

TPOT Crosswalk with CLASS Dimensions	
TPOT Item	CLASS Dimension <ul style="list-style-type: none"> • Indicator
6. Materials/centers are prepared before children arrive at the center or activity	Productivity <ul style="list-style-type: none"> • Preparation
7. Classroom rules or program-wide expectations are posted, illustrated with a picture or photo of each rule or expectation, limited in number (3-5), and stated positively (all have to be true to score a “yes”)	Behavior Management <ul style="list-style-type: none"> • Clear Behavior Expectations
8. (1.1)Teacher posts classroom schedule with visuals so that children are aware of the activity sequence of the day *	Productivity <ul style="list-style-type: none"> • Routines Behavior Management <ul style="list-style-type: none"> • Clear Behavior Expectations
(1.2)Teacher-directed activities are shorter than 20 minutes*	Regard for Student Perspectives <ul style="list-style-type: none"> • Flexibility and Student Focus Instructional Learning Format <ul style="list-style-type: none"> • Student Interest
(3.1)Teacher reviews the schedule with children and refers to it throughout the day*	Productivity <ul style="list-style-type: none"> • Routines Behavior Management <ul style="list-style-type: none"> • Proactive
(3.2)Teacher structures routines so that there is a clear beginning, middle, and end *	Productivity <ul style="list-style-type: none"> • Routines
(3.3)There is a balance of child-directed and teacher-directed activities*	Regard for Student Perspectives <ul style="list-style-type: none"> • Support for Autonomy and Leadership

(5.1)Teacher only continues with a specific teacher-directed activity when the majority of children are actively engaged and interested.*	Instructional Learning Formats <ul style="list-style-type: none"> • Student Interest
(5.2)Individual children who need extra support are prepared for activities using an activity schedule or cues at the beginning of activities*	Teacher Sensitivity <ul style="list-style-type: none"> • Awareness
9. (1.1)Teacher structures children’s transitions*	Productivity <ul style="list-style-type: none"> • Transitions
(3.1)Teacher has transition strategies that ensure children are actively engaged in the transition*	Productivity <ul style="list-style-type: none"> • Transitions
(3.2)Teacher explicitly teaches children the steps and expectations of transitions*	Productivity <ul style="list-style-type: none"> • Transitions Behavior Management <ul style="list-style-type: none"> • Clear behavior Expectations
(3.4)Teacher provides positive, descriptive feedback to children who engage in the transition appropriately*	Positive Climate <ul style="list-style-type: none"> • Positive Communication
(5.2)During transitions, all children are actively engaged, including children who are waiting for the next activity	Productivity <ul style="list-style-type: none"> • Transitions
10. (1.1)Teacher acknowledges children’s communication to him/her*	Teacher Sensitivity <ul style="list-style-type: none"> • Responsiveness
(1.2)Teachers greet/call most children by name during the day	Positive Climate <ul style="list-style-type: none"> • Positive Communication • Respect
(3.1)Teacher has brief conversations with children*	Positive Climate <ul style="list-style-type: none"> • Relationship

	Language Modeling <ul style="list-style-type: none"> • Frequent Conversations
(3.2)Teacher occasionally joins in children’s play to support their interactions	Positive Climate <ul style="list-style-type: none"> • Relationship
(3.3)Teacher’s tone in conversations with children is generally positive, calm, and supportive	Positive Climate <ul style="list-style-type: none"> • Positive affect Negative Climate <ul style="list-style-type: none"> • Negative affect
(3.4)Throughout the observation, the teacher uses descriptive praise for children’s skills, behaviors, and activities*	Positive Climate <ul style="list-style-type: none"> • Positive communication • Respect Quality of Feedback <ul style="list-style-type: none"> • Providing Information Language Modeling <ul style="list-style-type: none"> • Frequent Conversations • Repetition and extension • Advanced language
(5.1)Teacher responds to children’s comments and ideas by asking questions, making comments	Quality of Feedback <ul style="list-style-type: none"> • Scaffolding • Feedback loops • Providing Information Teacher Sensitivity <ul style="list-style-type: none"> • Responsiveness
(5.2)Teacher joins in children’s play to support their interactions and expand their ideas	Positive Climate <ul style="list-style-type: none"> • Relationship Quality of Feedback <ul style="list-style-type: none"> • Scaffolding

	<ul style="list-style-type: none"> • Feedback loops • Providing Information
(5.3) Teacher has extended comfortable and positive conversations with children during routines and activities about their interests and ideas	Language Modeling <ul style="list-style-type: none"> • Frequent conversations Positive Climate <ul style="list-style-type: none"> • Relationship Regard for Student Perspectives <ul style="list-style-type: none"> • Student Expression
11. (1.1) Teacher offers general guidance to children to select activities or use materials to promote engagement*	Instructional Learning Formats <ul style="list-style-type: none"> • Variety of modalities and materials • Student interest
(1.2) Teacher provides fun activities that will support the engagement of almost all of the class *	Instructional Learning Formats <ul style="list-style-type: none"> • Effective facilitation • Variety of modalities and materials
(1.3) Teacher communicates with children on eye level almost all of the time *	Positive Climate <ul style="list-style-type: none"> • Relationship
(3.1) Structured large-group (e.g., circle) activities are structured so that children are actively engaged (responding, interacting) almost all of the time	Instructional Learning Formats <ul style="list-style-type: none"> • Effective facilitation • Student interest
(3.2) Teacher assists individual children in selecting center activities and becoming actively engaged*	Instructional Learning Formats <ul style="list-style-type: none"> • Effective facilitation
(3.3) Children are provided with multiple opportunities to make meaningful choices within activities (choosing center, choosing how to use materials, choosing where to sit, etc.)	Regard for Student Perspectives <ul style="list-style-type: none"> • Support for autonomy and leadership
(3.4) Teacher frequently comments positively on	Behavior Management

children who are engaged in activities	<ul style="list-style-type: none"> • Redirection of misbehavior Positive Climate <ul style="list-style-type: none"> • Positive communication
(5.1) Teacher assists individual children who are exhibiting problem behavior within an activity become actively engaged (score N/O if no opportunity to observe) *	Behavior Management <ul style="list-style-type: none"> • Redirection of misbehavior
(5.2) Teacher modifies instruction or activity when children lose interest in large and small-group activities	Regard for Student Perspectives <ul style="list-style-type: none"> • Flexibility and student focus Teacher Sensitivity <ul style="list-style-type: none"> • Awareness • Responsiveness
12 (1.1) Posted behavior expectations are reviewed with children during large-group activities*	Behavior Management <ul style="list-style-type: none"> • Clear behavior expectations
(1.2) Children are reminded of posted behavior expectations *	Behavior Management <ul style="list-style-type: none"> • Clear behavior expectations
(3.1) When problem behavior occurs, the child is reminded of posted behavior Expectations*	Behavior Management <ul style="list-style-type: none"> • Clear behavior expectations • Redirection of misbehavior
(3.3) Teacher comments on appropriate child behavior, linking the behavior to the classroom expectations	Behavior Management <ul style="list-style-type: none"> • Clear behavior expectations
(5.1) Throughout the observation, teacher provides specific positive feedback to children on meeting posted behavior expectations	Behavior Management <ul style="list-style-type: none"> • Clear behavior expectations
13. (1.1) Teacher uses directions that are simple, short, and specific	Productivity <ul style="list-style-type: none"> • Maximizing learning time

(1.2) Teacher uses directions that tell children what to do rather than what not to do	Behavior Management <ul style="list-style-type: none"> • Clear behavior expectation
(3.1) Teacher consistently provides positive, descriptive praise to children who follow the directions	Behavior Management <ul style="list-style-type: none"> • Redirection of misbehavior Positive Climate <ul style="list-style-type: none"> • Positive Communication
(3.2) Teacher redirects children who are withdrawn, distracted, or off task to more productive activities (score N/O if no opportunity to observe)*	Behavior Management <ul style="list-style-type: none"> • Proactive • Redirection of misbehavior
(5.2) Teacher individualizes directions for children who need more support (e.g., additional prompt, nonverbal prompt along with verbal direction, picture prompts) *	Teacher Sensitivity <ul style="list-style-type: none"> • Responsiveness • Addresses problem
14. (1.2) Children are told the expected behavior in positive terms (i.e., what to do) when engaging in problem behavior	Behavior Management <ul style="list-style-type: none"> • Redirection of misbehavior
(1.3) Teacher states and follows through with stated consequences when children persist in problem behavior *	Behavior Management <ul style="list-style-type: none"> • Clear behavior expectations
(3.1) Teacher directs children toward a desired alternative behavior.	Behavior Management <ul style="list-style-type: none"> • Redirection of misbehavior Positive Climate <ul style="list-style-type: none"> • Positive Communication
(5.1) Teacher frequently comments on children's appropriate behavior	Behavior Management <ul style="list-style-type: none"> • Redirection of misbehavior Positive Climate <ul style="list-style-type: none"> • Positive Communication

(5.2) Teacher provides support to children who are angry or upset by assisting them with problem solving	Teacher Sensitivity <ul style="list-style-type: none"> • Responsiveness • Addresses problem
(5.3) Teacher provides positive attention to the child when the child begins behaving appropriately*	Behavior Management <ul style="list-style-type: none"> • Redirection of misbehavior
15. (1.2) Teacher structures activities or opportunities for children to work together (this should be intentional— for example, “choose a friend to read a book with”)	Positive Climate <ul style="list-style-type: none"> • Relationships • Respect
(3.4) Teacher comments positively and descriptively on children who are using social skills or expressing their emotions in appropriate ways	Positive Climate <ul style="list-style-type: none"> • Positive communication
(5.2) Teacher individualizes instruction of social skills (e.g., one-on-one instruction as needed, different prompting strategies) based on children’s developmental needs. Procedures and materials vary across children *	Teacher Sensitivity <ul style="list-style-type: none"> • Responsiveness
16. (3.2) Teacher validates children’s emotions by labeling them and helping children talk about their emotions	Teacher Sensitivity <ul style="list-style-type: none"> • Responsiveness
(5.1)Teacher uses a variety of strategies to teach children how to respond to other children’s emotions	Instructional Learning Formats <ul style="list-style-type: none"> • Effective facilitation • Variety of modalities and materials
(5.2)Teacher individualizes instruction on emotions based on children’s developmental needs. Procedures and materials vary across children	Teacher Sensitivity <ul style="list-style-type: none"> • Responsiveness
17. (3.1) Teacher supports children as they work	Positive Climate

through the problem-solving process in naturally occurring situations	<ul style="list-style-type: none"> • Relationship • Respect Teacher Sensitivity <ul style="list-style-type: none"> • Addresses Problems
(5.2) Teacher individualizes instruction on problem solving based on children’s individual needs.	Teacher Sensitivity <ul style="list-style-type: none"> • Awareness • Addresses Problems
(5.3) Procedures and materials for teaching problem solving vary across children based on their individual goals and needs	Teacher Sensitivity <ul style="list-style-type: none"> • Awareness • Responsiveness
18. (1.1) Teacher comments positively and descriptively on children who are working together, helping each other or engaging in other friendship behaviors	Positive Climate <ul style="list-style-type: none"> • Positive Communication • Respect
(1.2)Teacher encourages children to play together	Positive Climate <ul style="list-style-type: none"> • Relationships • Respect
(3.3) Teacher provides increasing levels of assistance to help children enter and maintain interactions with their peers*	Teacher Sensitivity <ul style="list-style-type: none"> • Awareness • Addresses Problems
(5.3) Teacher models friendship skills in interactions with children or other adults	Positive Climate <ul style="list-style-type: none"> • Relationships
22. (1.1)Teacher provides directions or instructions to other team members about how to work within the classroom	Positive Climate <ul style="list-style-type: none"> • Relationships • Respect
(5.2)Teacher speaks positively of other team members and describes their positive interactions	Positive Climate <ul style="list-style-type: none"> • Relationships

with each other	<ul style="list-style-type: none"> • Respect
23. The majority of the day is spent in teacher directed activities	Regard for Student Perspectives <ul style="list-style-type: none"> • Support for autonomy and leadership
24. Many transitions are chaotic	Productivity <ul style="list-style-type: none"> • Transitions
26. During group activities, many children are NOT engaged	Instructional Learning Formats <ul style="list-style-type: none"> • Student Interest
27. Teachers are not prepared for activities before the children arrive at the activity	Productivity <ul style="list-style-type: none"> • Preparation
28. Children are reprimanded for engaging in problem behavior (use of “no,” “stop,” “don’t”)*	Negative Climate <ul style="list-style-type: none"> • Punitive Control • Sarcasm/disrespect
29. Children are threatened with an impending negative consequence that will occur if problem behavior persists*	Negative Climate <ul style="list-style-type: none"> • Punitive Control
30. Teacher reprimands children for expressing their emotions*	Negative Climate <ul style="list-style-type: none"> • Punitive Control • Sarcasm/disrespect
34. Teacher tells children mostly what not to do rather than what to do	Positive Climate <ul style="list-style-type: none"> • Positive Communication Behavior Management <ul style="list-style-type: none"> • Clear behavior expectations