



My Blue Apron

Video Scoring Codes and Justification Statements

Positive Climate

Code = 6

Relationships

- There are many indications that the teacher and children share warm relationships with one another. The teacher maintains close proximity to the children at the table during breakfast, she sits on the floor in the book center with the children, and she dances with the children while singing.
- The teacher frequently asks follow-up questions or makes comments to express her continued interest in what the children have to say. For example, "Are you enjoying it this morning (breakfast)?" "You like to dip too?" "Do you like my blue apron?" "What is your cat's name?"

Positive Affect

- The teacher often smiles and shares interest in what the children are doing as they eat, read, and sing.
- At times, the teacher expresses excitement and enthusiasm, but the students do not always share the same level of excitement.
- The teacher frequently displays verbal affection ("I appreciate you for putting that in there" "I believe in you" "Wonderful job" "You're awesome") and some positive physical affection (children sit in teacher's lap, share high fives).

Respect

- The teacher's voice is consistently warm and calm when talking with children.
- The teacher often uses words that communicate respect ("please" "bless you" and "thank you") and encourages the children to use these words.
- The teacher uses children's names and sits or kneels at eye-level, indicating that she is giving the children her full attention. At times, the teacher uses nicknames such as "My love" or "Precious."

Overall, there is consistent evidence across indicators of high-range Positive Climate, including relationships, positive affect, and respect. Because a few examples under positive affect and respect are a bit less effective, this video is scored at the lower 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.

Awareness

- The teacher is generally attentive to the children and their cues. She is aware when the children need extra support, attention, or assistance.
- During breakfast, the teacher sits at the table with the children, positioning herself so she can assist the children. The teacher notices when a child is not eating and when children need assistance serving themselves more food or cleaning up after themselves. The teacher also notices when the children leave the book center to get the pillows to sing "Twinkle, Twinkle Little Star."

Responsiveness

- The teacher usually responds to children's needs or bids for attention ("You have sticky hands too? What are you going to go over there and do? You're going to wash your hands."), but there are a few instances when the teacher dismisses children's comments or questions while she is dealing with other children in the group. For example, a child approaches the teacher and shows her a book. The teacher acknowledges that the child has a book; however, she immediately goes back to assisting the other children cleaning up after breakfast.
- The teacher notices and responds to children who need extra help placing their utensils in the container after breakfast ("Oh, I didn't think it stayed in so what are we going to do? We're going to try again and put it where? There you are.").
- The teacher acknowledges one upset child, who is hit accidentally by another child. The teacher says, "Oh, it's okay. Nice touches. She didn't mean it. She was just getting ready. She got over-excited about doing the fish and that's what happened."

Child Comfort

- The children appear comfortable seeking the teacher's support and attention. They eagerly participate in activities, sitting closely or showing the teacher pictures in the books.

In this classroom, there are highly effective behaviors across all three indicators of Teacher Sensitivity: awareness, responsiveness, and child comfort. Because there are a few examples of the teacher dismissing children's comments or attempts to communicate, the video is scored at the low end of the high range, at a 6.

Child Focus

- During breakfast, the children eat, request more food, and complete their meal at their own pace.
- The teacher sometimes provides choices at the breakfast table when she says, "Which hand would you like to use, your left or your right?" and "What would you like to use, your fork or spoon to try it?"
- In the book-reading area, the children have a choice of which book they want to read, and the teacher follows the lead of the children while discussing the books. For example, the teacher allows the children to direct the topic of conversation about dinosaurs and animals ("Do they have a song called the dinosaur? Do you know it? Let's sing it together. What is it? I'm going to follow your lead.")
- The teacher follows the lead of children when they want to dance while she sings "Twinkle, Twinkle Little Star."

Flexibility

- The teacher demonstrates flexibility when the children talk about their books—she "goes with the flow" as they continually select and discuss different books. She allows children to get up from the table when they finish eating and allows children to choose the song to sing. During the clean-up routine, the teacher shows greater control over how and where

the children place the dirty items; however, she is generally flexible in allowing children to complete activities at their own pace.

Support of Independence

- The teacher consistently supports children's independence. She encourages the children to serve themselves, to clean up after themselves (pushing in their chair, throwing their trash in the bin, putting their plate in the tub, and washing their hands).
- During the transition to the cozy book-reading corner, the children select their books off the low, open shelf.

There is consistent evidence across all three indicators of Regard for Child Perspectives: child focus, flexibility, and support of independence. Because the teacher is somewhat directive during clean-up routines, Regard for Child Perspectives is scored at the low end of the high range, at a 6.

Behavior Guidance

Code = 6

Proactive

- The teacher consistently and actively monitors children's behavior. The teacher communicates clear expectations of the routine after breakfast ("Now can you go over and wash your hands? Remember we turn on what first?").
- Most of the children show awareness of the classroom rules and expectations. The teacher does provide a few verbal reminders when children do not wash their hands after putting away their dishes.
- Though usually positively stated, the teacher's behavior guidance is more reactive than proactive ("It's okay. Nice touches." "Let's take our turns. Remember, Azuria goes first and then we have Kendrick.").

Supporting Positive Behavior

- The teacher sometimes uses effective strategies to support children's behavior and communicates the desired behaviors and not the prohibited behaviors. For example, "Let's sit on our bottoms." "Stand up, push your chair underneath the table."
- The teacher provides reinforcement to children meeting the expectations ("You are doing a wonderful job." "High five, that was awesome." "Thank you Azuria, I appreciate you for putting that in there."). Overall, the teacher is inconsistent in individualizing her reinforcement to specific children and/or about specific behavior.

Problem Behavior

- There are no episodes of misbehavior. Children typically comply with the teacher's directions and requests. There is no aggression or defiance observed during any of the teacher-child interactions. During the transition from breakfast to the book reading area, a few children are observed wandering and the teacher reminds them to wash their hands before joining the group.

High-range evidence of proactive interactions and lack of problem behavior with mid-range evidence of supporting positive behavior results in a score in the high range. Because the teacher provides guidance that is more reactive than proactive at times, Behavior Guidance is scored a 6.

Facilitation of Learning and Development

Code = 6

Active Facilitation

- The teacher spends most of her time actively involved with the children, providing intentional opportunities to support learning and development. During breakfast, the teacher talks to children about their meal (cows, milk, cereal) and asks questions for children to explore and learn. Examples include, "How many do you have on your scoop?" "How many more are you adding?"

- During the book reading, the teacher contributes to the conversation asking numerous questions (“Does anyone have a cat at their house? “What are they doing right there?” “Why do you think they are going to sleep?” “What type of dinosaur?”).

Expansion of Cognition

- The teacher asks some questions that encourage children to think about their experiences. For example, “So, try that cereal for me. I need to hear if it’s crunchy, crunch, crunch, crunch, or if it’s gotten soft. Can anyone tell me?” “How does it feel?”
- The teacher makes some connections between activities and children’s lives and experiences. For example, during their group discussion about daytime and nighttime, the teacher asks, “What time is it outside? Look outside. Is it day or night out there?” “Light, so that means it’s daytime outside so if you look in the book right here you can see that it’s light just like it is outside.” The teacher also relates the bears eating grass to the students eating their nutritious breakfast.
- On a few occasions, the teacher challenges children’s thinking, “Why do you think they are going to sleep?” “What do you think they’re going to do with the grass?” However, the teacher misses many opportunities to deepen children’s understanding of ideas and concepts within activities.

Children’s Active Engagement

- The teachers’ active facilitation contributes to the children’s physical and verbal involvement in activities (eating breakfast, clean up, reading books, dancing, singing, and conversation).

There is consistent, effective examples across active facilitation and children’s active engagement, with less effective expansion of cognition indicating a score for Facilitation of Learning and Development in the lower end of the high range at a 6.

Quality of Feedback

Code = 5

Scaffolding

- At times, the teacher follows children’s comments and actions with hints (“I didn’t think it stayed in so what are we going to do? We’re going to try again and put it in where?”). On another occasion, the teacher prompts a child to look outside to determine if you go to school during the day or at night as they read a book.
- The teacher provides physical assistance during breakfast clean-up when she moves the utensil container closer to the children’s reach, points to items, and turns the container to aid in their success.
- Occasionally, the teacher asks the children “how” and “why” questions to prompt children’s thought processes (“So, why would it say it is sticky?” “How many more are you adding?”)

Providing Information

- The teacher frequently provides clarification or additional information to the children in response to their comments.

Example 1:

- Child: That’s a baby.
- Teacher: That’s a baby dinosaur, Trioposaurus is what it says.

Example 2:

- Child: A snake.
- Teacher: Where’s a snake at?
- Child: Right there. (points to a book)
- Teacher: Oh, there is a snake in the book. And what does it say about the snake in the book?
- Child: Rawr (another child makes a “ssss” noise)

- Teacher: It says, it says “rawr” and it goes “ssss” and it’s curvy. That’s what that book is about. It tells us about the shape, and so it tells us that the snake is curvy and wavy.

Encouragement and Affirmation

- The teacher often provides encouragement and affirmation to encourage the children to persist in activities and tasks. (“Think hard, put on that thinking cap and tell me.” “You were right, it was a sticky texture.” “I believe in you. I know you can do it.” “Try it one more time.”).

The mix of evidence of scaffolding with more effective evidence of providing information and encouragement and affirmation indicates a score in the upper end of the mid range at a 5.

Language Modeling

Code = 5

Supporting Language Use

- The teachers and children engage in some back-and-forth conversation. The teacher asks a mix of open-ended questions (“What are we going to do with these?” “Can you tell us what you ate?” “How do you know that it is night?”) and closed-ended questions (“What do you turn on first?” “Do you see a cow on your milk carton?”). The teacher does not always give the children ample wait time to answer before she asks the next question.

Repetition and Extension

- The teacher often repeats children’s utterances (“The baby book.” “I like more.”) and sometimes extends children’s communicative attempts with further questions or comments (“That’s right, it’s day. What do you think they are going to do since it’s day outside?” “Rah! When he opens his mouth really big.”).

Self- and Parallel Talk

- The teacher frequently uses language mapping to describe children’s actions as they participate in activities (“I see you using your left hand.” “Aiden is rubbing it.” “I hear you singing that song.”), and she describes her own actions (“I’m putting one glove on my left hand and one glove on my right hand.” “I will walk behind you.”)

Advanced Language

- The teacher consistently uses a variety of words and provides language for children to use. The teacher frequently labels objects and concepts with language (nutritious, entice, bamboo, utensils, panda, curvy, wavy, intrigue) without connecting these words/objects to familiar words and ideas.
- She speaks in complete sentences frequently, and encourages children to communicate verbally and non-verbally (“You tell me.” “Can you point to the cow?” “May I have some more, please?”).

Overall, there is mixed evidence of effective Language Modeling across the majority of the indicators—supporting language use and advanced language—indicating a score in the mid range. Because there is stronger evidence of repetition and extension, and self- and parallel talk, Language Modeling is scored at the higher end of the mid range at a 5.