



SpongeBob Car

Video Scoring Codes and Justification Statements

Positive Climate

Code = 6

Relationships

- The teacher consistently maintains close proximity to the students, sharing in the activities (fishing, building a Sponge Bob car, making music, and visiting a veterinarian). She sits on the floor, crouches down to the students' level and leans in towards students as she interacts with them.
- The students have many opportunities to interact with one another in centers; they frequently work together (i.e., building the SpongeBob car) and generally appear comfortable spending time with one another (i.e., playing music in a band).
- There are several instances of matched positive affect between the teacher and students, and they often share smiles (i.e., a student matches the positive, excited affect of the teacher when she tells him she will be back to build "our SpongeBob car!").

Positive Affect

- Generally, the teacher and students appear happy and enthusiastic as they fish for numbers at the water table, plan to build a SpongeBob car, play instruments and sing during center activities. However, at times, the teacher and student affect is flat and more subdued.

Positive Communication

- There are frequent displays of positive communication by the teacher ("Very good" "Way to go!" "You did a fantastic job" "You have an amazing voice"). The teacher gives several students high fives in response to their efforts.

Respect

- The teacher demonstrates a high level of respect by calling students by name, speaking in a warm and positive tone of voice, and making eye contact when she speaks to the students. On a few occasions, the teacher uses respectful language, such as "please" and "thank you."
- The students demonstrate respect for one another by sharing materials and working together in centers.

Because there are multiple, high-range behaviors across all four indicators of Positive Climate: relationships, positive affect, positive communication, and respect, this classroom is scored in the high range. Due to a few instances of flat affect, the observation is scored at the low end of the high range, at a 6.

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 aware of most of the students in the classroom. She divides her attention among the students, spending time in several different centers (“Do you mind if I go visit some other friends for a second?” “Cameron, I’m going to go to another center, okay? All right, I’ll check back with you later.”).
- The teacher generally notices when students need extra support, assistance, or attention. For example, the teacher is aware that a student needs extra support identifying a word that begins with the same letter of her name and the teacher notices there are too many students at the water table.

Responsiveness

- The teacher responds quickly when students make comments or bids for attention. For example, a student makes a request for assistance, “Need a little help.” The teacher responds, “You need a little help? All right, what do you need a little help doing?”
- The teacher responds to a student’s request to look at the item in his hand, “All right, I’ll be back over in just a second.” She responds to another student’s request to look at his SpongeBob car, “SpongeBob, I’ll be back to see it but will you show Ms. Taylor for just a second and I’ll be right back?” However, the teacher does not follow through and revisit either student, who is seeking her attention, in a timely manner.

Addresses Problems

- The teacher generally addresses the needs and concerns of the students. The teacher quickly resolves the problem of too many students waiting for a turn at the water table.

Student Comfort

- Students often demonstrate high levels of comfort with the teacher by sharing their ideas during center activities and approaching the teacher for her support and attention. For example, the students in the building center excitedly share their building plans with the teacher and several students sing and play instruments with the teacher in the music center.

In this classroom, multiple examples of effective Teacher Sensitivity occur within each indicator-- awareness, responsiveness, addresses problems, and student comfort establishing a score in the high range. Because there are times where the teacher is less responsive, the video is coded a 6, at the low end of the high range.

Flexibility and Student Focus

- The teacher is often flexible in her plans, goes along with students’ ideas, and organizes instruction around students’ interest. The teacher allows students to select the activities they want to participate in during center time and switch center areas if they choose.
- The teacher consistently follows the students’ leads in each center. For example, the teacher goes with the flow of the students’ ideas to build a SpongeBob car, to sing and play instruments, and to create a veterinarian office.

Support for Autonomy and Leadership

- The teacher provides many opportunities for students to make activity choices independently. The students select their name cards and choose the center area in which to play. The materials are accessible to the students; they retrieve them off the shelves in order to plan in the block center and to play with musical instruments in the music center.
- The teacher rarely gives the students roles or responsibilities in the classroom.

Student Expression

- The teacher frequently encourages student talk and expression of ideas with many questions and prompts (“What are you going to make a plan of today?” “What’s next, Jeremiah?” “I’m following your lead so tell me what to do.” “How does music make you feel?” “What song would you like to

sing?"). However, on a few occasions the teacher poses questions that limit student responses to single-words (or sounds). For example, "What is the first letter in your name?" "What sound does it make?"

Restriction of Movement

- At the beginning of the video, the students sit on the rug in designated spots on the color rows and wait for their turn to be called; however, the teacher does not tell students where or how to sit.
- Throughout the majority of the video, the students are free to move about the classroom, in centers, with no restriction of movement.

Overall, ample examples of Regard for Student Perspectives across all four indicators -- flexibility and student focus, support for autonomy and leadership, student expression, and restriction of movement -- indicate a high-range score for this dimension. Because there are slightly less effective behaviors associated with student expression, the observation is coded at the low end of the high range, at a 6.

Behavior Management

Code = 7

Clear Behavior Expectations

- Overall, the students demonstrate that they know the rules and expectations in the classroom, as evidenced by their appropriate behaviors and familiarity with selecting centers.
- The teacher reminds the students of the rules and expectations during the transition to centers ("Grab your name from the door" "Remember if you have the iPad you put your headphones on.").

Proactive

- The teacher actively monitors the students in the class. On one occasion, she praises appropriate behavior when she sees students meeting the expectation of sitting on the floor and waiting his/her turn ("You guys are doing an amazing job sitting on the carpet").

Redirection of Misbehavior

- The teacher effectively redirects the students by asking them questions about the rules in centers. For example, "How many people can be at the water table?" "One, so only one, but it is already someone here so, what do we do if it's already someone here?" The students follow the teacher's directions to find another center until the center becomes available.

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.

Productivity

Code = 6

Maximizing Learning Time

- The teacher maximizes learning time by providing learning activities for the students for the majority of the video. The students sing songs, draw, play musical instruments, use an iPad, and engage in pretend play (veterinarian).
- There are no disruptions, nor do managerial tasks occur during the video. Although there is a brief ringing of a phone or device at the beginning of the video, it does not take time away from the productivity of the classroom.

Routines

- The students generally appear to know what to do during center activities; however, there are a couple of students waiting around the water table, despite the classroom rule of one student occupying the water table at one time.

Transitions

- The transition from the rug to center activities is smooth; however, some students have to wait for the rest of the class to select their name cards for their color group to be called.

Preparation

- The teacher is fully prepared for the center activities. Materials are ready and accessible for students to use in each center (magnetic fishing pole with fish, paper and writing materials, building materials, musical instruments, etc.).

Overall, there is strong evidence of effective Productivity across all indicators: maximizing learning time, routines, transitions, and preparation. Because there are a few instances of multiple students waiting around the water table, the video is scored at the low end of the high range at a 6.

Instructional Learning Format**Code = 6****Effective Facilitation**

- The teacher actively and enthusiastically facilitates the students' engagement in many of the centers (fishing for numbers at the water table, planning to build the SpongeBob car, playing instruments and singing, and using a lion puppet in dramatic play).
- The teacher expands students' involvement through questioning, encouraging the students to participate both cognitively and verbally. For example, the teacher asks the students, "Did you find your name?" "What is the first letter in your name?" "What sound does it make?" "Can you think of another word that starts with that sound?"

Variety of Modalities and Materials

- There are a variety of interesting, hands on activities in the various centers including a water table, block and building center, dramatic play area, and musical center. These activities employ a variety of modalities as well—visual, auditory, and movement.

Student Interest

- Students are consistently interested and involved in center activities as the teacher moves from one center to the next encouraging them to participate in their activities. There are a few instances of students waiting around the water table, but the teacher redirects them to find another center.

Clarity of Learning Objectives

- The teacher asks questions that are relevant to the center activities and the students demonstrate an understanding of how to focus their attention within the activities.
- At the water table, the teacher guides a student toward the learning objective counting fish, "You do have five. Great job and guess what five is? Our special number for this week. So, let's count out five fish."
- Before the students begin building in the block center, the teacher orients the students to the task, but does not explicitly state why the students should make a plan. The teacher says, "What's the first thing we do if we're going to the block center? We make a plan so what are you going to make a plan of today?" "Now we've made our plan so what do we do next after making our plan?"

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 there is mixed evidence of student interest, the video is scored a 6, at the low end of the high range.

Analysis and Reasoning

- The teacher often uses questions that promote analysis and reasoning. She asks a variety of “how” and “why” questions, including, “How are you going to make that?” “How does music make you feel?” “Why does it make you feel good?” “Why do we have to clean up the centers when we leave?”
- The teacher asks a student to compare the number of colored fish at the water table: “Which one has more?” “So do we have more green fish or more purple fish?”
- Although the teacher does use strategies that encourage analysis and reasoning, she asks many rote questions that are easily answered such as, “What’s the first letter of your name?” “What letter makes the ‘e’ sound?” “How many number twos?”

Creating

- The teacher provides intentional opportunities for students to create their own ideas during some of the center activities. The students plan and produce in the building center, where they choose to create a SpongeBob car. The teacher encourages the students to brainstorm and generate their own ideas: “What are you going to make a plan of today?” “What do we need first to make a car?” “How do we make his face?”

Integration

- Although the teacher attempts to connect concepts and integrate previous knowledge, these efforts are typically brief and mentioned in passing. For example, the teacher relates the counting at the water table to the special number of the week (number five). She also asks a student, “Do you remember the sign language for red?” in the music center.

Connections to the Real World

- The teacher makes some attempts to relate the activities and discussion to students’ lives and the real world. For example, the teacher asks several students to identify the first letter in his/her name and recall the sound it makes; however, these attempts do not help students relate abstract ideas to their own lives.
- In the music center, the teacher asks questions related to making music and how music makes them feel. She says, “How does music make you feel? Why does music make us feel good? It makes you feel good too, why does it make you feel good? Because, you like singing. I hear you singing in class a lot and you have a beautiful singing voice.”
- While in the dramatic play area, the teacher focuses on relating the students’ play to their lives in a meaningful way. The teacher says, “What is a pet doctor called? When we bring our pets to a doctor, what do we call that special doctor that we bring pets to see?”

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

Scaffolding

- The teacher provides several hints and assistance to encourage students’ continued participation. For example, the teacher assists the student at the water table in counting and comparing numbers. (“Do you see any other numbers? How many twos? Let’s count.”). The teacher also provides hints about letter sounds/names (“It starts with a [v] sound.” “Cookie does have the first sound [k], but it actually begins with another letter.”)

Feedback Loops

- There are some feedback loops, where the teacher engages in back-and-forth exchanges with students, to expand their participation and learning:
 - Teacher: Kylie did you find your name?
 - Student: (shakes head yes.)

- o Teacher: All right, what is the first letter in your name, Kylie?
- o Student: K
- o Teacher: K, what sound? Do you know the sound? What sound does it make?
- o Student: [k]
- o Teacher: [k]. Very good. Can you think of anything else that begins with that letter? That makes the [k] sound.
- o Student: Cookie.
- o Teacher: Cookie does have the first sound [k], but it actually begins with another letter. Do you remember the other letter that makes the [k] sound? It's not a full up and around. It's up and around but we don't close it.
- o Student: G.
- o Teacher: It's not a G. It looks like a G.
- o Student: C.
- o Teacher: Way to go! (teacher gives a high five) A 'C' makes the same sound as 'K.'

Prompting Thought Processes

- On a few occasions, the teacher prompts students to explain their thinking. For example, she asks, "Why does it make you feel good?" "What do you need a little help doing?" She also asks a few low-level examples of prompting of thought processes ("What do we do next?" and "What are you doing with the other one?").

Providing Information

- The teacher occasionally provides additional information to expand students' understanding or actions. ("So building comes after planning." "We are starting a band. A band is when more than one person uses instruments to play music together" "A pet doctor is called a veterinarian").
- The teacher frequently provides specific information when she gives students feedback, including "You did an amazing job writing your name," "Okay, so you did a touch pull down. Great job!" and "Oh, way to go. You took your top off. You must have strong muscles."

Encouragement and Affirmation

- The teacher frequently uses encouragement and affirmation specific to the students' efforts ("You did an amazing job writing your name," "Way to go, you have amazing singing voice," "You are so talented," "You make great music.").

Overall, the teacher provides somewhat effective feedback across the majority of the indicators of Quality Feedback (scaffolding, feedback loops, providing information and encouragement and affirmation). This evidence, balanced with less evidence of prompting thought processes, indicates a score in the mid-range of 5.

Language Modeling

Code = 6

Frequent Conversation

- Throughout the video, the teacher is consistently engaged in conversation with the students.
- The teacher encourages students to converse with her by responding to their conversational bids. She follows up on what they are saying with relevant questions or comments to keep the conversation going ("How do we make his face? What else?" "What are you using to make music?" "So what do we do next?").

Open-Ended Questions

- The teacher asks many open-ended questions ("How do you make it?" "What's your plan?" "Tell me what you are doing." "What song do you want to sing?" "How are you going to do that?" "How does the music make you feel?" "Can you think of anything else that begins with that letter?")
- The teacher asks some questions that are more closed-ended, for example, "What is the first letter in your name Kylie?" "How many wheels does this car have?" "How many sides does the square have?" However, these exchanges still validate students' efforts at language and occur in the context of back-and-forth exchanges.

Repetition and Extension

- The teacher often repeats many of the students' answers or comments but rarely extends the students' comments with more information. For example, the teacher asks Marcus, "What letter did you make?" and the student responds, 'M.' The teacher repeats 'M.' In the music center the teacher asks a student to identify her instrument. The student responds, "A drum," and the teacher responds, "You have a drum set."

Self- and Parallel Talk

- On multiple occasions, the teacher describes her actions ("I've lined them up," "I'm taking the top off my marker," "I'm putting the shaker back," "I'm waiting on you.") as well as the students' actions ("M found his name, J is using the guitar.").

Advanced Language

- The teacher sometimes uses advanced language with the students (strength, recall, band, veterinarian, maracas, plan, talented, instrument) and on some occasions, she attempts to connect words to concepts already understood by students. Examples include, "A band is more than one person making music together." "What is a pet doctor called? A veterinarian."

Strong evidence of frequent conversation, open-ended questions, and self- and parallel talk indicate a high range score for Language Modeling. Because there are slightly less effective behaviors associated with repetition and extension and advanced language, this video is coded at the low end of the high range at a 6.