Measurement Tool

# CLASSROOM COACH

## Improving Preschool Classroom Quality

Your Name

HIGHSCOPE®

# 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."


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| 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:*** |
| Row 1<br>3 | Adults support children's understanding of the consistent routine and sequence of events during the school day. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | **Examples of supporting children's understanding of the sequence of events:**<br>○ 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.**<br>○ Adults review the daily routine throughout the day.<br>○ Adults let children know about changes in the routine ahead of time. | |
| Row 2<br>3 | Adults are thoughtful about letting children know when transitions to a different area (within and outside of the classroom), group, or activity will occur. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | **Examples that are thoughtful:**<br>○ Announcing that snack will come after large-group time, before small-group time begins.<br>○ Quietly telling children who have a lot to put away that play time is ending soon.<br><br>**Examples that are not thoughtful:**<br>○ Loudly announcing to everyone, "Five more minutes until cleanup time."<br>○ Saying "One, two, three eyes on me," and making children stop playing or interrupting children as they eat and converse. | |

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| Item II-B There is time each day for child-initiated activities in the classroom and during outdoor time. | | | | |
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| **SCORE** | | **Levels** | **Notes:** | ***Evidence:*** |
| Row 1<br>3 | Adults allow children to carry out their intentions using all accessible materials during classroom child-initiated activity for an extended period of time. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | **Scoring notes:**<br>**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.<br><br>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.<br><br>**Examples of adults allowing children to carry out their intentions:**<br>○ Children are free to choose areas, people, and materials.<br>○ Children are free to pretend, play alone, or play in groups.<br>○ Children are free to invent activities.<br>○ Children are free to move materials throughout the classroom.<br>○ Children are free to use materials creatively.<br>○ Children are free to change activities. | Child was asked to keep blocks in block area instead of taking them to the circle. |

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| Item II-B *(Continued)* There is time each day for child-initiated activities in the classroom and during outdoor time. | | | | |
|---|---|---|---|---|
| **SCORE** | | **Levels** | **Notes:** | ***Evidence:*** |
| Row 2<br><br>3 | 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. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | **Scoring notes:**<br>**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.<br><br>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**).<br><br>The recommended amount of time for outdoor play is at least 30 minutes; however, research supports up to 60 minutes.<br><br>**Examples of adults allowing children to carry out their intentions:**<br>○ Children are free to choose people, equipment, and materials to play with.<br>○ Children are free to pretend, play alone, or play in groups.<br>○ Children are free to invent activities.<br>○ Children are free to move materials throughout the outdoor area.<br>○ Children are free to use materials creatively.<br>○ Children are free to change activities. | Child playing alone encouraged to join others in play by teacher. |

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| II-C Adults support children's ideas, actions, and developmental levels during child-initiated activities. | | | | |
|---|---|---|---|---|
| **SCORE** | | **Levels** | **Notes:** | ***Evidence:*** |
| Row 1<br>2 | Adults are intentional about entering children's work/choices/play. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | **Scoring note:**<br>**To score a 4**, there must be specific evidence that teachers are intentional as described in the examples below.<br><br>**Examples of ways to intentionally enter children's work/choices/play:**<br>○ Observing and listening before and after entering children's work/choices/play<br>○ Imitating how a child is using materials<br>○ Not interrupting children's concentration<br>○ Assuming roles within play context as suggested by children or adult | Provider interrupted play to pull child aside.<br>largely led Teacher led role play - child group included 1-3 year olds though<br><br>Child focusing on puzzle |
| Row 2<br>2 | Adults support and intentionally scaffold children at their developmental level by helping them extend and add complexity to their work/play. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | **Examples of ways to extend and add complexity to work or play:**<br>○ Following children's cues about the content and direction as work/play develops<br>○ Offering suggestions for extending work/play<br>○ Suggesting additional materials<br>○ Helping children think through a sequence of steps<br>○ Helping children connect to their real-world experiences<br>○ Encouraging children to take the lead in ongoing projects and investigations<br>○ Modeling new ways of playing<br>○ Asking children how else they can play or use the tools/materials | Provider asked how they grocery shopped at home and how they could set up store in the room. |

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| Item II-D There is time each day for adult-initiated, large-group activities that support each child's developmental level. | | | | |
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| **SCORE** | | **Levels** | **Notes:** | ***Evidence:*** |
| Row 1<br>2 | Adults provide **large-group** activities daily during which all adults participate in the activities and intentionally scaffold learning for each child, as needed. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | **Scoring note:**<br>**To score a 4**, all adults must participate and there must be specific evidence that adults intentionally scaffold learning such as:<br>○ Adults assisting children who are having difficulty with a task.<br>○ Adults asking questions that extend a child's thinking.<br>○ Adults moving closer to children to assist in self-regulation behaviors. | Provider reminding children to ask for help if needed and modeling how to fit puzzle piece. |
| Row 2<br>3 | Adults lead **large-group** activities so that children can contribute their own ideas and participate at their own developmental levels. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | **Scoring note:**<br>**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.<br><br>**Examples of adults allowing children to participate at their own developmental levels:**<br>○ Children are free to explore and use the same set of materials in their own ways.<br>○ Children are free to move in their own ways.<br>○ Children are free to try out one another's ideas for singing and moving.<br>○ Children are free to take turns leading others. | Children are allowed to free play but there are some restrictions on the moving of materials in the room. |

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| Item II-D *(Continued)* There is time each day for adult-initiated, large-group activities that support each child's developmental level. | | | | |
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| **SCORE** | | **Levels** | **Notes:** | ***Evidence:*** |
| Row 3<br>3 | Adults support and use many strategies to extend children's ideas and actions during adult- initiated **large-group** learning opportunities by:<br>○ Assuming children's physical level.<br>○ Letting children be leaders.<br>○ Following up on children's suggestions and modifications.<br>○ Modeling new ways of using words, movements, or materials.<br>○ Prompting children for their ideas about using words, movements, or materials. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | | Provider asked how various animals would move and had children demonstrate. |

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| 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:*** |
| Row 1<br>4 | 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. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | **Scoring note:**<br>**To score a 4**, there must be specific evidence that the opportunities are intentionally planned such as:<br>○ The materials are readily available.<br>○ The concept or skill is age appropriate and is introduced in a way that stimulates child interest.<br>○ Adults intentionally scaffold learning for each child by<br>- Moving from child to child making the tasks easier or harder depending on the child's level of development.<br>- Asking open-ended questions based on the child's level of development. | Small goup activities designed to scaffold because of age differences. |
| Row 2<br>4 | Adults lead **small-group** activities so that children can contribute their own ideas and participate at their own developmental levels. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | **Scoring note:**<br>**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.<br><br>**Examples of adults allowing children to participate at their own developmental levels:**<br>○ Children are free to explore and use the same set of materials in their own ways.<br>○ Children are free to move in their own ways.<br>○ Children are free to try out one another's ideas.<br>○ Children are free to take turns leading others. | Small group activites are child chosen and rotate.<br>Children lead and share ideas. |

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| 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 3<br>4 | Adults support and use many strategies to extend children's ideas and actions during adult-initiated **small-group** learning opportunities by:<br>○ Assuming children's physical level.<br>○ Letting children be leaders.<br>○ Following up on children's suggestions and modifications.<br>○ Modeling new ways of using words, movements, or materials.<br>○ Prompting children for their ideas about using words, movements, or materials. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | | Provider talks to children about how and why for the activity. Asks children for ideas and models for younger children. |

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| 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<br>3 | Adults intentionally introduce concepts or skills that are **moderately challenging*** in **small-group** settings.<br><br>***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. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | **Scoring note:**<br>If all children are doing the same concept or skill, at the same level, and with the same support, **then score a level 1**. | Provider was helping other children when one child became bored with activity. Within a few minutes provider was able to address the child and engaged activity resumed |

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| Item II-H Adults support children's language and literacy development throughout the day. | | | | |
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| **SCORE** | | **Levels** | **Notes:** | ***Evidence:*** |
| Row 1<br>4 | 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. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | **Scoring notes:**<br>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.**<br><br>**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. | Provider asked child about what they played with today and what they wanted to play tomorrow and how they could do that. Child responded with ideas and other children joined in. |
| Row 2<br>3 | 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). | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | **Scoring note:**<br>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.<br><br>**Example in the context of child-initiated activity:**<br>Child says to adult, "I want to write a letter to my mom. How do you spell *mom*?" 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. | Provider incorporated many letter/sound awareness activities throughout the day with older children but not the younger ones. |

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| Item II-H *(Continued)* Adults support children's language and literacy development throughout the day. | | | | |
|---|---|---|---|---|
| **SCORE** | | **Levels** | **Notes:** | ***Evidence:*** |
| Row 3<br>3 | 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). | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | **Scoring note:**<br>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.<br><br>**Examples in the context of conversation:**<br>○ 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.<br>○ Child says, "I see Sue." Adult says, "*See* and *Sue* sound the same at the beginning." Child says, "*See, Sue*."<br>○ 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. | Provider used letter sounds song for circle participation as well as adding sound awareness during free play. |
| Row 4<br>2 | 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. | 1-Rarely or never<br>2-Sometimes<br>3-Usually<br>4-Always | **Scoring notes:**<br>If no read-aloud occurs during the observation, **then score a 1**.<br><br>**To score a 4**, there must be specific evidence that the read-aloud was intentionally planned such as:<br>○ The read-aloud is evidenced in the lesson plans.<br>○ The book was selected and readily available.<br>○ The adult/child discussions are related to the text.<br>○ The adult/child discussions allowed children to respond in their own way. | Not observed, but children were talking about the book that had been read. |

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| Item II-H *(Continued)* Adults support children's language and literacy development throughout the day. | | | | |
|---|---|---|---|---|
| **SCORE** | | **Levels** | **Notes:** | ***Evidence:*** |
| Row 5<br>3 | 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<br>2-Sometimes<br>3-Usually<br>4-Always | | Words from the book that had been read earlier were added to conversations. |

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| 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<br>2 | 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:<br>• Modeling how to write letters and words<br>• Providing opportunities for children and adults to share in the writing process<br>• Using writing for a purpose or to express meaning | **Examples for writing approaches:**<br><br>**Modeling**: Dictating what children say, interactive writing, morning message<br><br>**Providing opportunities**: Word boxes, name charts, letter charts/strips, labeled areas or objects<br><br>**Writing for a purpose or meaning**: Writing a menu, making a sign, writing plans, writing a personal story, writing an information book | Name charts displayed, letter chart in room, areas labeled |

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