



Magnets

Video Scoring Codes and Justification Statements

Positive Climate

Code = 7

Relationships

- The teacher consistently maintains close proximity to the students. She sits at the table on the students' levels as she facilitates the magnet activity.
- The students are interested in helping one another during the shared activity. There are respectful and caring peer interactions, during which the students show concern for classmates to have a turn.
- The teacher often matches the positive, excited affect of the students when they make a discovery during the testing of objects (stick vs. vs. doesn't stick).

Positive Affect

- The students give the impression that they enjoy interacting with their teacher and peers in the classroom. The teacher frequently smiles, laughs, and shares enthusiasm with the students as they explore and test objects with the magnet ("It fell." "It sticks! Yay!").

Positive Communication

- There are frequent displays of positive communication when students work together or accomplish a task ("You are a great helper." "You're such a good friend." "I appreciate your patience for waiting.").
- There are frequent displays of physical affection (teacher pats a student, hugs students) and some displays of verbal affection ("You are so smart," "You're an awesome friend for helping him.").

Respect

- The teacher consistently demonstrates respect by using a warm, calm tone of voice, making eye contact, orienting her body in the students' direction, and calling the students by name.
- The teacher frequently uses language to communicate respect, such as "please" and "thank you."
- The students assist one another in testing items for magnetism and share their materials with their peers: "Good job Emmerson and Paisley, I like the teamwork."

This classroom exhibits consistent, high-range evidence across all four indicators of Positive Climate including 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.

Awareness

- The teacher is generally aware of most of the students in the classroom (visually scanning over her shoulder and focusing her attention on the students at the table). She sometimes anticipates problems and plans appropriately. For example, she initially gives cards and magnets so each student can have a turn (“I’m gonna give each friend a magnet.” “Everybody has their magnet? Everybody has their cards?”); however, when additional students show interest in participating, she demonstrates less awareness of those students’ individual needs.
- The teacher generally exhibits awareness when students are having trouble understanding where to place objects and when students have trouble understanding the difference between wood and metal.

Responsiveness

- The teacher sometimes responds quickly when the students make comments or bids for attention (Student: “What about her?” Teacher: “Kylie can have another turn when you’re done.”), and other times, she ignores or fails to elaborate on students’ comments (Student: “I took it apart.” Teacher: [No response]. Student: “Look. Look.” Teacher: “Isn’t that amazing.”).
- The teacher typically displays sensitivity or provides comfort to the students participating in the activity (“It’s okay; we are going to start over”).
- The teacher matched her support to the needs and abilities of most of the students when they had difficulty answering the question of whether or not an object would stick to the board in the magnet activity (“Try, Julian. Try to pick that up with your magnet.”).

Addresses Problems

- The teacher generally addresses the needs and concerns of the students. Examples include when a student complains that another student wants his board the teacher says, “Tell him you will get a turn next.” On another occasion, a student wants to get a different toy down but the teacher tells him that they might be able to do that later. She then says, “Thank you for understanding.” However, there are a couple of occasions where the students’ problems are not fully resolved. For example, when a student wants to participate in the magnet activity the teacher says, “Kylie can have a turn when you are done.” However, the teacher does not provide an alternate activity for the student waiting to participate.

Student Comfort

- Students often demonstrate high levels of comfort with the teacher. Two girls at different times walk up and lean up against the teacher to be close to her.
- Most of the children demonstrate they are comfortable sharing ideas during the activity.

In this classroom, multiple examples of effective Teacher Sensitivity occur within each indicator, establishing a score in the high range. Because there are times, where the teacher does not respond or fully address the students’ problems, the video is coded a 6, at the low end of the high range.

Flexibility and Student Focus

- The teacher shows some flexibility with the magnetic activity, but it is mostly teacher-driven. The teacher hands students the objects she wants them to test with the magnet. On a few occasions she incorporates the students’ ideas by asking them to find an item in the classroom that is magnetic.
- The teacher follows students’ lead when they become interested in the stormy weather outside.

Support for Autonomy and Leadership

- The teacher provides some support for student autonomy and leadership. For example, she allows one student to lead the magnetic activity toward the end of the video (“You’re going to be my special helper”).

- The students are responsible for putting materials back into the box at the end of the magnetic activity, but the teacher sometimes has control of the materials (handing out the items at the beginning of the activity and placing her hands over the box.). There are subtle indications that the teacher is not letting the students be as independent as they could be while engaging in the magnet activity.

Student Expression

- There are some opportunities for students to express ideas. The teacher poses many questions that limit student responses to single-words: “Kylie, do you like ice cream? ‘Cause I sure do.” “Did it stick or did it fall?” On a few occasions, she asks questions to encourage students to share their perspectives, for example, during an exchange with Emerson the teacher follows his interest in talking about thunderstorms and lightning: “Why do ya’ll think it’s dark outside? Where did you hear? On the radio? On the TV?”

Restriction of Movement

- Throughout the majority of the video, the students are free to move about the classroom with no restriction of movement.

In this classroom, there is a mix of effective and less effective examples across three of indicators of Regard of Student Perspectives (flexibility and student focus, support for autonomy and leadership, and student expression). Because restriction of movement fits the high range and the other indicators fit the mid range, this video is scored at the high end of the mid-range, at a 5.

Behavior Management

Code = 7

Clear Behavior Expectations

- Overall, the students seem to know the rules and expectations in the classroom. The teacher clearly states expectations: “Can I have everybody put their pieces in the box for me please?”
- The teachers use songs to remind the students of how much time remains before center activities will end: “Five more minutes, and then we’ll tidy up.”

Proactive

- The teacher actively monitors the students in the small group and scans the rest of the classroom while facilitating the magnet activity.
- The teacher frequently praises appropriate behavior: “Y’all are good sharers.” “You are a good helper.” “You are an awesome friend for helping him.”
- The teacher reminds those students at the table, who are waiting to participate in the magnet activity, that they will also have a turn: “We are each going to do one more object, and then we’re gonna give our other friends a turn, okay?”
- The teacher uses proactive guidance to avoid a potential conflict: “Ask her first; that’s polite.”

Redirection of Misbehavior

- The teacher effectively redirects the students by focusing on the positives (see examples above).

Student Behavior

- There are no instances 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.

This video is scored at a 7, at the top of the high range, due to consistent evidence of effective Behavior Management strategies across the indicators: clear behavior expectations, proactive, redirection of misbehavior, and student behavior.

Maximizing Learning Time

- The teacher provides activities for the students throughout most of the video; however, some students have to wait for a turn during the activity. The teacher does not provide activities/materials to students waiting at the table to participate in the small group activity.
- When individual students participate in the “challenge,” searching for a magnetic object, the teacher and other students count to 10 to keep the wait from being too long for other students.
- There are no disruptions, nor do managerial tasks occur during the video.

Routines

- The students consistently appear to know what to do in small group, including basic routines of checking with the teacher before joining the group.
- The teachers provide clear instructions about cleanup time: “Everybody freeze. She’s setting the timer to 10 minutes left.” “We have 10 minutes left, and then we’re gonna tidy up, okay?”

Transitions

- Transitions between different groups of students participating in the activity are typically smooth and efficient.

Preparation

- The teacher is always prepared for the activity in her small group. Materials are ready and accessible for the students to use.

Overall, there is strong evidence of effective Productivity across most indicators (maximizing learning time, transitions, preparation). Because a few of the students are not involved in the activities, waiting for their turn to participate, the video is scored at the low end of the high range at a 6.

Effective Facilitation

- The teacher actively and enthusiastically facilitates the students’ engagement during the magnet experiment, ensuring that each student has an opportunity to test the objects with his/her magnet.
- The teacher asks questions, encourages the students to participate, and expands their involvement (“I’m gonna give each friend a magnet. What shape is the magnet?” “Do you think these two items feel the same?” “Do you think this wood triangle is going to stick to your magnet?” “I have a challenge for you. Do you think you can go in the classroom and find something that would stick to your magnet?”).

Variety of Modalities and Materials

- There is a variety of interesting, hands on activities with the magnet lesson. Students have several magnetic and non-magnetic items to test (ice cream cone, bell, lock, wood stick, chair, strawberry, rose), and students are asked to search for more items in their classroom.

Student Interest

- Students are often interested and involved in the magnet activity. The students demonstrate their interest by actively manipulating the materials and making full use of the magnets and objects the teacher provides.

Clarity of Learning Objectives

- The teacher asks questions that are relevant to the magnet activity and students demonstrate an understanding of how to focus their attention during the magnet activity. For example, “Does it stick?” “What is it made of?”
- The teacher states the learning objective to the students, “So, if it’s not magnetic we’re going to put it on this side and if it’s magnetic we’re going to put it on this side. She follows up later to make sure the students are on target and learning about magnetism: “I take this and it doesn’t pick it up. So, what do magnets stick to?”

This video is scored in the high range because there are consistent, strong examples of effective facilitation, a variety of modalities and materials, and clarity of learning objectives. Because the teacher sometimes fails to engage all the students at the table, the video is scored a 6, at the low end of the high range.

Concept Development

Code = 3

Analysis and Reasoning

- The teacher often uses questions that promote analysis and reasoning. For example, she has students predict if items will stick to their magnets. She also asks a variety of “how” and “why” questions, including, “How are you going to find out?” “How do you know it sticks?” “Why do you think it stuck to the magnet?”
- The teacher asks students to compare the material of the objects that stick or do not stick to the magnet: “Do they feel the same?” “Do you think these two items feel the same?”
- Although the teacher does use strategies that encourage analysis and reasoning, she asks many questions that do not turn into extended instructional discussions where higher-order thinking is maximized such as, “What letter?” “Is the leaf sticking to the magnet?” “What did you find?”

Creating

- The teacher does not provide intentional opportunities to create during this small group activity.

Integration

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

Connections to the Real World

- Occasionally, the teacher attempts to relate concepts to students’ actual lives by offering real world objects for the students to test with their magnets and having the students find objects in the classroom.
- When the students notice how dark the sky is outside the classroom, the teacher asks students if they will be able to play outside if it rains. There is some discussion of the students’ experience with thunderstorms, lightning and News 10.

In this video, there is mixed evidence of analysis and reasoning and connections to the real world, combined with low-level evidence of strategies around integration and creating. This mix of indicators suggests a score of a 3, at the low end of the mid-range for Concept Development.

Quality of Feedback

Code = 4

Scaffolding

- The teacher provides several hints and assistance to encourage students’ continued participation in the magnet activity: “Did it stick or did it fall? It fell, so which side are you gonna put it on?” “Try to pick it up.” “Try to pick it up with the magnet.” “Does it stick, if you hold it up?”

Feedback Loops

- There are some feedback loops, where the teacher’s persistence in asking follow-up questions, allows students to come to a deeper understanding, but typically they are limited to a couple of back-and-forth exchanges. There is an extended feedback loop about the coming thunderstorm, in which the teacher is responding to students’ comments and concerns about storms and lightning. See the interchange below for an example:
 - Teacher: Why do y’all think it’s dark outside?
 - Student: ‘Cause there’s a thunderstorm. I heard it on the News 10.
 - Teacher: On News 10? Was that? Where did you hear? On the radio, the TV?
 - Student: On the TV
 - Teacher: Who told you that on the TV?
 - Student: The news

- Teacher: The news and they said it was gonna rain today? Do you think we'll be able to go outside?
- Student: No
- Teacher: No, why not?
- Student: 'Cause it's raining.
- Student: It is mud
- Teacher: And it'll be mud. And we're gonna get muddy like some pigs.
- Student: And there's gonna be lightning
- Student: And the lightning will kill you
- Teacher: Lightning is very dangerous. That's why we stay inside, so we can stay protected.

Prompting Thought Processes

- On a few occasions, the teacher asks the students to explain their thinking or describe his or her actions. For example, she asks, "How do you know it sticks?" "Why do you think it stuck to the magnet?" "What makes it magnetic?" She also asks a few low-level examples of prompting of thought processes ("This means... does it stick or doesn't stick?" "What's that made of? Do you know, Riley?").

Providing Information

- The teacher sometimes provides additional information to expand students' understanding or actions, such as "This is made of metal. So, if we take our magnet it picks it up." "So, it doesn't stick to things that aren't metal. So, magnets only stick to metal stuff." "No, but that's a good try. It looks like metal; that's why." "Lightning is very dangerous. That's why we stay inside, so we can stay protected."

Encouragement and Affirmation

- The teacher consistently offers encouragement and affirmation as students test their objects. The teacher offers specific praise, such as, "You're all so smart. Good job, I like how you put it on that side." "I love how ya'll all went go find something to see if it was magnetic." "No, but that's a good try. It looks like metal that's why."

Overall, the teacher provides somewhat effective feedback across the majority of the indicators of Quality Feedback (feedback loops, prompting thought processes, and providing information). This evidence, balanced with stronger evidence of scaffolding and examples of encouragement and affirmation, indicates a score in the mid-range of 4.

Language Modeling

Code = 5

Frequent Conversation

- The teacher talks regularly to and sometimes with the students; however, conversations typically are limited to one or two back-and-forth exchanges, rather than developing into extended conversations.
- There is a longer conversation about the weather when several students comment about the lightning and thunder, and the teacher is engaged in a discussion about their concerns.
- There is some peer conversation during the activity between students who are not immediately engaged with the teacher.

Open-Ended Questions

- The teacher asks a mix of closed-ended ("Did it stick or did it fall?" "What shape is this like?" "Is this made of metal?") and open-ended questions ("What makes it sticks?" "What do you think?" "How are you going to find out?" "Why do you think it stuck to the magnet?").

Repetition and Extension

- The teacher often repeats students' answers or comments ("It is a blue 'U'." "It fell." "On news 10?" "You think it's wood and plastic?") but rarely extends the students' comments with more information (Student: "That side." Teacher: "The not attractive side.")

Self- and Parallel Talk

- There are several instances of the teacher describing her actions as well as the students' actions. Examples include: "I'm shaking it." "Look at you helping, Look at Ellen helping you." "Look he's putting them in there." "Let me shake it."

Advanced Language

- The teacher frequently uses advanced language with the students (delicious, magnetic, amazing, microphone, not attracted, metal, patiently, lightening, dangerous, protected) but fails to map these words on to known concepts already understood by students.

Overall, there is a mix of effective and less effective evidence across most of the indicators for Language Modeling in this video (frequent conversation, open-ended questions, self and parallel talk, advanced language). These examples, combined with stronger evidence of repetition, result in a score at the upper end of the mid range, at a 5.

SAMPLE