**Supplementary material**

**Table S1**

*Items of the teacher self-report for measuring the classroom-level of the DMEE and descriptive statistics*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Items in French and their English translation | | n | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *Orientation* | | | | | | | | | |
| 1 | Je présente explicitement aux élèves les objectifs d’apprentissage au début de la leçon/activité.  **I explicitly present the learning objectives to the students at the beginning of the lesson/activity.** | 998 | 2.8 | 11.3 | 19.9 | 24.2 | 16.5 | 12.5 | 12.6 |
| 2 | Au cours de la leçon/activité, j’explique à quoi sert chaque tâche que je propose.  **During the lesson/activity, I explain the purpose of each task I propose.** | 300 | .7 | 5.3 | 19.0 | 26.0 | 21.7 | 18.0 | 9.3 |
| 3 | Je vérifie que les élèves comprennent bien la signification et l’intérêt des leçons/activités que je propose.  **I check that the students understand the meaning and interest of the lessons/activities I propose.** | 316 | .3 | 1.9 | 11.1 | 19.9 | 20.3 | 24.4 | 22.2 |
| 4 | J’interroge les élèves sur leur perception des raisons pour lesquelles les leçons/activités sont proposées.  **I ask the students about their perception of the reasons why the lessons/activities are proposed.** | 968 | 7.0 | 17.6 | 27.8 | 22.2 | 12.7 | 8.6 | 4.1 |
| 5 | Les élèves connaissent la finalité ou l'objectif de la leçon/activité en cours.  **Students know the purpose or objective of the lesson/activity in progress.** | 997 | 1.5 | 5.1 | 15.9 | 27.6 | 22.3 | 16.2 | 11.3 |
| 6 | Les élèves savent pourquoi ils font telle ou telle activité.  **Students know why they are doing a particular activity.** | 301 | .3 | 2.0 | 12.3 | 22.3 | 28.9 | 22.3 | 12.0 |
| 7 | Les élèves comprennent pourquoi ils sont en train de réaliser une tâche spécifique.  **Students understand why they are doing a specific task.** | 297 | .7 | 1.7 | 12.8 | 22.2 | 35.0 | 18.5 | 9.1 |
| 8 | Je modifie les objectifs et les attentes pour les élèves en difficulté.  **I modify goals and expectations for students with difficulties.** | 1259 | 2.8 | 11.3 | 19.9 | 24.2 | 16.5 | 12.5 | 12.6 |
| *Structuration* | | | | | | | | | |
| 9 | En début de leçon/activité, je fais un bref résumé/rappel de la leçon/activité précédente.  **At the start of each lesson/activity, I give a brief summary/review of the previous lesson/activity.** | 1010 | .9 | 3.7 | 20.8 | 24.4 | 17.5 | 18.9 | 13.9 |
| 10 | Je fais des liens entre les différentes activités que je propose aux élèves.  **I make links between the different activities I propose to the students.** | 320 | .3 | 1.9 | 9.4 | 21.3 | 24.1 | 25.0 | 18.1 |
| 11 | J’attire l’attention des élèves sur les éléments principaux de la leçon/activité.  **I draw the students' attention to the main points of the lesson/activity.** | 321 | .0 | .3 | 4.4 | 18.4 | 23.7 | 25.9 | 27.4 |
| 12 | En fin de leçon/activité, je fais un résumé de ce qui a été vu/travaillé.  **At the end of the lesson/activity, I summarise what has been seen/worked on.** | 1010 | 1.8 | 9.5 | 24.9 | 25.7 | 18.3 | 13.5 | 6.3 |
| 13 | Les élèves font des liens entre la leçon/activité en cours et d'autres leçons/activités précédentes.  **The students make links between the lesson/activity in progress and other previous lessons/activities.** | 975 | .7 | 4.6 | 19.7 | 27.1 | 25.5 | 16.4 | 5.9 |
| 14 | Les élèves sont capables de réexpliquer ce qui s'est passé lors de la leçon/activité précédente.  **Students are able to explain what happened in the previous lesson/activity.** | 315 | .0 | 1.9 | 13.0 | 25.4 | 32.4 | 20.0 | 7.3 |
| 15 | En fin de leçon/activité, les élèves font un résumé de ce qui a été vu/travaillé.  **At the end of the lesson/activity, the students summarise what they have seen/worked on.** | 298 | 5.0 | 19.8 | 35.9 | 20.5 | 11.1 | 6.0 | 1.7 |
| 16 | J'ajuste la quantité de travail aux capacités des élèves.  **I adjust the amount of work required in accordance with students' capabilities.** | 1261 | .2 | .5 | 6.6 | 21.3 | 17.9 | 20.9 | 32.7 |
| 17 | Je prévois des tâches différentes en fonction des capacités des élèves.  **I plan different assignments to match students’ abilities.** | 1265 | .3 | 2.1 | 1.8 | 23.3 | 18.7 | 19.3 | 25.5 |
| *Questioning* | | | | | | | | | |
| 18 | Je pose des questions orales collectives (adressées à l'ensemble de la classe).  **I ask group oral questions (addressed to the whole class).** | 1029 | .0 | .4 | 4.1 | 19.4 | 19.9 | 28.5 | 27.7 |
| 19 | Je pose des questions orales individuelles (adressées spécifiquement à certains élèves).  **I ask individual oral questions (addressed specifically to certain students).** | 1036 | .3 | 1.2 | 8.4 | 22.1 | 23.1 | 25.1 | 19.9 |
| 20 | Je pose des questions par écrit.  **I ask written questions.** | 277 | 9.4 | 14.8 | 23.1 | 20.9 | 16.6 | 9.4 | 5.8 |
| 21 | Je pose des questions ouvertes qui demandent une réponse argumentée/élaborée.  **I ask open questions that require a developed/elaborated response.** | 1013 | .1 | 2.6 | 13.2 | 25.0 | 24.3 | 22.2 | 12.6 |
| 22 | Les questions que je pose sont comprises par les élèves.  **The questions I ask are understood by the students.** | 317 | .0 | .3 | 1.9 | 18.6 | 32.2 | 33.8 | 13.2 |
| 23 | Les élèves répondent correctement aux questions que je leur pose individuellement.  **Students respond correctly to the questions I ask them individually.** | 308 | .0 | .6 | 12.0 | 33.1 | 36.0 | 14.3 | 3.9 |
| 24 | Les élèves veulent répondre lorsque je pose une question collective à la classe.  **Students want to answer when I ask the class a collective question.** | 322 | .0 | .0 | 2.8 | 9.9 | 20.5 | 36.3 | 30.4 |
| *Modeling* | | | | | | | | | |
| 25 | J’explique des stratégies et des procédures aux élèves, puis je leur demande de les mettre en œuvre.  **I explain strategies and procedures to students and then ask them to apply them.** | 1016 | .5 | 1.8 | 8.4 | 23.0 | 24.1 | 24.3 | 17.9 |
| 26 | Lorsqu’un élève éprouve une difficulté particulière lors d’un exercice, je lui montre la bonne stratégie ou procédure à utiliser.  **If a student is having particular difficulty with an exercise, I show him/her the correct strategy or procedure to use.** | 326 | .0 | .6 | 4.0 | 14.7 | 19.0 | 26.7 | 35.0 |
| 27 | Pour réaliser un exercice ou résoudre une situation-problème, je demande aux élèves d’utiliser les stratégies et procédures que j’ai montrées.  **To complete an exercise or solve a problem, I ask the students to use the strategies and procedures I have shown them.** | 311 | .3 | 1.3 | 9.0 | 23.5 | 27.0 | 21.9 | 17.0 |
| 28 | Face à un exercice ou une situation-problème, les élèves proposent leurs propres stratégies ou procédures de résolution.  **When faced with an exercise or a problem, the students come up with their own strategies or procedures for solving it.** | 1003 | .7 | 2.6 | 14.6 | 24.7 | 23.5 | 21.3 | 12.6 |
| 29 | Face à un exercice ou une situation-problème, les élèves appliquent correctement les stratégies et procédures que je leur ai montrées.  **When faced with an exercise or problem situation, the students correctly apply the strategies and procedures I have shown them.** | 990 | .4 | 2.0 | 15.1 | 32.1 | 29.8 | 16.1 | 4.5 |
| 30 | Les élèves comprennent aisément les stratégies et procédures que je leur explique.  **The students easily understand the strategies and procedures I explain to them.** | 308 | .0 | 1.3 | 7.1 | 30.5 | 31.2 | 25.3 | 4.5 |
| *Application* | | | | | | | | | |
| 31 | Je donne par écrit des exercices d'application à faire individuellement.  **I give written application exercises to be done individually.** | 886 | 7.4 | 3.2 | 9.4 | 20.4 | 23.1 | 20.4 | 16.0 |
| 32 | Je donne par écrit des exercices d'application à faire en duo.  **I give you written exercises to do in pairs.** | 283 | 6.0 | 6.4 | 2.1 | 24.4 | 21.2 | 15.2 | 6.7 |
| 33 | Je donne par écrit des exercices d'application à faire en groupes.  **I give written exercises to be done in groups.** | 277 | 6.1 | 7.2 | 24.2 | 22.7 | 19.5 | 14.1 | 6.1 |
| 34 | Je donne oralement des exercices d'application de ce qui vient d'être enseigné.  **I give oral exercises to apply what has just been taught.** | 293 | .7 | 5.1 | 14.7 | 25.9 | 22.2 | 20.5 | 10.9 |
| 35 | Les exercices d'application que je donne sont spécifiques (ils visent une habileté ou un type de tâche en particulier).  **The exercises I give are specific (they target a particular skill or type of task).** | 934 | .5 | 1.3 | 10.3 | 26.0 | 24.9 | 22.5 | 14.5 |
| 36 | Les exercices d'application que je donne impliquent l'intégration de plusieurs habiletés.  **The exercises I give involve the integration of several skills.** | 944 | .6 | 1.4 | 11.5 | 28.3 | 26.9 | 21.3 | 10.0 |
| 37 | Les exercices que je donne sont corrigés collectivement en classe ou par mes soins pendant ou après l'école.  **The exercises I give are corrected collectively in class or by myself during or after school.** | 290 | 1.0 | 1.0 | 4.1 | 9.7 | 6.9 | 14.5 | 62.8 |
| 38 | Je varie la complexité des tâches en fonction des capacités des élèves (par exemple : porter un jugement sur un texte, le résumer, reconnaître le thème principal).  **I vary the complexity of assignments to match students’ abilities (e.g. make judgments about a text or summarize, recognize the main theme).** | 1187 | .6 | 1.9 | 10.0 | 23.7 | 20.6 | 21.4 | 21.8 |
| *Learning environment* | | | | | | | | | |
| 39 | Je veille à ce que chaque élève participe à la leçon/activité.  **I make sure that every pupil participates in the lesson/activity.** | 1037 | .1 | .0 | .6 | 11.0 | 15.7 | 21.4 | 51.2 |
| 40 | Je donne des feedbacks positifs aux élèves.  **I give positive feedback to the students.** | 1047 | .1 | .0 | 1.1 | 8.8 | 16.2 | 25.5 | 48.2 |
| 41 | L’ambiance de travail en classe est calme et sereine.  **The classroom atmosphere is calm and serene.** | 1038 | .3 | 3.1 | 8.4 | 19.0 | 23.7 | 29.5 | 16.1 |
| 42 | J’encourage les élèves à me dire lorsqu’ils ne comprennent pas quelque chose.  **I encourage students to tell me when they don't understand something.** | 326 | .0 | .0 | 1.5 | 5.8 | 12.3 | 18.4 | 62.0 |
| 43 | J'utilise du matériel alternatif pour correspondre aux niveaux de compétences des élèves (par exemple, des livres adaptés aux besoins des élèves de niveau de compétences inférieur ou supérieur).  **I use alternative materials to match students’ abilities (e.g. books adapted to the needs of lower and higher skill levels).** | 1234 | .8 | 3.2 | 12.5 | 21.2 | 17.5 | 19.5 | 25.4 |
| 44 | Je fournis aux élèves les plus faibles des aides et des outils supplémentaires (par exemple des supports visuels contenant les informations essentielles).  **I provide weaker students with additional aids and tools (e.g. visual aids containing essential information).** | 1257 | .2 | 1.2 | 7.2 | 21.7 | 16.6 | 22.0 | 31.1 |
| *Assessment* |  |  |  |  |  |  |  |  |  |
| 45 | Mes évaluations sont réellement formatives pour les élèves.  **My assessments are truly formative for the students.** | 1158 | .5 | 2.4 | 13.7 | 26.9 | 26.3 | 16.9 | 13.1 |
| 46 | J'analyse les erreurs les plus fréquemment commises lors des évaluations afin d'identifier précisément ce qui doit être travaillé en priorité avec tous les élèves ou certains d'entre eux.  **I analyze the most common mistakes made during assessments in order to identify precisely what needs to be worked on as a priority with all or some of the students.** | 1312 | .4 | 2.2 | 6.9 | 24.5 | 21.6 | 18.7 | 25.7 |
| 47 | J'observe les élèves pendant qu'ils effectuent une tâche particulière en classe et je leur donne un retour direct sur leur travail.  **I observe the students while they are doing a particular task in class and give them direct feedback on their work.** | 1390 | .1 | .5 | 5.5 | 18.0 | 19.1 | 22.5 | 34.2 |
| 48 | Après chaque évaluation, je donne un feedback aux élèves sur les aspects qu'ils ont bien maîtrisés et sur ceux pour lesquels ils doivent faire des efforts supplémentaires.  **After each assessment, I provide feedback to the students on which aspects they have mastered well and on which aspects they need to make further efforts.** | 1314 | 1.2 | 3.4 | 11.6 | 22.6 | 18.2 | 16.1 | 26.9 |
| 49 | Après chaque évaluation, je donne des explications supplémentaires aux élèves qui ont des difficultés.  **After each assessment, I give additional explanations to students who are struggling.** | 1313 | .8 | 2.3 | 11.2 | 24.8 | 19.6 | 20.5 | 20.8 |
| 50 | Après chaque évaluation, je conçois des activités de remédiation (mise en place d'une procédure corrective) pour les élèves en difficulté.  **After each assessment, I design remedial activities (set up a corrective procedure) for students in difficulty.** | 1279 | 1.3 | 7.0 | 19.5 | 27.1 | 18.2 | 15.7 | 11.2 |
| 51 | J'adapte les évaluations au niveau scolaire de chaque élève (en proposant des questions différentes ou en modulant mon niveau d'exigence).  **I adapt evaluations to match students’ abilities (by proposing different questions or by modulating my level of requirement).** | 1197 | 1.9 | 5.2 | 17.0 | 21.1 | 18.0 | 17.0 | 19.9 |
| 52 | J'évalue les progrès des élèves faibles.  **I assess the progress of weak students.** | 1232 | .3 | .9 | 5.0 | 29.5 | 19.1 | 19.2 | 26.1 |
| 53 | J'analyse les données relatives aux progrès scolaires des élèves.  **I analyze data about students' academic progress.** | 1129 | 1.1 | 2.8 | 9.7 | 31.5 | 21.7 | 17.8 | 15.4 |
| 54 | J'évalue l'efficacité de mes pratiques pédagogiques (par exemple, en faisant un monitoring des résultats et des progrès réalisés).  **I evaluate the effectiveness of teaching adjustments (e.g. monitor subsequent achievement and progress).** | 1084 | 12.6 | 16.5 | 19.0 | 21.7 | 11.0 | 9.9 | 9.3 |
| 55 | J'utilise les données collectées au sujet des compétences des élèves pour décider des ajustements à opérer au niveau de mon enseignement.  **I use students’ data to make decisions about teaching adjustments.** | 1182 | 1.1 | 2.5 | 11.8 | 25.2 | 22.1 | 18.4 | 19.0 |
| *Management of time* | |  |  |  |  |  |  |  |  |
| 56 | Sur une leçon/activité, le temps disponible est amputé de 5 minutes ou plus, pour des questions d’organisation ou de gestion des comportements.  **During a lesson/activity, the time available is reduced by 5 minutes or more, for organisational or behaviour management reasons.** | 932 | 1.0 | 7.8 | 20.4 | 19.4 | 18.9 | 19.1 | 13.4 |
| 57 | La leçon/activité prévue se termine avec plusieurs minutes d'avance sur ce que j'avais prévu.  **The planned lesson/activity finishes several minutes ahead of schedule.** | 946 | 4.5 | 42.8 | 39.5 | 6.9 | 4.8 | 1.0 | .5 |
| 58 | La leçon/activité dépasse de plusieurs minutes la durée que j'avais prévue.  **The lesson/activity goes on several minutes longer than I had planned.** | 957 | .6 | 10.0 | 42.3 | 19.4 | 15.0 | 9.5 | 3.0 |

Note. 1=never, 2=rarely, 3=sometimes, 4=regularly, 5=frequently, 6=very frequently, 7=systematically.

**Table S2**

*Items of the CSS-T (Reddy et al., 2015) and descriptive statistics*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Adapted items in French and original items in English | | n | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| *Centration sur l’apprentissage et l’engagement des élèves - Student Focused Learning & Engagement* | | | | | | | | | |
| 1 | Je participe activement aux activités avec les élèves (par exemple, je participe lors des activités pratiques ; je ne reste pas assis.e à mon bureau).  **Actively participates in new activities with students (e.g., takes a turn during “hands-on activities,” does not sit separately at his/her desk).** | 1048 | .1 | .3 | 2.3 | 11.5 | 14.8 | 24.2 | 46.9 |
| 2 | J'attribue aux élèves des rôles ou des tâches spécifiques pendant la leçon ou l'activité d'apprentissage.  **Assigns students roles during lesson or learning activity.** | 1020 | .1 | 2.3 | 13.8 | 22.4 | 23.2 | 20.9 | 17.4 |
| 3 | Je confie aux élèves une tâche ou un projet à réaliser en duo ou en petit groupe.  **Assigns students a task or project to complete with a partner or small group (two or more students).** | 352 | .6 | 4.0 | 13.4 | 18.2 | 21.9 | 23.0 | 19.0 |
| 4 | J'encourage les élèves à participer aux leçons ou aux activités d'apprentissage.  **Encourages students to participate in lessons or learning activities.** | 1046 | .0 | .0 | 1.0 | 10.3 | 14.7 | 24.9 | 49.1 |
| 5 | Je prolonge les discussions collectives ou de groupe sur les concepts et les sujets clés.  **Extends group discussions of key points and topics.** | 330 | .0 | .9 | 4.5 | 17.0 | 25.2 | 30.0 | 22.4 |
| 6 | J'utilise des questions et des activités différentes pour répondre aux besoins d'apprentissage des élèves.  **Uses different questions and activities to accommodate student learning needs.** | 347 | .0 | .3 | 4.3 | 18.2 | 25.4 | 28.8 | 23.1 |
| 7 | Je relie la matière enseignée aux expériences quotidiennes des élèves (par exemple, une leçon sur les fractions peut inclure une discussion sur la façon dont les élèves divisent une pizza).  **Relates subject matter to everyday student experiences (e.g., a lesson on fractions might include a discussion of how the students divide a pizza).** | 335 | .0 | .6 | 6.3 | 16.7 | 22.1 | 25.4 | 29.0 |
| *Façon d’enseigner - Instructional Delivery* | | | | | | | | | |
| 8 | Je change le ton de ma voix pour mettre l'accent sur les concepts et les mots clés.  **Changes tone of voice to emphasize key concepts and words.** | 1038 | .1 | .4 | 2.2 | 8.1 | 14.2 | 24.2 | 50.9 |
| 9 | J'utilise plusieurs méthodes (par exemple, écrire au tableau, utiliser un tableau interactif, Internet, projecteur vidéo) pendant la leçon.  **Uses multiple methods (e.g., writes on board, uses smart board, Internet or overhead projector) during lesson.** | 1011 | .7 | 3.3 | 5.8 | 12.2 | 15.4 | 22.3 | 40.4 |
| 10 | Je résume les principaux concepts enseignés durant la leçon/activité.  **Summarizes major concepts.** | 329 | .3 | 2.4 | 11.9 | 21.0 | 24.9 | 22.5 | 17.0 |
| 11 | Lorsque je parle, je fais des pauses pour souligner les concepts et les mots clés.  **Pauses to emphasize key concepts and words.** | 1021 | .1 | 1.0 | 3.7 | 13.8 | 16.1 | 24.3 | 41.0 |
| 12 | Je montre à la classe comment utiliser les nouveaux concepts ou compétences enseignés.  **Models to class how to use new concepts or skills.** | 327 | .0 | .3 | 5.2 | 17.1 | 25.4 | 28.7 | 23.2 |
| 13 | Je présente une nouvelle activité d'apprentissage ou une nouvelle leçon avant de l'enseigner.  **Introduces new learning activity or lesson before teaching it.** | 322 | .3 | 1.9 | 12.4 | 16.8 | 24.2 | 26.7 | 17.7 |
| 14 | Je relie les nouveaux concepts et leçons aux apprentissages précédents.  **Relates new concepts and lessons to previous learning.** | 334 | .6 | .3 | 7.5 | 19.5 | 23.4 | 29.0 | 19.8 |
| *Promotion de la réflexion des élèves - Promotes Student Thinking* | | | | | | | | | |
| 15 | Je demande aux élèves d'expliquer comment ils sont arrivés à leurs réponses.  **Asks students to describe how they arrived at their answers.** | 1003 | .7 | 1.8 | 9.7 | 16.4 | 20.6 | 27.5 | 23.3 |
| 16 | Je demande aux élèves de résumer ou de répéter les points clés enseignés.  **Asks students to summarize or repeat key points.** | 1012 | .6 | 2.1 | 7.4 | 18.1 | 22.2 | 26.0 | 23.6 |
| 17 | J'encourage les élèves à démontrer une habileté ou à répondre à une question de manière autonome.  **Encourages students to perform a skill or answer a question independently.** | 341 | .0 | 1.2 | 3.2 | 16.1 | 22.9 | 28.7 | 27.9 |
| 18 | Je pose des questions ouvertes aux élèves.  **Asks students open ended questions.** | 351 | .0 | 1.1 | 4.6 | 19.1 | 25.1 | 30.5 | 19.7 |
| 19 | J'encourage les élèves à poser des questions et à réfléchir (brainstorming).  **Encourages students to ask questions and brainstorm ideas.** | 342 | .0 | 1.5 | 8.8 | 15.2 | 22.8 | 29.8 | 21.9 |
| 20 | Je demande aux élèves de développer leurs réponses (en détaillant, en argumentant).  **Asks students to elaborate on their answers.** | 985 | .7 | 2.7 | 11.5 | 19.6 | 23.7 | 23.4 | 18.5 |
| *Feedback sur les performances scolaires - Academic Performance Feedback* | | | | | | | | | |
| 21 | Je souligne devant la classe la contribution positive d'un élève à l'activité ou à la discussion en classe.  **Acknowledges a student’s positive contribution to the class activity or discussion.** | 1008 | .3 | 2.2 | 8.2 | 17.8 | 22.9 | 23.5 | 25.1 |
| 22 | Je dis aux élèves que je suis là pour répondre à leurs questions et les aider.  **Is accessible to students for questions and assistance.** | 354 | .0 | .0 | 2.0 | 7.9 | 11.6 | 23.4 | 55.1 |
| 23 | J'encourage les élèves à vérifier et à corriger leur travail.  **Encourages students to check and correct their work.** | 347 | .6 | .3 | 3.7 | 16.1 | 17.0 | 23.1 | 39.2 |
| 24 | Je souligne les points forts des élèves sur le plan scolaire.  **Acknowledges students’ academic strengths.** | 982 | .6 | 1.1 | 7.2 | 18.7 | 23.8 | 26.9 | 21.6 |
| 25 | Je vérifie que les élèves ont fait leurs tâches en classe ou devoirs à domicile.  **Checks students’ completion of in-class assignments and homework.** | 320 | .0 | .0 | 1.6 | 7.2 | 9.7 | 17.2 | 64.4 |
| 26 | Je fournis un feedback aux élèves sur leur apprentissage ou leur compréhension des principaux concepts enseignés.  **Provides feedback to students on their learning or understanding of key content areas.** | 996 | .2 | 1.5 | 7.1 | 22.3 | 23.3 | 25.2 | 20.4 |
| *Louanges et félicitations – Praise* | | | | | | | | | |
| 27 | J'augmente la fréquence des félicitations lors de l'enseignement de nouvelles compétences.  **Increases frequency of praise when teaching new skills.** | 956 | .9 | 3.2 | 10.8 | 18.9 | 22.8 | 23.6 | 19.7 |
| 28 | Je félicite ou récompense verbalement les élèves qui respectent les règles.  **Verbally praises or rewards students for following rules.** | 1038 | .0 | 1.1 | 6.9 | 18.4 | 19.7 | 23.5 | 30.4 |
| 29 | Je félicite les élèves de manière non verbale (sourires, hochements de tête, clins d'œil, etc.) lorsqu'ils suivent les règles.  **Nonverbally praises students (e.g., smiles, nods, winks) for following rules.** | 356 | .0 | .8 | 5.3 | 8.7 | 14.9 | 26.1 | 44.1 |
| 30 | J'utilise des conséquences positives ou des récompenses en cas de comportement approprié.  **Uses positive consequences or rewards following appropriate behavior.** | 1025 | 2.1 | 6.0 | 12.7 | 14.4 | 18.1 | 17.4 | 29.2 |
| 31 | J'utilise un ton de voix enthousiaste pour féliciter les élèves.  **Uses an enthusiastic tone of voice when issuing praise.** | 357 | .0 | .6 | 2.2 | 9.0 | 13.7 | 29.4 | 45.1 |
| *Feedbacks correctifs - Corrective Feedback* | | | | | | | | | |
| 32 | J'utilise un ton de voix calme mais ferme pour rediriger le comportement de l'élève.  **Uses a calm but firm tone of voice when redirecting student behavior.** | 1044 | .0 | .3 | 3.7 | 16.7 | 21.9 | 29.5 | 27.9 |
| 33 | Je fournis collectivement des feedbacks correctifs aux élèves quant à leurs comportements.  **Provides corrective feedback to students.** | 1007 | .9 | 5.5 | 15.5 | 21.0 | 19.4 | 20.2 | 17.7 |
| 34 | J'utilise des incitations physiques (par exemple, toucher la table ou le cahier de l'élève) pour rediriger le comportement de l'élève.  **Uses physical prompts (e.g., touches student’s desk or paper) to redirect student behavior.** | 342 | 2.6 | 6.7 | 13.7 | 11.7 | 19.6 | 23.4 | 22.2 |
| 35 | Je me rapproche d'un élève pour l'inciter de manière non verbale.  **Moves closer to a student (i.e., - feet) to nonverbally prompt him/her.** | 352 | .9 | 2.6 | 13.6 | 17.3 | 22.4 | 23.6 | 19.6 |
| 36 | Je fournis des feedbacks correctifs spécifiques et en privé aux élèves quant à leurs comportements.  **Provides specific corrective feedback to students privately.** | 344 | .0 | 1.7 | 14.2 | 18.9 | 23.3 | 25.3 | 16.6 |
| 37 | J'utilise des gestes non verbaux pour inciter les élèves à adopter un comportement approprié (par exemple, un doigt sur la lèvre pour obtenir le silence, un doigt sur l'œil pour obtenir un contact visuel, allumer et éteindre les lumières).  **Uses nonverbal gestures to prompt appropriate student behavior (e.g., finger to lip for silence, finger to eye for eye contact, flips lights on and off).** | 1046 | .1 | 1.2 | 6.2 | 14.3 | 17.6 | 23.1 | 37.4 |
| *Gestion préventive - Prevention Management* | |  |  |  |  |  |  |  |  |
| 38 | Je rappelle les règles ou les routines de la classe avant une transition ou une nouvelle activité.  **Reviews classroom rules or routines before a transition or new activity.** | 1025 | 1.4 | 5.6 | 15.7 | 20.8 | 18.2 | 20.5 | 17.9 |
| 39 | Je donne la parole aux élèves qui lèvent la main plutôt qu'aux élèves bruyants.  **Calls on quiet students with their hands raised.** | 1001 | .9 | 2.6 | 7.4 | 9.9 | 14.7 | 24.8 | 39.8 |
| 40 | J'encourage les élèves qui ont des difficultés avec leurs camarades ou avec les tâches scolaires.  **Encourages students struggling with peers or class assignments.** | 351 | .3 | .3 | 2.8 | 11.1 | 21.1 | 33.3 | 31.1 |
| 41 | J'encourage les élèves à se fixer des objectifs comportementaux à court terme (par exemple, rester silencieux pendant la présentation, marcher en file indienne pendant l'exercice d'évacuation).  **Encourages students to set short-term behavioral goals (e.g., remain quiet for the presentation, walk single file for the fire drill).** | 343 | .6 | 3.8 | 13.1 | 14.9 | 20.4 | 24.8 | 22.4 |
| 42 | Je me déplace dans la classe tout en enseignant.  **Moves around the classroom while teaching.** | 1022 | .3 | .8 | 4.0 | 12.9 | 16.5 | 25.9 | 39.5 |
| *Consignes et transitions - Directives/Transitions* | |  |  |  |  |  |  |  |  |
| 43 | Je donne une ou maximum deux consignes à la fois.  **Issues commands one or two steps at a time.** | 350 | .0 | 1.7 | 8.9 | 21.1 | 21.7 | 26.3 | 20.3 |
| 44 | J'obtiens l'attention des élèves avant de donner une consigne.  **Obtains the attention of students before giving an instruction.** | 1041 | .0 | .0 | 2.0 | 9.1 | 13.5 | 26.7 | 48.6 |
| 45 | Les instructions ou les consignes sont spécifiques et formulées sous forme de déclarations, et non de questions.  **Instructions or commands are specific and issued as statements, not questions.** | 336 | .3 | 1.5 | 8.6 | 16.4 | 23.5 | 26.5 | 23.2 |
| 46 | J'aide les élèves à passer d'une tâche à une autre (transitions).  **Helps students transition from one task to another.** | 346 | .0 | .0 | 4.3 | 20.8 | 24.0 | 28.6 | 22.3 |
| 47 | Je fais une pause avant de répéter les instructions ou les consignes aux élèves.  **Pauses before repeating directions or commands to students.** | 342 | .6 | .6 | 8.2 | 18.1 | 24.0 | 26.6 | 21.9 |
| 48 | Après une consigne ou une instruction, j'évalue si tous les élèves s'y conforment ou non.  **Following a command or instruction, assesses for compliance or noncompliance.** | 1012 | .1 | .7 | 3.4 | 13.4 | 18.1 | 29.2 | 35.1 |
| 49 | Je mets en place des routines de classe et des transitions cohérentes pour l'apprentissage.  **Implements consistent classroom routines and transitions for learning.** | 1021 | .1 | .3 | 2.8 | 12.8 | 16.8 | 26.0 | 41.1 |

Note. 1=never, 2=rarely, 3=sometimes, 4=regularly, 5=frequently, 6=very frequently, 7=systematically. R=Reverse coded item.

**Table S3**

*Latent Correlations for the Correlated Factors in ICM-CFA (Above the Diagonal) and Correlated Factors in ESEM (Under the Diagonal) for both instruments*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| DMEE teacher self-report questionnaire on teaching quality – initial version | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1. Orientation | — | .875\*\* | .601\*\* | .718\*\* | .704\*\* | .743\*\* | .735\*\* | — |
| 2. Structuration | -.053 | — | .713\*\* | .781\*\* | .829\*\* | .903\*\* | .858\*\* | — |
| 3. Questioning | .498\*\* | .142\*\* | — | .900\*\* | .756\*\* | .666\*\* | .502\*\* | — |
| 4. Modeling | .468\*\* | .116 | .432\*\* | — | .836\*\* | .697\*\* | .578\*\* | — |
| 5. Application | .539\*\* | -.001 | .516\*\* | .364\*\* | — | .782\*\* | .695\*\* | — |
| 6. Learning environment | -.013 | -.103\*\* | .067 | .084\* | .084\* | — | .856\*\* | — |
| 7. Assessment | .547\*\* | .340\*\* | .400\*\* | .351\*\* | .333\*\* | -.141\*\* | — | — |
| DMEE teacher self-report questionnaire on teaching quality – final version | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1. Orientation | — | .817\*\* | .608\*\* | .731\*\* | .612\*\* | .542\*\* | .556\*\* | .399\*\* |
| 2. Structuration | .337\*\* | — | .734\*\* | .796\*\* | .717\*\* | .585\*\* | .608\*\* | .424\*\* |
| 3. Questioning | .457\*\* | .085 | — | .899\*\* | .761\*\* | .732\*\* | .501\*\* | .400\*\* |
| 4. Modeling | .380\*\* | .025 | .364\*\* | — | .813\*\* | .726\*\* | .577\*\* | .453\*\* |
| 5. Application | .491\*\* | .128\*\* | .493\*\* | .311\*\* | — | .677\*\* | .440\*\* | .366\*\* |
| 6. Learning environment | .297\*\* | .034 | .251\*\* | .237\*\* | .307\*\* | — | .601\*\* | .517\*\* |
| 7. Assessment | .511\*\* | .086 | .392\*\* | .302\*\* | .321\*\* | .325\*\* | — | .901\*\* |
| 8. Differentiation | .142\*\* | .097\*\* | .197\*\* | .100\*\* | .112\*\* | .087\*\* | .447\*\* | — |
| CSS-T | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1. Student Focused Learning & Engagement | — | .882\*\* | .803\*\* | .820\*\* | .793\*\* | .769\*\* | .923\*\* | .854\*\* |
| 2. Instructional Delivery | .593\*\* | — | .814\*\* | .789\*\* | .724\*\* | .775\*\* | .794\*\* | .826\*\* |
| 3. Promotes Student Thinking | .286\*\* | .441\*\* | — | .825\*\* | .651\*\* | .648\*\* | .684\*\* | .720\*\* |
| 4. Academic Performance Feedback | .450\*\* | .570\*\* | .358\*\* | — | .866\*\* | .741\*\* | .782\*\* | .778\*\* |
| 5. Praise | .376\*\* | .409\*\* | .313\*\* | .338\*\* | — | .862\*\* | .868\*\* | .785\*\* |
| 6. Corrective feedback | .526\*\* | .525\*\* | .266\*\* | .431\*\* | .394\*\* | — | .889\*\* | .808\*\* |
| 7. Prevention management | .008 | .016 | .077 | .102 | .061 | .089 | — | .900\*\* |
| 8. Directions/ transitions | .557\*\* | .533\*\* | .377\*\* | .377\*\* | .434\*\* | .497\*\* | -.010 | — |

*Note*. \* *p* ≤ .05; \*\* *p* ≤ .01; CFA: Confirmatory Factor Analysis. ESEM: Exploratory Structural Equation Model.

**Table S4**

*Standardized Factor Loadings (λ) and Uniquenesses (δ) of the Correlated Factors CFA and ESEM Solutions for the initial version of the DMEE teacher self-report questionnaire on teaching quality*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | CFA | | ESEM | | | | | | | |
|  | Items | λ | δ | **1**  (λ) | **2**  (λ) | **3**  (λ) | **4**  (λ) | **5**  (λ) | **6**  (λ) | **7**  (λ) | δ |
| **1. Orientation** | Item 1 | .596\*\* | .645 | **.969\*\*** | .033 | -.036 | -.163\*\* | -.034 | -.044 | -.169\*\* | .367 |
|  | Item 2 | .715\*\* | .488 | **.712\*\*** | -.103\* | .118\*\* | -.166\*\* | .082\* | .043 | .027 | .384 |
|  | Item 3 | .776\*\* | .397 | **.566\*\*** | -.007 | .099\* | .021 | .098\* | .104\*\* | .110\* | .413 |
|  | Item 4 | .541\*\* | .708 | **.656\*\*** | -.246\*\* | -.075 | .094\* | -.014 | -.216\*\* | -.015 | .455 |
|  | Item 5 | .692\*\* | .521 | **.865\*\*** | .031 | -.075 | .083\* | .025 | -.044 | -.156\*\* | .348 |
|  | Item 6 | .770\*\* | .407 | **.649\*\*** | -.042 | -.027 | .124\*\* | -.046 | .260\*\* | .153\*\* | .347 |
|  | Item 7 | .773\*\* | .403 | **.699\*\*** | -.097\* | .000 | .120\* | -.071 | .187\*\* | .119\* | .328 |
|  | Item 8 | .922\*\* | .150 | **.045** | .484\*\* | .066 | .055 | .119\*\* | -.205\*\* | .389\*\* | .261 |
| **2. Structuration** | Item 9 | .568\*\* | .677 | .236\*\* | **-.301\*\*** | .172\*\* | -.045 | .280\*\* | -.081\* | .169\*\* | .525 |
|  | Item 10 | .685\*\* | .531 | .243\*\* | **-.068** | .196\*\* | .191\*\* | .143\*\* | -.042 | .164\*\* | .510 |
|  | Item 11 | .661\*\* | .563 | .226\*\* | **.164\*** | .172\*\* | .211\*\* | .286\*\* | .142\*\* | -.048 | .481 |
|  | Item 12 | .561\*\* | .686 | .207\*\* | **-.434\*\*** | .182\*\* | .031 | .123\*\* | -.266\*\* | .291\*\* | .441 |
|  | Item 13 | .624\*\* | .611 | .220\*\* | **-.354\*\*** | .022 | .325\*\* | .179\*\* | -.148\*\* | .233\*\* | .394 |
|  | Item 14 | .654\*\* | .572 | .235\*\* | **-.265\*\*** | .020 | .429\*\* | .087 | .122\*\* | .143\* | .435 |
|  | Item 15 | .554\*\* | .693 | .301\*\* | **-.400\*\*** | .078 | .103\* | .095 | -.315\*\* | .196\*\* | .457 |
|  | Item 16 | .766\*\* | .414 | .092\* | **.408\*\*** | .046 | .041 | .140\*\* | -.192\*\* | .378\*\* | .350 |
|  | Item 17 | .828\*\* | .314 | .152\*\* | **.487\*\*** | .104\*\* | .091\*\* | -.023 | -.289\*\* | .327\*\* | .228 |
| **3. Questioning** | Item 18 | .756\*\* | .428 | .008 | -.040 | **.732\*\*** | -.031 | .132\*\* | .123\*\* | -.020 | .350 |
|  | Item 19 | .695\*\* | .517 | -.044 | -.031 | **.805\*\*** | -.069\* | .017 | .010 | .041 | .393 |
|  | Item 20 | .466\*\* | .783 | .094 | -.118 | **-.081** | -.001 | .624\*\* | -.192\*\* | -.093 | .591 |
|  | Item 21 | .747\*\* | .441 | .105\* | -.212\*\* | **.686\*\*** | .077 | -.028 | -.060 | .036 | .392 |
|  | Item 22 | .674\*\* | .546 | .224\*\* | -.030 | **-.013** | .342\*\* | .102 | .358\*\* | .115\* | .493 |
|  | Item 23 | .730\*\* | .467 | .031 | -.116 | **.097** | .575\*\* | .139\*\* | .101\* | .040 | .453 |
|  | Item 24 | .666\*\* | .556 | -.044 | .095 | **.300\*\*** | .261\*\* | .127\* | .291\*\* | .100 | .535 |
| **4. Modeling** | Item 25 | .716\*\* | .487 | .207\*\* | -.028 | .460\*\* | **.091\*** | .147\*\* | .103\*\* | -.057 | .474 |
|  | Item 26 | .697\*\* | .514 | .135\* | .252\*\* | .167\*\* | **.166\*\*** | .286\*\* | .215\*\* | .028 | .495 |
|  | Item 27 | .680\*\* | .538 | .215\*\* | .164\*\* | .247\*\* | **.093** | .379\*\* | .051 | -.162\* | .506 |
|  | Item 28 | .718\*\* | .485 | -.001 | -.224\*\* | .351\*\* | **.334\*\*** | .087\* | -.107\*\* | .197\*\* | .471 |
|  | Item 29 | .698\*\* | .513 | .059 | -.201\*\* | .250\*\* | **.642\*\*** | -.051 | .058 | .062 | .323 |
|  | Item 30 | .627\*\* | .606 | .251\*\* | -.083 | -.129\*\* | **.688\*\*** | .049 | .091\* | -.077\* | .383 |
| **5. Application** | Item 31 | .612\*\* | .625 | -.080 | -.056 | .086\* | .102\*\* | **.794\*\*** | .180\*\* | -.070 | .257 |
|  | Item 32 | .523\*\* | .726 | .054 | -.118\*\* | -.121\* | -.219\*\* | **.815\*\*** | -.131\*\* | .109 | .376 |
|  | Item 33 | .635\*\* | .597 | .136\*\* | -.227\*\* | -.072 | -.077 | **.730\*\*** | -.255\*\* | .068 | .314 |
|  | Item 34 | .587\*\* | .655 | .104 | -.009 | .297\*\* | .151\*\* | **.232\*\*** | -.184\*\* | -.033 | .625 |
|  | Item 35 | .668\*\* | .554 | -.044 | .105\*\* | .200\*\* | .139\*\* | **.605\*\*** | .164\*\* | -.057 | .369 |
|  | Item 36 | .690\*\* | .523 | .128\*\* | .059 | .221\*\* | .272\*\* | **.377\*\*** | .002 | -.124\*\* | .465 |
|  | Item 37 | .523\*\* | .727 | .033 | .129 | -.070 | -.099 | **.494\*\*** | .440\*\* | .233\*\* | .473 |
|  | Item 38 | .898\*\* | .193 | .225\*\* | .362\*\* | .135\*\* | .044 | **-.056** | -.304\*\* | .346\*\* | .299 |
| **6. Learning environment** | Item 39 | .662\*\* | .562 | .177\*\* | .251\*\* | .248\*\* | .145\*\* | .097\* | **.483\*\*** | .119\*\* | .313 |
| Item 40 | .690\*\* | .523 | .171\*\* | .284\*\* | .248\*\* | .148\*\* | .037 | **.342\*\*** | .191\*\* | .392 |
| Item 41 | .407\*\* | .834 | .066 | -.002 | .011 | .223\*\* | .096\* | **.228\*\*** | .171\*\* | .762 |
| Item 42 | .731\*\* | .466 | .113 | .146\* | .067 | .073 | .325\*\* | **.348\*\*** | .294\*\* | .395 |
| Item 43 | .816\*\* | .333 | .108\*\* | .394\*\* | .026 | .133\*\* | -.012 | **-.274\*\*** | .402\*\* | .306 |
| Item 44 | .851\*\* | .276 | .113\*\* | .415\*\* | .077\* | .133\*\* | .051 | **-.185\*\*** | .385\*\* | .285 |
| **7. Assessment** | Item 45 | .560\*\* | .686 | .118\* | -.057 | .027 | -.002 | -.002 | .110\*\* | **.528\*\*** | .646 |
|  | Item 46 | .641\*\* | .589 | -.082\* | -.135\*\* | .080\* | -.011 | .139\*\* | .115\*\* | **.687\*\*** | .514 |
|  | Item 47 | .630\*\* | .603 | .025 | .048 | .135\*\* | -.026 | -.016 | .091\*\* | **.585\*\*** | .562 |
|  | Item 48 | .661\*\* | .563 | .103\*\* | -.193\*\* | -.007 | -.157\*\* | .109\*\* | .262\*\* | **.745\*\*** | .393 |
|  | Item 49 | .694\*\* | .518 | .121\*\* | -.223\*\* | .062 | -.169\*\* | -.018 | .209\*\* | **.809\*\*** | .343 |
|  | Item 50 | .628\*\* | .606 | .170\*\* | -.126\*\* | -.060 | -.082\* | -.115\*\* | .065\* | **.758\*\*** | .450 |
|  | Item 51 | .769\*\* | .409 | .135\*\* | .415\*\* | .105\*\* | .059 | -.070\* | -.330\*\* | **.320\*\*** | .342 |
|  | Item 52 | .805\*\* | .353 | .002 | .195\*\* | .13\*\* | .117\*\* | .010 | -.085\* | **.579\*\*** | .358 |
|  | Item 53 | .786\*\* | .382 | -.172\*\* | .104\*\* | .034 | .226\*\* | .158\*\* | -.178\*\* | **.634\*\*** | .342 |
|  | Item 54 | .527\*\* | .722 | .088 | -.065 | -.024 | .083 | .005 | -.248\*\* | **.451\*\*** | .644 |
|  | Item 55 | .809\*\* | .346 | -.050 | .179\*\* | -.008 | .208\*\* | .089\*\* | -.190\*\* | **.593\*\*** | .334 |

*Note*. \* *p* ≤ .05; \*\* *p* ≤ .01; CFA: Confirmatory Factor Analysis. ESEM: Exploratory Structural Equation Model. Target factor loadings are marked in bold.

**Table S5**

*Standardized Factor Loadings (λ) and Uniquenesses (δ) of the Correlated Factors CFA and ESEM Solutions for the final version of the DMEE teacher self-report questionnaire on teaching quality*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | CFA | |  | ESEM | | | | | | | |
|  | Items | λ | δ | **1**  (λ) | **2**  (λ) | **3**  (λ) | **4**  (λ) | **5**  (λ) | **6**  (λ) | **7**  (λ) | **8**  (λ) | δ |
| **1. Orientation** | Item 1 | .679\*\* | .539 | **.913\*\*** | -.046 | -.039 | -.105\* | -.010 | -.134\*\* | -.069 | .073\* | .365 |
|  | Item 2 | .773\*\* | .402 | **.677\*\*** | .068 | .113\*\* | -.151\*\* | .076 | .009 | .071 | -.038 | .379 |
|  | Item 3 | .841\*\* | .292 | **.525\*\*** | .005 | .076 | .034 | .101\* | .060 | .156\*\* | .030 | .413 |
|  | Item 4 | .635\*\* | .597 | **.611\*\*** | .299\*\* | -.075 | .079\* | -.019 | -.156\*\* | .008 | .013 | .453 |
|  | Item 5 | .775\*\* | .399 | **.824\*\*** | -.019 | -.092\* | .135\*\* | .044 | -.111\*\* | -.064 | .107\*\* | .329 |
|  | Item 6 | .824\*\* | .321 | **.622\*\*** | .041 | .017 | .079 | -.132\*\* | .371\*\* | .058 | -.004 | .299 |
|  | Item 7 | .826\*\* | .318 | **.671\*\*** | .085\* | .036 | .091 | -.137\* | .258\*\* | .047 | -.014 | .306 |
| **2. Structuration** | Item 9 | .670\*\* | .278 | .185\*\* | **.277\*\*** | .142\*\* | -.035 | .314\*\* | -.147\*\* | .249\*\* | -.143\*\* | .499 |
|  | Item 10 | .760\*\* | .551 | .198\*\* | **.162\*\*** | .154\*\* | .160\*\* | .158\*\* | .027 | .164\* | .099 | .508 |
|  | Item 11 | .734\*\* | .422 | .210\*\* | **-.105** | .147\*\* | .219\*\* | .283\*\* | .146\*\* | -.027 | .136\* | .479 |
|  | Item 12 | .666\*\* | .461 | .137\*\* | **.553\*\*** | .152\*\* | -.051 | .129\*\* | -.093\*\* | .249\*\* | -.057 | .398 |
|  | Item 13 | .751\*\* | .556 | .185\*\* | **.439\*\*** | .007 | .259\*\* | .152\*\* | -.011 | .198\*\* | -.039 | .389 |
|  | Item 14 | .731\*\* | .436 | .215\*\* | **.212\*\*** | .002 | .408\*\* | .085 | .093\* | .184\*\* | -.168\*\* | .432 |
|  | Item 15 | .622\*\* | .466 | .246\*\* | **.520\*\*** | .048 | .036 | .086 | -.114\*\* | .147\* | -.001 | .451 |
| **3. Questioning** | Item 18 | .760\*\* | .613 | .016 | -.033 | **.700\*\*** | .011 | .129\*\* | .079\*\* | .020 | -.047\* | .348 |
|  | Item 19 | .689\*\* | .350 | -.047 | .037 | **.760\*\*** | -.052 | .019 | .064 | .024 | .054 | .399 |
|  | Item 20 | .478\*\* | .258 | .095 | .305\*\* | **-.023** | -.081 | .502\*\* | .119 | -.234\*\* | .107 | .572 |
|  | Item 21 | .754\*\* | .422 | .107\*\* | .234\*\* | **.674\*\*** | .049 | -.070\* | .081\*\* | -.018 | -.008 | .371 |
|  | Item 22 | .678\*\* | .526 | .206\*\* | -.053 | **-.025** | .331\*\* | .102 | .287\*\* | .149\*\* | -.135\*\* | .494 |
|  | Item 23 | .720\*\* | .771 | .030 | .118\* | **.060** | .556\*\* | .144\*\* | .097 | .078 | -.043 | .448 |
|  | Item 24 | .657\*\* | .432 | -.063 | -.117 | **.265\*\*** | .262\*\* | .139\* | .269\*\* | .114 | -.002 | .531 |
| **4. Modeling** | Item 25 | .720\*\* | .540 | .232\*\* | -.075\* | .454\*\* | **.162\*\*** | .108\*\* | -.012 | .035 | -.042 | .445 |
|  | Item 26 | .683\*\* | .481 | .162\*\* | -.299\*\* | .113\*\* | **.229\*\*** | .289\*\* | .048 | .149\*\* | .104\* | .448 |
|  | Item 27 | .672\*\* | .569 | .246\*\* | -.185\*\* | .194\*\* | **.158\*** | .405\*\* | -.124\*\* | -.010 | .089 | .460 |
|  | Item 28 | .719\*\* | .482 | -.009 | .336\*\* | .336\*\* | **.266\*\*** | .034 | .105\*\* | .103\*\* | .063 | .461 |
|  | Item 29 | .705\*\* | .533 | .066 | .205\*\* | .239\*\* | **.622\*\*** | -.103\*\* | .144\*\* | .042 | -.036 | .298 |
|  | Item 30 | .627\*\* | .549 | .234\*\* | .126\* | -.142\*\* | **.643\*\*** | .045 | .150\*\* | -.066 | .004 | .386 |
| **5. Application** | Item 31 | .730\*\* | .483 | -.066 | .005 | .082\* | .140\*\* | **.779\*\*** | .045 | .032 | -.152\*\* | .254 |
|  | Item 32 | .599\*\* | .503 | .044 | .316\*\* | -.056 | -.309\*\* | **.654\*\*** | .207\*\* | -.061 | .088 | .356 |
|  | Item 33 | .715\*\* | .607 | .125\*\* | .489\*\* | -.003 | -.202\*\* | **.547\*\*** | .237\*\* | -.180\*\* | .141\*\* | .225 |
|  | Item 34 | .652\*\* | .468 | .086 | .093 | .231\*\* | .182\*\* | **.285\*\*** | -.244\*\* | .066 | .136\* | .580 |
|  | Item 35 | .778\*\* | .641 | -.024 | -.188\*\* | .180\*\* | .238\*\* | **.601\*\*** | -.053 | .089\* | -.018 | .316 |
|  | Item 36 | .787\*\* | .489 | .129\*\* | .000 | .203\*\* | .298\*\* | **.358\*\*** | -.012 | -.068 | .108\*\* | .461 |
|  | Item 37 | .588\*\* | .574 | .039 | -.232\*\* | -.085 | -.080 | **.491\*\*** | .262\*\* | .294\*\* | -.133\* | .470 |
| **6. Learning environment** | Item 39 | .805\*\* | .394 | .130\*\* | -.193\*\* | .204\*\* | .060 | .152\*\* | **.546\*\*** | .049 | .061\* | .300 |
| Item 40 | .828\*\* | .381 | .110\*\* | -.100\*\* | .210\*\* | .009 | .068 | **.572\*\*** | .034 | .225\*\* | .320 |
| Item 41 | .506\*\* | .654 | .030 | .107\*\* | -.004 | .113\*\* | .070 | **.445\*\*** | .053 | .004 | .678 |
| Item 42 | .858\*\* | .308 | .080 | -.125\* | .043 | .051 | .318\*\* | **.333\*\*** | .275\*\* | .033 | .390 |
| **7. Assessment** | Item 45 | .561\*\* | .351 | .095\* | .048 | .007 | -.013 | -.018 | .080 | **.500\*\*** | .019 | .645 |
|  | Item 46 | .643\*\* | .315 | -.089\* | .097\*\* | .063 | -.009 | .097\* | .051 | **.663\*\*** | -.037 | .514 |
|  | Item 47 | .638\*\* | .744 | -.004 | .017 | .107\*\* | -.056 | -.039 | .138\*\* | **.512\*\*** | .141\*\* | .560 |
|  | Item 48 | .664\*\* | .263 | .092\*\* | .033 | -.021 | -.122\*\* | .075\* | .080\* | **.769\*\*** | -.194\*\* | .392 |
|  | Item 49 | .697\*\* | .323 | .127\*\* | .027 | .052 | -.113\*\* | -.062 | -.003 | **.837\*\*** | -.178\*\* | .328 |
|  | Item 50 | .632\*\* | .266 | .145\*\* | .100\*\* | -.081\* | -.085\* | -.142\*\* | .012 | **.715\*\*** | .017 | .449 |
|  | Item 51 | .761\*\* | .685 | .079\* | -.014 | .062\* | -.004 | -.085\*\* | -.029 | **.156\*\*** | .709\*\* | .342 |
|  | Item 52 | .802\*\* | .586 | -.037 | .032 | .090\*\* | .065\* | -.018 | .079\*\* | **.455\*\*** | .412\*\* | .358 |
|  | Item 53 | .784\*\* | .593 | -.187\*\* | .118\*\* | -.001 | .178\*\* | .117\*\* | -.041 | **.524\*\*** | .391\*\* | .339 |
|  | Item 54 | .534\*\* | .559 | .071 | .202\*\* | -.042 | .054 | -.017 | -.161\*\* | **.387\*\*** | .233\*\* | .640 |
|  | Item 55 | .804\*\* | .514 | -.088\* | .098\*\* | -.053 | .143\*\* | .071\* | -.008 | **.467\*\*** | .465\*\* | .332 |
| **8. Differentiation** | Item 8 | .850\*\* | .600 | -.015 | -.077\*\* | .017 | -.016 | .106\*\* | .074\*\* | .229\*\* | **.696\*\*** | .260 |
|  | Item 16 | .806\*\* | .421 | .028 | -.025 | .005 | -.030 | .117\*\* | .080\*\* | .230\*\* | **.621\*\*** | .350 |
|  | Item 17 | .861\*\* | .357 | .083\*\* | -.035 | .057\* | .011 | -.044 | .060\*\* | .144\*\* | **.765\*\*** | .227 |
|  | Item 38 | .832\*\* | .385 | .166\*\* | .007 | .092\*\* | -.014 | -.070\* | -.034 | .198\*\* | **.662\*\*** | .297 |
|  | Item 43 | .823\*\* | .715 | .041 | .027 | -.018 | .048 | -.037 | .054\* | .224\*\* | **.685\*\*** | .304 |
|  | Item 44 | .857\*\* | .354 | .051 | -.032 | .032 | .063\* | .027 | .097\*\* | .228\*\* | **.646\*\*** | .285 |

*Note*. \* *p* ≤ .05; \*\* *p* ≤ .01; CFA: Confirmatory Factor Analysis. ESEM: Exploratory Structural Equation Model. Target factor loadings are marked in bold.

**Table S6**

*Standardized Factor Loadings (λ) and Uniquenesses (δ) of the bifactor ESEM solution for the final version of the DMEE teacher self-report questionnaire on teaching quality*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Items | **G**  (λ) | **S-1**  (λ) | **S-2**  (λ) | **S-3**  (λ) | **S-4**  (λ) | **S-5**  (λ) | **S-6**  (λ) | **S-7**  (λ) | **S-8**  (λ) | δ |
| **1. Orientation** | Item 1 | **.484\*\*** | **.594\*\*** | .133\*\* | -.019 | -.167\*\* | -.013 | -.087\* | -.020 | .009 | .359 |
|  | Item 2 | **.588\*\*** | **.473\*\*** | .100\*\* | .108\*\* | -.088\* | .131\*\* | -.019 | .094\* | -.092\* | .366 |
|  | Item 3 | **.690\*\*** | **.314\*\*** | .042 | .011 | -.047 | .033 | .024 | .092\* | -.027 | .410 |
|  | Item 4 | **.426\*\*** | **.478\*\*** | .287\*\* | -.043 | .114\*\* | .071 | -.194\*\* | .037 | -.024 | .448 |
|  | Item 5 | **.612\*\*** | **.497\*\*** | .111\*\* | -.121\*\* | -.043 | -.059 | -.120\*\* | -.073\* | .012 | .326 |
|  | Item 6 | **.646\*\*** | **.419\*\*** | -.027 | -.033 | .165\*\* | .007 | .244\*\* | .114\*\* | -.080\* | .299 |
|  | Item 7 | **.643\*\*** | **.478\*\*** | -.012 | .003 | .196\*\* | .018 | .132\*\* | .113\* | -.096\*\* | .280 |
| **2. Structuration** | Item 9 | **.569\*\*** | .066\* | **.417\*\*** | .034 | -.166\*\* | .059 | -.096\*\* | .019 | -.119\*\* | .442 |
|  | Item 10 | **.673\*\*** | .088\* | **.182\*\*** | .030 | .024 | .017 | .002 | .022 | .066 | .500 |
|  | Item 11 | **.700\*\*** | .006 | **-.063** | -.012 | -.052 | .022 | .085\* | -.146\*\* | .022 | .474 |
|  | Item 12 | **.489\*\*** | .111\*\* | **.665\*\*** | .093\*\* | .037 | .081\* | -.043 | .093\*\* | .014 | .279 |
|  | Item 13 | **.625\*\*** | .160\*\* | **.315\*\*** | -.058\* | .230\*\* | .114\*\* | -.118\*\* | .079\*\* | -.065\*\* | .391 |
|  | Item 14 | **.650\*\*** | .108\*\* | **.175\*\*** | -.134\*\* | .205\*\* | -.064 | .005 | -.006 | -.202\*\* | .430 |
|  | Item 15 | **.446\*\*** | .235\*\* | **.546\*\*** | .015 | .068 | .103\* | -.058 | .031 | .048 | .426 |
| **3. Questioning** | Item 18 | **.651\*\*** | -.107\*\* | .006 | **.432\*\*** | -.097\*\* | -.050 | .068\*\* | -.114\*\* | -.104\*\* | .338 |
|  | Item 19 | **.564\*\*** | -.110\*\* | .024 | **.511\*\*** | -.040 | -.038 | .044 | -.043 | .013 | .401 |
|  | Item 20 | **.349\*\*** | .102\* | .114\* | **.034** | .079 | .524\*\* | -.047 | -.127 | -.021 | .554 |
|  | Item 21 | **.597\*\*** | .097\*\* | .080\*\* | **.492\*\*** | .164\*\* | .060 | -.002 | -.011 | -.061\*\* | .351 |
|  | Item 22 | **.618\*\*** | .041 | -.002 | **-.178\*\*** | .064 | -.112\* | .228\*\* | -.040 | -.182\*\* | .481 |
|  | Item 23 | **.657\*\*** | -.088\* | .073 | **-.141\*\*** | .228\*\* | -.122\*\* | -.003 | -.136\*\* | -.113\* | .437 |
|  | Item 24 | **.613\*\*** | -.203\*\* | .018 | **.017** | -.063 | -.169\*\* | .273\*\* | -.119\* | -.037 | .460 |
| **4. Modeling** | Item 25 | **.674\*\*** | .079\*\* | -.133\*\* | .261\*\* | **.004** | -.010 | -.087\*\* | -.048 | -.139\*\* | .424 |
|  | Item 26 | **.682\*\*** | -.071 | -.250\*\* | -.053 | **-.121\*** | -.059 | -.004 | -.024 | .001 | .446 |
|  | Item 27 | **.663\*\*** | .013 | -.151\*\* | .049 | **-.150\*\*** | .073 | -.171\*\* | -.137\*\* | -.041 | .458 |
|  | Item 28 | **.627\*\*** | .029 | .093\*\* | .198\*\* | **.315\*\*** | .113\*\* | -.052 | .065\*\* | .004 | .439 |
|  | Item 29 | **.681\*\*** | .001 | -.004 | .015 | **.469\*\*** | -.160\*\* | -.041 | -.070\* | -.131\*\* | .267 |
|  | Item 30 | **.590\*\*** | .074\* | .087\* | -.285\*\* | **.326\*\*** | -.152\*\* | .034 | -.205\*\* | -.093 | .376 |
| **5. Application** | Item 31 | **.670\*\*** | -.170\*\* | -.058 | -.046 | -.140\*\* | **.376\*\*** | -.064 | -.176\*\* | -.281\*\* | .242 |
|  | Item 32 | **.398\*\*** | .103\*\* | .107\*\* | .045 | -.066 | **.684\*\*** | .072 | .017 | -.006 | .340 |
|  | Item 33 | **.471\*\*** | .176\*\* | .256\*\* | .077\* | .109\* | **.669\*\*** | .051 | -.039 | .021 | .212 |
|  | Item 34 | **.563\*\*** | -.030 | .162\*\* | .089\* | -.087 | **.007** | -.222\*\* | -.112\* | .090\* | .570 |
|  | Item 35 | **.717\*\*** | -.211\*\* | -.139\*\* | -.017 | -.187\*\* | **.107** | -.096\*\* | -.170\*\* | -.131\*\* | .320 |
|  | Item 36 | **.688\*\*** | -.019 | -.072\* | .047 | .042 | **.116\*\*** | -.114\*\* | -.176\*\* | -.027 | .459 |
|  | Item 37 | **.519\*\*** | -.090 | -.191\*\* | -.140\*\* | -.254\*\* | **.205\*** | .223\*\* | .112 | -.176\*\* | .467 |
| **6. Learning environment** | Item 39 | **.672\*\*** | -.037 | -.166\*\* | .041 | -.043 | .018 | **.468\*\*** | -.031 | -.022 | .295 |
| Item 40 | **.640\*\*** | -.018 | -.096\*\* | .077\*\* | .010 | .029 | **.495\*\*** | .015 | .155\*\* | .305 |
| Item 41 | **.410\*\*** | .009 | .016 | -.064\* | .159\*\* | .099\* | **.340\*\*** | .027 | -.035 | .675 |
| Item 42 | **.695\*\*** | -.058 | -.076 | -.075 | -.135\* | .084 | **.285\*\*** | .098 | -.010 | .386 |
| **7. Assessment** | Item 45 | **.448\*\*** | .079\* | .034 | -.021 | -.020 | -.024 | .079\* | **.366\*\*** | .076\*\* | .645 |
|  | Item 46 | **.524\*\*** | -.034 | .002 | .019 | -.010 | .067 | .019 | **.468\*\*** | .032 | .499 |
|  | Item 47 | **.475\*\*** | -.006 | -.010 | .055 | -.029 | -.034 | .127\*\* | **.397\*\*** | .194\*\* | .558 |
|  | Item 48 | **.538\*\*** | .048 | .095\*\* | -.066\* | -.151\*\* | -.035 | .102\*\* | **.513\*\*** | -.086\*\* | .390 |
|  | Item 49 | **.532\*\*** | .087\*\* | .085\*\* | -.003 | -.127\*\* | -.126\*\* | .035 | **.583\*\*** | -.049\* | .327 |
|  | Item 50 | **.413\*\*** | .125\*\* | .138\*\* | -.080\* | -.038 | -.119\*\* | .035 | **.554\*\*** | .133\*\* | .447 |
|  | Item 51 | **.380\*\*** | .003 | -.014 | .043 | -.001 | -.078\* | -.052 | **.214\*\*** | .676\*\* | .342 |
|  | Item 52 | **.565\*\*** | -.047 | -.044 | .029 | .040 | -.043 | .034 | **.367\*\*** | .423\*\* | .358 |
|  | Item 53 | **.554\*\*** | -.096\*\* | -.095\*\* | -.023 | .120\*\* | .080\*\* | -.120\*\* | **.399\*\*** | .402\*\* | .318 |
|  | Item 54 | **.332\*\*** | .174\*\* | .014 | .037 | .130\*\* | .117\*\* | -.215\*\* | **.371\*\*** | .263\*\* | .574 |
|  | Item 55 | **.536\*\*** | -.057\* | -.024 | -.065\* | .081\*\* | .024 | -.065\* | **.368\*\*** | .473\*\* | .334 |
| **8. Differentiation** | Item 8 | **.493\*\*** | -.095\*\* | -.072\*\* | -.015 | -.074\*\* | .014 | .043\* | .226\*\* | **.652\*\*** | .259 |
|  | Item 16 | **.503\*\*** | -.055\* | -.020 | -.022 | -.065\*\* | .036 | .040 | .223\*\* | **.580\*\*** | .350 |
|  | Item 17 | **.472\*\*** | -.037 | .003 | .010 | -.016 | -.088\*\* | .021 | .191\*\* | **.712\*\*** | .224 |
|  | Item 38 | **.478\*\*** | .098\*\* | -.032 | .082\*\* | .003 | -.025 | -.058\* | .248\*\* | **.633\*\*** | .288 |
|  | Item 43 | **.454\*\*** | -.044 | .031 | -.050\* | .027 | -.079\* | .000 | .242\*\* | **.651\*\*** | .299 |
|  | Item 44 | **.556\*\*** | -.075\*\* | -.005 | -.042 | -.013 | -.082\*\* | .037 | .211\*\* | **.595\*\*** | .277 |

*Note*. \* *p* ≤ .05; \*\* *p* ≤ .01; Target factor loadings are marked in bold.

**Table S7**

*Standardized Factor Loadings (λ) and Uniquenesses (δ) of the Correlated Factors CFA and ESEM Solutions for the CSS-T*

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | CFA | |  | ESEM | | | | | | | |
|  | Items | λ | δ | **1**  (λ) | **2**  (λ) | **3**  (λ) | **4**  (λ) | **5**  (λ) | **6**  (λ) | **7**  (λ) | **8**  (λ) | δ |
| **1. Student Focused Learning & Engagement** | Item 1 | .582\*\* | .661 | **.857\*\*** | -.046 | -.069 | -.020 | -.085\* | .068 | .000 | -.014 | .346 |
| Item 2 | .623\*\* | .611 | **.554\*\*** | .151\*\* | .094\* | .044 | .069 | -.041 | .252\*\* | -.116\* | .489 |
| Item 3 | .626\*\* | .608 | **.171\*\*** | .028 | .540\*\* | .013 | .058 | .242\*\* | .076 | -.170\*\* | .486 |
| Item 4 | .811\*\* | .342 | **.584\*\*** | .226\*\* | -.045 | .136\*\* | .112\* | -.075 | -.179\*\* | .071 | .234 |
| Item 5 | .786\*\* | .383 | **.250\*\*** | .020 | .313\*\* | .118\*\* | .071 | -.061 | -.042 | .344\*\* | .375 |
| Item 6 | .822\*\* | .324 | **.340\*\*** | .047 | .120\*\* | .136\*\* | .097\*\* | .054 | .032 | .277\*\* | .360 |
| Item 7 | .726\*\* | .473 | **.311\*\*** | .215\*\* | .287\*\* | -.039 | .075 | .029 | .054 | .071 | .475 |
| **2. Instructional Delivery** | Item 8 | .814\*\* | .338 | .170\*\* | **.725\*\*** | -.076\* | .012 | -.040 | .092\* | -.199\*\* | .010 | .232 |
| Item 9 | .625\*\* | .609 | .149\*\* | **.452\*\*** | .141\*\* | .174\*\* | -.098\* | .007 | -.099\* | -.088 | .557 |
| Item 10 | .809\*\* | .346 | -.205\*\* | **.531\*\*** | .330\*\* | -.012 | .076 | .045 | .269\*\* | .206\*\* | .241 |
| Item 11 | .799\*\* | .362 | -.034 | **.912\*\*** | -.131\*\* | .108\*\* | -.113\*\* | .099\*\* | -.068 | -.007 | .156 |
| Item 12 | .860\*\* | .261 | .133\*\* | **.424\*\*** | .283\*\* | -.062 | .160\*\* | -.065 | .050 | .202\*\* | .288 |
| Item 13 | .740\*\* | .452 | .093 | **.331\*\*** | .147\*\* | -.067 | .050 | .065 | .224\*\* | .265\*\* | .453 |
| Item 14 | .852\*\* | .274 | .152\*\* | **.285\*\*** | .244\*\* | -.009 | .007 | .015 | .113\* | .35\*\* | .321 |
| **3. Promotes Student Thinking** | Item 15 | .799\*\* | .362 | .083\* | .167\*\* | **.654\*\*** | .288\*\* | -.108\*\* | .095\*\* | -.083 | -.177\*\* | .241 |
| Item 16 | .853\*\* | .273 | .041 | .294\*\* | **.530\*\*** | .230\*\* | -.141\*\* | .078\*\* | .096\* | -.019 | .260 |
| Item 17 | .933\*\* | .130 | .249\*\* | .040 | **.381\*\*** | .067 | .130\*\* | .034 | -.063 | .300\*\* | .236 |
| Item 18 | .843\*\* | .290 | .222\*\* | .222\*\* | **.410\*\*** | .003 | .094\*\* | .149\*\* | .062 | -.034 | .361 |
| Item 19 | .858\*\* | .265 | .217\*\* | .136\*\* | **.501\*\*** | -.014 | .164\*\* | .048 | .019 | .063 | .310 |
| Item 20 | .830\*\* | .311 | .003 | .126\*\* | **.712\*\*** | .291\*\* | -.114\*\* | .047 | .040 | -.039 | .181 |
| **4. Academic Performance Feedback** | Item 21 | .779\*\* | .393 | -.005 | .076\* | .095\*\* | **.606\*\*** | .122\*\* | .140\*\* | .070 | -.046 | .339 |
| Item 22 | .806\*\* | .350 | .164\*\* | .288\*\* | .081 | **.201\*** | .300\*\* | -.044 | -.281\*\* | .072 | .314 |
| Item 23 | .750\*\* | .438 | -.111\* | -.078 | .465\*\* | **.334\*\*** | .228\*\* | .069 | -.222\*\* | .188\*\* | .308 |
| Item 24 | .814\*\* | .338 | .075\* | -.020 | -.001 | **.725\*\*** | .107\*\* | .063 | .120 | .071 | .223 |
| Item 25 | .748\*\* | .440 | .028 | .105 | .135 | **.334\*\*** | .095 | -.037 | -.376\*\* | .339\*\* | .326 |
| Item 26 | .832\*\* | .308 | .098\*\* | .110\*\* | .188\*\* | **.508\*\*** | .121\*\* | -.058 | .146\*\* | .083\* | .306 |
| **5. Praise** | Item 27 | .796\*\* | .367 | .132\*\* | .034 | -.030 | .334\*\* | **.319\*\*** | .085\* | .273\*\* | .086\* | .367 |
| Item 28 | .790\*\* | .376 | .109\*\* | -.022 | -.128\*\* | .349\*\* | **.549\*\*** | .129\*\* | .127\* | .004 | .290 |
| Item 29 | .823\*\* | .323 | .157\*\* | .107\* | .058 | .039 | **.278\*\*** | .316\*\* | -.210\*\* | .106\*\* | .357 |
| Item 30 | .680\*\* | .537 | -.036 | .105\*\* | -.051 | .235\*\* | **.611\*\*** | .068\* | .110 | -.072\* | .411 |
| Item 31 | .899\*\* | .192 | .283\*\* | .046 | -.019 | .150\* | **.275\*\*** | .257\*\* | -.201\*\* | .150\*\* | .247 |
| **6. Corrective Feedback** | Item 32 | .766\*\* | .412 | .004 | .267\*\* | -.001 | .031 | .342\*\* | **.216\*\*** | -.058 | .096\* | .460 |
| Item 33 | .613\*\* | .625 | -.152\*\* | .165\*\* | -.039 | .025 | .452\*\* | **.297\*\*** | .161 | .000 | .526 |
| Item 34 | .683\*\* | .533 | -.089 | -.043 | .052 | .032 | -.020 | **.802\*\*** | -.019 | .096 | .351 |
| Item 35 | .639\*\* | .592 | -.027 | -.057 | .002 | .025 | -.224\*\* | **.956\*\*** | -.041 | .075 | .200 |
| Item 36 | .753\*\* | .433 | .080 | .012 | .224\*\* | .036 | .072 | **.304\*\*** | .280\*\* | .182\*\* | .452 |
| Item 37 | .718\*\* | .484 | .078\* | .236\*\* | -.053 | -.058 | .235\*\* | **.491\*\*** | -.025 | -.059 | .443 |
| **7. Prevention management** | Item 38 | .561\*\* | .685 | .093\* | .053 | -.002 | -.103\* | .221\*\* | .338\*\* | **.286\*\*** | .092 | .569 |
| Item 39 | .459\*\* | .789 | .126\* | .055 | -.044 | -.058 | .205\*\* | .217\*\* | **-.110** | .109 | .742 |
| Item 40 | .834\*\* | .304 | .289\*\* | -.065 | .093\* | .211\*\* | .225\*\* | .165\*\* | **-.039** | .197\*\* | .349 |
| Item 41 | .651\*\* | .576 | .234\*\* | .046 | .060 | -.013 | .303\*\* | .039 | **.227\*** | .165\*\* | .535 |
| Item 42 | .629\*\* | .605 | .372\*\* | .038 | -.028 | .004 | -.002 | .210\*\* | **.032** | .176\*\* | .571 |
| **8. Directives/**  **transitions** | Item 43 | .587\*\* | .656 | .135\*\* | .185\*\* | -.277\*\* | .094\* | -.241\*\* | .092\* | .087 | **.601\*\*** | .426 |
| Item 44 | .741\*\* | .450 | .002 | .155\*\* | .105\*\* | .013 | .074 | .104\* | -.175\*\* | **.501\*\*** | .399 |
| Item 45 | .655\*\* | .571 | -.065 | .182\*\* | -.105\*\* | .211\*\* | -.082 | .088\* | .061 | **.520\*\*** | .512 |
| Item 46 | .854\*\* | .271 | .124\*\* | .146\*\* | -.042 | .223\*\* | .116\*\* | .048 | .067\* | **.427\*\*** | .323 |
| Item 47 | .723\*\* | .477 | .144\*\* | .162\*\* | -.022 | .156\*\* | -.035 | .139\*\* | .167\*\* | **.304\*\*** | .497 |
| Item 48 | .812\*\* | .341 | -.052 | .090\* | .109\*\* | .003 | .156\*\* | .091\* | -.078 | **.659\*\*** | .242 |
| Item 49 | .801\*\* | .358 | .184\*\* | .056 | .008 | .040 | .030 | .187\*\* | .050 | **.486\*\*** | .349 |

*Note*. \* *p* ≤ .05; \*\* *p* ≤ .01; CFA: Confirmatory Factor Analysis. ESEM: Exploratory Structural Equation Model. Target factor loadings are marked in bold.

**Table S8**

*Standardized Factor Loadings (λ) and Uniquenesses (δ) of the bifactor ESEM Solutions for the CSS-T*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Items | **G**  (λ) | **S-1**  (λ) | **S-2**  (λ) | **S-3**  (λ) | **S-4**  (λ) | **S-5**  (λ) | **S-6**  (λ) | **S-7**  (λ) | **S-8**  (λ) | δ |
| **1. Student Focused Learning & Engagement** | Item 1 | **.526\*\*** | **.592\*\*** | .005 | -.091\*\* | -.055 | -.079\*\* | .058 | .028 | .066\* | .347 |
| Item 2 | **.560\*\*** | **.354\*\*** | .053 | .117\*\* | -.077 | .201\*\* | -.042 | .062 | -.014 | .492 |
| Item 3 | **.568\*\*** | **.017** | -.060 | .375\*\* | -.065 | .017 | .105\* | -.002 | -.180\*\* | .485 |
| Item 4 | **.747\*\*** | **.362\*\*** | .138\*\* | -.131\*\* | .129\*\* | -.138\*\* | -.111\*\* | .064 | -.004 | .223 |
| Item 5 | **.748\*\*** | **.029** | -.093\* | .117\*\* | -.010 | -.111\* | -.131\*\* | -.126\*\* | .098\* | .362 |
| Item 6 | **.775\*\*** | **.148\*\*** | -.042 | .009 | .012 | -.006 | -.017 | -.022 | .120\*\* | .360 |
| Item 7 | **.689\*\*** | **.106\*** | .048 | .147\*\* | -.130\*\* | -.011 | -.048 | -.079 | -.026 | .464 |
| **2. Instructional Delivery** | Item 8 | **.697\*\*** | .127\*\* | **.481\*\*** | -.062 | .071\* | -.169\*\* | .028 | .050 | .010 | .226 |
| Item 9 | **.535\*\*** | .106\*\* | **.312\*\*** | .155\*\* | .106\*\* | -.062\* | -.010 | -.108\*\* | -.038 | .553 |
| Item 10 | **.719\*\*** | -.229\*\* | **.187\*\*** | .306\*\* | -.133\*\* | .165\*\* | -.045 | .052 | .094\* | .244 |
| Item 11 | **.672\*\*** | .037 | **.605\*\*** | .007 | .083\* | -.018 | .068\* | -.022 | .068\* | .164 |
| Item 12 | **.797\*\*** | -.033 | **.129\*\*** | .142\*\* | -.104\*\* | -.028 | -.152\*\* | .073 | .017 | .287 |
| Item 13 | **.686\*\*** | -.031 | **.092** | .094\* | -.227\*\* | .122\* | -.001 | -.103 | .140\*\* | .415 |
| Item 14 | **.780\*\*** | .001 | **.063** | .145\*\* | -.131\*\* | -.013 | -.060\* | -.065 | .172\*\* | .312 |
| **3. Promotes Student Thinking** | Item 15 | **.623\*\*** | -.004 | .088\*\* | **.542\*\*** | .183\*\* | -.097\*\* | -.002 | -.059\* | -.150\*\* | .241 |
| Item 16 | **.678\*\*** | -.019 | .141\*\* | **.500\*\*** | .072\*\* | .023 | .006 | -.066\* | .002 | .260 |
| Item 17 | **.836\*\*** | .041 | -.103\*\* | **.157\*\*** | .014 | -.151\*\* | -.089\*\* | .095\* | .046 | .222 |
| Item 18 | **.739\*\*** | .064 | .046 | **.271\*\*** | -.059\* | -.004 | .027 | .071 | -.098\*\* | .355 |
| Item 19 | **.767\*\*** | -.003 | -.050 | **.270\*\*** | -.087\*\* | -.051 | -.075\* | .003 | -.110\*\* | .308 |
| Item 20 | **.639\*\*** | -.073\*\* | .024 | **.618\*\*** | .146\*\* | -.031 | -.050\* | -.020 | -.052\* | .176 |
| **4. Academic Performance Feedback** | Item 21 | **.636\*\*** | .021 | .078\*\* | .174\*\* | **.430\*\*** | .250\*\* | .079\* | .064 | .025 | .300 |
| Item 22 | **.755\*\*** | .003 | .131\*\* | -.109\* | **.186\*\*** | -.126\* | -.128\*\* | -.047 | -.127\*\* | .316 |
| Item 23 | **.694\*\*** | -.216\*\* | -.144\*\* | .208\*\* | **.265\*\*** | -.147\*\* | -.070\* | .013 | -.092\* | .302 |
| Item 24 | **.683\*\*** | .074\*\* | .021 | .096\*\* | **.402\*\*** | .316\*\* | .057 | -.130\*\* | .100\* | .227 |
| Item 25 | **.683\*\*** | -.048 | .041 | -.030 | **.330\*\*** | -.301\*\* | -.110\* | .037 | .062 | .312 |
| Item 26 | **.718\*\*** | .029 | .034 | .206\*\* | **.243\*\*** | .243\*\* | -.067\* | -.091\* | .050 | .307 |
| **5. Praise** | Item 27 | **.691\*\*** | .042 | -.061\* | -.033 | .069 | **.403\*\*** | .053 | -.072 | .022 | .340 |
| Item 28 | **.691\*\*** | .004 | -.095\*\* | -.193\*\* | .197\*\* | **.354\*\*** | .038 | .109\*\* | -.100\*\* | .289 |
| Item 29 | **.758\*\*** | -.011 | .007 | -.175\*\* | .013 | **-.105** | .146\*\* | -.098\* | -.105\*\* | .342 |
| Item 30 | **.602\*\*** | -.127\*\* | -.048 | -.158\*\* | .120\*\* | **.343\*\*** | -.020 | .082\*\* | -.204\*\* | .413 |
| Item 31 | **.821\*\*** | .090\*\* | -.016 | -.237\*\* | .069 | **-.076** | .114\*\* | -.188\*\* | -.055 | .200 |
| **6. Corrective Feedback** | Item 32 | **.708\*\*** | -.100\*\* | .073\* | -.162\*\* | -.026 | .045 | **.092\*** | -.027 | -.107\*\* | .434 |
| Item 33 | **.535\*\*** | -.178\*\* | -.007 | -.109\*\* | -.002 | .268\*\* | **.140\*** | .220\*\* | -.101\* | .520 |
| Item 34 | **.567\*\*** | -.059 | -.029 | -.021 | -.006 | -.025 | **.563\*\*** | .015 | .060 | .352 |
| Item 35 | **.511\*\*** | .049 | .022 | .000 | .003 | -.098\*\* | **.718\*\*** | .022 | .130\*\* | .193 |
| Item 36 | **.646\*\*** | -.015 | -.098\* | .167\*\* | -.128\*\* | .189\*\* | **.183\*\*** | .005 | .107\* | .448 |
| Item 37 | **.634\*\*** | .016 | .106\*\* | -.143\*\* | -.034 | .040 | **.310\*\*** | .122\*\* | -.100\*\* | .442 |
| **7. Prevention management** | Item 38 | **.501\*\*** | .028 | -.056 | .004 | -.118\* | .235\*\* | .189\*\* | **.376\*\*** | .090\* | .491 |
| Item 39 | **.432\*\*** | .039 | -.015 | -.152\*\* | .090\* | -.126\*\* | .067 | **.329\*\*** | -.004 | .652 |
| Item 40 | **.791\*\*** | .086\* | -.118\*\* | -.089\*\* | .047 | .038 | .061 | **-.195\*\*** | .009 | .300 |
| Item 41 | **.617\*\*** | .065 | -.103\* | -.029 | -.102\* | .197\*\* | -.038 | **.144** | .038 | .531 |
| Item 42 | **.568\*\*** | .242\*\* | .002 | -.057\* | -.013 | -.043 | .127\*\* | **.124\*\*** | .140\*\* | .562 |
| **8. Directives/**  **transitions** | Item 43 | **.506\*\*** | .141\*\* | .126\*\* | -.158\*\* | -.0200 | -.042 | .093\*\* | -.039 | **.495\*\*** | .426 |
| Item 44 | **.711\*\*** | -.112\*\* | -.001 | -.089\* | -.02 | -.229\*\* | -.005 | -.076 | **.170\*\*** | .386 |
| Item 45 | **.575\*\*** | -.033 | .088\* | -.043 | .095\* | .004 | .050 | .026 | **.369\*\*** | .510 |
| Item 46 | **.769\*\*** | .061 | .024 | -.053 | .119\*\* | .053 | -.017 | .157\*\* | **.257\*\*** | .294 |
| Item 47 | **.640\*\*** | .097\*\* | .064 | .022 | .001 | .111\*\* | .094\*\* | -.007 | **.242\*\*** | .497 |
| Item 48 | **.778\*\*** | -.170\*\* | -.092\*\* | -.081\* | -.001 | -.185\*\* | -.055 | .138\*\* | **.275\*\*** | .219 |
| Item 49 | **.746\*\*** | .062\* | -.049 | -.081\*\* | -.064 | -.047 | .092\* | -.001 | **.265\*\*** | .346 |

*Note*. \* *p* ≤ .05; \*\* *p* ≤ .01; Target factor loadings are marked in bold.