

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

Pre-K

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Classroom Organization	<ul style="list-style-type: none"> <li>Behavior Management</li> <li>Productivity</li> <li>Instructional Learning Formats</li> </ul>
Instructional Support	<ul style="list-style-type: none"> <li>Concept Development</li> <li>Quality of Feedback</li> <li>Language Modeling</li> </ul>

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

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

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

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

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

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

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

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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	<ul style="list-style-type: none"> <li>- Hints</li> <li>- Assistance</li> </ul>
Feedback loops	<ul style="list-style-type: none"> <li>- Back-and-forth exchanges</li> <li>- Persistence by teacher</li> <li>- Follow-up questions</li> </ul>
Prompting thought process	<ul style="list-style-type: none"> <li>- Asks students to explain thinking</li> <li>- Queries responses and actions</li> </ul>
Providing information	<ul style="list-style-type: none"> <li>- Expansion</li> <li>- Clarification</li> <li>- Specific feedback</li> </ul>
Encouragement and affirmation	<ul style="list-style-type: none"> <li>- Recognition</li> <li>- Reinforcement</li> <li>- Student persistence</li> </ul>

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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	<ul style="list-style-type: none"> <li>- Back-and-forth exchanges</li> <li>- Contingent responding</li> <li>- Peer conversations</li> </ul>
Open-ended questions	<ul style="list-style-type: none"> <li>- Questions require more than a one-word response</li> <li>- Students respond</li> </ul>
Repetition and extension	<ul style="list-style-type: none"> <li>- Repeats</li> <li>- Extends/ elaborates</li> </ul>
Self- and parallel talk	<ul style="list-style-type: none"> <li>- Maps own actions with language</li> <li>- Maps student actions with language</li> </ul>
Advanced language	<ul style="list-style-type: none"> <li>- Variety of words</li> <li>- Connected to familiar words and/or ideas</li> </ul>

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