"Good Morning to You"
Video Scoring Codes and Justification Statements

Positive Climate	Code = 7

Relationships
- The teacher consistently maintains close proximity to the students, sharing in the activities (dancing, singing, and marching) and engaging the students in conversation about the activities. The teacher does sit in a high chair above the students during whole group; however, this placement does not hinder the discussions or interactions.
- There are several social conversations about birthday parties, Mother's Day, and zoo animals, and the teacher knows details about the student's lives and families.
- Further evidence of relationships occurs when a student expresses concern for a classmate who is absent. The teacher shares that she has spoken with a family member and will check on the student again in the afternoon to let everyone know how he is doing.
- The teacher matches the affect of the students when they share about birthday parties, how to conduct the pledge, and zoo animals.

Positive Affect
- The teacher smiles on several occasions and often shares enthusiasm with the students as they talk about birthday parties and zoo animals. Although the students' faces are not visible in order to see their facial expressions/emotions, the students and teacher enjoy spending time with one another and the environment is pleasant.

Positive Communication
- There are frequent displays of verbal affection, such as "Wonderful" and "I am impressed." There are also frequent instances of physical affection (pats a student's back; rubs a student's head; student approaches teacher for a hug).
- The teacher uses positive comments including, "Good job!" "Good marching," and "Wonderful, kiss your brain. That was some wonderful, fabulous singing."

Respect
- The teacher demonstrates a high level of respect by calling students by name, speaking in a warm and positive tone of voice, and using respectful language, such as "please" and "thank you." On a few occasions the students use polite language, such as "yes, ma'am."
- Frequent eye contact is noted when the teacher converses with students.

This classroom exhibits consistent, high-range evidence across all four indictors of Positive Climate: relationships, positive affect, positive communication, and respect. As a result, the video is scored a 7, at the top of the high range.

Negative Climate	Code = 1

Negative Affect
- None observed.

Punitive Control
- None observed.

Sarcasm/Disrespect
- None observed.

Severe Negativity
- None observed.

Because 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 = 7

Awareness
- The teacher frequently scans the room, noticing students who are sitting quietly for special leadership roles, and the teacher calls on students who have not had a chance to answer yet. Example: "Katherine, have you had a turn?"
- The teacher is aware that Addison was interrupted and asks her to repeat what she said.

Responsiveness
- The teacher is generally responsive to students' comments and answers, offering consistent, well-phrased responses that acknowledge the students and show that she values their comments. For example, a student makes a comment about the puppy dog counter being broken, "Is that one like still broken?" The teacher responds, "Well, it's kind of broken. It just moves up and down, but it's still on there. It still works."
- The teacher responds to a student's concern about the flag holder who did not have her feet together when she was leading the pledge. The teacher reassures the student by saying, "It's okay. Next time she'll probably remember."

Addresses Problems
- The teacher quickly and smoothly resolves problems in the classroom. For example, she says a student's name twice, a little louder each time, when other students interrupt him, "Zach. Zach."

Student Comfort
- Students consistently demonstrate high levels of comfort with the teacher by voluntarily sharing information, answering questions, and participating in leadership roles. A student approaches the teacher for a hug during the video demonstrating student comfort.

In this classroom, consistent high-range examples of Teacher Sensitivity: awareness, responsiveness, addresses problems, and student comfort are observed throughout the video, resulting in a code of 7, at the top of the high range.

Regard for Student Perspectives	Code = 5

Flexibility and Student Focus
- The teacher selects and leads most of the activities and lessons; however, there are times when the teacher follows the students' leads during class discussions about birthdays, zoos, and toys.
- The teacher demonstrates some flexibility as students offer a variety of answers and ideas during class discussions. The teacher engages with the students' various answers. "Your daddy saw a moose in the forest? We might have to invite him to our class to tell us about that moose."

Support for Autonomy and Leadership
- The teacher creates some opportunities for leadership within activities. The teacher calls on students to lead the morning routine (exercise leader, flag holder, counting leader and a meteorologist).
- Within the morning routine, the students are provided a few choices. For example, the exercise leader chooses the arm movements and models the body movements for the class to follow. On a second occasion, the teacher allows a student to choose the color to write with on the whiteboard.

Student Expression
- The teacher leads most of the talk during circle time; however, there are many opportunities for students to express ideas during the classroom discussions.
- The teacher encourages students to express their ideas with her questions and comments ("Anne Kathryn, what color would you like me to write with today?"; "Is it okay if I write that [farm animals]?").

Restriction of Movement
- The students are required to sit on the carpet for circle time activities; however, the teacher does not tell students where or how to sit.

In this classroom, there is mixed evidence of Regard for Student Perspectives across the four indicators (flexibility and student focus, support for autonomy and leadership, student expression, and restriction of movement) indicating a score in the upper end of the mid-range for this dimension, at a 5.

Behavior Management   Code = 7

Clear Behavior Expectations
- Students often demonstrate that they know and have internalized classroom expectations. The teacher reminds students of the expectations before the "Good Morning" song ("I am going to be watching you to see who is singing").
- The teacher displays the classroom rules on the Smart Board, reviews them before the lesson, and asks students to explain why some rules are important.

Proactive
- The teacher uses many proactive strategies. She monitors students throughout the entire lesson by walking around the room and visually scanning the classroom. She says, "We're going to keep our eyes on Cameron," as a proactive reminder of the expectation to give focused attention.

Redirection of Misbehavior
- The teacher uses positive redirection on a few occasions, when needed, without losing any instructional time. For example, the teacher says, "I bet Brock is gonna wait till we all get quiet," and, "I love the way Zoe is waiting and not screaming her answers out."
- The teacher gives attention to the positive with verbal praise by telling students that they can move their "clip" up for appropriate behavior.
- The teacher also uses cues at times to refocus students' attention or to have students sit quietly to prepare for the next lesson. For example, the "3-2-1" count reminds students to sit on the carpet after the Pledge; the "Tootsie Roll, Lollipop" cue let students know it was time to stop talking and proceed with the lesson.

Student Behavior
- There are no episodes of misbehavior. Students typically comply with the teacher's directions and requests. There is no aggression or defiance observed during any of the teacher-student interactions.

No misbehavior occurs in this video and there is no time lost due to behavior management. All four indicators: clear behavior expectations, proactive, redirection of misbehavior, and student behavior fit in the high range. This video is coded at the top of the high range, at a 7.

Productivity   Code = 7

Maximizing Learning Time
- Overall, the teacher maximizes learning time by providing learning activities for the students. The students sing songs and participate in whole group discussions. On a few

occasions, the teacher reminds students to listen to what their friends have to say, however, this does not influence the pacing of the activities.

- There are no disruptions, nor do managerial tasks occur during this video.
- The teacher permits a student to leave the group (perhaps to go the restroom) with a nod.

Routines

- The students consistently appear to know what to do during every activity of the video, without specific instructions from the teacher. Class helpers know their duties (flag holder knows to begin the Pledge immediately after the march). Students understand the teacher's cues (such as "3-2-1") and they follow her cues. Students know where to sit on the carpet for whole group lessons and to raise their hands.

Transitions

- Transitions between different activities in the whole group lesson are smooth and efficient.

Preparation

- The teacher is prepared for the activities. Materials are ready and accessible for students to use (Smart Board is set) and the music is queued and ready to be played.

This classroom fits the high range for Productivity because the evidence across the indicators of maximizing learning time, routines, transitions, and preparation are consistent and effective. There is no loss in instructional time as students move from activity to activity. This results in a score of 7.

Instructional Learning Format	Code = 6

Effective Facilitation

- The teacher actively and enthusiastically facilitates the students' engagement during all activities of the video. For example, during the whole-group exercise activity, the teacher participates in the movement activity and she encourages the students to continue their participation in the activity ("Stretch your arms and try and touch the ceiling.").
- The teacher often expands students' involvement through questioning to encourage cognitive and verbal participation ("Who has a special birthday in May?" "Why do we stay home on the yellow days?" "How do we know how to dress when it's hot?").

Variety of Modalities and Materials

- There are a range of auditory, visual, and movement opportunities during the morning routine. There are physical motions during the exercise activity, the singing of the "Good Morning" song, marching during the flag song, and during the Alaskan cheer. The teacher uses the Smart Board and the calendar display (visual) throughout the morning discussion.
- The leaders of the activities use hands-on materials during some activities, but the majority of students do not have the opportunity to manipulate materials during most learning activities in this video.

Student Interest

- The students remain consistently engaged and interested in every lesson and activity. The students listen and respond to the teacher's comments and questions. The majority of the students show enthusiasm and are eager to share their personal experiences with birthdays and new toys (Shopkins, fidget-spinners).

Clarity of Learning Objectives

- On several occasions, the teacher prepares students for what will happen by using statements such as, "Look over here. The first thing we are going to do is sing our Good Morning song" and orients students on where to focus their attention ("We are going to

keep our eyes on Cameron."). Additionally, the teacher focuses students' attention on the purpose of the lesson when she says, "We're going to brainstorm about zoo animals; that means we are going to think. Think about everything we know about zoo animals."

This video is scored in the high range because there are consistent, strong examples of effective facilitation, student interest, and clarity of learning objectives. Because the teacher sometimes fails to provide hands on learning opportunities for all students during activities, the video is scored a 6, at the low end of the high range.

Concept Development   Code = 4

Analysis and Reasoning
- The teacher asks some questions to encourage analysis and reasoning, however, her questioning does not consistently lead to further discussions where students gain a deeper understanding of concepts. For example, the teacher asks a student to explain the use of "walking feet" ("Why do we have to have walking feet in our classroom?" "What happens if we trip?"). This example illustrates a brief rather than a sustained effort to maximize students' higher-order thinking. She also asks some rote questions, ("What is the big word for rhino?" "Who remembers what our month is?" "What does a meteorologist do?"). These questions are more fact-based and do not stimulate the students' thinking or learning processes.

Creating
- Near the end of the video the teacher provides some opportunities for brainstorming ("When you hear zoo animal, what does that make you think of?" "Where would the tiger be if it was in the zoo?"). Students brainstorm about zoo animals and persist with this activity until nearly all students have an opportunity to express their ideas.

Integration
- In this classroom, students are asked to connect concepts or integrate prior learning about safety, classroom rules, calendar concepts, weekends, counting, Mother's Day crafts, and zoo animals. Many of these connections are brief and integrations are made in passing rather than being explicitly designed activities to help students connect different concepts. Examples include "Remember we had an accident last week." "Who remembers what our month is?"

Connections to the Real World
- The teacher often relates the activities and discussion to students' lives and the real world; for example, "Who remembers what we made for our moms?" "Did you have a party yesterday?" "What did it feel like when you got off of the bus?" "So, when it is hot how do we know how to dress?"
- The teacher asks a student to check the weather outside and talks about how the teacher personally experienced getting hot sitting outside yesterday.
- The teacher connects May to the last month of the school year, Mother's Day, and to students who have birthdays in May. She then asks about Mother's Day gifts, students' parties, ice-cream cake and the local zoo, *The Zoo of Acadiana*.

In this video, there is strong evidence of connections to the real world, combined with mid-level evidence of strategies around analysis and reasoning, integration and less evidence for creating. This mix of indicators suggests a score of 4, a solid mid range score for Concept Development.

Scaffolding
- The teacher sometimes scaffolds students' learning by asking additional questions to assist students in answering the question (see questions below). Examples include: (during counting) "After number 12 is number (pauses)? Let's start with 10." and during student weather reporting, "Wanna go look closer?"

Feedback Loops
- At times, the teacher's feedback helps students to elaborate or expand their learning over many back-and forth exchanges, for example during the discussion about zoo animals and the calendar. The teacher asks follow-up questions to promote further learning and participation.

  > Teacher: Why do we stay home on the yellow days?
  > Student: Because they are important.
  > Teacher: Because they are important? Why are they important, these yellow days?
  > Student: Because we get to stay home.
  > Teacher: We stay home, we take a break from school and we rest.
  > Student: Rest.
  > Student: and relax.

- Although there are group discussions about birthday parties, gifts, and fidget spinners, these discussions do not promote a higher level of performance or understanding. Because of this, these behaviors are given greater weight under the Language Modeling dimension.

Prompting Thought Processes
- On multiple occasions, the teacher asks students follow-up questions to evaluate ideas and encourage the students to explain their thinking. For example, "Where can you look to see what the weather is going to be like?" "How do you know it was sunny?" "'Cause why, why would we wear that [short-sleeve shirts and shorts]?" "Why are the animals in a cage?"

Providing Information
- The teacher often provides information during discussions to expand students' understanding. For example, "They [zoo animals] have to stay in a cage so we can stay safe." "They're [zoo animals] in Africa far away from where we live in Erath, Louisiana." The teacher expands on Cameron's gestures "I think you just made a pattern, Cameron." During a discussion about school days vs. off days, the teacher extends the discussion "We stay home, we take a break from school and we rest."

Encouragement and Affirmation
- The teacher frequently offers encouragement and affirmation throughout the video lessons, giving specific and individual feedback and encouraging other students to praise their peers. "Did Alyssa do a great job? Let's give her an Alaskan cheer. Brrrrrilliant!" "Wonderful, kiss your brain," "Good marching," "I hear Zack singing," and "I hear a lot of answers." At other times, the teacher provides generalized and perfunctory feedback, such as, "Good job" in response to students' comments or efforts.

Overall, the teacher provides somewhat effective feedback across all of the indicators of Quality Feedback (scaffolding, feedback loops, prompting thought processes, providing information and encouragement and affirmation), establishing a score in the mid range of a 4.

Frequent Conversation
- The teacher consistently engages in back-and-forth conversations with students and there is a natural flow to their discussions. The teacher validates students' efforts and encourages students to remain active participants in the conversations.
- The teacher responds to students with a variety of follow-up questions: "Did you have a party yesterday? How was it? Did you have cake? What does ice cream cake mean?" and "What is on a giraffe's body?"

Open-Ended Questions
- The teacher asks many open-ended questions, "What happens if we trip?" "Who can tell me something about a giraffe?" "Where do you think zoo animals come before they're in the zoo? "Why are the animals in a cage?" and "What does number 16 look like?" On a few occasions, the teacher asks closed-ended questions, "What kind of ice cream was in the cake?" "Have you ever been to the zoo?" and "Did you ever see a moose at the zoo?"

Repetition and Extension
- The teacher often repeats (May, ice cream cake, strawberry ice cream, Shopkins, meteorologist, bookmark, tiger) or extends the students' responses ("Yes, you might hurt yourself on one of the points on the furniture." "Yes, then you get to stay home over the summer." "Callie, we celebrated her birthday on Friday." and "Wild animals and they live in the jungle.")

Self- and Parallel Talk
- The teacher sometimes maps students' actions with language; for example, "He's rolling his arms again." "I hear Zack singing." "Andy is raising his hand." However, the teacher rarely maps her own actions with language.

Advanced Language
- The teacher uses some advanced language with students (brilliant, fabulous, meteorologist, cage vs. pen, jungle, Africa, rhinoceros, tassel, and laminate), however she rarely clarifies these new or unfamiliar vocabulary words as they relates to known concepts. On a few occasions, the teacher pairs a vocabulary word with a definition, for example, "Mimic means we're doing the same thing as him," and, "Brainstorm—that means we are going to think."

Overall, there is strong evidence across most of the indicators for Language Modeling in this video (frequent conversation, open-ended questions, repetition and extension) with mixed evidence for self- and parallel talk and advanced language, resulting in a score at the upper end of the mid range at a 5.