directed specifically to the Study Child or if directed to the entire group must be particularly firm or harsh in nature. Discipline may or may not involve Teacher Negative Affect.

**Teacher Affect Positive** - The teacher praises the Study Child or a group which includes the Study Child. He/She may offer compliments or demonstrate affection. He/she may give positive reinforcement to the Study Child via a pat on the back or commenting “good job!” after a question is answered or the Study Child has finished a project. The teacher must speak to the Study Child or group in a clearly positive manner. The interaction must

be more than a passing salutation such as a warm hello. However, brief encouraging remarks such as “That’s great!” or “All right, great job!” should be coded as Teacher Affect Positive. Also coded under this category are instances of joint giggling or enthusiastic smiling between the teacher and the Study Child or group including the Study Child. Terms of endearment such as “honey” “sweetie” should be coded with caution and very conservatively. A teacher’s indiscriminate use of these terms would NOT be coded under Teacher Affect Positive.

**Teacher Affect Negative** - The teacher’s behavior and conversation toward the Study Child or a group of which the Study Child is a part is of negative nature. His/her tone of voice is angry or harsh or hostile. The teacher’s remarks toward Study Child, or group of which SC is a part, are critical, points out negative aspects of the child’s behavior. Threats which explicitly deal with personal injury or withholding privileges directed toward the Study Child are also coded under this category. Rhetorical comments which are negative in tone and content should also be coded under this category. For example, “It that how we sit in 1<sup>st</sup> grade?” “Do you not want to go out for recess today?” said in a negative tone would be Coded under Negative Affect.

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#### **IV. CHILD BEHAVIOR TOWARD TEACHER**

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**Complies with Request** - Study Child complies with direct request from the teacher within the observation interval. (If teacher requests during the observe cycle and SC complies during the following record cycle, code as complies during that cycle. Ignore requests made during the record cycle.) This category includes teacher instructions to the whole class to which the Study Child is expected to attend, as well as individual requests made directly to the Study Child to preform a specific action. Examples include telling

the children to sit cross-legged, instructing the children to put away their materials, etc. The request must be for an observable action. If the Study Child is already doing the requested action/activity, code Complies if he/she continues doing it. If the teacher forces the Study Child to comply (by physical force, etc) DO NOT code Complies, instead code Teacher Negative Affect. If the teacher says “raise your hand if you know the answer”, this is coded as Volunteers. Complies involves **behavioral compliance**, not knowledge based answering.

**Does not Comply with Request** - The Study Child does not carry out direct requests from the teacher within the observation interval or in the following record cycle. The Study Child may actively refuse or passively refuse to perform the request.

**Request** - The Study Child seeks help, assistance or clarification from the teacher. This category includes any child initiated contact with the teacher regarding information or permission that is not part of Social Conversation. The request is most likely to be verbal, but could include tugs or other nonverbal bids for assistance. The Study Child raising his/hr hand would be coded under this category if it is a child initiated request for help or clarification, not in response to a question from the teacher.

**Volunteers** - The Study Child raises his/her hand to answer a question or to participate in an activity. Examples include, the Study Child raising his/her hand in response to the teacher asking how many children have a dog or the teacher asking “Does anyone know something that rhymes with the word bear?” or asking “Who would like to go outside and read?” Volunteers is more than merely responding by blurting out an answer. It could include standing up in response to teacher’s request for volunteers. For example, “Stand up if you want to help clean the boards today.”

**Social Interaction** - Study Child engages in spontaneous positive or neutral talk with the teacher. The talk could include informal comments, comments about past or future events, personal information about self or family, etc. Answering questions related to academic knowledge or social skills would NOT be coded under this.

**Negative** - The Study Child demonstrates any of a variety of negative behavior toward the teacher, including physical or verbal aggression, angry gestures, making faces, stomping feet in response to direction, etc.

**Disruptive** - The Study Child demonstrates disruptive and annoying behaviors. They bother other children, call out inappropriately, act like the “class clown”, and otherwise call attention to themselves during teacher-directed or quiet classroom activities. They interfere with other children who are trying to work, talk to themselves or others when they are supposed to work quietly, and generally make a nuisance of themselves. The child may or may not receive warning or feedback from teachers or peers that their behavior is inappropriate. The disruptive child may be noisy, poorly regulated, inappropriate, and provocative. If the group is forming a line, the disruptive child is the one who must be first or who pushes ahead of others or who bothers the child in front of him, by pulling on clothes, touching hair, or doing other things that are intrusive and annoying, but not necessarily hostile. The hallmarks of this code are annoying, irritating, and attention-seeking behavior.

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## V. CHILD BEHAVIOR TOWARD PEERS

**Note:** Peers are considered other first grade children or children who are assigned to that classroom (in some cases of multi-age classrooms). If older children are in the room for purposes of reading to the children or other tutoring they are considered the adult or teacher for purposes of coding.

**Note:** “Child Solitary” MAY NOT BE CODED if any of the “Teacher Interacts...” codes are marked.

**Note:** For Child Solitary and Cooperative Activity, you may code only one peer observe cycle (code predominant one)

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**Child Solitary** - The Study child is focused on an activity that he is doing himself. The Study Child is involved in an activity that is no the same or similar to peers’ activities, if they are nearby. He/she is not in close proximity to peers. Examples include, the Study Child is sitting alone at his/her desk completing work, the Study Child is alone painting at an easel while peers are involved in different activities, or the Study Child is in time-out alone. If teacher interacts with SC during the interval, DO NOT code Child Solitary.

**Cooperative Activity** - Study child is engaged in an activity with peers (e.g., playing formal games, building together, acting out roles, coloring together on same paper). There must be some kind of “jointness” to the activity and interaction between Study Child and other children. However, the interaction does not have to be verbal. Examples include, children taking turns placing blocks as they build a structure together, working together to write questions related to a story, working together to measure a potato,

reading to each other. Cooperative Activity is considered child-peer driven rather than teacher directed. The teacher may plan, or monitor but not lead or direct the activity.

**Shared Positive Affect** - The Study Child giggles, laughs, or smiles with a peer. Mutual hugs. The Study Child and peer are obviously enjoying themselves. Instances during which the entire class are laughing or giggling would NOT be coded under this category. The Study Child must be specifically interacting with a peer.

**Social Interaction** - The Study Child is engaged in positive or neutral talk with peers. Social Interaction may include one way verbal social bids. For example, the Study Child listens to a peer talking to them or the Study Child makes comments to a peer, who is not actively ignoring him/her, the Study Child show a peer a certificate. It may also include one way physical gestures which are positive or neutral, such as a pat on the back or rubbing peer's head. Social Interaction may also include sharing and helping peers during activities, if the event has not already been coded as Cooperative Activity. For example, sharing markers during seatwork or asking for clarification about an activity from a peer.

**Physical Aggression** - The study child is physically aggressive toward a peer. The Study Child hits, throws, trips, pushes, pinches. The aggression can be initiated by the Study Child or in retaliation. This category does NOT include innocent bumps that are misperceived by peers.

**Other Negative Behavior** - The Study Child carries out a negative act towards a peer. This category includes verbal aggression as well as nonaggressive negative acts which have the intent to hurt or annoy a peer. The behavior can either be initiated by the Study Child or in retaliation. Examples include, taunting, scolding, name calling, teasing, taking away materials, etc.

**Peer Negative Behavior** - The Study Child receives an aggressive or other negative behavior from a peer. The negative overture could be nonaggressive negative act, verbal or physical aggression.

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## VI. CHILD ENGAGEMENT

**Note:** Assess according to the activity in which the Study Child is *supposed* to be engaged (e.g., mathematics), not what the Study Child is actually doing (e.g., talking with a peer about a video). In this example the Study child may be actively engaged in talking, but he/she would be coded Off-Task (inappropriate) for mathematics.

**Note:** Engagement means that there is task-oriented involvement. Active engagement means that there is motor or verbal involvement in an activity. Passive engagement is listening or watching with no active manipulation or verbalization involved. Off-Task is time spent doing nothing or something that is inappropriate.

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**Active Engagement - The predominant involvement of** the Study Child throughout the interval is active involvement in a teacher sanctioned activity. Examples include reading aloud, writing in a journal, working on a computer, participating in a game, or talking to teacher or peer about the current activity. Also during transitions, when putting away materials or walking to the next activity. Child raising hand is considered active engagement.

**Passive Engagement** - The predominant involvement of the Study Child throughout the interval is passive involvement in a teacher sanctioned activity (e.g., focused attention, listening, waiting, etc.). Examples include looking at the teacher while he/she is giving directions/instructions, listening to another child read aloud, waiting either for the teacher's attention or for their turn, or standing in line.

**Off-Task (Unoccupied)**- The Study Child predominately uninvolved throughout the interval. She/he may be daydreaming looking at the ceiling or floor without focus on the current task, wandering while getting materials, or wandering looking for an activity in which to become involved.

**Off-Task (Inappropriate)** - The Study Child is predominantly involved in an activity not sanctioned by the teacher. This behavior is either obviously disruptive (i.e., roughhousing, rolling round, taking other children's materials) or behavior that the teacher verbally indicates to be inappropriate with either general class reminders or direct reminders to the Study Child. Examples include, talking to a peer during quiet seatwork and having the teacher issue a "quiet" warning, rolling around during reading time on the carpet and the teacher redirecting the children to sit still). Talking with peers when it is clear that children are expected to work quietly, is coded as off-task/inappropriate (e.g., Teacher states at the beginning of the activity that children are to work on their own), or when it is clear that the child's focus shifts from completing the activity to talking with peers.

## DEFINITIONS FOR FIRST GRADE CLASSROOM OBSERVATION

### QUALITATIVE RATINGS

#### I. Teacher ratings

##### A. Sensitivity/Responsivity

The key defining characteristic of sensitivity is child-centered behavior demonstrated by the teacher. The sensitive teacher is tuned in to the child and manifests awareness of the child's needs, moods, interests, and capabilities, and allows the awareness to guide his/her behavior with the child. In first graders this includes allowing for the child's own agenda within the classroom schedule and curriculum, recognizing needs for autonomy, independence, and mastery, and fostering individual self-regulatory abilities such as self-control.

At the broadest level, sensitivity is demonstrated when the teacher structures the child's physical and social environment so that the child has legitimate, interesting options for learning, so the child's preferences can be honored within reason, and so that the child can remain effectively engaged in goal-directed activity. A variety of learning activities and materials, choices about how to use the materials and engage in activities are offered. Children are allowed input into decisions regarding what activities to participate in and how they will participate in the activity. Children's questions, ideas, and solutions are solicited, listened to, and children are encouraged to elaborate on their thoughts, to ask questions, to respond to peers' comments.

The sensitive teacher offers the right mix of support and independence so that they child can experience mastery, success, pride, and develop effective self-regulation skills. Examples of sensitivity may be seen during transitions such as when a teacher prepares the child in advance for changing activities. Sensitivity is especially noted when the teacher provides "scaffolding" (balance of support, guidance and frustration) for the child

so that the child can succeed in mastering a challenging task without losing focus or self-control.

If the child appears disengaged, the sensitive teacher takes time to reengage the child in a manner that demonstrates awareness of and sensitivity to the child's mood and preferences for learning/ play style and content. When the child is bored or frustrated, the sensitive teacher provides alternative approaches to the task or other engaging opportunities that would meet similar learning goals. When the child is engaged and interested in an activity or materials, the sensitive teacher allows him/her time to explore independently, but allows time for questions.

Sensitivity need not be marked by continually interacting with the child, but by actively taking an interest in the child's activities, as evidenced by comments, embellishments, or redirection when the child loses interest, achieves success or does something new and interesting. Lack of sensitivity is shown when the teacher does not respond to the child, responds in a listless or perfunctory manner, or responds with developmentally inappropriate comments and behavior. A teacher low in sensitivity could also overstimulate the child with too many activities or instructions or intrude on ongoing activities and may continue attempts to engage the child even when the child is providing obvious clues that he/she is seeking to end the activity or interaction.

During the first grade, sensitivity can also be inferred on the basis of how the teacher manages disciplinary encounters. The teacher high in sensitivity is neither over-controlling or detached. When conflicts arise, this teacher first allows children to resolve their own conflicts, and then intervenes when necessary. Behaviors that pose dangers to the child and others are responded to quickly and clearly and perhaps firmly (though not severely) in order to let the child know clearly that such actions are not permitted. Behaviors that represent rule violations or discourtesies are responded to with explanation or rationale for why the behavior is inappropriate. However, excessive explanations and rationales can reflect insensitivity rather than sensitivity, Long-winded.

speeches and lectures often reflect the teacher's lack of awareness of the child's developmental level. In sum, sensitive discipline that varies in accordance with the nature of the misdeed and suggests that the teacher does not hold inappropriate expectations of the child in question.

Makers of sensitivity include (a) acknowledging the child's affect; (b) teacher conversation that is responsive to the content of the child's talk and or activity; (c) facilitating the child's learning and play; (d) appropriate timing of activities to reflect the child's interests.(e) changing the pace when the child appears understimulated, overexcited, or tired; (f) knowing the child's interest in activities, materials, and peers; (g) sharing positive affect or affection with the child; (h) providing an appropriate range and variety of activities; (i) disciplining the child in a manner that matches the violation and considers the child's ability to understand and benefit from explanations of the rationale of the discipline; and (j) demonstrating flexibility in handling compliance and autonomy issues.

Rating on this scale should be based on both quality and quantity of teacher behavior. A rating of (7) would be given to a teacher who consistently demonstrates several markers of sensitivity. A rating of (1) is given to a teacher demonstrating none of the markers.

## **B. Intrusiveness/ Over Control**

Prototypically a teacher characterized as highly intrusive/ over-controlling will impose his/her own agenda on the child; his/her interactions with the child are adult-driven rather than child-centered. In over-controlling interactions the teacher appears unable to relinquish control of interactions in order to facilitate the child's exploration or regulation of activities. During structured activities, intrusiveness/over-control may be manifested by forcing the child to attend a task beyond his/her endurance, by rigidly drilling the child on rote tasks, or in other ways inappropriately constraining the child's

activities during learning tasks or play. Extreme intrusiveness can be seen as overcontrol to a point where child's autonomy is at stake. **It should be kept in mind that a teacher can be involved and directive in teaching/learning/play with the child without being highly intrusive, if the teacher attends to the child's interests, pace and signals.**

Intrusive, over control is sometimes observed during disciplinary encounters. The intrusive- over-controlling teacher appears unresponsive to the whys and wherefore of a child's behavior, and instead imposes a system of rigid values and responses. Moreover, this kind of discipline seems more driven by the teacher's own moods and inflexible attitudes than by the developmental needs of the child. Thus, little distinction may be made in whether the teacher is disciplining the child for engaging in truly dangerous or disruptive behavior versus engaging in simply inappropriate or impolite behavior. In such instances, the teacher does not modify the severity of her discipline in accordance with seriousness of the child's behavior, or the child's own sensitivity to discipline styles, and it likely to show little interest or concern for the child's feelings or goals. Punishments by highly controlling and intrusive teachers are likely to not vary as a function of the severity of the misdemeanor and may reflect inappropriate expectations of what the child can be expected to do (e.g., extended time-outs, forcing a child to stand in a corner). It should be noted, too, that another way a teacher can be intrusive and over-controlling with regard to discipline is by over doing what would otherwise be judged as appropriate teacher behavior; for example, by going on endlessly explaining to a child why he/she should not do something or excessively drawing a child's attention to the consequences of his/her actions (threats).

Specific behaviors characterizing intrusive/over-controlling interactions include (a) not allowing the child to select activities or to have choices within the activity; (b) excessively or abruptly disciplining the child, (c) changing activities while the child still appears interested, without preparing child for a transition; (d) insisting that the child do

something in which he/she is not interested or capable of doing; and (e) not allowing for children to resolve their own conflicts (when non-dangerous).

Teacher actions which are clearly in the child's best interests, such as removing a child from danger, administering medicine, intervening in escalating or physical conflict, or asking an obviously tired child to rest, are not included in considerations of intrusiveness.

Ratings of intrusiveness are evaluated from the perspective of the child. A rating of (7) is given to a teacher consistently demonstrating several markers of intrusiveness throughout the interaction. A (1) is given to a teacher showing none of the markers of intrusiveness during the interaction.

### **C. Detachment/Disengagement**

Detachment/disengagement reflects a lack of emotional involvement and lack of awareness of the child's needs for appropriate interactions with activities, materials, or peers. The teacher high on this scale rarely joins in the child's activities or conversations, or even awareness of what the child is doing. A child may work for long periods of time without the teacher checking in. Detached teachers don't respond to the child's attempts to interact with them, signals of frustration or difficulty in goal-directed behavior, and initiations or escalation's of peer conflict. Moreover, when the teacher does get around to interacting with the child, the behaviors are often perfunctory and signal noninvolvement. Teachers high on detachment may place an overemphasis on the physical environment or paperwork (e.g., decorating bulletin boards, recording grades) or other adults (talking to the classroom aide or other teachers in the hall) instead of attending to the child.

Allowing the child to work independently or to play by him/herself is not necessarily a sign of detachment; that is appropriate when the child is working on-task or is happily or contentedly. If the teacher is watching attentively, busy with other children, or visually monitoring, but not physically interacting while the child is

constructively engaged and happy then we would rate the teacher as low in detachment. However, if the child is involved in physical conflict, wandering aimlessly, or off-task for an extended period and the teacher is passive, and/or lacks the emotional involvement with the child, the teacher is rated as detached. A detached teacher appears uninterested in the child, the child's activities, and the child's successes, failures, and struggles.

Detachment is often noted by the absence of disciplinary encounters or insufficient discipline during situations which clearly warrant action. Detached teachers often fail to act when potentially dangerous situations arise or when peer conflicts escalate. At the extreme, detached teachers simply fail to monitor the appropriateness of child behavior so that they can step in when some kind of discipline or adult control is called for. Detached teachers may also be inconsistent and fail to follow through with their stated intents (e.g., tell a child he will get a time out if he does a particular action again, but then fail to give the time out when the action re-occurs; start to discipline but then get distracted).

Detachment can be marked by (a) the child being out of sight of the teacher for extended periods or if out of sight the teacher not checking in periodically; (b) rarely being involved with the child in activities or conversation; (c) failing to responding to the child's approaches, vocalizations, smiles, or other social bids; (d) lack of awareness of the child's engagement in inappropriate behavior; (e) failing to respond to behavior and situations that call for the adult regulation of child experience or responding half-heartedly and inconsistently; (f) permitting long stretches of unoccupied time or wandering without directing the child to an activity; (g) ignoring the child's difficulties within the environment, especially where such difficulties are emotionally stressful for the child, (e.g., escalating problems with peers, problems finding materials, or difficulty completing work). The sensitive teacher permits the child ample opportunity to try to solve the problem by himself, stepping in when necessary to prevent too much frustration or disappointment. The intrusive teacher steps in too soon, never allowing the child the

autonomy to try to solve the problem herself. The detached teacher doesn't step in at all, or only when the child is do distressed that it cannot be ignored; and (h) says, or conveys nonverbally, "don't bother me; stay out of my way; leave me alone."

This scale contains both qualitative and quantitative components. A teacher who interacts consistently with the child but does so in a perfunctory or indifferent manner with little or no emotional involvement would be rated on detachment.

Exactly how high the rating should be will depend on the extent of child behavior that merits efforts by the teacher to control and regulate it but which go uncontrolled and unregulated by teacher. A rating of (7) is given to a teacher consistently demonstrating several markers of detachment throughout the rating. A rating of (1) is given when no markers of detachment are seen.

## **II. Child ratings**

### **A. Self-reliance**

Self-reliance reflects the degree to which the child displays autonomy, self-regulation, and personal initiative in the classroom. The child high on this scale takes responsibility for his/her materials, actions, activities, persists in difficult situations and tolerates frustration, to a point and then seeks adult assistance when appropriate. The behaviors of the child high on self-reliance indicate a child who sees himself or herself as an autonomous person capable of decisions and problem solving and who can seek and incorporate assistance as needed. Such a child will need little direction from adults and use knowledge of routines and class structure to plan ahead and do his/her work. The self-reliant child will seek and use adult guidance only after using their own resources. The child high in self-reliance will be self-directed in ambiguous situations. The self-reliant child is able to assert him/herself with peers and is comfortable in taking the lead in activities or problem solving with peers.

The child low on self-reliance may show self-directedness and initiative in low-stress or highly structured situations and activities, but this child often lacks these qualities in ambiguous or challenging situations. The child with low self-reliance may appear to lack confidence, and when faced with challenges, however minor, he or she may seek adult assistance first before attempting the task. This child may be passive, not initiating any behaviors until told what to do. He/she may be hesitating in asserting him/herself with peers and may retreat if rebuffed by peers. This child may be disengaged, inattentive, or appear unmotivated. The child does not depend on his/her resources and may appear dependent on external resources. He/she may ask for help frequently, even when help is not needed, and bids for independence may be inappropriate (i.e., by breaking rules or being passively non-compliant) and oriented toward gaining the adult's attention rather than demonstrating autonomy. The child low on self-reliance may also appear inattentive and unfocused, passively needing direction and assistance. The child low on self-reliance may function well when adult help is readily available and activities are structured and teacher-directed. It is important to distinguish the negative affect associated with frustration and dependency from negative affect associated with anger and aggression. Whiny and petulant negative affect which reflects dependency or frustration should be coded under NEGATIVE AFFECT.

Self-reliance is not synonymous with independence or dependence, but is characterized by the following markers; (a) personal initiative, (b) self-regulation, and (c) persistence and engagement, and (d) autonomy.

Self-reliance may be reflected in behavior directed either to adults or peers, for example, a child low in self-reliance may be a follower. He/she may not seek help from the teacher when it appears that it is needed, or he/she may constantly ask for help when it is not needed. A child rated as a 7 on self-reliance consistently will demonstrate the t of the markers throughout the observation. This is especially true in ambiguous or challenging situations. The quality of the child's behavior is of great importance when

rating self-reliance; a child must be on-task when demonstrating characteristics of self-reliance.

### **B. Positive Affect**

Positive affect reflects an overall happy mood and pleasant state of the child. Positive affect is demonstrated through physical and vocal expressiveness. The positive affect may be displayed by interactions with peers or adults or may be seen as a sense of contentment.

The child who receives a high rating on positive affect seems to “sparkle” or to “radiate”. The child with a low rating may not display negative affect, rather the child at the low end of positive affect merely does not display overt signs of positive mood. He/she may appear low-key or display flat affect. This child provides no real indication of being happy, content or even in a pleasant state.

Indicators of child positive affect include: (a) smiles, (b) laughter, (c) positive tone of voice, and (d) enthusiasm.

Ratings on this scale should be based on quality and quantity of behavior. Ratings should reflect a balance of both the intensity of the child’s positive affect and the relative amount of time positive behavior is shown. A child who demonstrates an overall sense of contentment, with no other signs of positive or negative affect, will receive a rating of 4 for positive affect.

### **C. Activity Level/Restlessness**

This scale assesses how physically active, restless, and fidgety the child is during the observation. For children who are in more open classrooms and are able to move about, the rating should take into account these aspects of motor activity; speed (moving fast, whether walking, running, or jumping); frequency (spending a lot of time in high

energy activities, including boisterous play); intensity (how energetic or intense in the activity), and involvement (tendency to engage in high-energy games and activities in preference to more sedentary ones). However, for most of the children observed in first grade, these will not be observed during class time. Rather, we will be observing how restless the child is when required to sit still. Children who are noticeably low key, passive, inactive, and quiet still during teacher-directed activities would be rated as a 1. A moderate amount of restlessness is typical when young children are expected to sit still and this would receive a rating of 4. That is some children will shift in their seats, jiggle their legs, fidget with their hair or clothes, and so on, within some range of “normal” activity. A rating of 7 should be given only to those children who are active, restless, fidgety during most of the observation session, with frequent movements in their seats, including looking around at others, engaging in gross body movement and/or limb movement, or even getting up out of their seat when expected to remain there. IN less structured classrooms, the child may be moving frequently, often energetically, leaving his/her seat and the ongoing activity, rarely sitting still for more than a few moments at a time. The overactive child seems unable to stop moving or to regulate activity level in line with situational demands. A child who is active outdoors, but is able to settle down and focus activity appropriately during structured or indoor activities would not be rated as overactive, even if the activity during outdoors activities was highly exuberant or energetic.

### **III. CLASSROOM RATINGS**

#### **A. Over- Control**

This code is intended to capture the extent to which the classroom is rigidly structured. Children in over-controlled classrooms are not given choices for activities, instead they heavily regimented with teacher-directed activities and teacher imposed agendas. They are frequently required to be in their seats completing an assigned activity.

They are given little time for free play or freedom to physically move around the room or outside. Little planning is evident for interesting activities, either indoors or outdoors. Over-control should not be confused with organized activities and appropriate stimulation and direction. A classroom may be highly structured and very teacher directed by may not be characterized as high on over-control **IF** there is flexibility for the children 1) to make some choices withing the assigned activity, 2) to move about and interact with peers during the observation, 3) to receive individualized or adapt work when needed, and/or 4) to be actively involved rather than just listening to the teacher. In an over-controlled classroom, children seem to be inappropriately stifled; spontaneosly and creativity are not encouraged.

Markers of Over-control include; (a) children are not allowed to leave their seats for extended periods of time; (b) all children are involved in the same activities throughout the observations, there is no evidence of individualization; or (c) children are required to be quiet throughout the observation.

The quality of the classroom climate over the entire observation period should be attended to.

## **B. Positive Emotional Climate**

The positive emotional climate rating is intended to capture overall impressions of the classroom. This code will take account the following characteristics of the classroom, (a) pleasant conversations; (b) spontaneous laughter; (c) exclamations of excitement. Teachers demonstrate positive regard for the children, sensitivity, and animated affect toward the children. Ratings should be based on the interactions between the teachers and study child as well as interactions between the teacher and the other children.

An important aspect of positive emotional climate is the expression of positive regard by the teacher to the children. For example, the teacher may display warmth, acceptance and respect for the children by (a) speaking in a warm tone of voice to the

children; (b) expression of physical affection to the children, such as a pat on the shoulder or a hug; (c) smiling or laughing with the children; (d) enthusiasm about the children; (e) praising the children; (f) clear enjoyment of the children. In a classroom with a positive emotional climate; the teacher listens, watches attentively, and looks at the children when she/he is speaking to them.

### **C. Negative Emotional Climate**

The negative emotional climate code is intended to capture classrooms with a climate that is overly hostile, angry, punitive, and controlling. As with positive emotional climate, observations of negative emotional climate should be based on interactions between the teacher and the study child as well as interactions between the teacher and all the children and classroom characteristics.

The rating should take into account expressions from the teachers of anger or hostility toward the children, negative regard, disapproval, criticism, and annoyance with the children. These classrooms will be characterized by teacher irritability, lack of concern for children's feelings and agendas, and the use of punitive controls that are based more on the needs of the teacher than an understanding of children's needs and feelings. As well, teachers may yell to control children's behavior and even make threats regarding personal injury or withholding privileges. In these classrooms, teachers may express any of the following; (a) negative regard for the children; (b) disapproval; (c) tense body; (d) negative voice when correcting; (e) abruptness (f) tense facial muscles and strained expressions; (g) harshness; (h) sarcasm; (i) threatening behavior; (j) harsh punishment; or (k) roughness. Negative, angry facial expressions, or harsh tone of voice may signal negative emotional climate

## **D. Classroom Management**

At the low end, the classroom management code is intended to capture the extent to which the children are out of control and the effectiveness of the teacher in regaining order in the classroom. In the poorly managed classroom, transitions between activities are disorganized or chaotic. Children may not know where they are supposed to be or what they are supposed to be doing. The teacher allows situations to get out of hand before intervening. In a poorly managed classroom the children may be engaging in inappropriate, and often disruptive behavior, paying no attention to the teacher's instructions. They may be annoying peers and misusing materials. The teacher may be trying to control the children using either passive or negative techniques; however, teacher control techniques are unsuccessful or the teacher appears unaware or unconcerned about what is going on in the classroom

At the high end, a well managed classroom, the teacher has clear, yet flexible, expectations related to the classroom rules and routines. The children appear to understand the rules and follow them. The teacher does not have to employ many control techniques. The management strategies that she/he does employ are in the form of gentle reminders, redirections, and sensitivity to the situation accompanied by a rationale, and it is well timed, often preventing further increases in misbehavior. Children may be talking in a well-managed classroom, but it does not distract them from their work and their talking remains at a low, tolerable volume without teacher reminders.

A classroom that appears to be operating smoothly, quietly, and productively, yet requires many external cues and reminders from the teacher could not receive a rating of above 5 for classroom management.

The rater must weigh the quantity and intensity of teacher and child behaviors during the observation period.

## **E. Literacy Instruction**

This code is intended to capture the amount of literacy instruction which occurs in the classroom. At the high end, the teacher reads, and elaborates her hear reading by providing the phonics (e.g., letter-sound relationships, letter naming, word identification) and comprehension (e.g., use of background knowledge, picture clues, story structure, and context clues). The children are encouraged to elaborate upon the story being read by making predictions or relating the story to their own experiences. The children may have journals and the classroom is filled with authentic text with which the children can interact. In the rich literacy environment children are exposed to written language and text of situations (reading, writing, games, and stories).

The classroom which is low in the literacy instruction does not have books readily available to the children, the children may not have writing activities, and the teacher may not read aloud to the children. If literacy instruction occurs at all, it occurs primarily through worksheets, flash cards, and paper and pencil materials. Few opportunities occur for children to be exposed to or interact with written language, and when these do occur, they are often highly structured and restricted.

## **F. Evaluative Feedback**

Evaluative feedback focuses on the quality of verbal evaluation of children's work comments or ideas. Feedback can be evaluative even if it occurs while the child is in the process of doing an activity, not just at the completion of an activity or project. At the high end of the scale is evaluative feedback which focuses on learning, mastery, developing understanding, personal improvement, effort, persistence, or trying new strategies. The feedback may e constructive and provide information about solving problems. At the low end of the scale is general group praise or evaluative feedback

which focuses on “correctness”. Children’s attempts are not encouraged, rather the focus of evaluation is on the product, not the process.

For example, the teacher may express any of the following: (a) positive individual assessment and feedback related to work/ideas; (b) praise/positive comment of effort; and/or (c) praise/positive comment of persistence.

### **G. Instructional Conversation**

Instructional conversions focus on the quality of cognitive skills or concepts elicited during the teacher-led discussions. These conversations can occur between the teacher and the children grouped in small or large groups or between the teacher and an individual child. The content of these conversations include the teacher and children discussing ideas and potential solutions to tasks and activities. In these conversations, children and the teacher have somewhat equal contributions. Instructional conversation differs from mere instruction in that actual conversation ensues which includes teacher and child participation. Children are encouraged to engage in conversations and expand on their ideas and perceptions of events. At the high end, these conversations encourage expression of ideas and original thought, encourage elaboration, and call attention to reasoning processes or concepts. The teacher may encourage children to generate ideas by asking “what do you think...?”, “what could happen..?”. At the low end, conversation will not be exchanges of ideas but instead recitation of facts or details. The teacher may ask questions which have only one right answer.

### **H. Child Responsibility**

This code is intended to capture the extent to which the classroom allows children to take on responsibility. Activities which are included under responsibility are assigning “jobs” such as attendance monitor, table washer, closet monitor, plant monitor. Children

may be asked to take messages to the office or report lunch numbers to the cafeteria. There are also opportunities for leadership roles. For example, during group time, children are allowed to choose and/or call on peers with questions or children are in charge of explaining a center activity. Children may be asked to offer solutions to classroom problems or to democratically determine classroom rules. Also included under this code is the degree to which children are expected to work independently or in small groups without direct teacher involvement. As well, children are expected to take care of materials and put away materials upon the completion of an activity. Teacher expectations for children completing homework (when observed) is also a part of classroom responsibility.