



CLASSROOM COACH

Improving Preschool Classroom Quality

Your Name

Chante McClaine

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”.

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

CORE		Levels	Notes:	Evidence:
<p>ROW 1</p> 	<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>Scoring note: If no distress is observed, then score this row a 4.</p> <p>Examples of distress:</p> <ul style="list-style-type: none"> ○ Separation or reunion with caregivers ○ Injuries or illness ○ Conflict with other children <p>Examples of acknowledging feelings and comforting children:</p> <ul style="list-style-type: none"> ○ “I see you are crying. Sometimes people are sad when they say good-bye.” ○ “Would you like to stand by the window and wave good-bye to your dad?” ○ “These children are just pretending to be zombies; they are not real. Are you feeling afraid of them?” ○ “Were you startled by that noise? It is over now.” 	
<p>ROW 2</p> 	<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>Scoring note: To score a 4, all adults have to display positive, calm, and respectful interactions, and no adult can display any negative interactions.</p> <p>Examples of positive interactions:</p> <ul style="list-style-type: none"> ○ Greet children when they arrive ○ Say good-bye when children leave ○ Smile, hug, and/or nod ○ Use a calm voice ○ Make eye contact ○ Get down to the child’s level ○ Listen attentively ○ Acknowledge children’s ideas 	

Standard II-F (Continued) Adults create a sensitive and responsive learning environment for all children.

CORE		Levels	Notes:	Evidence:
JW 3 <input type="checkbox"/>	Adults encourage children by providing positive feedback on individual children's efforts.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p>Examples of positive feedback on effort:</p> <ul style="list-style-type: none"> ○ "I saw you working hard on that puzzle all by yourself." ○ "I see you mixed colors together to make pink. How did you do that?" ○ "I noticed you helping Jill clean up all of those blocks. That was very helpful." ○ "Cleaning up that mess all by yourself took a lot of work. Thank you." <p>Examples of praise (not positive feedback on effort):</p> <ul style="list-style-type: none"> ○ Giving high-fives and thumbs-up ○ "Good job!" ○ "Oh, that's beautiful!" ○ "You're so smart!" ○ "Everyone did a great job!" 	

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

SCORE		Levels	Notes:	Evidence:
<p>LOW 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">3</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>Scoring notes: To score a 4, 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>Examples of planning for child-initiated activities:</p> <ul style="list-style-type: none"> ○ Children tell an adult what they will play with. ○ Children point to what they want to play with. ○ A child draws a plan. ○ A child writes a plan. ○ A child plans with another child. ○ Children tell what part they will do in a longer project with multiple children. ○ Children tell what they will do in the makerspace. ○ Children tell their plans for a project-based learning opportunity. <p>Examples of ways to encourage children to expand their plans:</p> <ul style="list-style-type: none"> ○ Asking children questions about their plans, such as “What materials do you need?” ○ Helping children think through each step of their plan. ○ Suggesting other children who can help them with their plan. 	<p>Score 3 At PT children used binoculars to plan, T1 asked C1, “What are you going to do in the music area?” C1 “I am going to listen to headphones and play with the sticks.”</p> <p>T1 asked C2, “What do you want to do in the house area?” C2 “I am going to pretend I’m a cat and play with C3.” T1 asked, “What are you going to do with C3?” C3 “I’m going to pretend I’m a dog.”</p> <p>T1 asked C3, “Are you going to work in any other area today?”</p> <p>T1 asked C4, “What do you plan to do in the house area? What food do you want to cook?” C4 “Macaroni and cheese and pepperoni.” T1 asked, “Are you going to make anything else?”</p> <p>T1 asked another child, “Are you going to any other areas? C5 “The toy animal. T1 “is the toy animal are your favorite?” C5 “Yes.”</p> <p>T1 asked C6, “What would you like to cook?” C6 answered. T1 asked, “Would you cook something different? What else are you going to do?” C6 “and</p>

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

CORE		Levels	Notes:	Evidence:
<p>W 2</p>	<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>Scoring notes: 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>Examples of reflecting upon child-initiated activities:</p> <ul style="list-style-type: none"> ○ Children tell adults what they played with. ○ Children point to what they played with. ○ Children tell what they would do differently next time they build a tower. ○ A child explains what he or she liked or didn’t like about creating a puppet show to another child. ○ A child tells about the part he or she played in creating a project and whether he or she would play that part again. <p>Examples of ways to encourage children to expand their plans:</p> <ul style="list-style-type: none"> ○ Asking children questions about their plans, such as “What materials did you use?” ○ Having children tell an adult each step they did to complete their plan. ○ Asking children if they played alone or with others and whom they played with and why. 	<p>Score 2 During RT, T2 used a phone and asked, “What areas did you play in today during work time?” C1 “House area and art area.” C2 “Egg area,” and T2 asked, “What area are the eggs in?” C2 “The house area.” Another child (C3) named the block area, house area, message board, and art area. T1 asked C3, “What did you do in the house area?” and C3 “Cook me some food.” T2 “Thank you for recalling.” T2 asked C4, “What did you do in the block area today, C4?” C4 “I did not finish.” T2 said, “You can finish it tomorrow.”</p>

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

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">1</div>	<p>Adults support and intentionally scaffold children’s development in subitizing* during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).</p> <p>Subitize — 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>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 conversation: 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>Score 1 At message board, when T1 uncovered the board and two stick figures were drawn for Message #2, C1 said, “Two people.” During breakfast, while looking at a book, T1 asked, “How many coconuts here?”</p>
<p>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px;">2</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>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 conversation: 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>Score 2 During breakfast, T1 pointed to the coconuts in the book and asked, “How many coconuts here?” The child touched each coconut one at a time while counting “1, 2, 3,” and T1 said, “It’s still 3.” During small group, T2 said to a child,</p>

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

SCORE		Levels	Notes:	Evidence:
<p>Row 3</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">3</div>	<p>Adults support and intentionally scaffold children’s development in cardinality* during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).</p> <p>*Cardinality — refers to the number of cardinal (basic) units in a set.</p> <p>Examples of children who understand cardinality:</p> <ul style="list-style-type: none"> ○ A child counts three yellow bears and says, “There are three yellow bears.” ○ A child points to a swing set and says, “There are two swings.” ○ When given six bears and asked to put four in the cup, the child puts four in the cup. <p>Examples of children who do not understand cardinality:</p> <ul style="list-style-type: none"> ○ A child counts three yellow bears. When asked how many bears, the child points to the third bear counted. ○ A child points to a swing set and says, “There are one, two swings.” ○ 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. 	<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 conversation: 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>Score 3 During breakfast, T1 asked, “How many coconuts here?” and after the child counted “1, 2, 3,” T1 said, “It’s still 3,” During small group, after a child placed bones into the dog one at a time, T2 counted with the child, “1, 2, 3, 4,” and then said, “You have 4 total.” With another child, T2 counted the bones, “1, 2, 3, 4, 5,” and said, “You counted and gave the dog 5 bones.” With a third child, T2 and the child counted “1, 2, 3, 4, 5, 6, 7,” and T2 said, “You have 7 bones.”</p>

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

SCORE		Levels	Notes:	Evidence:
ROW 4 1	<p>Adults support children's development in using mathematical attributes to compare objects during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).</p> <p>Examples of mathematical attributes used to compare objects: Quantity — equal, more, less Length — equal, longer, shorter Weight — equal, heavier, lighter Size — equal, bigger, smaller</p>	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<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 conversation: 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>Score 1 During work time, a child said, "I am tall now... how tall am I? T2 responded, "You got taller. Some of you have gotten taller since our home visit," T2 added, "Keep eating your vegetables and you'll be bigger than me,"</p>

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

SCORE		Levels	Notes:	Evidence:
Row 5 <input type="text" value="1"/>	Adults support and intentionally scaffold children's development of naming and describing shapes 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>Scoring notes: 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>To score a 4, adults must support naming and describing shapes.</p> <p>Example in the context of conversation: 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>	Score 1 During SGT, while writing on trays in sand, C3 "I can't make any numbers." T1 "you can make shapes or numbers."

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

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">3</div>	<p>Adults ask open-ended questions* about children’s thought processes.</p> <p>*Open-ended questions 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>Examples of open-ended questions about thought processes:</p> <ul style="list-style-type: none"> ○ Why do you <i>think</i> the blocks fell down? ○ How do you <i>know</i> you have 15 bears on the table? ○ Why do you <i>think</i> plants need water to grow? <p>Examples of closed-ended questions:</p> <ul style="list-style-type: none"> ○ What day is it? ○ How many bears are there? ○ What color is this circle? 	<p>Score 3 At MB T1 asked, “How can we use the music sticks?” MB, T1 asked, “How do you think our friends feel if we hit them?” and T1 “What do you think we’re going to do with this?” PT,T1 asked, “What are you going to do in the music area?” and “What do you want to do in the house area?” PT, T1 asked, “Are you going to work in any other area today?” and “Will you cook something different?” and “What are you going to do?” At WT, T2 asked,</p>
<p>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">1</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>Scoring note: To score a 4, 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>Examples of adults providing support to solve a problem/for children to do things for themselves:</p> <ul style="list-style-type: none"> ○ When the bulletin board is full, an adult asks the children where they may want to hang their picture. ○ When a child spills, the adult waits for the child to wipe the spill or supports the child in wiping the spill. 	<p>Score 1 During WT C1 said to T2, “Can you help me? T2 “what would you like for me to do?” C1 “Fix this baby clothes.” T2 said, “ok,” and assisted with fixing the clothing on baby doll.</p>

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

SCORE		Levels	Notes:	Evidence:
<p>Row 3</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">1</div>	<p>Adults encourage children to observe, predict, AND draw conclusions.</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 adults encourage and support children in all three: observing, predicting, and drawing conclusions.</p> <p>Additional guidance: 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>Examples of encouraging observation, prediction, and drawing conclusions:</p> <ul style="list-style-type: none"> ○ What do you see happening? ○ What might happen next? ○ What happens if you mix these colors? ○ Why did that happen? 	<p>Score 1 During MB when introducing music sticks, T1 said, “I want to make sure we use these sticks to make music. Do we throw these sticks? Do we knock down our friends’ towers? How can we use them?”</p> <p>During MB, message #3 T1 held up a magnifying glass and said, “this is our clean-up tool. “What do you think we’re going to do with this?”</p>
<p>Row 4</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">1</div>	<p>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).</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note:</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>Examples of scientific words: 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>Score 1 no evidence.</p>

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

DRE		Levels	Notes:	Evidence:
<p>√ 1</p>	<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>Examples of encouraging children to interact with one another:</p> <ul style="list-style-type: none"> ○ Asking another child to help tie someone’s shoe. ○ Encouraging children to ask other children questions. ○ Having children turn to one another to talk about stories read or activities completed together. ○ Encouraging children to accept and use the languages used by dual language learners (e.g., saying “Hello” in English and in Spanish). 	
<p>√ 2</p>	<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>Example of encouraging caring, thoughtful, and helpful behaviors: An adult says, "Thank you for helping Jill wipe up the paint that spilled on the chair."</p>	

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

ORE		Levels	Notes:	Evidence:
w 1	<p>Adults diffuse conflict situations before moving into problem solving by</p> <ul style="list-style-type: none"> Approaching children calmly and stopping any hurtful actions. Acknowledging children's feelings. 	<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 adult acknowledges the children's feelings.</p> <p>If no conflicts are observed, 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>Score 3 Transition from BT, T1 approached C1 on the rug and said "You look upset." At WT in the BA, T1 "come talk to me and C3. He has a sad face and he said you took it." T1 approach two children in the AA, C1 "I said I'm sorry." T1 approach child "what's wrong?"</p>
w 2	<p>Adults involve children in identifying the problem by</p> <ul style="list-style-type: none"> Gathering information from the children about what happened or what is upsetting. Restating the problem. 	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: All children involved in a conflict must be involved in identifying the problem to score a level 3 or 4. If only some children are involved, score a level 2.</p> <p>To score a 4, there must be specific evidence that the adult or child restates the problem.</p>	<p>Score 3 Transition from BT, T1 walked over to two children on the rug and said, "You look upset." C1 "had the book first." T1 replied, "I understand you're upset because you had the book first. What can we do?" C2 "No, I had it first and I want the book." C1 "I want it." At WT in th BA, T1 "come talk to me and C3. He</p>
w 3	<p>Adults involve children in the process of finding and choosing a solution for a problem by</p> <ul style="list-style-type: none"> Asking children for solutions and encouraging them to choose one together. Monitoring children as they act on their decisions and provide support if needed. 	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: All children involved in a conflict must be involved in choosing and/or discussing solutions to score a level 3 or 4. If only some children are involved, score a level 2.</p> <p>To score a 4, there must be specific evidence that the adult monitors the decision and provides support if needed.</p>	<p>Score 2 Transition from BT, T1 walked over to two children on the rug having a conflict over a book. T "what can we do if you both want th book?" "Can I suggest something? Child "yes." T1 "Can we look at it together?" " I can sit with you and look at with you two." C1 "ok. Can you read it" T1 "yes." T1 began reading the book. At WT speak to two children having a conflict in the</p>