



Jumbo Puzzle

Video Scoring Codes and Justification Statements

Positive Climate

Code = 6

Relationships

- There are many indications that the teacher and children enjoy warm relationships with one another. The lead teacher sits at the table with the children and freely joins in their puzzle play. In the block center, teacher two sits on the rug in close proximity to the children. There is a general match between the teachers' and the children's positive affect. For example, when the children show excitement and enthusiasm about the blocks falling down, teacher two matches their level of excitement.

Positive Affect

- The teachers and children are observed smiling and laughing, and they share enthusiasm often; however, the children exhibit a flat affect at times. There is little evidence of verbal or physical affection. Once, the lead teacher softly touches a child's hand, and the child responds positively to her touch. Another time she says, "You did it!"

Respect

- The teachers consistently speak in a warm and calm tone of voice. The lead teacher communicates respect by using language such as, "Thank you," and employs consistent use of children's names. When interacting with children, the lead teacher frequently orients her body toward the children and establishes eye contact, indicating she is giving them her full attention.

Overall, there is consistent evidence across all indicators of high range Positive Climate. Because a few examples under positive affect are a bit less effective, this video is scored at the low end of the high range for Positive Climate at a 6.

Negative Climate

Code = 1

Negative Affect

- None observed.

Punitive Control

- None observed.

Teacher Negativity

- None observed.

Child 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 = 6

Awareness

- The lead teacher is generally attentive to the children throughout the puzzle activities (she looks around the table to monitor children) and she notices when children may want new puzzles to explore. On a few occasions, she fails to notice when children are not participating in the puzzle activity or when a child needs assistance completing the puzzle activity (the lead teacher turns her body towards one child and does not scan to see other children at the table).

Responsiveness

- The lead teacher consistently responds to children's needs and bids for attention and provides comfort and assurance to the children. For example, when a child wants a puzzle that another child is working on, the teacher responds, "Whenever she is finished, okay?" "You need some help, Zoë?" "Let me see."
- Throughout the video, the lead teacher responds to children's conversational bids ("That is a farmer." "That is the mommy cow." "That is an apple."). On a few occasions, at the table, the lead teacher fails to acknowledge a child's conversational bid for attention when he repeatedly verbalizes and gestures to her.

Child Comfort

- The children appear comfortable seeking support from the teachers, interacting with them, and participating in the classroom activities. For example, the children ask the lead teacher for different puzzles and they make comments about the puzzle pictures.
- When a child is scared to bring a bottle to the lead teacher, she asks him, "You so scared?" The child sits close to the teacher, accepting her reassurance, "Oh, I'm sorry, it's ok."

In this classroom, there is strong evidence of effective behaviors across all three indicators of Teacher Sensitivity. Because there are a few examples of the teacher appearing less aware of children and responding to those children, Teacher Sensitivity is scored at the lower end of the high range at a 6.

Regard for Child Perspectives

Code = 5

Child Focus

- The lead teacher facilitates the puzzle activity often, following the children's lead, helping them switch puzzles, and getting new puzzles down from the shelf. The teacher follows the pace of children's interest and asks questions about the puzzle pieces ("Do you like grapes?" "Have you ever rode in a boat before?") During some interactions, the teacher fails to pause or give children time to respond to her questions, such as, "What is that? A purple helicopter." "What is that? That is a cow." Teacher two follows a child's lead when she notices the child using a block as a toy telephone and engages in brief pretend play with her.
- The lead teacher frequently provides choices within the puzzle activity: "You wanna try this one?" "Asher, did you want to do this one?" "You want another one?"

Flexibility

- The lead teacher demonstrates a high level of flexibility with her plans and within the activities. She allows the children to work with two puzzles or to work the same puzzle again.
- The children are able to move across activities throughout the room and complete activities at their own pace.
- The teachers are flexible about allowing children to sit where they want on the rug during stretching.

Support of Independence

- The lead teacher sometimes provides support for children's independence. For example, she encourages a few children to carry the puzzles to the table on their own ("Can you hold it? Ok, bring it to your chair and I'll get some more.") as well as picking up puzzle pieces they have dropped ("Did you drop one? Can you get it?").
- The materials are accessible once the lead teacher puts them on the table; however, the puzzles are stored high on a shelf and the teacher has to retrieve the puzzles for the children.
- The lead teacher encourages peer perspective taking when she explains to Asher: "That's his space right here. Asher, this is your space so you can put your puzzle pieces on this side." The teacher provides a solution to resolve the conflict rather than assisting the children in working through their issues.

In this classroom, there are effective examples across two of the three of indicators of Regard for Child Perspectives (child focus, and flexibility). Due to some evidence of mid-range support of independence, this video is coded at the high end of the mid range at a 5.

Behavior Guidance

Code = 4

Proactive

- The lead teacher sometimes monitors children's behavior and scans the room; however, at other times she does not visually sweep the room while assisting individual children.
- The children generally appear to know what is expected of them, but some children need multiple reminders of the expectations: "Let's get on the carpet so we can stretch before we go outside okay. Everybody on the carpet. On the carpet."

Supporting Positive Behavior

- The lead teacher fails to reinforce the positive behaviors of those children meeting the expectations. She uses a mix of redirections that let children know what to do ("Sit down" "Let's be nice to our friends.") coupled with what not to do ("Don't put it in your mouth." "Let's not sit on the table so we don't fall, ok?").
- At times, the lead teacher provides a rationale for children to understand why their behavior is inappropriate or unsafe; however, these statements are not generally stated positively ("We don't have to put the chairs up Zoë. When we come back, we are going to wash our hands and eat lunch." "No, it's Zoë's turn. Let Zoë finish it, when she's done I will let you play with it, okay?").

Problem Behavior

- There are a few episodes of misbehavior (child climbing on chair, child sitting on the table and children wandering during transition to rug).

The mix of evidence across all three indicators: proactive, supporting positive behavior, and problem behavior results in a mid-range score of a 4 for Behavior Guidance.

Facilitation of Learning and Development

Code = 4

Active Facilitation

- At times, the lead teacher provides intentional opportunities and guidance related to development and learning; at other times, the children are simply taking puzzle pieces in and out without the teacher facilitating or guiding their learning.
- The lead teacher adds some comments or questions to encourage children's involvement in the puzzle activity and the stretching exercises ("Where does the lion go? Can you put it where it goes?" "What do you have in your hand?" "Can you touch your toes, Jack-Jack? Let me see you touch your toes.").

Expansion of Cognition

- The lead teacher rarely challenges children's thinking skills through questioning or problem solving. She asks rote questions about animals, animal sounds, fruit, and colors during the activities ("That is a cow. What does a cow say?" "What is that?" "What color is that horsey?" "What sound does a pig make?").
- The lead teacher rarely makes connections between activities and children's lives and experiences. She makes a brief connection between a boat (puzzle piece) and Zoë's experience riding in a boat ("Have you ever rode in a boat before? Who did you ride a boat with? Mommy?").

Children's Active Engagement

- Children are generally interested and involved in working puzzles, playing in the block area, stretching before going outside, and singing the Itsy-Bitsy-Spider song. There are a few instances of children wandering around the room for short periods and children sitting at the table idly while the teacher assists other children.

In this video, examples of active facilitation fit in the mid range. Because there is less evidence of expansion of cognition but more evidence of children's active engagement, Facilitation of Learning and Development is coded solidly in the mid range at a 4.

Quality of Feedback

Code = 3

Scaffolding

- At times, the lead teacher follows children's comments or actions with hints or assistance. For example, when the children are working at the table, she points to show a child where the puzzle piece fits and says, "I think it goes right here." On some occasions, the lead teacher provides hints in order for the children to complete the puzzle activity successfully. She reminds the children, "Take them all apart first." "Now, you have to put them back together."
- Sometimes, the teacher scaffolds at the level the children need and encourages them to persist in their work with puzzles. She provides some physical (hand-over-hand with puzzle pieces and crisscrossing legs) and verbal assistance ("You can do it! I think you have it upside down." "Turn it around, turn it around again.") At other times, she completes the next step for the children without giving them the opportunity to complete the task on his/her own.
- The lead teacher does not ask how or why questions that prompt the children's thought processes or encourage them to explain their thinking.

Providing Information

- The lead teacher sometimes provides information to the children in response to their actions; however, the information is generally limited and does not result in a back-and-forth exchange with the children. The information is similar to labeling or repetition. For example, the child says, "moo," and the teacher replies, "The cow says, moo." "That is a horsey, a baby horsey."

Encouragement and Affirmation

- For the most part, the lead teacher gives only brief, perfunctory feedback to the children ("Very good, Zoë. You did it all by yourself!" "Did you do that by yourself? That is so cool, Layla!" or simply "Good job!"). At times, the lead teacher provides specific feedback: "Good job, you're putting it back the correct way." "You can do it. Look turn it around. Look I think you have it upside down." "I want you to show me you can do it. You are doing so good with that puzzle." "Let me see if you know where it goes."

The mix of evidence of scaffolding and encouragement and affirmation and less effective evidence of providing information, results in a mid-range score. This video is scored at the lower end of the mid range at a 3.

Language Modeling

Code = 4

Supporting Language Use

- The lead teacher provides some opportunities for children to use language. For example, there are several instances where the teacher responds to the children's actions or verbal attempts with more language ("Have you ridden on a motorcycle before?" "I don't know, I think we are missing the ducky."), but most of her questions are brief and do not require more than a one-word response ("What do you have?" "Where does it (puzzle piece) go?" "Do you like grapes?" "What is that?").

Repetition and Extension

- On some occasions, the lead teacher repeats children's utterances and extends their communicative attempts with specific or descriptive words. For example, "Red, a red apple." "That is a cow. A purple and white cow." "Apple! Do you like to eat apples?"

Self- and Parallel Talk

- The lead teacher occasionally maps the children's actions or her own actions. ("You're working with two puzzles." "I'm going to put these back up." "Ms. Nikki is going to put this one back together, okay?").

Advanced Language

- The teacher frequently labels objects with language (saxophone, drums, xylophone, trumpet, grapes, chicken, rooster, motorcycle, scooter, ship, school bus, airplane, helicopter, and oval, etc.) and generally speaks in complete (though short) sentences. She uses minimal descriptive words to describe the animal puzzle pieces or food items (red apple, mommy pig, orange boat, white ship).
- The lead teacher rarely makes an explicit attempt to give children words to say ("Oval, can you say oval?") and focuses more on having children find animals or put things where they belong.
- The lead teacher does not describe unfamiliar words to the children to help them in their understanding.

The video contains mixed evidence of effective Language Modeling across the majority of the indicators, indicating a score in the mid range. Because there is mixed evidence across all indicators of supporting language use, repetition and extension self- and parallel talk, and advanced language, Language Modeling is coded solidly in the mid range at a 4.