



### ***What are we going to paint?***

Video Scoring Codes and Justification Statements

#### **Positive Climate**

**Code = 6**

##### ***Relationships***

- There are many indications that the lead teacher, teacher two, and the children share warm relationships with one another. The teachers maintains close proximity during group time, sitting on the floor and singing songs together. The teachers also sits at the table with the children as they paint.
- The teachers match the positive, excited affect of the children as they smile while they sing the “1-2 buckle my shoe” and “Happy and you know it” songs.
- The children appear comfortable with one another and show connections with one another. For example, Morgan and Emery smile together and show enjoyment in their interactions with physical touches before the painting activity.

##### ***Positive Affect***

- The teachers and most of the children express excitement and enthusiasm while they sing songs together; however, there are times during the painting activity where the lead teacher and some children’s affect is flat.
- The teachers sometime display physical affection (touching a child’s cheek, high five, touching a child’s hair) but rarely provide verbal affection with the children.

##### ***Respect***

- The teachers’ voices are consistently warm and calm when talking with children.
- The lead teacher often demonstrates respect for the children. Examples include: “Thank you for helping me put this smock on, Morgan.” “Thank you for holding my giraffe.” “Bless you, Emery.” “Excuse me.”
- The teachers consistently use children’s names, sit on eye level, and orient their bodies to the children indicating they are giving the children their full attention.

*Overall, there is consistent evidence across most of the indicators of Positive Climate: relationships and respect, indicating a high-range score. Because a few examples under positive affect are less evident, 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 teachers are generally attentive to the children and their cues. They are aware when the children need extra support, attention or assistance. For example, the lead teacher notices Mikiya is wandering towards the sink. She says, "Mikiya, you want a smock? Do you want to paint, Mikiya?" The second teacher notices when a child cannot find his chair: "You can't find it. Let me help you. Is it under there?"
- The lead teacher frequently scans the room to monitor all of the children in the classroom.
- During the painting activity, the lead teacher sits at the table with the children, positioning herself so she can assist the children. The teacher notices children who need more paint, additional materials or other assistance. For example, when a child points to her paper indicating she wants more paint, the lead teacher notices and asks, "You want more? What color would you like, Morgan?"

**Responsiveness**

- The teachers generally, respond to children's needs or bids for attention. For example, the lead teacher responds to a child who trips over another child, "Oh watch it, be careful, Kayden was sitting there."
- On another occasion, the lead teacher responds to an upset child ("What's wrong? Are you upset, Mikiya? What's going on? We have to paint with our paintbrushes. Listen, I can give you something if you want a snack, but we have to use our paintbrushes to paint, okay?"). Although the teacher responds to this child, she does not validate or match the emotional state of the child.

**Child Comfort**

- The children appear comfortable seeking support and attention from the teachers, interacting with them, and participating in the activities. For example, the children join in singing freely and painting with the teacher.

*In this classroom, there are highly effective behaviors across all three indicators of Teacher Sensitivity: awareness, responsiveness, and child comfort, indicating a high-range score. Because there is less effective evidence of responsiveness, the video is scored at the low end of the high range, at a 6.*

**Child Focus**

- Some consideration is given to the children's choices and interest about activities, but some activities are more rigidly controlled. For example, the lead teacher chooses the song, "Happy and you know it," but asks children what they would like to do after the morning routine ("Where do you want to go?" "What do you want to do next?" "Do you want to paint?" "Do you want to read a book?" "What do you want to do?").
- During the painting activity, the lead teacher provides several choices of how the children are going to paint ("Do you want to paint with a brush or do you want to paint with a roller? or Do you want to use your hand?"). The children also choose their paint color and paper with which to paint.
- The lead teacher frequently attempts to elicit the children's expression and ideas ("Can you tell me what you are going to paint?" "Who are you going to paint something for?") but she does not always pause before moving on to another child or a new question.

**Flexibility**

- The teachers allow the children to move freely about the room before the painting activity, and the children choose where they will sit (they automatically go to their specific chairs).
- The teachers let the children participate in the painting activity at their own pace ("You ready to walk over and get you a smock, so we can go paint?").

### **Support of Independence**

- The teachers inconsistently supports children's independence. The lead teacher puts the smocks on for the children without letting them attempt first. She controls most of the materials for the painting activity; however, she lets a few children pour their own paint after she has provided most of the materials.
- The teachers do not give the children individual responsibilities/roles as helpers or to assist in setting up or cleaning up after the paint activity.
- During a brief, peer conflict over a paintbrush, the lead teacher directs the resolution of the conflict rather than encouraging peer perspective taking.

*Overall, there is mixed evidence of Regard for Child Perspectives across the majority of the indicators: child focus and support of independence, indicating a score in the mid range. Because there is stronger evidence of flexibility, Regard for Child Perspectives is scored at the higher end of the mid range at a 5.*

## **Behavior Guidance**

**Code = 5**

### **Proactive**

- The teachers consistently and actively monitor children's behavior.
- Most of the children show awareness of the classroom rules and expectations. For example, the children wait patiently for the teachers to setup the painting activity and go directly to their specific chairs at the table.
- Though usually positively stated, the teacher's behavior guidance is more reactive than proactive ("We have to watch where we are walking." "We have to sit carefully in our chairs."). On one occasion, the lead teacher communicates the behavioral expectations before the child begins painting: "Can you have a seat in your chair for me, and we're going to get some paint out?"

### **Supporting Positive Behavior**

- The lead teacher sometimes uses effective strategies to support children's behavior and communicates the desired behaviors and not the prohibited behaviors. For example, "We paint with the paintbrush." "Use your words, say that's mine."
- The lead teacher sometimes provides specific reinforcement to children who are meeting expectations in the classroom ("I like the way you told Ms. Leigh thank you." "All right, Morgan, you did a good job pouring your paint in as well." "I like the way you're using your paintbrush on your paper."). The lead teacher frequently provides nonspecific reinforcement such as "good job" after the children meet her behavioral expectations.

### **Problem Behavior**

- There are no episodes of misbehavior. Children typically comply with the teachers' directions and requests. There is no aggression or defiance observed during any of the teacher-child interactions.
- Children are waiting for brief periods of time, while the lead teacher prepares the tables and puts smocks on individual children.

*In this classroom, there is mixed evidence of effective Behavior Guidance across the indicators: proactive and supporting positive behavior with no instances of problem behavior indicates a score at the high end of the mid range at a 5.*

## **Facilitation of Learning and Development**

**Code = 5**

### **Active Facilitation**

- The lead teacher spends her time actively involved with the children, providing some intentional opportunities to support learning and development. During the morning routine, the teachers facilitate songs and encourage the children's participation. The lead teacher encourages Emery to sing the next part of the song, "If you're happy and you know it (pauses) what do we do?" Emery says, "Hooray!" and claps her hands.

- The lead teacher frequently adds comments and asks questions to encourage the children's involvement ("But, what are we going to paint? We have to say what we are going to paint." "Can you tell me something else that might be purple?" "Would you like to pour it?").

### **Expansion of Cognition**

- On some occasions, the lead teacher facilitates children's thinking skills through questions and comments. For example, she provides a brief opportunity for a child to explore mixing colors to make a new color ("Let's see what happens when you paint with the red. What color is it making? What color is that?"). When discussing the concept of snow, the lead teacher asks the child, "Do you know what snow is, Octavian? Where is snow? Is it inside or outside? Where does snow go?". At other times, the lead teacher asks rote questions that do not encourage children's thinking skills ("What do you have?" "What do you want to do?" "What color?").
- The lead teacher makes some brief connections to children's lives ("Who are you going to paint something for? Will it be for mommy or daddy?" "Can you make something for your mommy? Can you make your mommy a painting?").

### **Children's Active Engagement**

- Most children are involved in classroom activities and routines; however, before they begin the painting activity, some children passively watch the teachers put on the children's smocks and set out the painting materials. The children are physically involved in the activities, singing during the morning routine and painting at the table.

*In this video, examples of active facilitation and children's active engagement fit the high range. Because there is less evidence of expansion of cognition, Facilitation of Learning and Development is coded a 5, at the high end of the mid range.*

Quality of Feedback

Code = 4

### **Scaffolding**

- Sometimes, the lead teacher uses the children's responses or actions to scaffold learning. She prompts the children to think about or tell her what they are doing ("What is that? What are you making?" "What's happening to your paint? Look what's happening? What's going on? It's turning a what \_\_\_\_?"). These exchanges are brief and the lead teacher moves on before children have had ample time to think and respond.
- The lead teacher provides some physical assistance to children pouring paint, but the instances are brief with minimal back-and-forth exchanges between the children and teacher ("Hold it like that." "Here hold it. You can put your paint brush down and hold it and pour it.").

### **Providing Information**

- The lead teacher frequently provides clarification or additional information in response to children's comments or participation ("This looks like pink. This looks like purple. That is pink. That is correct." "Outside. Very good. It falls from the sky when it gets really, really cold outside." "Pink. You got it! You did make pink. It went from red to pink...because you mixed two colors. You mixed the white and the red and you got pink." "That is pink so when you mix colors you go from one color and you mix another color, guess what? That's what happens, it turns to a different color so we can make all kinds, all colors.").
- Although the lead teacher provides additional information or clarification to expand children's understanding or participation, these interactions are brief and do not lead to back-and-forth exchanges between the teacher and children.

### **Encouragement and Affirmation**

- The lead teacher often provides encouragement and affirmation specific to children's efforts and accomplishments. Her encouragement increases the children's persistence in activities and tasks ("I like the way Morgan is painting her picture." "You are painting very

well with your purple.” “Octavian is mixing his colors really well.” “Very good, you used the complete sentence.” “I like the way you’ve made your snow.”).

*This classroom demonstrates a mix of scaffolding and providing information with slightly higher encouragement and affirmation, this video is coded a 4 for Quality of Feedback.*

## Language Modeling

Code = 5

### **Supporting Language Use**

- There are few back-and-forth exchanges between the teachers and children. The language that is heard in the classroom is primarily teacher controlled. On occasion, the lead teacher waits for the children to respond, but often she moves on rather than developing a conversation or back-and-forth exchange (“What are you going to paint?” “Who are you going to paint something for?”).
- The lead teacher asks a mix of open-ended (“King, what are you making? “What is happening to your paint?” “Can you tell me something else that might be purple.”) and closed-ended questions (“Do you want to paint?” “You want the blue smock?” “You want what color?”).

### **Repetition and Extension**

- The lead teacher often repeats (“Blocks.” “Outside, very good.” “That is a red smock.” “You want the purple.”) and sometimes extends children’s verbal and nonverbal communicative attempts (“Pink, yes you mixed the white and red and you made pink.” “You want more? What color would you like, Morgan?” “Yes, this is purple and that is pink.”).

### **Self- and Parallel Talk**

- The lead teacher consistently describes and narrates her own actions (“Ms. Jones ties your smock. I’m going to tie it in the back.” “Ms. Jones is going to pour the purple in the bowl for you.” “I’m going to put the mat on the table.”) and the children’s actions (“Emery is stomping her feet.” “You’re looking at that brush.” “Emery is getting her chair out.” “You’re making lines with your blue.”).

### **Advanced Language**

- The lead teacher sometimes uses a variety of words and descriptive vocabulary (snow, violet, giraffe, roller, smock, pretend). She rarely describes unfamiliar words to children (“Wow, that is like a violet. It’s like light dark purple that is turning into a light purple.”) or connects these words/objects to familiar words and ideas.
- The lead teacher speaks in complete sentences and labels most of the objects for the children (yellow duck, blue smock, left arm, right arm, red smock, snow).
- The teachers make several attempts to extend children’s understanding and use of language by giving them words to say. For example, the lead teacher says, “Say hi!” “Say, that is mine.” “Say thank you.” “Say I can watch,” and teacher two says, “Say yes, we’re happy.”

*In this video, examples of supporting language use, repetition and extension and advanced language fit the mid range. Because there is more effective evidence of self and parallel talk, Language Modeling is scored at the higher end of the mid range at a 5.*