



# CLASSROOM COACH

**Improving Preschool Classroom Quality**

Your Name

Cheryl Rivera

# 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.” Type 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 indicated space.
  - 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 the finished assignment, click on the Dropbox tab, then click the text that says, “Upload File”. Click “Browse” to select the file from your computer, and then click “Submit”.

**Item II-F Adults create a sensitive and responsive learning environment for all children.**

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div data-bbox="65 326 151 399" style="border: 1px solid black; padding: 2px; display: inline-block;">             4 ▾           </div>	<p>Adults acknowledge the feelings of all children who are distressed or upset and comfort them.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring note:</b> If no distress is observed, then score this row a 4.</p> <p><b>Examples of distress:</b></p> <ul style="list-style-type: none"> <li>○ Separation or reunion with caregivers</li> <li>○ Injuries or illness</li> <li>○ Conflict with other children</li> </ul> <p><b>Examples of acknowledging feelings and comforting children:</b></p> <ul style="list-style-type: none"> <li>○ "I see you are crying. Sometimes people are sad when they say good-bye."</li> <li>○ "Would you like to stand by the window and wave good-bye to your dad?"</li> <li>○ "These children are just pretending to be zombies; they are not real. Are you feeling afraid of them?"</li> <li>○ "Were you startled by that noise? It is over now."</li> </ul>	<p>No distress observed</p>
<p>Row 2</p> <div data-bbox="65 992 151 1065" style="border: 1px solid black; padding: 2px; display: inline-block;">             4 ▾           </div>	<p>Adults interact with all children positively, calmly, and respectfully and clearly explain in a calm, positive way what is expected and what they can do.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring note:</b> <b>To score a 4</b>, all adults have to display positive, calm, and respectful interactions, and no adult can display any negative interactions.</p> <p><b>Examples of positive interactions:</b></p> <ul style="list-style-type: none"> <li>○ Greet children when they arrive</li> <li>○ Say good-bye when children leave</li> <li>○ Smile, hug, and/or nod</li> <li>○ Use a calm voice</li> <li>○ Make eye contact</li> <li>○ Get down to the child's level</li> <li>○ Listen attentively</li> <li>○ Acknowledge children's ideas</li> </ul>	<p>T1, T2 and T2 used calm voices, sat at the children's level, were attentive and engaged with children throughout all parts of the day.</p> <p>During Choice Time, T1 sits on the floor with A in the Block Area. A tells T1 a story about "Siren head." T1 asks, "Who is Siren head?" A sounds out the word slowly, T1 listens attentively and repeats it the way A said it. A, "Yes." T1, " Oh I don't know about siren head." H joins A. T1 observes A and H playing cars and smiles at their interaction."</p> <p>During Planning Time, T2 sat on the carpet with her group, held up letter M, "Say this letter. Mmmmm. Mama." S, "I love mama. T2 repeats, "You love mama. Mama loves you too."</p> <p>Before clean up time, T3 quietly tells each area there is "5 more minutes." Ch sneezes. T3 say, "Bless you!" and smiles at the ch.</p>

Item II-F (Continued) Adults create a sensitive and responsive learning environment for all children.				
SCORE		Levels	Notes:	Evidence:
Row 3 <div style="border: 1px solid black; padding: 2px; display: inline-block;">             4  </div>	Adults encourage children by providing positive feedback on individual children's efforts.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p><b>Examples of positive feedback on effort:</b></p> <ul style="list-style-type: none"> <li>○ "I saw you working hard on that puzzle all by yourself."</li> <li>○ "I see you mixed colors together to make pink. How did you do that?"</li> <li>○ "I noticed you helping Jill clean up all of those blocks. That was very helpful."</li> <li>○ "Cleaning up that mess all by yourself took a lot of work. Thank you."</li> </ul> <p><b>Examples of praise (not positive feedback on effort):</b></p> <ul style="list-style-type: none"> <li>○ Giving high-fives and thumbs-up</li> <li>○ "Good job!"</li> <li>○ "Oh, that's beautiful!"</li> <li>○ "You're so smart!"</li> <li>○ "Everyone did a great job!"</li> </ul>	<p>During Choice Time, T2 sits on the carpet with 3 ch stacking and counting ice cream scoops. Y counts hers with 1-to1 correspondence and says, "There's 8." T2, "There ARE 8!"</p> <p>During Choice Time there was a conflict in Dramatic Play. T1 supported with conflict resolution and the 2 ch quickly came up with a solution on their own. T1, " I think you girls solved the problem. "</p> <p>During Clean up, T1 said, "Thanks A you started cleaning right away."</p> <p>During Small Group, H says he found number 5. T1, "That's right you did. Can you find 5 again?"</p> <p>During Choice Time, C collects orange ice cream scoops and gives to T2 " Thank you for helping C. "</p>

**Item II-G Adults encourage and support children to make plans for and reflect upon their work.**

SCORE		Levels	Notes:	Evidence:
<p><b>Row 1</b></p> <div data-bbox="79 354 163 427" style="border: 1px solid black; padding: 2px; display: inline-block;"> <p>4</p>  </div>	<p>Adults encourage and support children to make plans for child-initiated activities and intentionally scaffold each child’s planning by encouraging each child to expand upon his or her plans, such as sequencing the events, thinking through each step of the plan, or deciding to play alone or with others.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring notes:</b> <b>To score a 4</b>, there must be specific evidence of adults encouraging children to expand their plans as in the examples below.</p> <p>Adults may encourage and prompt children in a variety of ways, and children may not necessarily respond. If this happens, a score of 2–4 is still acceptable.</p> <p><b>Examples of planning for child-initiated activities:</b></p> <ul style="list-style-type: none"> <li>○ Children tell an adult what they will play with.</li> <li>○ Children point to what they want to play with.</li> <li>○ A child draws a plan.</li> <li>○ A child writes a plan.</li> <li>○ A child plans with another child.</li> <li>○ Children tell what part they will do in a longer project with multiple children.</li> <li>○ Children tell what they will do in the makerspace.</li> <li>○ Children tell their plans for a project-based learning opportunity.</li> </ul> <p><b>Examples of ways to encourage children to expand their plans:</b></p> <ul style="list-style-type: none"> <li>○ Asking children questions about their plans, such as “What materials do you need?”</li> <li>○ Helping children think through each step of their plan.</li> <li>○ Suggesting other children who can help them with their plan.</li> </ul>	<p>During Planning Time, T2 held up letter M, " Say this letter. Mmmmm. Mama." S, "I love mama! " T2 repeats, "You love mama. Mama loves you too. H where do you want to play?" H, "Lego." T2, "Can you please pass it to a friend?" Ch2 , "Music." T2, "What area you like to play today?"</p> <p>T1, "Here is today's plan." Holds up pegboard with pegs. "Today you're going to take a peg. You're going to say your idea before you go to work." T1 asks C1, Where are you going work today?" C1, "Block Area." T1, "What are you going to do there?" C1 says build with blocks and then names other things in the room. T1, "First you're going to play in the block area. M has speaking device. T1, "Alright Ms. M. What are you going to play today? T1 waits for a response then models the first part of the sentence on device. M is asked to finish. M selects pegboard. T1 reads the whole sentence to her modeling language on the device. "I play pegboard." T1, "H where are you going to work today... What are you going to do with it?"</p>

**Item II-G (Continued) Adults encourage and support children to make plans and reflect upon their work.**

SCORE		Levels	Notes:	Evidence:
<p>ROW 2</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">4 ▾</div>	<p>Adults encourage and support children to reflect upon what they did during child-initiated activities and intentionally scaffold each child’s reflections by encouraging each child to expand upon his or her reflections, such as telling the sequence of events, the steps taken to complete the plan, or if the child played alone or played with others.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring notes:</b> To score a 4, there must be specific evidence that adults encourage children to expand upon their reflections such as in the examples below.</p> <p>Adults may prompt children in a variety of ways, and children may not necessarily respond. If this happens, a score of 2–4 is still acceptable.</p> <p><b>Examples of reflecting upon child-initiated activities:</b></p> <ul style="list-style-type: none"> <li>○ Children tell adults what they played with.</li> <li>○ Children point to what they played with.</li> <li>○ Children tell what they would do differently next time they build a tower.</li> <li>○ A child explains what he or she liked or didn’t like about creating a puppet show to another child.</li> <li>○ A child tells about the part he or she played in creating a project and whether he or she would play that part again.</li> </ul> <p><b>Examples of ways to encourage children to expand their plans:</b></p> <ul style="list-style-type: none"> <li>○ Asking children questions about their plans, such as “What materials did you use?”</li> <li>○ Having children tell an adult each step they did to complete their plan.</li> <li>○ Asking children if they played alone or with others and whom they played with and why.</li> </ul>	<p>During Recall Time, T1 Holds up letter B. Models the sound. BBBB. Brandon has a B" Y, "Pppp ” T1: “ P is like Pizza. B is like for boy, ball, Brandon. If you touch your throat you can feel it. ” Y Or Be Nice. ” T1 Repeats. Emphasizes 'BE' and B sound each time. Passes letter B around. H tells long story about using cars, books T1, “ It sounds like you were in the Art Area and the Block Area a lot today. Did you play by yourself or with another person? ” H gives another long explanation. T1, “ It sounds like a little of both.” T1 asks him to pass it to someone else. He looks around a while “ All are good choices. ” Passes to M with device T1 prompts the device “ I. Played. ” Mia says B. T1 enters I Played B. ” Reads the sentence.  T2, "Where did you work today? ” Y, " I played in the art area. I made purple." T2: “ How did you make it? Y, " I mixed blue and pink and make purple. And I played in the sand. And I ate sand. ” T2 repeats. “ You ate sand? I wonder if that’s a healthy choice. ” Y It ’ s not T2: “ I wonder why Y “ Because sand is sand.” M shares T2, “ It sounds like you really followed your plan today. You said you were going to paint everywhere. ” M “ I made the best painting with Ms. Cheryl. ” Points to me T2, “ Oh you made a painting OF Ms. Cheryl! ”</p>

Item II-I Adults support children’s mathematics development throughout the day.

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div data-bbox="107 224 191 298" style="border: 1px solid black; padding: 2px; display: inline-block;"> <span style="font-size: 1.2em;">3</span> </div>	<p>Adults support and intentionally scaffold children’s development in <b>subitizing*</b> during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).</p> <p><b>Subitize</b> — from the Italian word <i>subito</i> meaning “rapidly.” Children who subitize can, at a glance, tell you how many objects there are in all. It is difficult to subitize more than five objects. Subitizing is fundamental to understanding cardinality.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring note:</b> 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><b>Example in the context of conversation:</b> Child asks, “How many more minutes until we go home?” The teacher holds up three fingers quickly, and the child moans, “Three more minutes.”</p>	<p>During Small Group, T1 works with 4 ch. Each has their own basket of pattern blocks, 2 dice and gumball machine paper. Ch roll dice, count the dots or subitize and place a shape on a gumball with that number on it. Ch roll die. T1 scaffolds to help count the dots on the die. Says final number. Helps them count that many shapes and put them on the gumball machine. H says he found 5. “That ’ s right you did. Can you find 5 again? ” Finds another 5 on the gumball machine. “ That ’ s right you have two 5 ’ s ” “ Remember stop. Think and then ask for help if you need it. ” Some ch are able to complete independently. T1 moves to each ch to check if they need support. Sits next to ch with device. Helps her physically roll the dice.</p> <p>See II-I Rows 2, 3 &amp; 4</p>
<p>Row 2</p> <div data-bbox="107 704 191 779" style="border: 1px solid black; padding: 2px; display: inline-block;"> <span style="font-size: 1.2em;">4</span> </div>	<p>Adults support and intentionally scaffold children’s development in one-to-one correspondence during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring note:</b> 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><b>Example in the context of conversation:</b> Child asks, “How many animals are there in my zoo? One, two, three, four...” The teacher watches the child miscounting and says, “Let’s count them together.” Both teacher and child say, “One, two, three, four, five, six,” while the teacher touches each corresponding animal when saying a number word.</p>	<p>During Choice Time, T2 sits on carpet with 3 ch stacking ice cream scoops. T2 counts aloud with A then holds ice cream for C as she counts. T2, “ We ’ re going to do it one by one. C points to each scoop &amp; counts up to 13. T2: “ What comes after? ” C points to each and repeats “ 6 ” T2 Takes off extra ice cream scoops and shows what 6 scoops looks like. “ This is 6. ”</p> <p>See II-I Row 4</p>

Item II-I (Continued) Adults support children’s mathematics development throughout the day.

SCORE		Levels	Notes:	Evidence:
<p>Row 3</p> <div data-bbox="111 269 197 347" style="border: 1px solid black; padding: 2px; display: inline-block;"> <p>4 ▾</p> </div>	<p>Adults support and intentionally scaffold children’s development in <b>cardinality*</b> during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).</p> <p><b>*Cardinality</b> — refers to the number of cardinal (basic) units in a set.</p> <p><b>Examples of children who understand cardinality:</b></p> <ul style="list-style-type: none"> <li>○ A child counts three yellow bears and says, “There are three yellow bears.”</li> <li>○ A child points to a swing set and says, “There are two swings.”</li> <li>○ When given six bears and asked to put four in the cup, the child puts four in the cup.</li> </ul> <p><b>Examples of children who do not understand cardinality:</b></p> <ul style="list-style-type: none"> <li>○ A child counts three yellow bears. When asked how many bears, the child points to the third bear counted.</li> <li>○ A child points to a swing set and says, “There are one, two swings.”</li> <li>○ When given six bears and asked to put four in the cup, the child puts none, one, two, three, five, or six bears in the cup.</li> </ul>	<p>1-Rarely or never                  2-Sometimes                  3-Usually                  4-Always</p>	<p><b>Scoring note:</b>                  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><b>Example in the context of conversation:</b>                  A child says, “I am counting the steps on the slide.” The teacher watches the child count seven steps. When done, the teacher asks, “How many steps were there in all?” The child answers, “One, two, three, four, five, six, seven.” The teacher replies, “There are seven steps on the slide.”</p>	<p>See II-I Rows 1, 2, 4 and 5</p> <p>During Choice Time, T2 sits with 3 ch stacking and counting ice cream scoops. Y counts hers with 1-to1 correspondence and says, “ There's 8.” T2, "There ARE 8!"</p>

**Item II-I (Continued) Adults support children’s mathematics development throughout the day.**

SCORE		Levels	Notes:	Evidence:
<p>Row 4</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">4 ▼</div>	<p>Adults support children’s development in using <b>mathematical attributes to compare objects</b> during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).</p> <p><b>Examples of mathematical attributes used to compare objects:</b>                      Quantity — equal, more, less                      Length — equal, longer, shorter                      Weight — equal, heavier, lighter                      Size — equal, bigger, smaller</p>	<p>1-Rarely or never                      2-Sometimes                      3-Usually                      4-Always</p>	<p><b>Scoring note:</b>                      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><b>Example in the context of conversation:</b>                      An adult says, “Your backpack is heavy.” A child says, “Tim’s is heavy too.” The adult holds both backpacks and says, “Yours is heavier than Tim’s.” Then the adult hands the backpacks to the child and says, “Check for yourself.”</p>	<p>See II-I Row 1</p> <p>During Choice Time, C holds up her ice cream and brings it to T2. C, “This is a bigger one Look at mine. Mines 500. There ’ s so a lot of cups.” H adds, “Look it’s so big.” T2 “ How many ice cream on there? ” H points to each one and counts to 12 and stops. T2: “ 12 ice cream that ’ s alot! ” Ch stand up ice cream cones next to each other. T2 “ Which one is longer?” They measure and pick the tallest.</p> <p>During Choice Time C &amp; H brought ice cream game to BA (from Toys &amp; Games) C adds scoops while T1 holds and says, “ This is way more than you gave me last time. ” H “ I ’ m building the ice cream. ” T1 repeats. “ You have 3. That ’ s way more than I had when it fell down. ” H builds large stack &amp; asks T1 to eat it. She pretends. “ Hold still ice cream. Careful. It was so tall I could feel it wobble. ”</p>

Item II-1 (Continued) Adults support children's mathematics development throughout the day.

SCORE		Levels	Notes:	Evidence:
<p>Row 5</p> <div data-bbox="86 277 170 354" style="border: 1px solid black; padding: 2px; display: inline-block;">             2 ▾           </div>	<p>Adults support and intentionally scaffold children's development of <b>naming and describing shapes</b> during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).</p>	<p>1-Rarely or never            2-Sometimes            3-Usually            4-Always</p>	<p><b>Scoring notes:</b>            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><b>To score a 4,</b> adults must support naming and describing shapes.</p> <p><b>Example in the context of conversation:</b>            During cleanup time, a child says, "I am putting all of these squares away first."            The adult says, "After you put the squares away, which shape will you put away?"            The child points and says, "Those."            The adult says, "Those are circles; the edges are round." The child says, "I will put the circles away next."</p>	<p>During Clean up, T1 counts as she wipes "circles" on the table. T2 does the same. Encourages all ch to count with her.</p> <p>During Choice Time, B joins T2 and M pretending to eat oreos with shapes on the back. T3 "Would you like some oreos?" B Nods yes. T3 "B what shape?" B, "Star."            T3, "Star that's right."</p>

**Item II-J Adults support children’s reasoning and problem solving throughout the day.**

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div data-bbox="111 250 195 321" style="border: 1px solid black; padding: 2px; display: inline-block;"> <span style="font-size: 1.2em;">3</span> </div>	<p>Adults ask <b>open-ended questions*</b> about children’s thought processes.</p> <p><b>*Open-ended questions</b> about thought processes usually include words such as <i>think, know, guess, predict, wonder, and estimate.</i></p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Examples of open-ended questions about thought processes:</b></p> <ul style="list-style-type: none"> <li>○ Why do you <i>think</i> the blocks fell down?</li> <li>○ How do you <i>know</i> you have 15 bears on the table?</li> <li>○ Why do you <i>think</i> plants need water to grow?</li> </ul> <p><b>Examples of closed-ended questions:</b></p> <ul style="list-style-type: none"> <li>○ What day is it?</li> <li>○ How many bears are there?</li> <li>○ What color is this circle?</li> </ul>	<p>See II-G for examples during Plan &amp; Recall</p> <p>During Choice Time T1, “ What did you all do together?” “ Hey S what’s going on?” “ Hmm I wonder what we can do to get you a beautiful phone?” T2, “What do you want to do now?”</p> <p>T3, “What shape?” “What’s this called?” “Do you like it?”</p> <p>During Morning Meeting, T1, “I see S raising his hand. S what are you thinking?”</p>
<p>Row 2</p> <div data-bbox="111 769 195 841" style="border: 1px solid black; padding: 2px; display: inline-block;"> <span style="font-size: 1.2em;">3</span> </div>	<p>Adults intentionally scaffold children when they are solving problems with materials and are doing age-appropriate things for themselves even when the effort may lead to creating messes, delays, partial outcomes, or mistakes (from which they learn).</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring note:</b> <b>To score a 4,</b> there must be specific evidence that adults provide support or intentionally scaffold children when solving problems with materials and doing things for themselves rather than adults solving the problem(s) for the children.</p> <p><b>Examples of adults providing support to solve a problem/for children to do things for themselves:</b></p> <ul style="list-style-type: none"> <li>○ When the bulletin board is full, an adult asks the children where they may want to hang their picture.</li> <li>○ When a child spills, the adult waits for the child to wipe the spill or supports the child in wiping the spill.</li> </ul>	<p>During Choice Time, Ha (ELL student) brings a pipe cleaner with beads to T2 and holds it up. T2 “ You want to do a bracelet with it? ” Ha, “ Yes.” Ha gets another piece of pipe cleaner and gestures to T2 to connect them to make it longer. T2 twists the 2 pieces together for him and hands it to Ha.</p> <p>During Choice Time, T2 observes He is unable to get his Legos to connect. T2, “ Do you need help or can you do it?” He, “ I am strong! ” T2, “ You are strong! ” He keeps trying and connects them on his own.</p>

Item II-J (Continued) Adults support children's reasoning and problem solving throughout the day.				
SCORE		Levels	Notes:	Evidence:
Row 3 	Adults encourage children to observe, predict, AND draw conclusions.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p><b>Scoring note:</b>  <b>To score a 4</b>, there must be specific evidence that adults encourage and support children in <b>all</b> three: observing, predicting, and drawing conclusions.</p> <p><b>Additional guidance:</b> It doesn't have to be the same child doing all three and it does not have to be all three processes at the same time.</p> <p><b>Examples of encouraging observation, prediction, and drawing conclusions:</b></p> <ul style="list-style-type: none"> <li>○ What do you see happening?</li> <li>○ What might happen next?</li> <li>○ What happens if you mix these colors?</li> <li>○ Why did that happen?</li> </ul>	<p>Did not observe teachers supporting children to observe or make predictions.</p> <p>During Morning Meeting, Ch brought up cleaning the room after Choice Time. T1 referred to a conversation the day prior. "We talked about keeping the room clean. Remember Y said bugs could come." Y, "There was ants." H, "Yeah we remember. That's why the ants so messy."</p> <p>During Recall, Y said, "I played in the art area. I made purple."            T1: "How did you make it?"            Y, " I mixed blue and pink and make purple."</p>
Row 4 	Adults support and intentionally scaffold children in using scientific words and engage children in thinking scientifically about a variety of scientific concepts during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p><b>Scoring note:</b></p> <p>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><b>Examples of scientific words:</b>            Living, nonliving, sunny, cloudy, rainy, warm, cool, sinking, floating, funnel, filter, fill, pour, liquid, solid, mass, melt, evaporate, heavy, light, more, less, push, pull, speed, etc.</p>	<p>See II-I</p> <p>H looks out the window, " Oh my goodness it's snowing! " It is snowing!" No teachers respond.</p> <p>A offers T1 a plate of peppers.            T1: " At my house I grow banana peppers. They're a little bit spicy. " Several exchanges. "It's usually a good idea to wash your peppers before you eat them.</p>

**Item II-K Adults encourage thoughtful social interaction among all children throughout the day.**

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div data-bbox="44 250 128 323" style="border: 1px solid black; padding: 2px; display: inline-block;">4 ▾</div>	<p>Adults encourage children to interact with one another and find opportunities to refer children to one another.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Examples of encouraging children to interact with one another:</b></p> <ul style="list-style-type: none"> <li>○ Asking another child to help tie someone’s shoe.</li> <li>○ Encouraging children to ask other children questions.</li> <li>○ Having children turn to one another to talk about stories read or activities completed together.</li> <li>○ Encouraging children to accept and use the languages used by dual language learners (e.g., saying “Hello” in English and in Spanish).</li> </ul>	<p><i>Evidence:</i></p> <p>During Choice Time, Y walks over to where C &amp; T2 are playing ice cream game. C holds up a stack of ice cream and offers it to Y. T2 to Y, “ Y, C is asking you if you want to play ice cream with us.” Y says yes. T2 to C, “ Did you hear Y? ” C nods yes. T2 repeats, “ Do you want to play with her? ” Nods yes.</p> <p>T2 to H, “ You can go to C and ask her that you want to buy some ice cream. Try it. She might let you. ” H grabs some of the ice cream. T2, “ H if you ask she might give you some.”</p> <p>See II-L</p>
<p>Row 2</p> <div data-bbox="44 948 128 1021" style="border: 1px solid black; padding: 2px; display: inline-block;">4 ▾</div>	<p>Adults encourage caring, thoughtful, and helpful behaviors between children and support children's spontaneous cooperative efforts.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Example of encouraging caring, thoughtful, and helpful behaviors:</b></p> <p>An adult says, "Thank you for helping Jill wipe up the paint that spilled on the chair."</p>	<p>See II-F, II-K Row 1 and II-L</p>

**Item II-L Adults diffuse conflicts and support all children in resolving conflicts.**

SCORE		Levels	Notes:	<i>Evidence:</i>
<p>Row 1</p> 	<p>Adults diffuse conflict situations before moving into problem solving by</p> <ul style="list-style-type: none"> <li>• Approaching children calmly and stopping any hurtful actions.</li> <li>• Acknowledging children's feelings.</li> </ul>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring note:</b> <b>To score a 4</b>, there must be specific evidence that the adult acknowledges the children’s feelings.</p> <p><b>If no conflicts are observed</b>, then present the following scenario to the lead adult and base row 1, 2, and 3 scores on the answer provided by the adult: “Imagine that two children are loudly arguing over a car that they both want to use at the same time. Tell me what you would do.”</p>	<p>Only one conflict observed. Approached calmly. Did not acknowledge feelings.</p> <p>M Comes to T1 with conflict. M, “ She said give me your phone and I don ’ t want to. ” T1 “ Did you try using your words and asking her to find another one? ” M, “ Yeah. ” T1, “ And that didn ’ t work. “ Hey S what ’ s going on? ” S, “ I want a beautiful phone. ” T1, “ Hmm I wonder what we can do to get you a beautiful phone? ” S asks M. T1 walks with them as they move back to DP. T1 to S, “ M is using this phone. ” M gives phone to S. M nods yes. T1, “ Oh so it ’ s okay for her to use this phone now? ” S and M negotiate. T1 is on the floor listening. They come to a solution. T1, “ I think you girls solved the problem. ” T1 stays next to them for a minute to confirm it ’ s resolved.</p>
<p>Row 2</p> 	<p>Adults involve children in identifying the problem by</p> <ul style="list-style-type: none"> <li>• Gathering information from the children about what happened or what is upsetting.</li> <li>• Restating the problem.</li> </ul>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring note:</b> All children involved in a conflict must be involved in identifying the problem to <b>score a level 3 or 4</b>. If only some children are involved, <b>score a level 2</b>.</p> <p><b>To score a 4</b>, there must be specific evidence that the adult or child restates the problem.</p>	<p>See Row 1</p> <p>Gathered information. Did not restate the problem.</p>
<p>Row 3</p> 	<p>Adults involve children in the process of finding and choosing a solution for a problem by</p> <ul style="list-style-type: none"> <li>• Asking children for solutions and encouraging them to choose one together.</li> <li>• Monitoring children as they act on their decisions and provide support if needed.</li> </ul>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring note:</b> All children involved in a conflict must be involved in choosing and/or discussing solutions to <b>score a level 3 or 4</b>. If only some children are involved, <b>score a level 2</b>.</p> <p><b>To score a 4</b>, there must be specific evidence that the adult monitors the decision and provides support if needed.</p>	<p>See Row 1</p>