

Teaching Styles Rating Scale

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Context of observation sessions:

S – structured, teacher directed

U – unstructured, free play

O – outdoor activities

M – mealtime

8:00-8:15 am _____

9:00-9:15 am _____

10:00-10:15 am _____

Teacher: _____

Observer: _____

Childcare Center: _____

Date: _____

<i>TEACHING BEHAVIORS</i>	<i>Never</i>		<i>Occasionally</i>		<i>Often</i>		<i>Most of the time</i>
<i>During the observation how often did the teacher exhibit the behaviors listed below?</i>							
1. Redirects. Gets children to do something different from what they are doing. Stops children (i.e., <i>Don't...</i> , <i>Stop...</i>) (does not include natural classroom transitions).	1	2	3	4	5	6	7
2. Introduces. Gives child who is not engaged or who is new to an activity something to do.	1	2	3	4	5	6	7
3. Elaborates. Provides information to expand on children's engagement, <i>without eliciting behavior.</i>	1	2	3	4	5	6	7
4. Follows. <i>Elicits responses</i> (verbal or behavioral) related to what children are already doing.	1	2	3	4	5	6	7
5. Informs. Provides nonelaborative information, tells stories, sings.	1	2	3	4	5	6	7
6. Acknowledges. Acknowledges children without elaborating on what they're doing and without helping them (includes imitation).	1	2	3	4	5	6	7
7. Praises. Praises children enthusiastically. Conveys pleasure or admiration for child, child's behavior, or child's product.	1	2	3	4	5	6	7

AFFECT

Circle one score for each item.

	1	2	3	4	5
8. Activity Level	Exerts no energy to meet children's needs.		Exerts some energy to meet children's needs.		Exerts much energy to meet children's needs.
9. Positive Expression	Looks blank when communicating (i.e., rarely smiles).		Communicates with little affect or expressiveness (i.e., occasionally smiles).		Very frequently smiles and uses pleasing voice inflection when communicating.
10. Negative Expression	Often sounds grouchy or negative when communicating.		Sometimes sounds grouchy or negative when communicating.		Never sounds grouchy or negative when communicating.
11. Visual Involvement	Never looks at children or visually follows their activities.		Inconsistently looks at children and/or occasionally visually follows their activities.		Continually looks at children and visually follows their activities.
12. Physical Responsiveness	Never has physical contact with children.		Occasionally has physical contact with children.		Very frequently has physical contact with children.
13. Emotional Responsiveness	Responds to children in a detached, unemotional manner.		Occasionally responds to children in a warm and nurturing manner.		Very frequently responds to children in a warm and nurturing manner.
14. Consistency of Interactions	Responds to children in a highly inconsistent, unpredictable manner.		Responds to children in a somewhat consistent, predictable manner.		Responds to children in a highly consistent, predictable manner.
15. Responsiveness Toward Children's Interests	Highly unresponsive. Ignores children's interests.		Somewhat responsive. Occasionally follows children's interests.		Highly responsive. Often follows children's interests.
16. Child-Directedness	Controls and dominates the pace and activities.		Sometimes lets children dictate the pace and activities.		Always lets children dictate the pace and activities.
17. Tone	Very frequently communicates in a bossy manner.		Occasionally communicates in a bossy, controlling manner.		Never communicates in a bossy or controlling manner.
18. Inclusion in Activities	Forgets about children with special needs.		Occasionally helps children with special needs participate fully.		Consistently helps children with special needs participate fully in activities.
19. Teaching Specific Skills	Teaches no specific skills to children with special needs.		Teaches the same skills to children with special needs as to other children.		Individualizes the instruction of specific skills for children with special needs.
20. Developmental Appropriateness	Provides activities and content well below or above developmental level.		Occasionally gears activities and content to children's individual developmental level.		Often gears activities and content to children's individual developmental level.