



CLASSROOM COACH

Improving Preschool Classroom Quality

Your Name

Karen Krausmann

Try It Out: Assignment Instructions

Please follow these directions to begin the assignment:

First, save this file to your computer.

To save your work, click on “File” and then select “Save As.” Use the week number and your name as the file name (e.g., “Wk2JaneDoe.pdf”). Save the file as a PDF.

You must save your file as a PDF or it will not be accepted.

Next, follow these directions to complete the assignment:

1. Type your name in the box in the lower-left corner of the next page.
2. Fill out the assigned items:
 - Type your evidence in the space indicated.
 - Select the row scores by clicking in the appropriate box for each row.
3. Then, save the file again so that you do not lose your work.
4. To upload your finished assignment, click on the Dropbox tab; then click the text that says, “Upload File.” Click “Browse” to select the file from your computer, then click “Submit.”

II. TEACHING AND LEARNING ROUTINES and ADULT-CHILD INTERACTIONS

Item II-A The classroom follows a consistent sequence of events during the school day.

| SCORE | | Levels | Notes: | Evidence: |
|---|---|---|--|-----------|
| <p>Row 1</p> <input data-bbox="100 305 191 380" type="checkbox"/> | <p>Adults support children’s understanding of the consistent routine and sequence of events during the school day.</p> | <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p> | <p>Examples of supporting children’s understanding of the sequence of events:</p> <ul style="list-style-type: none"> ○ Adults post the daily routine at child level in a format that is easy for all children to understand, such as text along with pictures or symbols. ○ Adults review the daily routine throughout the day. ○ Adults let children know about changes in the routine ahead of time. | |
| <p>Row 2</p> <input data-bbox="100 711 191 786" type="checkbox"/> | <p>Adults are thoughtful about letting children know when transitions to a different area (within and outside of the classroom), group, or activity will occur.</p> | <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p> | <p>Examples that are thoughtful:</p> <ul style="list-style-type: none"> ○ Announcing that snack will come after large-group time, before small-group time begins. ○ Quietly telling children who have a lot to put away that play time is ending soon. <p>Examples that are not thoughtful:</p> <ul style="list-style-type: none"> ○ Loudly announcing to everyone, "Five more minutes until cleanup time." ○ Saying "One, two, three eyes on me," and making children stop playing or interrupting children as they eat and converse. | |

Item II-B There is time each day for child-initiated activities in the classroom and during outdoor time.

| SCORE | | Levels | Notes: | Evidence: |
|--|---|---|--|--|
| <p>Row 1</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> <p>3 ▾</p> </div> | <p>Adults allow children to carry out their intentions using all accessible materials during classroom child-initiated activity for an extended period of time.</p> | <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p> | <p>Scoring notes: To score a 4, there must be specific evidence that shows ALL children are able to carry out their intentions. There cannot be any evidence that contradicts the examples provided below.</p> <p>Research supports that child-initiated activities should be for at least 30 minutes; however, longer periods of time may be beneficial as evidenced in the best practices of many high-quality programs that allow 60 minutes for child-initiated work/play time.</p> <p>Examples of adults allowing children to carry out their intentions:</p> <ul style="list-style-type: none"> ○ Children are free to choose areas, people, and materials. ○ Children are free to pretend, play alone, or play in groups. ○ Children are free to invent activities. ○ Children are free to move materials throughout the classroom. ○ Children are free to use materials creatively. ○ Children are free to change activities. | <p>During Choice Time all children were allowed 60 minutes of uninterrupted play in the following areas</p> <ul style="list-style-type: none"> -water table 2 people children wrote their names on a whiteboard waiting list and a timer was set -library - free choice art: markers, scissors and paper children were free to create -hand painting project 1:1 with T2 children were called one at a time to paint -dramatic play: 4 people children played "house" and 1 child wanted to be the baby -blocks: cars and blocks -science: magnets and magnet book -toys: bristle blocks and a ABC building book -2 children got a game and asked T1 to play it with them. They played a matching game on the carpet area. <p>Children moved freely to explore areas of the room with the exception of house area 4 children limit, water table 2 children limit and hand painting project which was 1:1.</p> |

Item II-B (Continued) There is time each day for child-initiated activities in the classroom and during outdoor time.

| SCORE | | Levels | Notes: | Evidence: |
|--|---|---|--|-----------|
| <p>Row 2</p> <div data-bbox="92 305 178 381" style="border: 1px solid black; width: 41px; height: 47px; margin-bottom: 10px;"></div> | <p>Adults allow children to carry out their intentions using all accessible equipment and materials during the outdoor child-initiated activity for an extended period of time.</p> | <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p> | <p>Scoring notes: To score a 4, there must be specific evidence that shows ALL children are able to carry out their intentions. There cannot be any evidence that contradicts the examples provided below.</p> <p>Score, even if children do not go outside during the scheduled time, based on ability of children to carry out their intentions (e.g., if adults read aloud during this time, then assign a score of 1).</p> <p>The recommended amount of time for outdoor play is at least 30 minutes; however, research supports up to 60 minutes.</p> <p>Examples of adults allowing children to carry out their intentions:</p> <ul style="list-style-type: none"> ○ Children are free to choose people, equipment, and materials to play with. ○ Children are free to pretend, play alone, or play in groups. ○ Children are free to invent activities. ○ Children are free to move materials throughout the outdoor area. ○ Children are free to use materials creatively. ○ Children are free to change activities. | |

II-C Adults support children's ideas, actions, and developmental levels during child-initiated activities.

| SCORE | | Levels | Notes: | Evidence: |
|---|--|---|--|---|
| <p>ROW 1</p>  | <p>Adults are intentional about entering children's work/choices/play.</p> | <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p> | <p>Scoring note: To score a 4, there must be specific evidence that teachers are intentional as described in the examples below.</p> <p>Examples of ways to intentionally enter children's work/choices/play:</p> <ul style="list-style-type: none"> ○ Observing and listening before and after entering children's work/choices/play ○ Imitating how a child is using materials ○ Not interrupting children's concentration ○ Assuming roles within play context as suggested by children or adult | <p>During my classroom observation of choice time T2 was working at a table painting each child's hand to go with the story The Kissing Hand they read at large group. She asked "What does it feel like?" T1 moved throughout the room, She engaged with a child at the Bristle block table and he said "I'm making a house." T1 "You've been working on that for a long time." ch1 "I don't want to take it apart." T1 "Let's get a white board to make a sign so you can save it." Ch 1 writes name on the white board and house is saved on the counter. T1 goes to the house area and watches for a minute. Ch 1 comes over and says "We are playing house." "She is the baby" and points to ch 2. T1 "How will you take care of your baby?" Ch1 "We need to make her a bottle" and gets her a bottle.</p> |
| <p>ROW 2</p>  | <p>Adults support and intentionally scaffold children at their developmental level by helping them extend and add complexity to their work/play.</p> | <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p> | <p>Examples of ways to extend and add complexity to work or play:</p> <ul style="list-style-type: none"> ○ Following children's cues about the content and direction as work/play develops ○ Offering suggestions for extending work/play ○ Suggesting additional materials ○ Helping children think through a sequence of steps ○ Helping children connect to their real-world experiences ○ Encouraging children to take the lead in ongoing projects and investigations ○ Modeling new ways of playing ○ Asking children how else they can play or use the tools/materials | <p>During Choice Time Ch1 is holding 3 items in his hand and walks up to T1 and asks "Can I play with this?" T1 looks at items and chooses 1 and says "This looks fun." They put the other 2 items away. T1 tells ch 1 to ask ch 2 if they would like to play. T1 says "It's a matching game. Let's take it to the carpet." On the carpet T1 and the children lay out the cards. 2 more students enter the play and sit down. T1 differentiates tasks for children when they turn over 2 cards. By asking "What letter sounds do your cards make?, What letters did you find? or "Do your cards match?, What did you pick?"</p> |

Item II-D There is time each day for adult-initiated, large-group activities that support each child's developmental level.

| SCORE | | Levels | Notes: | Evidence: |
|--|--|---|--|---|
| <p>Row 1</p> <div data-bbox="65 285 149 354" style="border: 1px solid black; padding: 2px; display: inline-block;"> 4 ▼ </div> | <p>Adults provide large-group activities daily during which all adults participate in the activities and intentionally scaffold learning for each child, as needed.</p> | <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p> | <p>Scoring note: To score a 4, all adults must participate and there must be specific evidence that adults intentionally scaffold learning such as:</p> <ul style="list-style-type: none"> ○ Adults assisting children who are having difficulty with a task. ○ Adults asking questions that extend a child's thinking. ○ Adults moving closer to children to assist in self-regulation behaviors. | <p>During my observation at Large group Time Children sat on the carpet T 1 calls on each student. T1 asks "Where did you play today?" She extends it by asking "What did you do there?" She calls on a student with limited language skills and asks "Did you play in the House area or Art?" Ch1 replies "Art". She then asks " Did you make an animal?" Very excited, he replies " Dinosaur!" During this large group time two students that have difficulty attending and sitting were given assistance to help them remain regulated. Ch1 sat in T1 lap and ch2 was allowed to sit to the side of Large Group and played with unifex cubes</p> |
| <p>Row 2</p> <div data-bbox="65 651 149 719" style="border: 1px solid black; padding: 2px; display: inline-block;"> 1 ▼ </div> | <p>Adults lead large-group activities so that children can contribute their own ideas and participate at their own developmental levels.</p> | <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p> | <p>Scoring note: To score a 4, there must be specific evidence that children are able to contribute their own ideas and participate at their own developmental levels such as the examples listed below.</p> <p>Examples of adults allowing children to participate at their own developmental levels:</p> <ul style="list-style-type: none"> ○ Children are free to explore and use the same set of materials in their own ways. ○ Children are free to move in their own ways. ○ Children are free to try out one another's ideas for singing and moving. ○ Children are free to take turns leading others. | <p>During my observation at Large Group, Question of the day was written on the smartboard. What do you bring to school? Children were called on and were able to write the first letter of the item they said on the smartboard (ex backpack child wrote letter b and the teacher filled in the rest). One student was prompted by T1 "What did your wear?" Ch 1 replied "pants" and he was called up to write the letter p.</p> |

Item II-D (Continued) There is time each day for adult-initiated, large-group activities that support each child's developmental level.

| SCORE | | Levels | Notes: | Evidence: |
|--|---|--|--------|---|
| <p>Row 3</p> <div data-bbox="58 250 159 337" style="border: 1px solid black; padding: 2px; display: inline-block;"> 2  </div> | <p>Adults support and use many strategies to extend children's ideas and actions during adult- initiated large-group learning opportunities by:</p> <ul style="list-style-type: none"> ○ Assuming children's physical level. ○ Letting children be leaders. ○ Following up on children's suggestions and modifications. ○ Modeling new ways of using words, movements, or materials. ○ Prompting children for their ideas about using words, movements, or materials. | <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p> | | <p>During my large group observation, I observed 1 opportunity for a movement break, they played a Go Noodle "melting" calming down activity after coming back from the gym. Students were looking at the board and imitating movements.</p> <p>During a transition at Large Group children were asked what song that they would like to sing. Someone suggested "The finger one" and they began to sing Where is Thumbkin.</p> |

Item II-E There is time each day for adult-initiated, small-group activities that support each child’s developmental level.

| SCORE | | Levels | Notes: | Evidence: |
|---|---|---|--|--|
| <p>Row 1</p> <div data-bbox="79 277 163 354" style="border: 1px solid black; padding: 2px; display: inline-block;"> <p>3 ▾</p> </div> | <p>Adults provide small-group learning opportunities daily during which children are allowed to explore and learn age-appropriate concepts and skills, and adults intentionally scaffold learning for each child, as needed.</p> | <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p> | <p>Scoring note: To score a 4, there must be specific evidence that the opportunities are intentionally planned such as:</p> <ul style="list-style-type: none"> ○ The materials are readily available. ○ The concept or skill is age appropriate and is introduced in a way that stimulates child interest. ○ Adults intentionally scaffold learning for each child by <ul style="list-style-type: none"> - Moving from child to child making the tasks easier or harder depending on the child’s level of development. - Asking open-ended questions based on the child’s level of development. | <p>During Small Group Time 15 students were split between 2 activities Activity #1 led by T2 Introducing glue sticks Materials were ready and accesible (glue sticks, paper,small scraps of paper) Also available were the painted handprints with small hearts. T2 began by modeling for the children how to use a glue stick, then each child was given a glue stick to remove the top and practice twisting the bottom up/down and replacing the cap. Then children were given their own piece of paper and scraps to glue onto their paper. When finished they were able to find their handprint and glue on a heart. Activity #2 Led by T1. Childeren sat in the library area on the carpet. T1 hung up a picture of a Monster which had a chant written above it. The children recited the chant while patting their thighs. A child was allowed to select an overturned picture to feed to Mr. Monster, Children were asked to identify the intial sound and after white boards and markers were handed out children tried to write the letter on their white board. T1 modeled on her white board how to write the letter.</p> |
| <p>Row 2</p> <div data-bbox="79 878 163 954" style="border: 1px solid black; padding: 2px; display: inline-block;"> <p>1 ▾</p> </div> | <p>Adults lead small-group activities so that children can contribute their own ideas and participate at their own developmental levels.</p> | <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p> | <p>Scoring note: To score a 4, there must be specific evidence that children are able to contribute their own ideas and participate at their own developmental levels as listed below.</p> <p>Examples of adults allowing children to participate at their own developmental levels:</p> <ul style="list-style-type: none"> ○ Children are free to explore and use the same set of materials in their own ways. ○ Children are free to move in their own ways. ○ Children are free to try out one another's ideas. ○ Children are free to take turns leading others. | <p>See evidence from row 1 In acitivity #1 children were able to use the glue sticks and scrap paper to glue on their papers creatively</p> |

Item II-E (Continued) There is time each day for adult-initiated, small-group activities that support each child's developmental level.

| SCORE | | Levels | Notes: | Evidence: |
|--|--|--|---|---|
| <p>Row 3</p> <div data-bbox="79 277 170 350" style="border: 1px solid black; padding: 2px; display: inline-block;"> 1 ▾ </div> | <p>Adults support and use many strategies to extend children's ideas and actions during adult-initiated small-group learning opportunities by:</p> <ul style="list-style-type: none"> ○ Assuming children's physical level. ○ Letting children be leaders. ○ Following up on children's suggestions and modifications. ○ Modeling new ways of using words, movements, or materials. ○ Prompting children for their ideas about using words, movements, or materials. | <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p> | <p>The classroom I observed has been in session for 6 days. Much of the adult interactions are spent teaching children routines and how to use materials.</p> | <p>In activity #1 T2 modeled the use of a material the glue stick and found a creative way for students to create their own product. Children were able to use the glue sticks and scrap paper to glue on their papers creatively</p> |

Item II-E (Continued) There is time each day for adult-initiated, small-group activities that support each child's developmental level.

| SCORE | | Levels | Notes: | Evidence: |
|---|--|---|--|----------------|
| Row 4  | <p>Adults intentionally introduce concepts or skills that are moderately challenging* in small-group settings.</p> <p>*Moderately challenging concepts or skills are those beyond what children already know or can do but not so difficult that children become frustrated or disengaged. If the concept or skill is moderately challenging, the adult can adjust the complexity for an individual child by adding more or less support. The level of support is often determined by the level of child engagement and/or success. The goal is to have the child successfully engaged.</p> | 1-Rarely or never 2-Sometimes 3-Usually 4-Always | <p>Scoring note: If all children are doing the same concept or skill, at the same level, and with the same support, then score a level 1.</p> | See II-E row 1 |

Item II-H Adults support children’s language and literacy development throughout the day.

| SCORE | | Levels | Notes: | Evidence: |
|---|--|---|--|---|
| <p>Row 1</p> <div data-bbox="65 342 153 423" style="border: 1px solid black; padding: 2px; display: inline-block;"> 3 </div> | <p>Adults support and intentionally scaffold children’s development of language by attending to children who are speaking to them, listening and talking to children during mealtimes, conversing with children in a give-and-take manner, asking questions and responding to children’s questions, and rarely interrupting children when they are conversing with others or are engaged in play.</p> | <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p> | <p>Scoring notes: If adults are interrupting children during conversations or while engaged in play, except in the case of a safety concern, then assign a score of 1.</p> <p>To score a 4, the conversations between adults/children must be give and take, conversations between adults/children need to take place during meal- and snack times (if there are meal/snacks), and adults should not be asking a series of questions about what a child or group of children are talking about.</p> | <p>DuringChoiceTime: T1 moved throughout the room, She engaged with a child at the Bristle block table and he said "I'm making a house." T1 "You've been working on that for a long time." ch1 "I don't want to take it apart." T1 "Let's get a white board to make a sign so you can save it." Ch 1 writes name on the white board and house is saved on the counter. T1 goes to the house area and watches for a minute. Ch 1 comes over and says "We are playing house." "She is the baby" and points to ch 2. T1 "How will you take care of your baby?" Ch1 "We need to make her a bottle" and gets her a bottle.</p> |
| <p>Row 2</p> <div data-bbox="65 922 153 1003" style="border: 1px solid black; padding: 2px; display: inline-block;"> 4 </div> | <p>Adults support and intentionally scaffold children’s development of letter knowledge and letter sounds during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).</p> | <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p> | <p>Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p>Example in the context of child-initiated activity: Child says to adult, “I want to write a letter to my mom. How do you spell <i>mom</i>?” Adult says, “Mom starts with /m/. What letter makes the /m/ sound?” Child says, “/M/ — that’s the letter at the beginning of Mary’s name.” The child writes the letter by looking at the first letter of Mary’s name on the name chart.</p> | <p>During my observation at Large Group, Question of the day was written on the smartboard. What do you bring to school? Children were called on and were able to write the first letter of the item they said on the smartboard (ex backpack child wrote letter b and the teacher filled in the rest). One student was prompted by T1 "What did your wear?" Ch 1 replied "pants" and he was called up to write the letter p. After the Question of the Day, children sat in a circle and played a game. Pictures of backpacks (file cards) were placed in the middle of the circle. T1 sang a song about backpack and selected two students to come and choose a backpack. They each selected a card with a letter on it. They were asked to identify the letter and the letter sound and then they could go to the bathroom. She used this as a transitional activity. If a student could not identify the letter she held up a card and said find one that looks like mine. When they found it she named the letter. She said You found letter _____. It says _____. T1 had students use a sign in sheet Students wrote their names on the waiting list for the water table Students made sign to save their work in progress Students used white boards to write letter during small group T1 played letter matching game with a small group of students during Choice Time Activity #2 small group Mr. Monster munching Game. Students were encouraged to identify letter and sound as well as think of other things that made the letter sound.</p> |

Item II-H (Continued) Adults support children’s language and literacy development throughout the day.

| SCORE | | Levels | Notes: | Evidence: |
|--|--|---|---|--|
| <p>Row 3</p> <p>3 </p> | <p>Adults support and intentionally scaffold children’s development of phonological awareness during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).</p> | <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p> | <p>Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p>Examples in the context of conversation:</p> <ul style="list-style-type: none"> ○ Adult says, “Ray, do you want to play?” Ray says, “Play and Ray rhyme.” Adult says, “Yes, and so do say, may, and day.” Ray says, “And hay.” Ray runs off to play. ○ Child says, “I see Sue.” Adult says, “See and Sue sound the same at the beginning.” Child says, “See, Sue.” ○ During a transition, the adult encourages children to play an I spy game. Adult says, “I spy something that starts with the /t/ sound.” The children then guess what it is as they move together to the gym. | <p>See evidence in II-H row 2</p> |
| <p>Row 4</p> <p>4 </p> | <p>During read-alouds, in which adults are intentionally building children’s comprehension skills, adults engage children in discussions about the text before, during, and/or after the read-aloud.</p> | <p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p> | <p>Scoring notes: If no read-aloud occurs during the observation, then score a 1.</p> <p>To score a 4, there must be specific evidence that the read-aloud was intentionally planned such as:</p> <ul style="list-style-type: none"> ○ The read-aloud is evidenced in the lesson plans. ○ The book was selected and readily available. ○ The adult/child discussions are related to the text. ○ The adult/child discussions allowed children to respond in their own way. | <p>T2 read the story of the Kissing Hand during Large Group. Prior to reading the story T2 and students identified the parts of a book with a song. While reading the story T2 would pause or ask a question. Children would raise their hands to comment about how their parent kisses them. Children were asked about how their grown ups would feel if they gave them a kiss to last all day? Children raised their hands to tell who they would kiss or share comments of who kisses them and when</p> |

| Item II-H (Continued) Adults support children's language and literacy development throughout the day. | | | | |
|---|--|---|--------|--|
| SCORE | | Levels | Notes: | Evidence: |
| Row 5 <input type="text" value="2"/> | Adults support and intentionally scaffold children's development of vocabulary throughout the day as they discuss or explain new or unknown words that come up in books, songs, activities, and conversations. | 1-Rarely or never 2-Sometimes 3-Usually 4-Always | | During large Group Time when the weather was discussed ch 1 asked "Why does it always have to rain?" The teacher talked about rain and explained another word for rain is precipitation. |

Item II-H (Continued) Adults support children’s language and literacy development throughout the day.

| SCORE | Level 1 | Level 2 | Level 3 | Level 4 | Notes: | Evidence: |
|--|---|--|--|--|---|--|
| Row 6  | Adults rarely or never support children’s development in writing. | Adults support and intentionally scaffold children’s development in writing by engaging in at least one of the approaches listed in level 4. | Adults support and intentionally scaffold children’s development in writing by engaging in at least two of the approaches listed in level 4. | Adults support and intentionally scaffold children’s development in writing by engaging in all three of the following approaches during child- and adult-initiated activities: <ul style="list-style-type: none"> • Modeling how to write letters and words • Providing opportunities for children and adults to share in the writing process • Using writing for a purpose or to express meaning | <p>Examples for writing approaches:</p> <p>Modeling: Dictating what children say, interactive writing, morning message</p> <p>Providing opportunities: Word boxes, name charts, letter charts/strips, labeled areas or objects</p> <p>Writing for a purpose or meaning: Writing a menu, making a sign, writing plans, writing a personal story, writing an information book</p> | <p>T1 during Question of the Day she had children write the first letter and she wrote the rest of the word. See II-D row 2</p> <p>At Arrival Daily sign is sheets are provided for students and their name is modeled. Objects/Areas in the room are labeled</p> <p>DuringChoiceTime: T1 moved throughout the room, She engaged with a child at the Bristle block table and he said "I'm making a house." T1 "You've been working on that for a long time." ch1 "I don't want to take it apart." T1 "Let's get a white board to make a sign so you can save it." Ch 1 writes name on the white board and house is saved on the counter.</p> |