

Context of session:

Structured

Unstructured

Group

Individual

Other info:

Teaching Styles Rating Scale

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Teacher: _____

Classroom/Program: _____

Teacher/Session No: _____

Observer: _____

Date: _____

TEACHING BEHAVIORS	Never	Occasionally	Often	Most of the time			
During the observation how often did the teacher exhibit the behaviors listed below?							
1. Redirects. Gets children to do something different from what they are doing. Stops children (i.e., <i>Don't., Stop...</i>) (Does not include natural classroom transitions).	1	2	3	4	5	6	7
2. Introduces. Gives child who is not engaged or new to activity something to do.	1	2	3	4	5	6	7
3. Elaborates. Provides information to expand on children's engagement, without eliciting behavior.	1	2	3	4	5	6	7
4. Follows. Elicits behavior 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

<i>AFFECT</i>		<i>Circle one score for each item.</i>				
8.	Activity Level	1 Exerts no energy to meet children's needs.	2	3 Exerts some energy to meet children's needs.	4	5 Exerts much energy to meet children's needs.
9.	Positive Expression	1 Looks blank when communicating (i.e., rarely smiles).	2	3 Communicates with little affect or expressiveness (i.e., occasionally smiles).	4	5 Very frequently smiles and uses pleasing voice inflection when communicating.
10.	Negative Expression	1 Often sounds grouchy or negative when communicating.	2	3 Sometimes sounds grouchy or negative when communicating.	4	5 Never sounds grouchy or negative when communicating.
11.	Visual Involvement	1 Never looks at children or visually follows their activities.	2	3 Inconsistently looks at children and/or occasionally visually follows their activities.	4	5 Continually looks at children and visually follows their activities.
12.	Physical Responsiveness	1 Never has physical contact with children.	2	3 Occasionally has physical contact with children.	4	5 Very frequently has physical contact with children.
13.	Emotional Responsiveness	1 Responds to children in a detached unemotional manner.	2	3 Occasionally responds to children in a warm and nurturing manner.	4	5 Very frequently responds to children in a warm and nurturing manner.
14.	Consistency of Interactions	1 Responds to children in a highly inconsistent, unpredictable manner.	2	3 Responds to children in a somewhat consistent, predictable manner.	4	5 Responds to children in a highly consistent, predictable manner.
15.	Responsiveness toward children's interest	1 Highly unresponsive. Ignores children's interests.	2	3 Somewhat responsive. Occasionally follows children's interests.	4	5 Highly responsive. Often follows children's interests.
16.	Child-Directedness	1 Controls and dominates in pace and activities.	2	3 Sometimes lets children dictate the pace and activities.	4	5 Always lets children dictate the pace and activities.
17.	Tone	1 Very frequently communicates in a bossy manner.	2	3 Occasionally communicates in a bossy, controlling manner.	4	5 Never communicates in a bossy or controlling manner.
18.	Inclusion in Activities	1 Forgets about children with special needs	2	3 Occasionally helps children with special needs participate	4	5 Ensures that children with special needs participate fully in the activity.
19.	Teaching specific skills	1 Teaches no specific skills to children with special needs	2	3 Teaches the same skills to children with special needs as to other children	4	5 Individualizes the instruction of specific skills for children with special needs.
20.	Expansion	1 Does not expand on child's focus of attention	2	3 Sometimes expands on child's interest	4	5 Frequently expands on child's focus of attention.
21.	Interaction Quality	1 Passive, nondirective interaction	2	3 Occasional stimulating interaction	4	5 Frequent reciprocal stimulating interaction.