

Appendix A

Classroom Assessment Scoring System – Secondary framework.

Domain	Dimension	Indicators
Emotional Support	Positive Climate	Relationships, positive affect, positive communications, and respect.
	Teacher Sensitivity	Awareness, responsiveness to academic and social/emotional needs and cues, effectiveness in addressing problems, and student comfort.
	Regard for Adolescent Perspectives	Flexibility and adolescent focus, connections to current life, support for autonomy and leadership, and meaningful peer interactions.
Classroom Organization	Behavior Management	Clear expectations, proactive, effective redirection of misbehavior, and student behavior.
	Productivity	Maximizing learning time, routines, transitions, and preparation
	Negative Climate	Negative affect, punitive control, and disrespect.
Instructional Support	Instructional Learning Formats	Learning targets/organization, active facilitation, effective engagement, and variety of modalities, strategies, and materials.
	Content Understanding	Depth of understanding, communication of concepts and procedures, background knowledge and misconceptions, transmission of content knowledge and procedures, and opportunity for practice of procedures and skills.
	Analysis and Inquiry	Facilitation of higher-order thinking, opportunities for novel application, and metacognition.
	Quality of Feedback	Feedback loops, scaffolding, building on student responses, and encouragement and affirmation.
	Instructional Dialogue	Cumulative content-driven exchanges, distributed talk, and facilitation strategies.

Student
engagement

Active engagement.

Source: Pianta et al. (2012).

Appendix B

Descriptions of the Tripod Items Used in the Study

Control Dimension of the Tripod Secondary

Student behavior in this class is under control. (M_B112)

I hate the way that students behave in this class. (M_B113)

Student behavior in this class makes the teacher angry. (M_B114)

Student behavior in this class is a problem. (M_B138)

My classmates behave the way my teacher wants them to. (M_B46)

Our class stays busy and does not waste time. (M_B6)

Appendix C

Small Group Discussion Video Talk-Aloud Protocol

Thank you for spending some time with us today helping out with this research study.

We are going to look at some video clips from classrooms around the U.S. and discuss what we see. I am very interested in learning from you as you all are the experts of high school classrooms! For those of you who have not participated in this kind of group dialogue before it is like a small group discussion. You will be discussing things as a group. I will not be writing down who says what, but there is a chance that someone in the group could repeat something that you say to someone outside of the group. Also, this conversation will be recorded, so that I can listen back to it later.

Some basic ground rules-(1)Make sure to let everyone have a chance to talk, (2) Try not to interrupt, if possible, (3) Respect what others say even if you disagree, and (3) Please understand if we have to move on before we are finished discussing something as we only have 60 minutes to talk, and that will go fast!

As you watch the video clip, I want you to think about these questions. [Questions are displayed on a poster.]

What is going on here?

What do I notice in the video?

What are the students doing? What is the teacher doing?

How did I feel when this was happening?

These questions will help us get started, but I think we talk about much more than just these questions. O.K. Let's get started. As we are watching the clip, feel free to raise your hand at any time. When you raise your hand this will signal to me to pause the video, because you have something to say about what you saw. I will pause the video and you can say what you wanted to say. Others can respond to what you said. Are there any questions before I start the first video?

Full list of questions to be asked:

1. How would you rate this class on a scale from 1 (terrible)- 10 (amazing!)? Why?
2. What did you notice about the teacher?

3. What did you notice about the students?
4. How do you think you would have behaved in this class?
 - a. Do you think you would be involved in this class? Why or why not?
5. What jumped out or struck you in this video?

In response to a participant bringing up a specific event or example ask the following:

- a. What would you have liked to see happen?
 - b. What do you think would have been more effective?
6. How would you describe the climate/atmosphere in the classroom?
7. How would you describe the level of productivity in the classroom?
 - a. Do you feel the class was used to its full extent? Why or why not?
8. How would you describe the teacher's management of the classroom?
 - a. Do you feel the class was under control? Out of control?