



Butterflies and Center Time

Video Scoring Codes and Justification Statements

Positive Climate

Code = 6

Relationships

- The teacher often maintains close proximity to the students. She sits at the table as she facilitates the butterfly activity and kneels on the floor in the block center.
- There is some evidence of social conversation between the teacher and students about their pets, American Girl dolls, and favorite colors. The teacher appears interested in what the students have to say and asks follow-up questions such as, "How many cats do you have?"
- The teacher frequently shares activities with students by engaging in pretend play (i.e., teacher pretends to eat a muffin made by a student) or by creating butterfly art with them.
- Teacher and students often display matched affect, particularly in their enthusiasm about center-time play. (See examples under "Positive Affect.")

Positive Affect

- The teacher frequently smiles, laughs and has an enthusiastic tone of voice as she interacts with students in different centers. Students frequently smile and enthusiastically share many comments with the teacher (i.e., student enjoys telling the teacher about his rocket ship and the teacher says she wants a picture when he reaches Pluto).

Positive Communication

- The teacher frequently provides verbal affection to students during the art activity ("Awesome. Good job. That looks really good."). She also displays verbal affection later to the student who arrives late ("It's good to see you. Come on in. I love this hair.").
- The teacher displays physical affection (teacher ruffles student's hair upon arrival and rubs a student's back) on a few occasions.

Respect

- The teacher's voice is usually warm and calm. The teacher makes frequent eye contact with students.
- The teacher often calls students by name, but sometimes uses nicknames to address some students such as "sweetie."
- The teacher occasionally uses language to communicate respect such as: "Thank you." "Excuse me for just a second." "Thank you so much."
- There is a brief episode where the students need assistance with cooperating and sharing of a clock, but the teacher helps students resolve the issue quickly. Most of the time, students cooperate and share with one another throughout the video.

Because there are multiple, high-range behaviors within each of the indicators including relationships, positive affect, positive communication, and respect this classroom is scored in the high range for Positive Climate. Due to less frequent examples of respect, this dimension is scored at the low end of the high range, at a 6.

Negative Climate

Code = 1

Negative Affect

- There is a brief peer disagreement over the use of a classroom clock. The teacher facilitates a resolution in a timely manner; this is an isolated incident that does not escalate.

Punitive Control

- None observed.

Sarcasm/Disrespect

- None observed.

Severe Negativity

- None observed.

Because almost no behaviors associated with Negative Climate are observed during this video, it is scored at the bottom of the low range, at a 1.

Teacher Sensitivity**Code = 6****Awareness**

- The teacher generally notices students who need extra support, assistance, or attention. When working at the art table, the teacher ensures all of the students have bottles of glue that are unclogged and usable. During center time, the teacher notices the student with paint on his face.
- The teacher often engages with students during center time and notices when some students need support.

Responsiveness

- The teacher generally responds quickly when students make comments or bids for attention, but other times the teacher fails to acknowledge the students' comments or excitement.
- The teacher typically displays sensitivity or provides comfort to the students participating in the butterfly activity ("It's okay, we're going to share." "It's okay if you got a little glue on your hands." "Sure, I can help you.").

Addresses Problems

- The teacher often addresses the needs and concerns of the students. The teacher helps wash the pink paint off a student's face. She also helps a group of students resolve a dispute over the use of the classroom clock. Generally, problems are addressed in a timely manner and efficiently resolved.

Student Comfort

- Students often demonstrate high levels of comfort. On multiple occasions, students approach the teacher to ask for assistance or show their artwork.

In this classroom, multiple examples of effective Teacher Sensitivity occur within each indicator: awareness, responsiveness, addresses problems and student comfort, establishing a score in the high range. Because there is slight variability in the levels of responsiveness, the code is lowered to a 6.

Regard for Student Perspectives**Code = 6****Flexibility and Student Focus**

- The teacher shows some flexibility with the butterfly activity ("You can use whatever color googly eyes you would like."). At times, the teacher tells the students how to make their butterflies ("Can you put it this way? Put it in the middle." "You can get whatever color you want but I prefer you not to use the big ones.").
- At center time, the teacher is frequently flexible in allowing the students to choose what they want to play with and the direction of their play. She follows their lead by asking students about what they are making. For example, the teacher asks the student in the block center who built a rocket ship and how he made it.

Support for Autonomy and Leadership

- On several occasions, the teacher provides support for student autonomy and leadership. For example, she tells the students to put their artwork on the drying rack and they are allowed to get their own Play-doh. Students can also access many center time materials on their own. Most of the time, students choose their center activity and typically can switch activity whenever they choose.

Student Expression

- There are many opportunities for student talk and expression. Students frequently talk with the teacher and the teacher responds with questions to encourage them to share their ideas. For example, while visiting with students in centers, the teacher encourages students to discuss their favorite colors, animals they have at home, and pretending to be a princess.

Restriction of Movement

- The students are free to move about the classroom during the video.

Overall, the evidence of Regard for Student Perspectives fits the high range across all indicators: flexibility and student focus, support for autonomy and leadership, student expression, and restriction of movement. In some instances, there are slightly less effective behaviors associated with flexibility and student focus. As a result, the video is scored at the low end of the high range, at a 6.

Behavior Management

Code = 6

Clear Behavior Expectations

- The teacher reminds the students to wash their hands before moving on to another center (“Make sure you wash your hands after you’re done putting it on the drying rack.”).
- Overall, the students follow or understand the rules and expectations in the classroom.
- On two occasions, students need to be reminded to lower their voices, and the teacher states the expectation clearly, saying, “Let’s use inside voices, friends.”

Proactive

- The teacher consistently monitors the students by walking around the classroom and visually scanning the room to ensure all students are involved in activities. When a small dispute occurs over a clock, the teacher demonstrates low reactivity by speaking calmly to the students.

Redirection of Misbehavior

- The teacher effectively redirects the disagreement over the use of a clock (i.e., “Oh Emma, can we share? How about we fix this? How about you work the hour and Margaret works the minutes?”). The teacher redirects the students quickly and prevents the minor misbehavior from escalating. Redirection is never stated negatively.

Student Behavior

- Although there is one isolated episode of misbehavior, students typically comply with the teacher’s redirections, and the students conduct themselves in an appropriate manner.

This video is scored in the high range, due to consistent evidence of effective Behavior Management interactions, across the indicators: clear behavior expectations, proactive, redirection of misbehavior, and student behavior. Because the teacher has to remind the students to use, their inside voices on a few occasions coupled with one instance of misbehavior the video is scored a 6, at the low end of the high range.

Productivity

Code = 5

Maximizing Learning Time

- The teacher provides activities for the students throughout most of the video; however, at the beginning of the butterfly activity, students briefly wait while the teacher fixes the bottles of glue.
- Students have free choice when they finish with a center.

Routines

- The students consistently appear to know what to do in centers. Little wandering is observed throughout the video. However, students sometimes have to ask the teacher if they can play with their Play-doh or go to another activity, indicating that the routine of switching centers is not clearly established.

Transitions

- Transitions between different groups of students participating in the butterfly activity and the different centers are quick with follow-through to another activity.

Preparation

- The teacher is somewhat prepared for the butterfly activity; however, the teacher has to spend some time away from instruction to find bottles of glue and to open the package of googly eyes. At the art table, the teacher also has to spend time explaining the butterfly activity directions to the second teacher.

Overall, there is mix of evidence for Productivity across most indicators (maximizing learning time, routines, and preparation). Because there is stronger evidence of transitions, Productivity is coded at the high end of the mid range at a 5.

Instructional Learning Format

Code = 5

Effective Facilitation

- The teacher often encourages the students' engagement during center play. She circulates around centers in the classroom, frequently interacting with students and asking questions to expand the students' involvement ("What kind of worm? Did you make it with milk?" "How long do you think it is?" "Will you launch it or build it?").
- During the butterfly activity, the teacher focuses on describing how the students should complete the activity rather than asking the students questions to further their involvement and participation.

Variety of Modalities and Materials

- The teacher provides a variety of interesting, hands-on activities with the butterfly activity and in the different centers around the classroom. For example, at the art tables, there are different colors of paper, glue, pipe cleaners, and googly eyes. In the block area, there are blocks of different shapes and sizes.

Student Interest

- Students are consistently interested and involved in the butterfly activity and centers.

Clarity of Learning Objectives

- While the teacher does not use advanced organizers, summaries, or reorientation statements to orient the students to learning objectives, she does persist with some questions, which occasionally lead to learning objectives (i.e., "Is 21 inches long?").

This video is coded at the high end of the mid range due to a mix of high quality interactions across some of the indicators (variety of modalities and materials and student interest) and inconsistent evidence of effective facilitation. The teacher provides effective facilitation during some classroom activities; however, at other times, she fails to actively engage students in order to expand their involvement. This combined with an absence of clear learning objectives results in a score of a 5.

Concept Development

Code = 3

Analysis and Reasoning

- The teacher sometimes uses questions that promote analysis and reasoning. She asks a variety of questions, including, "Why do you like the color black?" "How long do you think it is?" "How did you build your rocket ship?" "Where is your rocket ship going to?"
- Although the teacher does encourage some analysis and reasoning, these instances typically do not turn into extended discussions where higher-order thinking skills are maximized.

Creating

- The students have many opportunities to be creative and generate their own ideas and products during center play. Students create structures with blocks and pretend to cook muffins. The teacher

also asks questions about student products such as, “What did you make it with?” “What ingredients did you use?” and “How did you build your rocket ship?”

Integration

- The teacher does not link concepts and activities to previous learning.

Connections to the Real World

- On one occasion, in the block center, the teacher attempts to relate concepts to students’ actual lives during a discussion about their pets (“Do you have a horse at home?”).
- There are occasional real-world applications in the discussion about outer space in relation to the rocket ship that a student builds and when the teacher refers to students as bakers in a bakery.

In this classroom, there are some opportunities for creating and examples of analysis and reasoning. This evidence, combined with occasional examples of connections to the real world and no examples of integration, results in a score at the low end of the mid-range, at a 3.

Quality of Feedback

Code = 3

Scaffolding

- The teacher frequently scaffolds the butterfly activity as she models the butterfly she has created. She gives direction to students who need help. Examples include, “Let’s put a little more glue on it to make it stick.” “Ella Grace, put you some glue right here.” “Turn your butterfly this way.”
- However, during center activities, which accounts for the majority of the video, no other scaffolding is observed.

Feedback Loops

- Some feedback loops occur during the video; however, they are limited to a couple of back-and-forth exchanges, and the feedback is perfunctory.

(Student shows teacher his blue Play-doh creation.)

Teacher: “That looks good. It looks like a worm.”

Student: “It is.”

Teacher: “It is a worm? What kinda worm is it?”

Student: “A blue one.”

Prompting Thought Processes

- The teacher occasionally asks the students to explain their actions or comments during the video (“Why is black you favorite color?” “How did you make your rocket ship?”).

Providing Information

- The teacher occasionally expands on comments or attempts to provide specific feedback. For example, the teacher says in response to a student who measures his Play-doh creation, “It looks like a worm. Twenty-one inches is almost like a snake.” She also adds, “Y’all are being bakers today. Y’all have a bakery going on over there,” to the students pretending to cook muffins in another center.

Encouragement and Affirmation

- The teacher offers only non-specific encouragement and affirmation during the butterfly activity. Examples of this generalized praise include: “It looks really good. I love it.” “Good job Abigale, your butterfly looks really good.” These instances only measure student progress by how well it conforms to the teacher’s expectations. They do not provide specific feedback about students’ work process or what is “good” about the butterfly.

Overall, the teacher provides somewhat effective feedback across some of the indicators of Quality of Feedback (scaffolding, feedback loops, and providing information). This evidence, balanced with weaker evidence of prompting thought processes and encouragement and affirmation, indicates a score in the mid-range of 3.

Frequent Conversation

- The teacher talks with the students regularly; however, conversations are typically limited to one or two back-and-forth exchanges rather than developing into extended conversations.
Student: "Ms. Nikki, I like cats."
Teacher: "You like cats? Ms. Nikki is afraid of cats."
Student: "And you know what? I got a cat at home."

Open-Ended Questions

- The teacher asks a mix of closed-ended ("What is your favorite color?" "Are you going to launch it?") and open-ended questions ("How did you build your rocket ship?" "What kind of worm is it?" "Where is your rocket ship going to?").

Repetition and Extension

- The teacher often repeats students' answers but rarely extends the students' answers. Examples of repetition include: "You like black, blue, red, and green?" "Her name is Queenie."

Self- and Parallel Talk

- The teacher rarely describes her actions or the students' actions during the observation. One example includes, "We're going to pour it out on the table."

Advanced Language

- The teacher often uses a variety of words with the students (i.e., ingredients, bakery, googly eyes, measure, launch, Pluto, dangerous, insert), but fails to connect these words to what is familiar to students.

While there is little evidence of self and parallel talk, overall, there is some effective evidence across most of the indicators for Language Modeling in this video (frequent conversation, open-ended questions, repetition and extension, and advanced language). These examples result in a score in the mid-range, at a 4.