

# Classroom Coach

*Improving the Quality of  
Preschool Classrooms*

# Week 2 Learning Unit

*Teaching and Learning Routines  
and Adult-Child Interactions*



## Section II — Teaching and Learning Routines and Adult-Child Interactions, Items II-A–II-E & II-H

This section assesses the following routines and interactions:

- A consistent daily routine along with flexible transitions
- Time for child-initiated activities in the classroom and outdoors
- Adult support of children during child-initiated activities
- Time for adult-initiated, large-group activities
- Time for adult-initiated, small-group activities
- Adult support of children's language and literacy development



## Section II — Teaching and Learning Routines and Adult-Child Interactions, Items II-A–II-E & II-H (continued)

### Helpful Hints:

- Reference the *Classroom Coach Glossary* for Classroom Coach terms.
- Take a picture of the posted routine or record it with anecdotal evidence. Throughout the observation, include the times routines occur along with the anecdotal evidence. This will help track and compare the posted routine with the observed routine for consistency.
- Record the *when, where, what, who* and *how* as children and adults interact in the classroom. It's helpful to record a ongoing documentation on paper or on a computer tablet, but with practice it will become easier to record directly into the Classroom Coach as the observation occurs.
- Use the following abbreviations for adults/teachers/children, parts of the day, and interest areas:
  - T1 and T2 to designate teachers
  - C or Ch for child and C1, C2, and C3, etc. for multiple children
  - SGT (Small-Group Time), LGA (Large-Group Activity), OT (Outdoor Time)
  - AA (Art Area), TA (Toy Area), SA (Science Area)

## Section II — Teaching and Learning Routines and Adult-Child Interactions, Items II-A-II-E & II-H (continued)

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

- Row 1: Consistent routine — Take a picture of the posted routine or record it with anecdotal evidence. Throughout the observation, include the times routines occur along with the anecdotal evidence. This will help track the posted routine for comparison to the observed routine for consistency.
- Row 2: Transitions — Open bullet points guide evidence and scoring.



## Section II — Teaching and Learning Routines and Adult-Child Interactions, Items II-A–II-E & II-H (continued)

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

- Row 1 — Children carry out their intentions in the classroom.

**Scoring note:** To score a 4, there must be specific evidence that shows **ALL** children are able to carry out their intentions, and there cannot be any evidence that contradicts the examples provided.

- Row 2 — Children carry out their intentions during outdoor time.

**Scoring note:** Enter a score even if children do not go outside during the scheduled time, based on ability of children to carry out their intentions. For example, if adults read aloud to children during this time, assign a score of 1.

- \* **Child-initiated activities** are activities that the child controls from beginning to end. The adult supports children's ideas and allows them to guide their own play and learning.

## Section II — Teaching and Learning Routines and Adult-Child Interactions, Items II-A–II-E & II-H (continued)

### Item II-C — Adults support children’s ideas, actions, and developmental levels during child-initiated activities.

- Row 1 — Adults are intentional about entering children’s play.  
**Scoring note: To score a 4**, there must be specific evidence (as in the examples provided) that teachers are intentional.
- Row 2 — Adults intentionally *scaffold*\* children’s play. Open bullet points guide evidence and scoring.

\* **Scaffolding** occurs when an adult meets a child at their developmental level when they perform tasks/activities and supports the child through gentle nudges that help the child complete the task/activity successfully or until the child can perform the task/activity on their own.

### Item II-D — There is time each day for adult-initiated\*, large-group activities that support each child’s developmental level.

- Row 1 — Adults provide large-group activities.  
**Scoring note: To score a 4**, all adults must participate and there must be specific evidence that adults intentionally scaffold learning.
- Row 2 — Adults lead large-group activities.  
**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.
- Row 3 — Adults support and use many strategies to extend children’s ideas and actions. Open bullet points guide evidence and scoring.

\* **Adult-initiated activities** are activities that the adult leads from beginning to end, allowing for individual child expression and participation at his or her developmental level.

## Section II — Teaching and Learning Routines and Adult-Child Interactions, Items II-A–II-E & II-H (continued)

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

- Row 1 — Adults provide small-group activities.

**Scoring note:** To score a **4**, there must be specific evidence that the opportunities are intentionally planned.

- Row 2 — Adults lead small-group activities.

**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.

- Row 3 — Adults support and use many strategies to extend children’s ideas and actions. Open bullet points guide evidence and scoring.
- Row 4 — Adults intentionally introduce concepts or skills that are **moderately challenging**\*

**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**.

- \* **Moderately challenging** concepts or skills are those beyond what children already know or can do but are not so difficult that children become frustrated or disengaged.

## Section II — Teaching and Learning Routines and Adult-Child Interactions, Items II-A-II-E & II-H (continued)

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

- Row 1 — Adults support and intentionally scaffold children’s **development of language**.

**Scoring note:** If adults are interrupting children during conversations or while engaged in play, then assign a **score of 1**.

**Scoring note:** To score a **4**, the conversations between adults and children must be give and take; conversations need to take place during mealtimes; and adults should not be asking a series of questions.

- Row 2 — Adults support and intentionally scaffold children’s **development of letter knowledge and letter sounds** *throughout the day*.



**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.

## Section II — Teaching and Learning Routines and Adult-Child Interactions, Items II-A–II-E & II-H (continued)

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

- Row 3 — Adults support and intentionally scaffold children’s **development of phonological awareness** *throughout the day*.

**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.

- Row 4 — During read-alouds, adults intentionally build children’s **comprehension skills**.

**Scoring note:** If no read-aloud occurs during the observation, **then score a 1**.

- Row 5 — Adults support and intentionally scaffold children’s **development of vocabulary**.
- Row 6 — Adults support and intentionally scaffold children’s **development in writing**. All score levels are based on the three closed bullet points in Level 4. Examples in the Notes column will guide evidence and scoring.

# Let's Practice

## *Where does the evidence go?*

Work time: A teacher read a to a child from a book the child brought to her. The child described what she noticed on the cover, smiled, and said, “My Papa hugs me too.” The teacher said, “You smiled. You must like when your Papa hugs you tight.” The child said, “Mimi hugs me.” The teacher said, “Oh, your Mimi hugs you too! That must make you feel loved.” The child said, “I love my Mimi.”

Item II-H,  
Row 1

What's the row score?

Item II-H,  
Row 1

This anecdote is a Level 4.  
When a Classroom Coach measurement tool is completed, a variety of evidence collected throughout the day is needed.



## Let's Practice

### *Where does the evidence go?* (continued)

Small-group at the table: Children used Pattern Blocks to fill in Block Patterns. T said, "Fill your pattern with the matching pattern blocks. See if you can finish it all." One child stacked yellow squares six high on the tabletop. She said to T, "Look, I made a tower." T said, "You used the squares to make a tower." C, "Now I am going to add triangles." T, "Okay, but then finish your pattern."

Item II-E,  
Row 2

What's the row score?

Item II-E,  
Row 2

Level 2.

Sometimes children contribute their own ideas and participate at their own developmental levels.



## Let's Practice

### *Where does the evidence go?* (continued)

During work time, children were observed using materials in the art area and building with blocks in the block area; children were pretending to have a birthday party at a pizza restaurant in the house area. Two children asked to play at the sensory table and the teacher said, "Not today. Yesterday was too messy. Remember we aren't going to open it everyday."

Item II-B,  
Row 1



What's the row score?

Item II-E,  
Row 2



Level 3

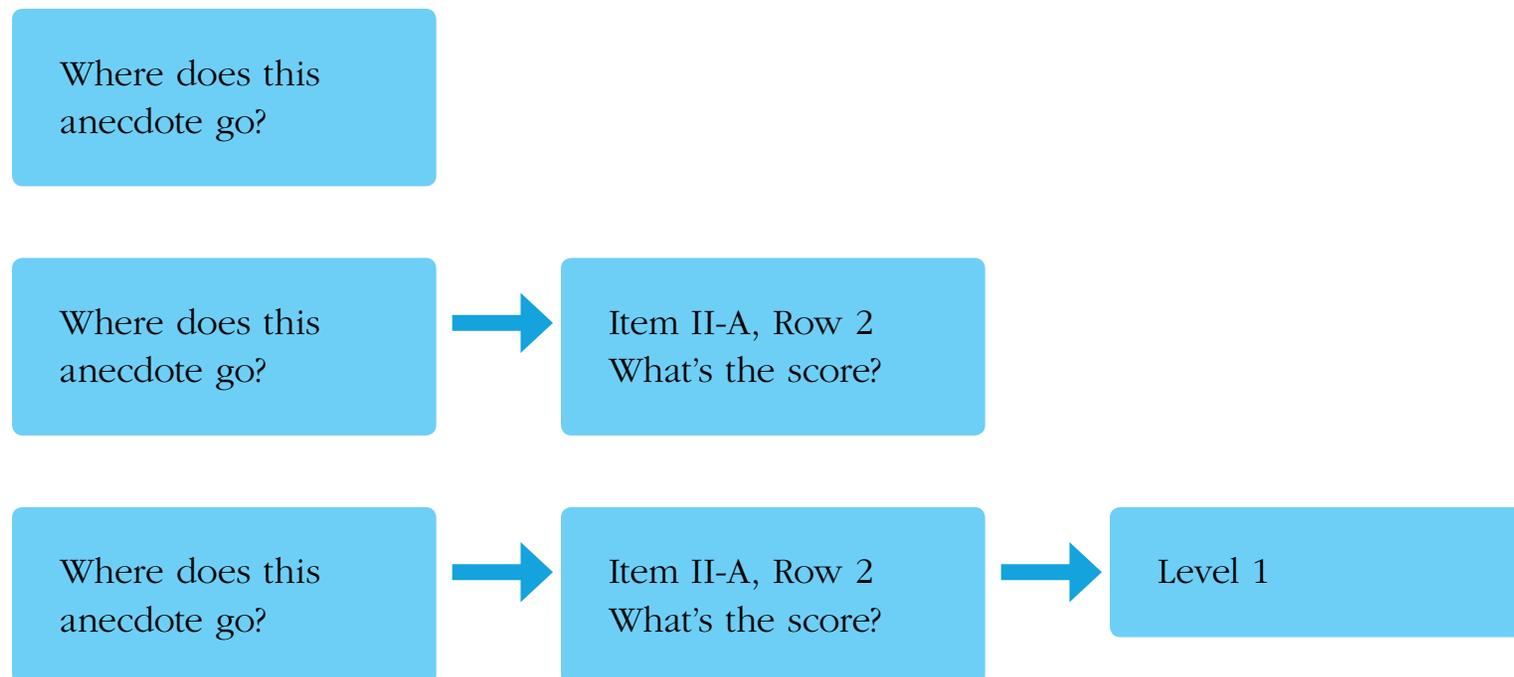


## Let's Practice

### Where does the evidence go? (continued)

During small-group time the teacher said, "It's time to stop making your puppet." Four children said, "I'm not done." One child said, "No, I like making my puppet. I don't want to stop." The teacher said again, "It's time to stop and get to gym. We can do

this another day." At the end of work time, the lights were shut off and the teacher said, "The lights went out. Cleanup now!" During outdoor time the teacher said loudly, "Guys, line up for lunch right now. We must get inside. Hurry up!"



## Section II — Items II-A–II-E & II-H

Week 2 training includes the following activities:

- Reading assignments.
- Check My Understanding activities (2).
- Try It Out — Observe and collect evidence for Items II-A through II-E and II-H.
- Discussions — View a video, record objective evidence, and post one anecdote and a question.
- Discussions — Reflect on a Reading Assignment

The Week 3 Learning Unit will cover Section II — Items II-F, II-G, and II-I–II-L.

