

# Output 2

## Educational Setting Environment & Pedagogical Climate Observation Scale



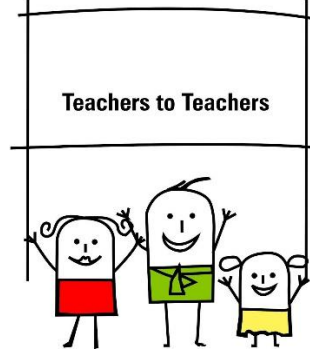
# 2018

### Designing Curriculum for Pre-school Teachers Who Work in Inclusive Classroom Settings (Teachers to Teachers)

Erasmus+



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**"TEACHERS-to-TEACHERS'  
Designing Curriculum for Pre-school Teachers Who Work in  
Inclusive Classroom Settings**

**EDUCATIONAL SETTING ENVIRONMENT AND  
PEDAGOGICAL CLIMATE OBSERVATION SCALE  
(Contract Number: 2016-1-TR01-KA201-034660)**

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**O2**

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# A

## INSTRUCTIONS

This scale is an environmental assessment designed to be used by the professionals who work for schools, agencies and professionals. It is also can be used as self-assessment by teachers, program directors, and other administrators.

Items in the scale are organized under the following domains:

Educational Setting Environment	Pedagogical Climate
Safety	Verbal Interactions
Classroom Organization	Teacher Behaviors
Classroom Materials	Curriculum & Instructions

Prior to administration of the Scale:

Anyone wishing to use the scale should examine the details of the scale and the scoring system.



## SCORING SYSTEM

### Scoring System

Prior to administration, please read the entire scale carefully.

Along with the score sheet scores should be based upon the current situation that is observed

When scoring an item, always consider option 1 first and the continue upward until the correct score is obtained

Ratings are assigned in the following manner:

The observer marks 1, if there is no indication at all for the defined item.

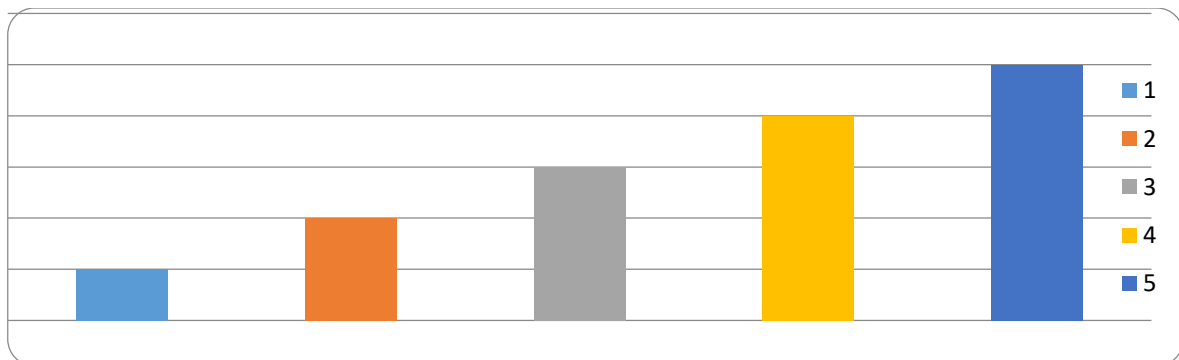
The observer marks 2, if there is very little indication for the defined item.

The observer marks 3, if there is some indication for the defined item, but it is not strong evidence for accepting it as perfect.

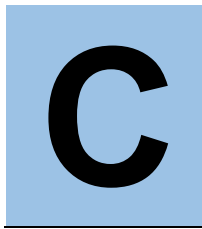
The observer marks 4, if there is strong indication for the defined item, but still it is not perfect.

The observer marks 5, if there is indication for perfect example of defined item.

Almost no evidence at all	Little evidence, far from being acceptable	Some evidence, but not enough	Considerable evidence enough	Perfect evidence
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Please check (v) the rating you observe related to the item on the table.



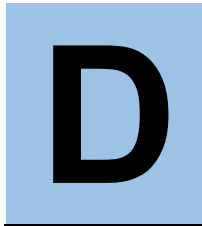
# EDUCATIONAL SETTING ENVIRONMENT

## A- EDUCATIONAL SETTING ENVIRONMENT

A-1	Safety	Score	Notes
A-1-1	The furniture in the classroom is mainly clear of hazards.		
A-1-2	Staff is responsible to prevent any safety problems.		
A-1-3	There are classroom safety rules.		
A-1-4	The equipment in the classroom is mainly clear of hazards.		
A-1-5	Staff arranges is the classroom suitable to observe students.		
A-1-6	The Classroom design allows students to access special equipment they need. (e.g., wheelchairs, support walkers).		
A-1-7	The classroom is always hygienic.		
A-1-8	Staff gives importance to maintaining students' own health practices		
A-1-9	The sanitation in the classroom is always maintained.		

A-2	Classroom Organization	Score	Notes
A-2-1	Students have enough space required to be instructed efficiently.		
A-2-2	Students' seats are designed to be easily recognizable by students using color, shapes or pictures. /		
A-2-3	Activity and learning areas are available for everyone.		
A-2-4	Other areas are designed to engage in quiet or leisure activities.		
A-2-5	All areas are designed to be easily recognizable according to their purpose and function by using the relevant tools and equipment.		
A-2-6	Distracting elements in the classroom are cleared.		

A-3	Classroom Materials	Score	Notes
A-3-1	Classroom materials are organized in the way that allows them to reuse appropriately.		
A-3-2	The classroom materials are accessible to students.		
A-3-3	Classroom materials appear developmentally age appropriate.		
A-3-4	All classroom materials are easy to keep clean and good working condition.		
A-3-5	There are enough materials for all students to participate in classroom activities		



# PEDAGOGICAL CLIMATE

## A- PEDAGOGICAL CLIMATE

B-1	Verbal Interaction	Score	Notes
B-1-1	The social language is appropriate to the student, based on age and developmental level (e.g., verbal greeting, sign language). /		
B-1-2	All staff are responsive to children's initiation of communication.		
B-1-3	All staff support communication among children		
B-1-4	Besides staff, individuals out of classroom can also support communication among children.		

B-2	Teacher Behaviors	Score	Notes
B-2-1	All staff ignores inappropriate behavior.		
B-2-2	All staff reinforce students' positive behaviors by defining and praising.		
B-2-3	The feedback given by the staff includes correction of the wrong responses,		
B-2-4	The feedback given by the staff defines the right model		
B-2-5	The feedback given by the staff acknowledges by giving feedback on students' positive behaviors		
B-2-6	Staff reinforces students according to their individuality.		
B-2-7	A staff use natural reinforces.		
B-2-8	Staff instructs students clearly appropriate to the task.		
B-2-9	Staff ensures students to start and maintain the task.		
B-2-10	Staff emphasizes students' care about each other.		

B-3	Curriculum and Instruction	Score	Notes
B-3-1	Staff uses choice-making as an element of instruction in various activities. (e.g., activity choices within the classroom, who to work with, writer type a project).		
B-3-2	Staff uses varied instructional methods. (e.g., teacher-lead, embedded instruction, small and large group activities). /		
B-3-3	Staff uses purpose appropriate strategies.		
B-3-4	Staff makes use of eye-contact with students.		
B-3-5	Instructions are given in multiple formats (e.g., product sample, written, verbal, pictures). /		
B-3-6	Staff focuses on students' IEP goals.		
B-3-7	The lengths of the sessions are appropriate to maintain students' attention and engagement.		
B-3-8	Controls of the distractions are maximized while instruction is carried out. (e.g., sharpening pencils, another staff coming in and out of classroom).		
B-3-9	Students are located in the best place that they can be most effectively.		
B-3-10	Prompting is provided as much as student level of need.		
B-3-11	Instruction is supported by visual materials.		
B-3-12	Staff maintains effective interaction and communication with		

	everyone throughout the instruction.		
<b>B-3-13</b>	Staff supplies good model to enhance students' social and academic behaviors.		
<b>B-3-14</b>	Curriculum is designed to foster students' social interaction.		

## APPENDIX: Item Explanations & Rubric

### CLASSROOM ENVIRONMENT

#### A-1 Safety

	1	2	3	4	5
<b>A-1-1</b>	__There are more than one furniture that can be hazardous to the students	__There are only one piece of furniture that can be hazardous to the students /	__ There are some furniture that could be hazardous, some of them got fixed, but not all of them	__There are some furniture that could be hazardous, but fixed before something happened	__There are no any furniture that can be hazardous to the students /
<b>A-1-2</b>	__There has been no indication that staff were preventive for safety problems/	__ There has been very little indication that the staff were preventive	__ There has been some indication that the staff took some safety measures /	__There has been indication that the staff took great deal of safety measures	__The staff already took all necessary safety measures
<b>A-1-3</b>	__There is no classroom safety rules at all	__There are very limited number of rules, but not clear to everybody	__There are some rules, but not clear to everybody	__There are some safety rules in the classroom	__There are detailed safety rules, and reminder in the classroom.
<b>A-1-4</b>	__There are more than one equipment that can be hazardous to the students/	__There are only one piece of equipment that can be hazardous to the students	__ There are some equipment that could be hazardous, some of them got fixed, but not all of them/	__There are some equipment that could be hazardous, but fixed before something happened	__There are no any equipment that can be hazardous to the students
<b>A-1-5</b>	__There are several blind spots that cannot be observed at all times	__There are one or two spots that are very difficult to observe always	__There is one blind spot, but not very difficult observing the classroom/	__Everywhere in the classroom can be observed with very little modification	__Everywhere in the classroom can be observed at all times
<b>A-1-6</b>	__The classroom design does not allow to access any special equipment /	__The classroom design needs several design changes to access special equipment .	__The classroom design needs some changes to access special equipment / S	__The classroom design can allow to access special equipment with little changes	__The classroom design allows to access any special equipment perfectly
<b>A-1-7</b>	__The classroom does not appear hygienic and the students are not taken care of properly	__The classroom and the students have limited hygiene	The classroom and the students have hygiene but still requires some work	__The classroom and the students have adequate hygiene	__The classroom appears hygiene at all times
<b>A-1-8</b>	__The staff does not give importance to maintaining students' own health practices	__The staff gives very small importance to maintaining students' own health	__The staff gives limited importance to maintaining students' own health practices	__The staff gives importance to maintaining students' own health practices	__The staff gives importance to maintaining students' own health practices



		practices			
A-1-9	__The classroom does not appear sanitary	__Limited effort has been spent for sanitation	__Adequate sanitation is maintained by staff /	__Sanitation is maintained in the classroom	__Sanitation is 'consistently' maintained in the classroom

## A-2 Classroom Organization

	1	2	3	4	5
A-2-1	__ Students do not have enough space required to be instructed efficiently. /	__Students have very small space which is not enough for effective instruction	__Students have some space but not enough to be instructed efficiently /	__Students have some space to be instructed	__ Students have enough space required to be instructed efficiently.
A-2-2	__ Students' seats are NOT designed to be easily recognizable by students through the use of color, shapes or pictures.	__Students' seats are designed to be recognized by the students based on one dimension /	__ Students' seats are designed to be recognized by the students based on two dimensions /	__ Students' seats are designed to be recognized by the students based on several dimensions	__ Students' seats are designed to be easily recognizable by students through the use of color, shapes or pictures.
A-2-3	__ Activity and learning areas are NOT available for everyone.	__Activity and learning areas are small and not enough for everyone	__Activity and learning areas are small but available for everyone	__Activity and learning areas are considerably available for everyone	__ Activity and learning areas are available for everyone.
A-2-4	__ Other areas are NOT designed to engage in quiet or leisure activities /	__Only small areas are designed to engage in quiet or leisure activities	__There are areas available but not designed for activities	__There are areas available for quiet or leisure activities, but not enough	Other areas are designed to engage in quiet or leisure activities
A-2-5	__All areas are NOT designed to be easily recognizable according to their purpose and function by using the relevant tools and equipment.	__There is limited indicators to recognize the function of the areas	__There are some indicators to recognize the function of some areas in the classroom	__ There are some indicators to recognize the function of areas in the classroom	__All areas are designed to be easily recognizable according to their purpose and function by using the relevant tools and equipment.
A-2-6	__ Distracting elements in the classroom are NOT cleared.	__Distracting elements in the classroom are cleared very little, and causing serious interruption	__Distracting elements in the classroom are not cleared, and causing interruption	__Distracting elements in the classroom are not cleared, but not causing any serious interruption	__ Distracting elements in the classroom are cleared.

## A-3 Classroom Materials

	1	2	3	4	5
A-3-1	__ Classroom materials are NOT organized in the way that allows them to reuse appropriately.	__ Classroom materials are organized in the way that allows them to use just sometimes	__ Classroom materials are organized in the way that allows them to use appropriately time to time	__ Classroom materials are organized in the way that not always allows them to use properly.	__ Classroom materials are organized in the way that allows them to reuse appropriately.
A-3-2	__ The classroom materials are NOT accessible to students	__ The classroom materials are not in good condition to be accessed by the students	__ The classroom materials are in working to be accessed by students.	__ The classroom materials are in good condition to be accessed by the students	__ The classroom materials are accessible to students
A-3-3	__ Classroom materials DO NOT appear developmentally age appropriate.	__ Some of the classroom materials appear developmentally age	__ Classroom materials appear developmentally age appropriate to some level.	__ Most of the classroom materials appear developmentally age appropriate	__ Classroom materials appear developmentally age appropriate.
A-3-4	__ All classroom materials are NOT easy to keep clean and good working condition.	__ Most materials are not clean and in good working condition	__ Some classroom materials are clean and in good working condition	__ Most classroom materials are clean and in good working condition	__ All classroom materials are easy to keep clean and good working condition
A-3-5	__ There are NOT enough materials for all students to participate in classroom activities.	__ There are very limited number of materials can be shared by the students	__ There are some materials can be shared by the students.	__ There are considerable amount of materials can be shared by the students.	__ There are enough materials for all students to participate in classroom activities.

## B- PEDAGOGICAL CLIMATE

### B-1 Verbal Interactions

	1	2	3	4	5
<b>B-1-1</b>	___ The social language is NOT appropriate to the student, based on age and developmental level (e.g., verbal greeting, sign language).	___ The social language use is either age or developmentally insufficient	___ The social language use is insufficient	___ The social language is usually appropriate most of the times.	___ The social language is appropriate to the student, based on age and developmental level (e.g., verbal greeting, sign language).
<b>B-1-2</b>	Staff does not responsive to children's initiation of communication	Staff are rarely responsive to children's initiation of communication	Staff are time to time responsive to children's initiation of communication	Staff are most of the time responsive to children's initiation of communication	Staff are all the time responsive to children's initiation of communication
<b>B-1-3</b>	Staff does not support interaction among children	Staff rarely support interaction among children	Staff time to time support interaction among children	Staff most of the time support interaction among children	Staff all the time support interaction among children
<b>B-1-4</b>	Staff does not support communication between children and individual out of the classroom.	Staff rarely support communication between children and individual out of the classroom.	Staff time to time support communication between children and individual out of the classroom.	Staff most of the time support communication between children and individual out of the classroom.	Staff all the time support communication between children and individual out of the classroom.

## B-2 Teacher Behaviors

	1	2	3	4	5
B-2-1	__ All staff pays attention to inappropriate behavior.	__All staff pays attention to inappropriate behavior frequently	__Staff pays attention to inappropriate behavior time to time	mostly ignores inappropriate behavior	__All staff ignores inappropriate behavior
B-2-2	__ Staff DOES NOT reinforce students' positive behaviors by defining and praising	__ Staff reinforces students' positive behaviors without defining and praising	__Staff reinforce students' positive behaviors by defining and praising time to time.	__ staff reinforce students' positive behaviors by defining and praising frequently, but not all the time	__ All staff reinforce students' positive behaviors by defining and praising.
B-2-3	Staff does not includes correction of the wrong responses in the feedbacks	Staff rarely includes correction of the wrong responses in the feedbacks	Staff time to time includes correction of the wrong responses in the feedbacks	Staff most of the time includes correction of the wrong responses in the feedbacks	Staff all the time includes correction of the wrong responses in the feedbacks
B-2-4	Staff does not defines the right model in the feedbacks	Staff rarely defines the right model in the feedbacks	Staff time to time defines the right model in the feedbacks	Staff most of the time defines the right model in the feedbacks	staff defines the right model in the feedbacks
B-2-5	Staff does not acknowledges by giving feedback on students' positive behaviors	Staff rarely acknowledges by giving feedback on students' positive behaviors	Staff time to time acknowledges by giving feedback on students' positive behaviors	Staff most of the time acknowledges by giving feedback on students' positive behaviors /	Staff acknowledges by giving feedback on students' positive behaviors /
B-2-6	__ Staff DOES NOT reinforce students according to their individuality.	__Staff reinforces students according to their a few characteristics	__Staff reinforces students according to their some individual characteristics	__Staff reinforces students according to their individuality frequently	__ Staff reinforces students according to their individuality.
B-2-7	__Staff DOES NOT use natural reinforces.	__Staff uses natural reinforces "rarely"	__Staff uses natural reinforces "time-to-time"	__Staff uses natural reinforces "most of the times"	__ Staff uses natural reinforces. /
B-2-8	__Staff DOES NOT instruct students clearly appropriate to the task.	__Staff lacks in instructing student clearly appropriate to the task	__Staff instructs students, but requires more effort in instructing appropriate to the task	__Staff instructs students, but requires a little bit more effort in instructing appropriate to the task	__Staff instructs students clearly appropriate to the task
B-2-9	__Staff DOES NOT ensure students to start and maintain the task.	__Staff has very small success in ensuring students to start and maintain the task	__Staff has success in ensuring students to start and maintain the task, but for short time	__ Staff has success in ensuring students to start and maintain the task, considerably longer time	__Staff ensures students to start and maintain the task until it finishes
B-2-10	__Staff DOES NOT emphasize students' care about each other	__Staff do some limited work on emphasizing students' care about each other	__Staff do some work on emphasizing students' care about each other, but it has very little effect on the behaviors	__Staff do some work on emphasizing students' care about each other, has some effect but it is not enough	__Staff emphasizes students' care about each other.

### B-3 Curriculum and Instruction

	1	2	3	4	5
B-3-1	__Staff DOES NOT use choice-making as an element of instruction in various activities. (e.g., activity choices within the classroom, who to work with, writer type a project).	__Staff shows little indication that uses choice-making as an element of instruction in various activities	__Staff shows some indication that uses choice-making as an element of instruction in various activities	__Staff shows considerable indication that uses choice making as an element of instruction in various activities	__Staff uses choice-making as an element of instruction in various activities. (e.g., activity choices within the classroom, who to work with, writer type a project).
B-3-2	__Staff DOES NOT use varied instructional methods. (e.g., teacher-lead, embedded instruction, small and large group activities).	__ Staff shows little indication that uses varied instructional methods.	__ Staff shows some indication that uses varied instructional methods.	__ Staff shows considerable indication that uses varied instructional methods.	__Staff uses varied instructional methods. (e.g., teacher-lead, embedded instruction, small and large group activities).
B-3-3	__Staff DOES NOT use purpose appropriate strategies.	__ Staff uses purpose appropriate strategies rarely.	__ Staff uses purpose appropriate strategies sometimes.	__ Staff uses purpose appropriate strategies frequently.	__Staff uses purpose appropriate strategies. /
B-3-4	__Staff DOES NOT make use of eye-contact with students.	__ Staff makes use of eye-contact with students rarely.	__ Staff makes use of eye-contact with students time-to-time.	__ Staff makes use of eye-contact with students frequently.	__Staff makes use of eye-contact with students.
B-3-5	__Instructions are NOT given in multiple formats (e.g., product sample, written, verbal, pictures).	__ Instructions are given in multiple formats rarely	__ Instructions are sometimes given in multiple formats	__ Instructions are given in multiple formats frequently	__Instructions are given in multiple formats (e.g., product sample, written, verbal, pictures)
B-3-6	__Staff DOES NOT focuses on students' IEP goals.	__ Staff shows little indication of focusing on students' IEP goals.	__ Staff shows some indication of focusing on students' IEP goals.	__ Staff shows considerable indication of focusing on students' IEP goals	__Staff focuses on students' IEP goals.
B-3-7	__The lengths of the sessions are NOT appropriate to maintain students' attention and engagement.	__ The lengths of the sessions are "too long" to maintain students' attention and engagement.	__ The lengths of the sessions are "long" to maintain students' attention and engagement.	__ The lengths of the sessions are somehow appropriate to maintain students' attention and engagement.	__The lengths of the sessions are appropriate to maintain students' attention and engagement.
B-3-8	__Controls of the distractions are NOT maximized while instruction is carried out. (e.g., sharpening pencils, other staff coming in and out of classroom).	__ Controls of the distractions are limited while instruction is carried out.	__ Controls of the distractions are provided to some level while instruction is carried out.	__ Controls of the distractions are considerably provided while instruction is carried out.	__Controls of the distractions are maximized while instruction is carried out. (e.g., sharpening pencils, other staff coming in and out of classroom).
B-3-9	__Students are NOT located in the best	__ Only few of the students are located	__ Some of the students are located	__ Most of the students are located	__Students are located in the best

	place that they can be most effectively.	in the best place that they can be most effectively.	in the best place that they can be most effectively.	in the best place that they can be most effectively.	place that they can be most effectively.
B-3-10	__ Prompting is NOT provided as much as student level of need.	__ Prompting is rarely provided as much as student level of need.	__ Prompting is sometime provided as much as student level of need.	__ Prompting is frequently provided as much as student level of need.	__ Prompting is provided as much as student level of need.
B-3-11	__ Instruction is NOT supported by visual materials.	__ Instruction is rarely supported by visual materials.	__ Instruction is sometimes supported by visual materials.	__ Instruction is frequently supported by visual materials.	__ Instruction is supported by visual materials.
B-3-12	__ Staff DOES NOT maintain effective interaction and communication with everyone throughout the instruction.	__ Staff shows little indication of maintaining effective interaction and communication with everyone throughout the instruction.	__ Staff shows some indication of maintaining effective interaction and communication with everyone throughout the instruction.	__ Staff shows considerable indication of maintaining effective interaction and communication with everyone throughout the instruction.	__ Staff maintains effective interaction and communication with everyone throughout the instruction.
B-3-13	__ Staff DOES NOT supply good model to enhance students' social and academic behaviors.	__ Staff supplies almost ineffective model to enhance students' social and academic behaviors.	__ Staff supplies some model to enhance students' social and academic behaviors.	__ Staff supplies somehow effective model to enhance students' social and academic behaviors.	__ Staff supplies good model to enhance students' social and academic behaviors
B-3-14	__ Curriculum is NOT designed to foster students' social interaction.	__ Curriculum is designed to foster students' social interaction at the lowest level.	__ Curriculum is designed to foster students' social interaction at the mid-level.	__ Curriculum is designed to foster students' social interaction at a high level.	__ Curriculum is designed to foster students' social interaction.

# E

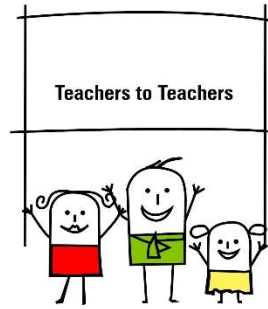
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