

Pre-K: POSITIVE CLIMATE

WHAT?
Building genuine relationships with children, having fun together, and treating one another with respect.

WHY?
Children are more motivated to learn when they feel happy, relaxed, and connected to others. When teachers and children enjoy being with each other, they are able to get the most out of their time together.

Relationships	<ul style="list-style-type: none"> - Physical proximity - Shared activities - Peer assistance - Matched affect social conversations
Positive Affect	<ul style="list-style-type: none"> - Smiling - Laughter - Enthusiasm
Positive communication	<ul style="list-style-type: none"> - Verbal affection - Physical affection - Positive expectations
Respect	<ul style="list-style-type: none"> - Eye contact - Warm, calm voices - Respectful language - Cooperation and/or sharing

Pre-K

Emotional Support	<ul style="list-style-type: none"> Positive Climate Negative Climate Teacher Sensitivity Regard for Student Perspectives
Classroom Organization	<ul style="list-style-type: none"> Behavior Management Productivity Instructional Learning Formats
Instructional Support	<ul style="list-style-type: none"> Concept Development Quality of Feedback Language Modeling

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Pre-K: NEGATIVE CLIMATE

Different in the sense you are aiming to AVOID these behaviors in your classroom.

WHAT?
Expressing anger or frustration in the classroom; using threats or physical actions to control children; teasing children or making them feel ashamed

WHY?
When children are afraid, angry, or upset- even briefly- they cannot learn. When you provide children with an environment free from negativity and anger, they feel happier, display fewer challenging behaviors, and are better able to connect to you and learn.

Negative affect	<ul style="list-style-type: none"> - Irritability - Anger - Harsh voice - Peer aggression - Disconnected or escalating negativity
Punitive control	<ul style="list-style-type: none"> - Yelling - Threats - Physical control - Harsh punishment
Sarcasm/disrespect	<ul style="list-style-type: none"> - Sarcastic voice/statement - Teasing - Humiliation
Severe negativity	<ul style="list-style-type: none"> - Victimization - Bullying - Physical punishment

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Pre-K: TEACHER SENSITIVITY

WHAT?
Noticing and responding to the academic and emotional needs and concerns of children

WHY?
Children with teachers who are in tune with their needs see teachers as a secure base. This helps children feel more comfortable and confident because they know an adult will help them when they face a challenge.

Awareness	<ul style="list-style-type: none"> - Anticipates problems and plans appropriately - Notices lack of understanding and/or difficulties
Responsiveness	<ul style="list-style-type: none"> - Acknowledges emotions - Provides comfort and assistance - Provides individualized support
Addresses problems	<ul style="list-style-type: none"> - Helps in an effective and timely manner - Helps resolve problems
Student comfort	<ul style="list-style-type: none"> - Seeks support and guidance - Freely participates - Takes risks

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Pre-K: REGARD FOR STUDENT PERSPECTIVES

WHAT?
Creating a child-centered learning environment where children can make choices and activities are designed around their interests; giving children leadership opportunities and listening to their opinions; allowing children to move and talk

WHY?
Preschoolers love learning to do new things on their own. By creating opportunities for children to pursue their interests and take on responsibility, you increase children's independence and motivation to learn.

Flexibility and student focus	<ul style="list-style-type: none"> - Shows flexibility - Incorporates students' ideas - Follows students' leads
Support for autonomy and leadership	<ul style="list-style-type: none"> - Allows choice - Allows students to lead lessons - Gives students responsibility
Student expression	<ul style="list-style-type: none"> - Encourages student talk - Elicits ideas and/or perspectives
Restriction of movement	<ul style="list-style-type: none"> - Allows movement - Is not rigid

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Pre-K: BEHAVIOR MANAGEMENT

WHAT?
Establishing clear behavior expectations and redirecting any misbehavior quickly and effectively so that learning time is maximized for children

WHY?
Constantly managing behavior can be draining for children and teachers. When you are consistent and positive in your behavioral expectations, children know how they are expected to behave, and you spend less time managing behaviors and more time teaching and learning.

Clear behavior expectations	<ul style="list-style-type: none"> - Clear expectations - Consistency - Clarity of rules
Proactive	<ul style="list-style-type: none"> - Anticipates problem behavior or escalation - Low reactivity - Monitors
Redirection of misbehavior	<ul style="list-style-type: none"> - Effective reduction of misbehavior - Attention to the positive - Uses subtle cues to redirect - Efficient redirection
Student behavior	<ul style="list-style-type: none"> - Frequent compliance - Little aggression and defiance

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Pre-K: PRODUCTIVITY

WHAT?
Managing activities and routines so that children do not have any downtime during the day

WHY?
A productive classroom increases children's exposure to learning opportunities. Additionally, children who are consistently engaged in activities are less likely to misbehave and interfere with other children's learning.

Maximizing learning time	<ul style="list-style-type: none"> - Provision of activities - Choice when finished - Few disruptions - Effective completion of managerial tasks - Pacing
Routines	<ul style="list-style-type: none"> - Students know what to do - Clear expectations - Little wandering
Transitions	<ul style="list-style-type: none"> - Brief - Explicit follow-through - Learning opportunities within
Preparation	<ul style="list-style-type: none"> - Materials ready and accessible - Knows lessons

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Pre-K: INSTRUCTIONAL LEARNING FORMATS Pre-K

WHAT?
Focusing children’s attention to ensure they are engaged and know what they’re doing and why they’re doing it; making learning fun and interesting for children

WHY?
When children are actively engaged, they learn more. By planning meaningful activities and facilitating them in ways that get children interested, you set the stage for learning.

Effective facilitation	<ul style="list-style-type: none"> - Teacher involvement - Effective questioning - Expanding children’s involvement
Variety of modalities and materials	<ul style="list-style-type: none"> - Range of auditory, visual, and movement opportunities - Interesting and creative materials - Hands-on opportunities
Student interest	<ul style="list-style-type: none"> - Active participation - Listening - Focused attention
Clarity of learning objectives	<ul style="list-style-type: none"> - Advanced organizers - Summaries - Reorientation statements

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Pre-K: CONCEPT DEVELOPMENT Pre-K

WHAT?
Promoting children’s thinking skills by providing activities and discussions that focus on creativity, experimentation, real-world applications, and problem solving, rather than memorization

WHY?
Giving children challenging opportunities to think creatively and analytically, rather than memorize facts, encourages them to connect what they learn to their own lives and apply new thinking skills to future learning.

Analysis and Reasoning	<ul style="list-style-type: none"> - Why and/or how questions - Problem solving - Prediction/experimentation - Classification/ comparison - Evaluation
Creating	<ul style="list-style-type: none"> - Brainstorming - Planning - Producing
Integration	<ul style="list-style-type: none"> - Connects concepts - Integrates with previous knowledge
Connections to the real world	<ul style="list-style-type: none"> - Real-world applications - Related to students’ lives

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Pre-K: QUALITY OF FEEDBACK

WHAT?
Responding to what children say and do in ways that deepen their understanding or encourage them to persist; continuing back-and-forth exchanges until children successfully complete a task or reach a deeper level of understanding

WHY?
Effective feedback deepens children’s understanding and helps them persist in tasks they otherwise couldn’t complete. By intentionally looking for every occasion to provide meaningful feedback to children, you create many more learning opportunities throughout the day.

Scaffolding	- Hints - Assistance
Feedback loops	- Back-and-forth exchanges - Persistence by teacher - Follow-up questions
Prompting thought process	- Asks students to explain thinking - Queries responses and actions
Providing information	- Expansion - Clarification - Specific feedback
Encouragement and affirmation	- Recognition - Reinforcement - Student persistence

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Pre-K: LANGUAGE MODELING

WHAT?
Encouraging children to talk and providing them with a language-rich environment

WHY?
Children develop new language skills when they are given opportunities to use the language that they know and when adults model more complex language. These language skills are important to children’s academic and social success.

Frequent conversations	- Back-and-forth exchanges - Contingent responding - Peer conversations
Open-ended questions	- Questions require more than a one-word response - Students respond
Repetition and extension	- Repeats - Extends/ elaborates
Self- and parallel talk	- Maps own actions with language - Maps student actions with language
Advanced language	- Variety of words - Connected to familiar words and/or ideas

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