

Classroom Coach

*Improving the Quality of
Preschool Classrooms*

Week 3 Learning Unit

Teaching and Learning Routines and Adult-Child Interactions (continued)



Section II — Teaching and Learning Routines and Adult-Child Interactions — Items II-F, II-G & II-I–II-L

This section assesses the following:

- Adults create a sensitive and responsive learning environment.
- Adults encourage and support children to make plans and reflect upon their work.
- Adults support children’s mathematics development.
- Adults support children’s reasoning and problem solving abilities.
- Adults encourage thoughtful social interactions among children.
- Adults diffuse conflicts and support all children in resolving conflicts.

Helpful Hints:

- Take a picture of the posted routine or record it as anecdotal evidence.
- Record the *when, where, what, who* and *how* as children and adults interact in the classroom. Reminder: **Anecdote(s)**: An anecdote should be specific and objective, stating what was seen and heard — the *when, where, what, who*, and *how*. Anecdotes are about what adults and children **say** and **do** (quotes and actions) and **when, where**, and **how** the interactions occur.
- Evidence for this section should include many quotes from children and adults.
- Reference the *Classroom Coach Glossary* for Classroom Coach terms.

Section II — Teaching and Learning Routines and Adult-Child Interactions — Items II-F, II-G & II-I–II-L (continued)

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

- Row 1 — Adults acknowledge the feelings of all children.

Scoring note: If no distress is observed, **then score this row a 4.**

- Row 2 — Adults interact with all children positively, calmly, and respectfully.

Scoring note: To score a 4, all adults must have to display positive, calm, and respectful interactions, and no adult can display any negative interactions.

- Row 3 — Adults encourage children by providing **positive feedback***. Turn to Item II-F Row 3 in your Classroom Coach. Read the examples in the *Notes* column (positive feedback vs. praise).



* **Positive feedback** occurs when an adult reinforces the work that a child is engaged in or has completed by providing positive feedback that encourages the child to continue the activity. (e.g., Adult, “You used green paint and a blue marker. Tell me about your work.” — “You built the block fort with Anna today!”)

Section II — Teaching and Learning Routines and Adult-Child Interactions — Items II-F, II-G & II-I–II-L (continued)

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

- Row 1 — Adults encourage and support children to make plans for child-initiated activities and intentionally scaffold each child's planning.

Scoring note: To score a 4, there must be specific evidence of adults encouraging children to expand their plans.

- Row 2 — Adults encourage and support children to reflect upon what they did during child-initiated activities and intentionally scaffold each child's reflections.



Scoring note: To score a 4, there must be specific evidence that adults encourage children to expand upon their reflections.

Section II — Teaching and Learning Routines and Adult-Child Interactions — Items II-F, II-G & II-I–II-L (continued)

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

- Row 1 — Adults support and intentionally scaffold children’s development in **subitizing**. Subitizing is the ability to recognize at a glance the number of items present. Humans can typically subitize a set of up to seven objects. Subitizing is critical for the understanding of cardinality.
- Row 2 — Adults support and intentionally scaffold children’s development in one-to-one correspondence. **One-to-one correspondence** is the ability to match one object to another by counting off *1, 2, 3*, and so on, while touching each object along the way.
- Row 3 — Adults support and intentionally scaffold children’s development in **cardinality**.

Cardinality is the ability to name the number of objects in a given set; to know the cardinal number of a set.

- Row 4 — Adults support children’s development in using **mathematical attributes to compare objects**. Mathematical attributes used to compare an object or group of objects include quantity, length, weight, and size.
- Row 5 — Adults support and intentionally scaffold children’s development of **naming and describing shapes**.

Scoring note: To score a **4**, adults must support naming and describing shapes.

- **Scoring note** across all rows: 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-F, II-G & II-I–II-L (continued)

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

- Row 1 — Adults ask **open-ended questions** about children’s thought processes. Open-ended questions are questions that leave room for the respondent to answer fully or in many different ways, using their own knowledge, feelings, and experience.
- Row 2 — Adults intentionally scaffold children when they are *solving problems with materials* and *are doing age-appropriate things for themselves*.

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.

- Row 3 — Adults encourage children to observe, predict, AND draw conclusions.

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. *It does not have to be the same child doing all three and it does not have to be all three processes at the same time.*

- Row 4 — Adults support and intentionally scaffold children in using scientific words and engage children in thinking scientifically about a variety of scientific concepts.

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-F, II-G & II-I–II-L (continued)

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

- Row 1 — Adults encourage children to interact with one another and find opportunities to refer children to one another.
- Row 2 — Adults encourage caring, thoughtful, and helpful behaviors between children and support children’s spontaneous cooperative efforts.

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

- Row 1 — Adults diffuse conflict situations before moving into problem solving by
 - Approaching children calmly and stopping any hurtful actions.
 - Acknowledging children’s feelings.

Scoring note: To score a 4, there must be specific evidence that the adult acknowledges the children’s feelings.

If no conflicts are observed, then present the scenario to the lead adult and base row 1, 2, and 3 scores on the answer provided by the adult.

Section II — Teaching and Learning Routines and Adult-Child Interactions — Items II-F, II-G & II-I–II-L (continued)

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

- Row 2 — Adults involve children in identifying the problem by
 - Gathering information from the children about what happened or what is upsetting.
 - Restating the problem.

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**.

To score a 4, there must be specific evidence that the adult or child restates the problem.

- Row 3 — Adults involve children in the process of finding and choosing a solution for a problem by
 - Asking children for solutions and encouraging them to choose one together.
 - Monitoring children as they act on their decisions and provide support if needed.

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**.

To score a 4, there must be specific evidence that the adult monitors the decision and provides support if needed.

** Item II-L is about solving **social** conflict (although a material or object is often the cause of a social conflict).*

Let's Practice:

Where does the evidence go?

Throughout the day:

C1: "Can you help us?"

C2: "We can't make it stay."

T: "Maybe you can use tape."

T: "Did you try opening it first? You try first and then I will help you."

At free choice, there was water on the table from a color mixing activity. TA gave Ch1 paper towels and Ch1 cleaned up the water.

At mealtime, Ch1 spilled oatmeal. Ch1 was sliding the oatmeal off the table and into his bowl when the TA came over and said, "I will hold it down for you if you want to scoop it."

II-J, Row 2

What's the row score?

II-J, Row 2

What's the row score?

Level 3

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

During work time, T1 joins a few children in the toy area who are building with Magna-Tiles®. One boy says, "I want all of these kinds."

T1: "I see you are building with most of the triangles. I also see that the bottom of the base on your little building is made up of squares."

Boy: "These kinds," holding up a triangle.

T1 says, "Those are triangles." As she points to a triangle piece, she says, "Triangles have three points and three sides, 1-2-3. Three."

Boy: "I want all of the triangles."

Item II-I, Row 5
What's the row score?

Item II-I, Row 5
What's the row score?

Item II-I, Row 5
What's the row score?

Level 4
What other II-I row could this evidence cross-reference?

Level 4
What other II-I row could this evidence cross-reference?

Item II-I, Row 3

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

Throughout the day, teachers asked:

- What color is that?
- Where is the number “one”?
- What do you think it is?
- How do you know he likes cherries?
- What color did you make her shirt?
- Look, look — what letter is that on the sign?
- What color are our beans?
- What color is the fruit today?
- How many scoops of ice cream are there?
- What's your best guess?

What item and row does this evidence apply to?

What item and row does this evidence apply to?

What item and row does this evidence apply to?

Item II-J, Row 1
What's the score?

Item II-J, Row 1
What's the score?

Level 2

Section II — Items II-F, II-G & II-I–II-L

Week 3 training activities include:

- Reading Assignments.
- Check My Understanding activities (2).
- Try It Out — Observe and collect evidence for Items II-F, II-G, and II-I–II-L.
- Discussions — View a video, record and post objective evidence.
- Discussions — View a math video and post evidence relevant to Item II-I, Rows 1–5.

The Week 4 Learning Unit will cover Section III — Curriculum, Planning, Assessment and Family Engagement.

