

# Classroom Coach

*Improving the Quality of  
Preschool Classrooms*

# Week 1 Learning Unit

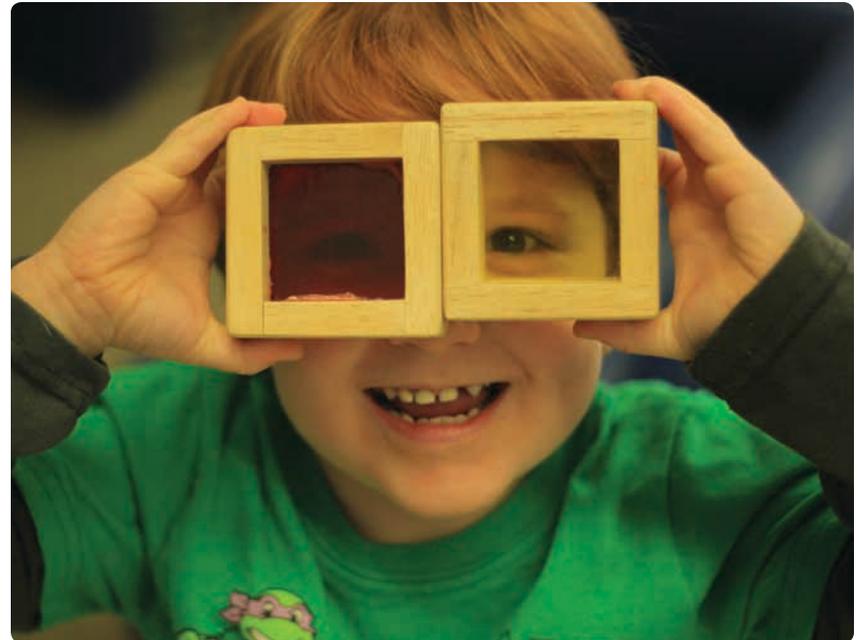
## *Assessing Program Quality*



# Classroom Coach

## What is Classroom Coach?

- Classroom Coach measures the classroom quality of preschool programs. It is research-based, field-tested, and grounded in developmentally appropriate practices.
- Classroom Coach measures three areas of program quality:
  - Learning Environment
  - Teaching and Learning Routines and Adult-Child Interactions
  - Curriculum, Planning, Assessment, and Family Engagement
- The Learning Environment (Section I) and Teaching and Learning Routines and Adult-Child Interactions (Section II) are completed through observation.
- Curriculum, Planning, Assessment, and Family Engagement (Section III) is completed through an interview.



# Classroom Coach Structure

## Classroom Coach

### Items:

Items are identified by their section number and a letter (e.g., Section I — Item D, “Item I-D”).

There will also be a statement that describes what the item is about — *Children’s work and environmental print are on display.*

Item I-D Children’s work and environmental print are on display.						
SCORE	Level 1	Level 2	Level 3	Level 4	Notes:	Evidence:
Row 1 <input type="checkbox"/>	One or none of the bulleted points in level 4 is/are in place.	At least two of the bulleted points in level 4 are in place.	At least three of the bulleted points in level 4 are in place.	Adults display children’s work <ul style="list-style-type: none"> <li>• At child level.</li> <li>• Throughout the learning environment.</li> </ul> The displays consist of <ul style="list-style-type: none"> <li>• Mostly child-initiated work (not adult-initiated art projects).</li> <li>• A variety of children’s work, such as artwork, photos of block structures, samples of emergent writing, and results of scientific experiments.</li> </ul>	<b>Scoring note:</b> Adults may display children’s work in or outside the classroom (such as hallways), but they should display the work where it is visible to children and where children and their families spend a substantial amount of time while in school.	
Row 2 <input type="checkbox"/>	Many examples of environmental print that encourage children to write letters, numbers, names, and words are intentionally placed throughout the classroom.	<b>Levels</b> 1-None 2-Few 3-Some 4-Many	<b>Scoring note:</b> To score a 4, there must be specific evidence of print that encourages children to write letters, numbers, names, and words.  <b>Examples of environmental print that encourage children to write letters, numbers, names, and words:</b> <ul style="list-style-type: none"> <li>○ Sign-in sheets that include children’s age</li> <li>○ Interest area signs</li> <li>○ Shelf/toy labels with numbers of objects</li> <li>○ Alphabet and numerical strips</li> <li>○ Attendance charts with date</li> <li>○ Job charts with names</li> <li>○ Children’s names on cubbies</li> <li>○ Hand-washing reminders with step 1, step 2</li> <li>○ Labeled objects</li> <li>○ Clock with numerals</li> <li>○ Calendars with all dates and days of the week</li> </ul>			

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# Different Types of Items

Each item contains two or more rows.

In some items, like I-C, rows contain descriptors with a specific focus that relates to the overall item.

Descriptors describe the level of quality

Item I-C There is a safe outdoor play area with ample space, structures, and materials to support many types of movement.						
SCORE	Level 1	Level 2	Level 3	Level 4	Notes:	Evidence:
Row 1 <input type="checkbox"/>	The outdoor play area is unsafe or there is no outdoor play area.	The outdoor play area is safe, and there is space and play structures that allow for a few types of movement.	The outdoor play area is safe, and there is space and play structures that allow for some types of movement.	The outdoor play area is safe, and there is space and play structures that allow for many types of movement.	<p><b>Scoring note:</b> If children do not go outside during the observation, score the outside area and note in the evidence column why the outside area was not used that day (e.g., lack of time, dangerous weather [i.e., lightning, heavy rain, hail, strong winds, blizzards, very high or low temperatures]).</p> <p><b>Examples of types of movement:</b></p> <ul style="list-style-type: none"> <li>○ Jumping</li> <li>○ Climbing</li> <li>○ Swinging</li> <li>○ Sliding</li> <li>○ Running</li> <li>○ Digging</li> </ul>	
Row 2 <input type="checkbox"/>	There are no portable materials for the outdoor play area.	The outdoor play area includes portable materials for a few types of active play.	The outdoor play area includes portable materials for some types of active play.	The outdoor area includes portable materials for many types of active play.	<p><b>Scoring note:</b> If needed, ask where portable materials are stored.</p> <p><b>Examples of portable materials:</b></p> <ul style="list-style-type: none"> <li>○ Tricycles</li> <li>○ Sleds</li> <li>○ Balls</li> <li>○ Stones</li> <li>○ Boxes</li> <li>○ Buckets</li> <li>○ Chalk</li> <li>○ Scarves</li> <li>○ Paintbrushes</li> </ul>	

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## Different Types of Items (continued)

Some items have rows that include **one** descriptor, levels of quality (score), and a Notes column to guide evidence and/or scoring.

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 <input type="checkbox"/>	Adults support children's understanding of the consistent routine and sequence of events during the school day.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<b>Examples of supporting children's understanding of the sequence of events:</b> <ul style="list-style-type: none"> <li>Adults post the daily routine at child level in a format that is easy for all children to understand, such as <b>text along with pictures or symbols</b>.</li> <li>Adults review the daily routine throughout the day.</li> <li>Adults let children know about changes in the routine ahead of time.</li> </ul>	
Row 2 <input type="checkbox"/>	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 2-Sometimes 3-Usually 4-Always	<b>Examples that are thoughtful:</b> <ul style="list-style-type: none"> <li>Announcing that snack will come after large-group time, before small-group time begins.</li> <li>Quietly telling children who have a lot to put away that play time is ending soon.</li> </ul> <b>Examples that are not thoughtful:</b> <ul style="list-style-type: none"> <li>Loudly announcing to everyone, "Five more minutes until cleanup time."</li> <li>Saying "One, two, three eyes on me," and making children stop playing or interrupting children as they eat and converse.</li> </ul>	

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## Different Types of Items (continued)

Some items have rows with a different number of descriptors:

- One descriptor (Row 1)
- Four descriptors — one for each Level (Row 2)

I. LEARNING ENVIRONMENT					
Item I-A The indoor space has a variety of interest areas that have names and are intentionally organized.					
SCORE	Levels		Notes:	Evidence:	
Row 1 <input type="checkbox"/>	A variety of interest areas that provide diverse activities (e.g., creative, construction, dramatic play, inquiry based, literacy) are evident and have names.		1-None 2-Few 3-Some 4-Many	<b>Scoring note:</b> To score a 4, interest areas have names and are evident, and it is clear that the adults and children know the names of the interest areas.	
Row 2 <input type="checkbox"/>	<b>Level 1</b> Materials are minimally organized or are not organized into interest areas.	<b>Level 2</b> At least one of the bullets in level 4 is in place.	<b>Level 3</b> At least two of the bullets in level 4 are in place.	<b>Level 4</b> The materials in the interest areas are <ul style="list-style-type: none"> <li>• Intentionally organized.</li> <li>• Grouped by function.</li> <li>• Accessible to children throughout the day.</li> </ul>	<b>Scoring note:</b> To score a 4, the materials must be accessible to all children throughout the day.  Putting the same items in multiple interest areas, where they may contribute to children’s play, is acceptable (e.g., writing utensils in the home area as well as the art area).  <b>Examples of grouping by function or types:</b> <ul style="list-style-type: none"> <li>○ Things that fasten (e.g., tape, stapler, paper clips)</li> <li>○ Things to build with (e.g., unit blocks, Bristle Blocks, cardboard blocks)</li> </ul>

# Four Steps for Completing the Classroom Coach

## Step 1:

Observe in a preschool classroom and record objective evidence.

## Step 2:

Interview with the guiding questions.

## Step 3:

Record evidence for each row.

## Step 4:

Read the descriptor(s), scoring note(s), and objective evidence. Assign the appropriate row score (Level 1, 2, 3, or 4).



# Step 1: Observe and Record Evidence

## Section I — Learning Environment and Section II — Teaching and Learning Routines and Adult-Child Interactions

- It is recommended that the Classroom Materials Checklist and Section I — Learning Environment be completed prior to the start of the school day.
  - Photos of materials, finished artwork, and other displays can help score the Classroom Materials Checklist (*Note: DO NOT include children or adults in these photos.*)
- Observe a minimum of three hours and collect evidence for each row of the Classroom Coach.
  - Record evidence *throughout the day.*
- Sections I and II of the Classroom Coach are observation-based items. An assessor/observer's role includes *very little* to no interaction with

classroom staff and children during the observation. The assessor/observer must remain neutral and record as many objective notes as possible.

### **Record objective evidence throughout the observation and include the following:**

- The time the observation begins and ends.
- When different parts of the day begin and end.
- Where the different parts of the day happen.
- What happens during the different parts of the day (routine).
- What children and adults *say* and *do* (quotes and actions) — *their interactions.*
- All evidence supporting the learning environment, teaching and learning routines, and adult-child interactions throughout the day.

## Step 1: Observe and Record Evidence (continued)

### What is Objective evidence?

**Objective evidence is factual, unbiased information.**

Examples of objective evidence:

- Lists
- Photos
- Sequences of events
- Quotes
- Anecdotes

#### Outdoor portable materials:

Buckets and shovels  
Jump ropes  
A football  
A plastic bat and three balls  
A picnic basket with dishes  
Six rubber balls

Outside on the playground, children slid on snow piles, used swings, explored using sticks by poking the snow. Children threw snow chunks, chased each other, and crawled under the climber.

## Step 1: Observe and Record Evidence (continued)

### How to write an objective anecdote

**Anecdote(s):** An anecdote should be specific and objective, stating what was seen and heard — the *when, where, what, who,* and *how*.

For example:

*During work time (**when**) in the house area (**where**), T1, Ch1, and Ch2 (**who**) worked together to make a “cake.” Ch1 handed T1 a bowl and Ch2 a spoon and said, “Here, mix up the batter and I will find the pan for cooking” (**what and how; the doing**).*

Anecdotes are about what adults and children **say and do** (quotes and actions) and **when, where, and how** the interactions occur.



## Step 1: Observe and Record Evidence (continued)

### Examples of objective anecdotes:

On the playground, a child walked on the edge of the sandbox saying, “I’m a spider!” The teacher said, “You’re balancing and going sideways.”

Small-group time was observed at 9:05 am. T1 handed out markers and paper and said, “Draw a picture of your family.”

Choice time in the classroom:

- Child took big blocks off shelf.
- Child brought baby doll to book area, “read” book to doll.
- Three children played “puppies” in house area.
- Child asked teacher to play with clay; teacher removed the clay from the shelf over the sink and said to the child, “Let me know when you are done so I can put it away.”

## Step 1: Observe and Record Evidence (continued)

At arrival and greeting time, a child cried when her mom left. The lead teacher said, “You’re feeling really sad. It’s hard to say ‘goodbye’ to mommy.”

During small-group time at the table, Ch1 counted acorns, “1, 2, 3, 4. Four! There are four acorns.”

During outside time, three children played with buckets, scoops, funnels and sticks in the sandbox. E said, “X, my castle is bigger than your castle.”

During choice time in the house area, a child held a baby doll and said, “Night night.” The teacher said, “You’re rocking your baby to sleep. I’m going to rock mine to sleep, too.”

## Step 1: Observe and Record Evidence (continued)

### Objective or Subjective?

Miss Shayla is a good teacher. She always did the exact right thing!

Subjective — “good teacher” is subjective and “the exact right thing” is too vague.

What exactly did Miss Shayla *say* and *do*?  
Classroom Coach evidence must be objective.



## Step 1: Observe and Record Evidence (continued)

### Objective or Subjective?

This is an excellent teacher. She meets all the criteria for high-quality teaching.

Subjective — Document only *what* the teacher says and does — words and actions.



## Step 1: Observe and Record Evidence (continued)

### Objective or Subjective?

During work time, a teacher read 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 too.” The teacher said, “You smiled! You must like when your grandpa hugs you tight.” The child nodded and said, “I do.”

Objective — This includes *when* (work time), *who* (teacher and child), and *what* (book and verbal exchange).



# What is the Classroom Materials Checklist?

The Classroom Materials Checklist is the objective evidence for Item I-B, Rows 1–6 — classroom materials are plentiful. It inventories the quantity of materials, rather than documenting all materials throughout the learning environment.

## The Classroom Materials Checklist

It is easiest to complete the checklist before children arrive, but it is possible to complete it with children present. During the observation, as children play, additional materials may be added to the checklist as long they were *always accessible* — not added by the teacher during the observation.

Examine the accessible materials in each area. Do not include materials that are in storage, are too high to reach, or are not visible. If accessible materials fit within an item, check YES. If not, check NO.

*Note:* The examples provided are not exhaustive lists. Include other materials as appropriate.

After completing the Classroom Materials Checklist, record in the Summary section the total number of items checked YES for each content area in the Total Observed column.

*Note:* The *Social Studies/Social and Emotional Development*, and Science rows include items from other content areas. The *Diversity of Human Experiences* content area is comprised of items from other content areas.

Transfer the *Total Observed* numbers to the corresponding content area rows in Item I-B. Record the *Total Observed* number of ‘yes’ responses for each content area in the evidence column. It is not necessary to list materials within the rows of Item I-B.

## What is the Classroom Materials Checklist? (continued)

### Classroom Materials Checklist Summary

Count the rows marked YES in each section.

Classroom Materials Checklist Section	Total Observed
<b>Literacy</b> Count the number of items from 1–12 checked YES.	/12
<b>Mathematics</b> Count the number of items from 13–22 checked YES.	/10
<b>Perceptual, Motor, and Physical Development</b> Count the number of items from 23–33 checked YES.	/11
<b>Social Studies/Social and Emotional Development</b> Count the number of items from 34–37 <b>AND</b> items 3 and 8 checked YES.	/6
<b>Science</b> Count the number of items from 38–39 <b>AND</b> items 2 and 23 checked YES.	/4
<b>Diversity of Human Experiences</b> Count the number of items from 35–37 <b>AND</b> items 4 and 33 checked YES.	/5

# What is the Classroom Materials Checklist? (continued)

## Item I-B — Classroom Materials Checklist

Transfer the Total Observed quantity of each content area to the Evidence column of the corresponding I-B row.

Item I-B Classroom materials are plentiful. (Use Classroom Materials Checklist for scoring.)						
SCORE	Level 1	Level 2	Level 3	Level 4	Notes:	Evidence:
Row 1 <input type="checkbox"/>	<u>Limited Quantity:</u> Score of 8 or less on the <b>literacy</b> content area.	<u>Moderate Quantity:</u> Score of 9 or 10 on the <b>literacy</b> content area.	<u>Adequate Quantity:</u> Score of 11 on the <b>literacy</b> content area.	<u>Plentiful Quantity:</u> Score of 12 on the <b>literacy</b> content area.	<b>Scoring note:</b> Only enter the <b>TOTAL</b> observed score for evidence.	
Row 2 <input type="checkbox"/>	<u>Limited Quantity:</u> Score of 6 or less on the <b>mathematics</b> content area.	<u>Moderate Quantity:</u> Score of 7 or 8 on the <b>mathematics</b> content area.	<u>Adequate Quantity:</u> Score of 9 on the <b>mathematics</b> content area.	<u>Plentiful Quantity:</u> Score of 10 on the <b>mathematics</b> content area.	<b>Scoring note:</b> Only enter the <b>TOTAL</b> observed score for evidence.	
Row 3 <input type="checkbox"/>	<u>Limited Quantity:</u> Score of 7 or less on the <b>perceptual, motor, and physical development</b> content area.	<u>Moderate Quantity:</u> Score of 8 or 9 on the <b>perceptual, motor, and physical development</b> content area.	<u>Adequate Quantity:</u> Score of 10 on the <b>perceptual, motor, and physical development</b> content area.	<u>Plentiful Quantity:</u> Score of 11 on the <b>perceptual, motor, and physical development</b> content area.	<b>Scoring note:</b> Only enter the <b>TOTAL</b> observed score for evidence.	
Row 4 <input type="checkbox"/>	<u>Limited Quantity:</u> Score of 2 or less on the <b>social studies/social and emotional</b> content area.	<u>Moderate Quantity:</u> Score of 3 or 4 on the <b>social studies/social and emotional</b> content area.	<u>Adequate Quantity:</u> Score of 5 on the <b>social studies/social and emotional</b> content area.	<u>Plentiful Quantity:</u> Score of 6 on the <b>social studies/social and emotional</b> content area.	<b>Scoring note:</b> Only enter the <b>TOTAL</b> observed score for evidence.	
Row 5 <input type="checkbox"/>	<u>Limited Quantity:</u> Score of 1 or none on the <b>science</b> content area.	<u>Moderate Quantity:</u> Score of 2 on the <b>science</b> content area.	<u>Adequate Quantity:</u> Score of 3 on the <b>science</b> content area.	<u>Plentiful Quantity:</u> Score of 4 on the <b>science</b> content area.	<b>Scoring note:</b> Only enter the <b>TOTAL</b> observed score for evidence.	
Row 6 <input type="checkbox"/>	<u>Limited Quantity:</u> Score of 2 or less on the <b>diversity of human experiences</b> content area.	<u>Moderate Quantity:</u> Score of 3 on the <b>diversity of human experiences</b> content area.	<u>Adequate Quantity:</u> Score of 4 on the <b>diversity of human experiences</b> content area.	<u>Plentiful Quantity:</u> Score of 5 on the <b>diversity of human experiences</b> content area.	<b>Scoring note:</b> Only enter the <b>TOTAL</b> observed score for evidence.	

# Step 2: Interview With the Guiding Questions

## Section III — Curriculum, Planning, Assessment, and Family Engagement

The interview can be conducted through one of the following methods:

- Assessors can have teachers answer guided questions on paper that the assessor scores.
- Assessors can interview teachers using the guided questions and the assessor scores.
- Assessors and teachers can work together to answer and score (HighScope's recommendation).



## Step 3: Record Evidence for Each Row

- Review the objective anecdotes recorded during the observation and interview.
- Choose anecdotes to support each row.
- Record anecdotes in every row.
- Cross-reference evidence when appropriate.
- To cross-reference to a row in a different item, record **the item and row of the cross-reference as new evidence** (e.g., “See Item II-B, Row 2”).
- Cross-references can include **both** anecdotal information and a “See Row 2 above” or “See Item I-A, Row 2.”

### Cross-Reference

- Evidence used for a row in one item may be useful for a different row and/or item. This can also save time!
- To cross-reference to a row within the same item, *record the row number* (e.g., “See Row 2 above”).

## Step 3: Record Evidence for Each Row (continued)

### Cross-Reference Example

Item I-D Children's work and environmental print are on display.						
SCORE	Level 1	Level 2	Level 3	Level 4	Notes:	Evidence:
Row 1 <input type="checkbox"/>	One or none of the bulleted points in level 4 is/are in place.	At least two of the bulleted points in level 4 are in place.	At least three of the bulleted points in level 4 are in place.	<p>Adults display children's work</p> <ul style="list-style-type: none"> <li>At child level.</li> <li>Throughout the learning environment.</li> </ul> <p>The displays consist of</p> <ul style="list-style-type: none"> <li>Mostly child-initiated work (not adult-initiated art projects).</li> <li>A variety of children's work, such as artwork, photos of block structures, samples of emergent writing, and results of scientific experiments.</li> </ul>	<p><b>Scoring note:</b> Adults may display children's work in or outside the classroom (such as hallways), but they should display the work where it is visible to children and where children and their families spend a substantial amount of time while in school.</p>	<p>Children's artwork is spread throughout the classroom all displayed at their level. In Art many unique pieces of water color paintings, crayon drawings, collages are taped to the wall. Makers Space has several graphs, charts and designs all written by children and posted on clipboards hung on the wall. Photos of Lincoln log structures include students building.</p>
Row 2 <input type="checkbox"/>	Many examples of environmental print that encourage children to write letters, numbers, names, and words are intentionally placed throughout the classroom.	<p><b>Levels</b></p> <p>1-None 2-Few 3-Some 4-Many</p>	<p><b>Scoring note:</b> To score a 4, there must be specific evidence of print that encourages children to write letters, numbers, names, and words.</p> <p><b>Examples of environmental print that encourage children to write letters, numbers, names, and words:</b></p> <ul style="list-style-type: none"> <li>Sign-in sheets that include children's age</li> <li>Interest area signs</li> <li>Shelf/toy labels with numbers of objects</li> <li>Alphabet and numerical strips</li> <li>Attendance charts with date</li> <li>Job charts with names</li> <li>Children's names on cubbies</li> <li>Hand-washing reminders with step 1, step 2</li> <li>Labeled objects</li> <li>Clock with numerals</li> <li>Calendars with all dates and days of the week</li> </ul>	<p><b>See Row 1</b></p> <ul style="list-style-type: none"> <li>Children's names on cubbies are written by children. Some include a self-portrait</li> <li>Labeled shelves and items include photos, words and numbers</li> <li>Magazines, newspapers, menus and word cards are available in the Creation Station</li> <li>Alarm Clocks — digital and analog are in Dramatic Play</li> </ul>		

Here is an example of a cross-reference within an Item (e.g., "see Row 1").



## Step 4: Score Each Row

When evidence for every row in every item has been recorded, the Classroom Coach is ready to score.

- Read each descriptor.
- Read the scoring notes for each row.
- Consider the evidence recorded.
- Determine a score for the row — 1, 2, 3, or 4.
- All the rows in the Classroom Coach **must be scored**. Not Applicable (N/A) or Not Observed (N/O) **are not scoring options**.
- If evidence to support a row was not observed, score Level 1, and enter in the evidence column, “Did not observe \_\_row content\_\_.”



## Step 4: Score Each Row (continued)

### Descriptors

Rows have descriptors from low-quality to high-quality — Level 1 through Level 4:

Level 1 represents **lowest** quality

Level 2 represents **low to mid** quality

Level 3 represents **mid to high** quality

Level 4 represents **highest** quality

Some rows:

- Have one descriptor and Levels of *none, few, some, and many*.
- Have one descriptor and Levels of *rarely or never, sometimes, usually, and always*.
- Have descriptors based on the *Classroom Materials Checklist*.
- Have descriptors based on *Level 4 closed bulleted point lists*.
- Have *differing* descriptors from Level 1 to Level 4.

## Step 4: Score Each Row (continued)

### None, few, some, and many

Some descriptors are represented by the words none, few, some, and *many*.

Professional experience, knowledge, and judgement should guide the scoring for these descriptors.

### Rarely or never, sometimes, usually, and always

Descriptors are written on a continuum of poor quality to high quality. This is displayed in a variety of ways, including *rarely or never*, *sometimes*, *usually*, and *always*.”

(*Note:* These descriptors describe what happens during the observation. Unless an assessor is there all the time, we don't know if the adult “always” does something, but we do know if they “always” do that thing when we are observing.)

- *Rarely or never* should be chosen when there is no evidence to support a higher level.
- *Sometimes* should be thought of as more than once but not used consistently throughout the observation.
- *Usually* should be thought of as more than a few times and frequently used throughout the observation.
- *Always* should be selected if there is no evidence throughout the observation contrary to the highest level. *Always* only refers to when you are observing.

## Step 4: Score Each Row (continued)

### Closed & Open Bulleted Lists

**When closed bulleted points are used in lists, every bullet point must be met in order to score a 4.**

#### Section I — Item A, Row 2, Level 4

**The materials in the interest areas are:**

- Intentionally organized
- Grouped by function
- Accessible to children throughout the day

**Open bulleted points are lists of examples.** Not every example must be met. These open bulleted lists are not exhaustive lists, but simply examples.

#### Section I — Item C, Row 1, Notes

**Examples of types of movement are:**

- Jumping
- Sliding
- Climbing
- Running
- Swinging
- Digging

## Step 4: Score Each Row (continued)

### Scoring Notes

Some scoring notes are informational:

Scoring note:

Adults may display children’s work in or outside the classroom (such as hallways), but they should display the work where it is visible to children and where children and their families spend a substantial amount of time while in school.

Scoring note:

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.”

## Step 4: Score Each Row (continued)

Some scoring notes restrict the score:

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.

Scoring note:

If no read-aloud occurs during the observation, then score a 1.



# Classroom Coach Scoring Summary

Each row is scored using four levels. Each level is defined.

Performance levels (*low*, *medium low*, *medium high*, *high*) are determined by the sum of all rows in each section. This is automatically calculated when using the Classroom Coach online subscription.

Cut scores\* are determined yearly. These scores are informative, as they put each classroom on a continuum of less to more quality for each dimension. Teachers can visually see where they are on the continuum and will see how to get from *low* to *medium low*, from *medium low* to *medium high*, and from *medium high* to *high*.

Cut scores are very useful for planning school improvement goals, objectives, and performance levels.

\*A cut score is the point that sets a predetermined level; it differentiates between levels and is set to separate the performance levels into categories.



## Overview of Classroom Coach Scoring Summary (continued)

### Classroom Coach Scoring Summary

Enter the scores for each row. Add the row scores together to get “total row scores.” This total determines whether the performance level is “low,” “medium low,” “medium high,” or “high.”

Scores cannot be averaged either within sections or overall. Classrooms will get only a “total row score” and a Performance Level score for each section.

### Section I: LEARNING ENVIRONMENT

I-A: The indoor space has a variety of interest areas that have names and are intentionally organized.

R1 \_\_\_

R2 \_\_\_

I-B: Classroom materials are plentiful.

R1 \_\_\_

R2 \_\_\_

R3 \_\_\_

R4 \_\_\_

R5 \_\_\_

R6 \_\_\_

I-C: There is a safe outdoor play area with ample space, structures, and materials to support many types of movement.

R1 \_\_\_

R2 \_\_\_

I-D: Children’s work and environmental print are on display.

R1 \_\_\_

R2 \_\_\_

**Total Row Score** \_\_\_\_\_

**Performance Level:**

**12–26 Low** \_\_\_\_\_

**27–31 Medium Low** \_\_\_\_\_

**32–42 Medium High** \_\_\_\_\_

**42–48 High** \_\_\_\_\_

# Section I — Learning Environment

## This section assesses the following:

- Interest areas and the organization of materials.
- Classroom materials are plentiful.
- The safety, space, play structures, and materials of the outdoor environment.
- Children’s work and environmental print.

## Completing Section I — Learning Environment:

- Evidence for most items can be collected when the children are not present.
- Evidence will consist of lists, photos, sequences of events, quotes, and anecdotes.
- Evidence for Item I-A is collected **throughout** the observation.
- Evidence for Item I-B is the Classroom Materials Checklist.

## Section I — Learning Environment (continued)

**Item I-A — The indoor space has a variety of interest areas that have names and are intentionally organized.**

- Row 1 — Indoor space with interest areas — **Scoring note: To score a 4**, interest areas have names and are evident, and it is clear the adults and children know the names of the interest areas.
- Row 2 — Materials are organized and accessible — **Scoring note: To score a 4**, the materials must be accessible to all children throughout the day.

**Item I-B — Classroom materials are plentiful. (Use Classroom Materials Checklist for scoring.)**

- Rows 1–6 — **Scoring note:** Only enter the TOTAL observed score for evidence.
- Rows 1–6 — Levels are designated by quantity observed:
  - Level 1 — Limited Quantity
  - Level 2 — Moderate Quantity
  - Level 3 — Adequate Quantity
  - Level 4 — Plentiful Quantity
- Quantity differs across materials/rows.

## Section I — Learning Environment (continued)

**Item I-C — There is a safe outdoor play area with ample space, structures, and materials to support many types of movement.**

- Row 1 — Outdoor play area — **Scoring note:** If children do not go outside during the observation, score the outdoor area and note in the evidence column why the outdoor area was not used that day.
- Row 2 — Outdoor portable materials — **Scoring note:** If needed, ask where portable materials are stored.

**Item I-D — Children’s work and environmental print are on display.**

- Row 1 — Display of children’s work — Levels for this row are based on the closed bulleted list under Level 4.
- Row 2 — Environmental print — **Scoring note:** **To score a 4,** there must be specific evidence of print that encourages children to write letters, numbers, names, and words.

## Let's Practice: *Where does this evidence go?*

The playground is fenced in on all four sides with a gate opening to the sidewalk that leads to the classroom exit/entrance. There is a climber with two slides, a structure that resembles a tree with a tunnel that has an attached rope ladder, a raised deck structure with steps built around a large tree, two traditional swings, one large tire swing, and a “music wall” (see attached pictures). Children are observed jumping from the climber and the deck steps, swinging on the swings and tire swing, and playing tag. C2 runs to the climber and C1 goes down the slide. Both run to the music wall. C2 says, “I’m gonna play jazz music. You can be the drummer.”



## Let's Practice: Where does this evidence go? (continued)

The playground is fenced in on all four sides with a gate opening to the sidewalk that leads to the classroom exit/entrance. There is a climber with two slides, a structure that resembles a tree with a tunnel that has an attached rope ladder, a raised deck structure with steps built around a large tree, two traditional swings, one large tire swing, and a “music wall” (see attached pictures). Children are observed jumping from the climber and the deck steps, swinging on the swings and tire swing, and playing tag. C2 runs to the climber and C1 goes down the slide. Both run to the music wall. C2 says, “I’m gonna play jazz music. You can be the drummer.”



Item I-C, Row 1



What's the row score?

## Let's Practice: Where does this evidence go? (continued)

The playground is fenced in on all four sides with a gate opening to the sidewalk that leads to the classroom exit/entrance. There is a climber with two slides, a structure that resembles a tree with a tunnel that has an attached rope ladder, a raised deck structure with steps built around a large tree, two traditional swings, one large tire swing, and a “music wall” (see attached pictures). Children are observed jumping from the climber and the deck steps, swinging on the swings and tire swing, and playing tag. C2 runs to the climber and C1 goes down the slide. Both run to the music wall. C2 says, “I’m gonna play jazz music. You can be the drummer.”



### Row Score?

Item I-C, Row 1



Level 4

The evidence details a safe **outdoor** play area with space and structures that allow for many types of movement.

## Let's Practice: Where does this evidence go? (continued)

Recorded evidence: Paintings of rainbows, snowmen made with pre-cut hats and cotton balls, 3x5 cards with names written by children, and color names are all posted on the east wall at child level (in the art area and toy area). Emergent writing is displayed at child level in the book area, and a “dog groomer” chart written by a teacher and two rainbow paintings are posted in the house area on a child-sized refrigerator.

Item I-D,  
Row 1



What's the row score?

Item I-D,  
Row 1



Level 2.

At least two of the bulleted points in Level 4 are in place: Adult's display children's work  
At child level Throughout the learning environment.

# Section I — Learning Environment

Week 1 training activities include:

- Reading assignments.
- Check My Understanding activities (2).
- Try It Out — Objective anecdote practice.
- Try It Out — Observe and collect evidence for Section I — Learning Environment.
- Discussions — Post evidence from Item I-A, Row 1, and answer a question about the Classroom Materials Checklist.

The Week 2 Learning Unit will cover Section II — Items II-A–II-E and II-H.

