

**Pre-K: Teacher Sensitivity****Title: Responding to Multiple Children during Center Time**

During center time, the teacher responds to students and matches her support to their needs and abilities.

**Awareness**

- The teacher notices the cues for support from multiple students participating in various center activities.

**Responsiveness**

- A student approaches the table with a leaf, and the teacher immediately asks, “Does this leaf look like this leaf? These look totally different. What color is this? Would you say...Green? It looks like a lighter green.”
- When another student approaches the table with a book, the teacher reads the passage with the student and says, “You know that book for sure.”
- The teacher responds to a student at the computer center, “Yes, Charlie. Can I help you get on the computer? Yes, I can help you.” At the end of the clip, the teacher walks over to the student to offer her assistance.
- The student sitting with the teacher at the science table says, “Will you come play when you come back?” and the teacher reassures her, “Yes, I will come back. I promise.”

**Addressing Problems**

- The students appear to be helped after interactions with the teacher; they are engaged in their activities after the teacher has addressed their concerns.

**Student Comfort**

- The students display comfort by approaching the teacher when they need support or guidance. They clearly see the teacher as a source of support, and she serves a secure base for students.

The teacher responds quickly when students make a comment, ask a question, or send behavioral signals indicating a need for help or attention. The teacher displays high levels of sensitivity to facilitate students’ abilities to actively explore and learn.