Measurement Tool

CLASSROOM COACH

Improving Preschool Classroom Quality

Your Name

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HIGHSCOPE®

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".

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Item II-F Adults create a sensitive and responsive learning environment for all children.				
SCORE		**Levels**	**Notes:**	***Evidence:***
Row 1 4	Adults acknowledge the feelings of all children who are distressed or upset and comfort them.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	**Scoring note:** If no distress is observed, **then score this row a 4**. **Examples of distress:** ○ Separation or reunion with caregivers ○ Injuries or illness ○ Conflict with other children **Examples of acknowledging feelings and comforting children:** ○ "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."	There was no distress notice during the observation
Row 2 4	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.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	**Scoring note:** **To score a 4**, all adults have to display positive, calm, and respectful interactions, and no adult can display any negative interactions. **Examples of positive interactions:** ○ 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	During arrival t1 says good morning to all children as they enter classroom. T2 sits close by children reading books in BA smiles and even gives a child a hug when whe says to T2 "I miss you Ms. Keys." At LGT both teachers sit on the carpet with children. HA ch1 says to T2 "do you want something from my restaurant"? T2 says what do you have Ch 1 says hamburgar french fries, chicken, shriimp and salad amd kool aid. t2 say i think I'll have a burgar and fries what kind of kool aid Ch1 says only red t2 says ok I take the red is it strawberry Ch1 no just red. T2 and t1 make eye contact when speaking to children

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Item II-F *(Continued)* Adults create a sensitive and responsive learning environment for all children.				
SCORE		**Levels**	**Notes:**	***Evidence:***
Row 3 3	Adults encourage children by providing positive feedback on individual children's efforts.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	**Examples of positive feedback on effort:** ○ "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." **Examples of praise (not positive feedback on effort):** ○ Giving high-fives and thumbs-up ○ "Good job!" ○ "Oh, that's beautiful!" ○ "You're so smart!" ○ "Everyone did a great job!"	T2 said wow you are doing a good job cleaning up the HA T1 said JT you are helping JK and TD clean up thank you T2 says thank you for putting you plate away

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Item II-G Adults encourage and support children to make plans for and reflect upon their work.				
SCORE		**Levels**	**Notes:**	***Evidence:***
Row 1 4	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.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	**Scoring notes:** **To score a 4**, there must be specific evidence of adults encouraging children to expand their plans as in the examples below. 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. **Examples of planning for child-initiated activities:** ○ 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. **Examples of ways to encourage children to expand their plans:** ○ 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.	T1 says today for PT we are going to place a bear on the area you want to work in (planning board) ch 1 place his bear on the BA are T2 says to Ch1 you want to work in the BA. what are you going to do over there Ch1 says Im going to build a castle to put the animals in". T2 says to a child ok where are you working at today Ch2 points to the AA T2 says thats the art area say art area T1 says to ch3 what area are you going to work in Ch 3 say Im working with ST in the house area we are going to play restaurant. T1 says what you going to do at the restaurant CH3 says that we are going to cook food for you and Ms. Keys.

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Item II-G *(Continued)* Adults encourage and support children to make plans and reflect upon their work.				
SCORE		**Levels**	**Notes:**	***Evidence:***
Row 2 4	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.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	**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. 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. **Examples of reflecting upon child-initiated activities:** ○ 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. **Examples of ways to encourage children to expand their plans:** ○ 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.	at RT ch 1 told T1 i played with MK in the BA we were building with the blocks T1 said what did you build T1 said I was making a castle for the animals and MK pit the animals on the cars and drove them into the castle. T1 ask ch 2 what did you do today ch 2 said we was planing in the HA T1 say who did you play with CH2 said you know me and my friend Zakayia she is my best friend" T 1 okay well what did you and Zakayia do Ch2 said we cook some hamburgars and fries for Ms. Key and we gave her some red kool aid.

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Item II-I Adults support children's mathematics development throughout the day.				
SCORE		**Levels**	**Notes:**	***Evidence:***
Row 1 4	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). **Subitize** — from the Italian word *subito* 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.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	**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. **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."	At SGT teaccher ask CH 1 how many star do you see C1 said said 4 T1 said yes lets count them together
Row 2 4	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).	1-Rarely or never 2-Sometimes 3-Usually 4-Always	**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. **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.	At LGT as children and teachers song 5 little monkeys child held up 3 fingers for 4 T2 said look this is 4 holding her fingers and pointing to them as she counted 1, 2, 3, 4.

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Item II-I *(Continued)* Adults support children's mathematics development throughout the day.				
SCORE		**Levels**	**Notes:**	***Evidence:***
Row 3 4	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). ***Cardinality** — refers to the number of cardinal (basic) units in a set. **Examples of children who understand cardinality:** ○ 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. **Examples of children who do not understand cardinality:** ○ 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.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	**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. **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."	During transtition time ch counted children touching each child head 1,2,3,4,5,6,7,8,9,10,11 T1 says how many do we have ch one starts to count again 1, 2, 3, 4, 5, 6, 7,8, 9, 10, 11.

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Item II-I (*Continued)* Adults support children's mathematics development throughout the day.				
SCORE		**Levels**	**Notes:**	***Evidence:***
Row 4 4	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). **Examples of mathematical attributes used to compare objects:** Quantity — equal, more, less Length — equal, longer, shorter Weight — equal, heavier, lighter Size — equal, bigger, smaller	1-Rarely or never 2-Sometimes 3-Usually 4-Always	**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. **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."	T2 said put the big balls in this bag and take the small balls and put them over by the door in the small container so we can go inside,

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Item II-I *(Continued)* Adults support children's mathematics development throughout the day.				
SCORE		**Levels**	**Notes:**	***Evidence:***
Row 5 4	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	**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. **To score a 4,** adults must support naming and describing shapes. **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."	At SGT time T2 said ok boys and girls today for SGT we are going on a shape hunt. I have shapes all aroung the room. Lets see what shape you can find. Children begin to look for shapes when they would find a shape they woul day " look I found a circle, I found a square I found a square to.

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Item II-J Adults support children's reasoning and problem solving throughout the day.				
SCORE		**Levels**	**Notes:**	***Evidence:***
Row 1 3	Adults ask **open-ended questions*** about children's thought processes. ***Open-ended questions** about thought processes usually include words such as *think, know, guess, predict, wonder,* and *estimate.*	1-Rarely or never 2-Sometimes 3-Usually 4-Always	**Examples of open-ended questions about thought processes:** ○ Why do you *think* the blocks fell down? ○ How do you *know* you have 15 bears on the table? ○ Why do you *think* plants need water to grow? **Examples of closed-ended questions:** ○ What day is it? ○ How many bears are there? ○ What color is this circle?	T2 said how many squares do we have? T1 said tell me how you make your castle, T2 askes "I wonder how the animals will get inside. T1 say MK is going to drive them on the truck over here. T2 said when she showed the children the cover of teh book what do you think this book is about?
Row 2 4	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).	1-Rarely or never 2-Sometimes 3-Usually 4-Always	**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. **Examples of adults providing support to solve a problem/for children to do things for themselves:** ○ 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.	T1 saying says keep trying you can do it when ch was trying to fasten his coat for outside time. Ch says I need help T1 says let me see ok I'll start it for you then you zip it up T1 put the zipper in the ch zips it up. Ch says "I did it "

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Item II-J *(Continued)* Adults support children's reasoning and problem solving throughout the day.				
SCORE		**Levels**	**Notes:**	***Evidence:***
Row 3 4	Adults encourage children to observe, predict, AND draw conclusions.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	**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. **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. **Examples of encouraging observation, prediction, and drawing conclusions:** ○ What do you see happening? ○ What might happen next? ○ What happens if you mix these colors? ○ Why did that happen?	As T2 was reading the she showed children the page and said what do you think will happen
Row 4 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	**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. **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.	T1 told Ch pour some milk in your cup T2 said to childnre at message board look what does the message say for today ch said we can't go outside T2 said yes its raning so we can't go outside today.

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Item II-K Adults encourage thoughtful social interaction among all children throughout the day.				
SCORE		**Levels**	**Notes:**	***Evidence:***
Row 1 4	Adults encourage children to interact with one another and find opportunities to refer children to one another.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	**Examples of encouraging children to interact with one another:** ○ 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).	T! said did can you ask KD can you use the magnet tills? t2 said to Ch use our words ask her can you see it .
Row 2 4	Adults encourage caring, thoughtful, and helpful behaviors between children and support children's spontaneous cooperative efforts.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	**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."	T1 says thank you for putting your child under the table. T1 says Thank you when child hands her the plate Ch1 says thanks you to another child when he passing her a cup.

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Item II-L Adults diffuse conflicts and support all children in resolving conflicts.				
SCORE		**Levels**	**Notes:**	***Evidence:***
Row 1 3	Adults diffuse conflict situations before moving into problem solving by • Approaching children calmly and stopping any hurtful actions. • Acknowledging children's feelings.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	**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 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."	no conflict took place but teacher sted that she would go over a speak with the childrne who are have a problem and say what the problem then she would listen to each child and then restate the problem she she said then she when ask both childrne what do you think we should do, She then said she would make sure that both was ok with the solution then she would check back in with childnre to make sure they were ok.
Row 2 4	Adults involve children in identifying the problem by • Gathering information from the children about what happened or what is upsetting. • Restating the problem.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	**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.	see row 1 above
Row 3 4	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.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	**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**. **To score a 4**, there must be specific evidence that the adult monitors the decision and provides support if needed.	see row 1 above

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