

# Teaching Styles Rating Scale

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Context of session:  
 Structured \_\_\_\_\_ Unstructured \_\_\_\_\_  
 Group \_\_\_\_\_ Individual \_\_\_\_\_  
 Other info: \_\_\_\_\_

Teacher: \_\_\_\_\_ Classroom/Program: \_\_\_\_\_

Teacher/Session No: \_\_\_\_\_ Observer: \_\_\_\_\_

Date: \_\_\_\_\_

	Never	Occasionally	Often	Most of the time			
<b>TEACHING BEHAVIORS</b>							
<i>During the observation how often did the teacher exhibit the behaviors listed below?</i>							
1. <b>Redirects.</b> 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. <b>Introduces.</b> Gives child who is not engaged or new to activity something to do.	1	2	3	4	5	6	7
3. <b>Elaborates.</b> Provides information to expand on children's engagement, without eliciting behavior.	1	2	3	4	5	6	7
4. <b>Follows.</b> Elicits behavior related to what children are already doing.	1	2	3	4	5	6	7
5. <b>Informs.</b> Provides nonelaborative information, tells stories, sings.	1	2	3	4	5	6	7
6. <b>Acknowledges.</b> Acknowledges children without elaborating on what they're doing and without helping them (includes imitation).	1	2	3	4	5	6	7
7. <b>Praises.</b> 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.	<b>Activity Level</b>	1 Exerts no energy to meet children's needs.	2 Exerts some energy to meet children's needs.	3 Exerts much energy to meet children's needs.
9.	<b>Positive Expression</b>	1 Looks blank when communicating (i.e., rarely smiles).	2 Communicates with little affect or expressiveness (i.e., occasionally smiles).	3 Very frequently smiles and uses pleasing voice inflection when communicating.
10.	<b>Negative Expression</b>	1 Often sounds grouchy or negative when communicating.	2 Sometimes sounds grouchy or negative when communicating.	3 Never sounds grouchy or negative when communicating.
11.	<b>Visual Involvement</b>	1 Never looks at children or visually follows their activities.	2 Inconsistently looks at children and/or occasionally visually follows their activities.	3 Continually looks at children and visually follows their activities.
12.	<b>Physical Responsiveness</b>	1 Never has physical contact with children.	2 Occasionally has physical contact with children.	3 Very frequently has physical contact with children.
13.	<b>Emotional Responsiveness</b>	1 Responds to children in a detached unemotional manner.	2 Occasionally responds to children in a warm and nurturing manner.	3 Very frequently responds to children in a warm and nurturing manner.
14.	<b>Consistency of Interactions</b>	1 Responds to children in a highly inconsistent, unpredictable manner.	2 Responds to children in a somewhat consistent, predictable manner.	3 Responds to children in a highly consistent, predictable manner.
15.	<b>Responsiveness toward children's interest</b>	1 Highly unresponsive. Ignores children's interests.	2 Somewhat responsive. Occasionally follows children's interests.	3 Highly responsive. Often follows children's interests.
16.	<b>Child-Directedness</b>	1 Controls and dominates in pace and activities.	2 Sometimes lets children dictate the pace and activities.	3 Always lets children dictate the pace and activities.
17.	<b>Tone</b>	1 Very frequently communicates in a bossy manner.	2 Occasionally communicates in a bossy, controlling manner.	3 Never communicates in a bossy or controlling manner.
18.	<b>Inclusion in Activities</b>	1 Forgets about children with special needs.	2 Occasionally helps children with special needs participate.	3 Ensures that children with special needs participate fully in the activity.
19.	<b>Teaching specific skills</b>	1 Teaches no specific skills to children with special needs.	2 Teaches the same skills to children with special needs as to other children.	3 Individualizes the instruction of specific skills for children with special needs.
20.	<b>Expansion</b>	1 Does not expand on child's focus of attention.	2 Sometimes expands on child's interest.	3 Frequently expands on child's focus of attention.
21.	<b>Interaction Quality</b>	1 Passive, nondirective interaction.	2 Occasional stimulating interaction.	3 Frequent reciprocal stimulating interaction.