Language Modeling[10]

Captures the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques

	Low (1,2)	Mid (3,4,5)	High (6,7)
Frequent conversation • Back-and-forth exchanges • Contingent responding • Peer conversations	There are few, if any, conversations in the classroom.	There are limited conversations in the classroom.	There are frequent conversations in the classroom.
Open-ended questions • Questions require more than a one-word response • Students respond	The majority of the teacher's questions are closed-ended.	The teacher asks a mix of closed-ended and open-ended questions.	The teacher asks many open-ended questions.
Repetition and extension • Repeats • Extends/elaborates	The teacher rarely, if ever, repeats or extends the students' responses.	The teacher sometimes repeats or extends the students' responses.	The teacher often repeats or extends the students' responses.
Self- and parallel talk • Maps own actions with language • Maps student action with language	The teacher rarely maps his or her own actions and the students' actions through language and description.	The teacher occasionally maps his or her own actions and the students' actions through language and description.	The teacher consistently maps his or her own actions and the students' actions through language and description.
Advanced language • Variety of words • Connected to familiar words and/or ideas	The teacher does not use advanced language with students.	The teacher sometimes uses advanced language with students.	The teacher often uses advanced language with students.

[10]In classrooms that may be considered bilingual, the teacher may move between speaking in English and Spanish. However, speaking two languages in the classroom does not increase the rating of Language Modeling independent of using indicators under "High." Therefore, it is expected that teachers in bilingual classrooms that are rated "High" will be engaging in frequent conversation, asking open-ended questions, and so forth, regardless of the language used. A teacher who repeats book as both "book" and "libre" or water as "water" and "agua" to children should not be rated higher than a teacher who uses only the word "book" or "water."