

Erratum to: Professional Vision of Classroom Management and Learning Support in Science Classrooms—Does Professional Vision Differ Across General and Content-Specific Classroom Interactions?

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The Affiliation for Kornelia Möller should read: Seminar for Elementary Science Education, University of Muenster, Münster, Germany

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In the article by Steffensky, Gold, Holodynski, & Möller (2015) several corrections in Table 1 need to be made. Please replace published version with corrected version below. The editors apologize for this error.

The online version of the original article can be found at <http://dx.doi.org/10.1007/s10763-014-9607-0>.

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Table 1 Parcel loadings on factors in explorative and confirmatory nested-factor models

Parcel	Dimen- sion of PV	Facet	Video	Exploratory nested- factor model		Confirmatory nested-factor models		
V1 CA	PVLS	CA	1	.412	.175	.513	.505	.604
V1 S	PVLS	S	1	.537	.077	.572	.566	.677
V2 S1	PVLS	S	2	.140	.659	.536	.500	.445
V2 S2	PVLS	S	2	.352	.359	.564	.548	.472
V3 CA	PVLS	CA	3	.398	.394	.631	.621	.550
V3 S	PVLS	S	3	.389	.333	.582	.577	.440
V4 CA1	PVLS	CA	4	.721	-.029	.666	.694	.397
V4 CA2	PVLS	CA	4	.600	-.030	.546	.573	.400
V5 CA	PVLS	S	5	.702	.025	.677	.694	.453
V5 S	PVLS	S	5	.746	-.145	.602	.625	.434
V6 CA	PVLS	CA	6	.744	-.006	.699	.721	.516
V6 S	PVLS	S	6	.686	.042	.672	.689	.452
V7 MO	PVCM	MO	7	.298	.152	.395	.476	.665
V7 MM	PVCM	MM	7	.188	.207	.318	.382	.560
V7 RR	PVCM	RR	7	.253	.282	.435	.560	.612
V8 MO	PVCM	MO	8	.030	.488	.332	.435	.773
V8 MM	PVCM	MM	8	-.004	.567	.250	.299	.507
V8 RR	PVCM	RR	8	-.031	.453	.349	.450	.657
V9 MO	PVCM	MO	9	.170	.301	.364	.612	.445
V9 RR	PVCM	RR	9	.283	.105	.347	.459	.432
V10 MO	PVCM	MO	10	-.044	.508	.276	.422	.731
V10 MM	PVCM	MM	10	-.001	.528	.334	.532	.671
V10 RR	PVCM	RR	10	-.063	.523	.270	.421	.573

In the exploratory nested-factor model highest or similar loadings are highlighted

PV Professional vision, *PVLS* Professional vision learning support, *PVCM* Professional vision of classroom management, *CA* Cognitive activation, *S* Structuring, *MO* Monitoring, *MM* Managing Momentum, *RR* Rules and Routines