



# CLASSROOM COACH

Improving Preschool Classroom Quality

Your Name

Giselle Cruz

# 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”.

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

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

Item II-F (Continued) Adults create a sensitive and responsive learning environment for all children.				
SCORE		Levels	Notes:	Evidence:
Row 3 	Adults encourage children by providing positive feedback on individual children's efforts.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p><b>Examples of positive feedback on effort:</b></p> <ul style="list-style-type: none"> <li>○ "I saw you working hard on that puzzle all by yourself."</li> <li>○ "I see you mixed colors together to make pink. How did you do that?"</li> <li>○ "I noticed you helping Jill clean up all of those blocks. That was very helpful."</li> <li>○ "Cleaning up that mess all by yourself took a lot of work. Thank you."</li> </ul> <p><b>Examples of praise (not positive feedback on effort):</b></p> <ul style="list-style-type: none"> <li>○ Giving high-fives and thumbs-up</li> <li>○ "Good job!"</li> <li>○ "Oh, that's beautiful!"</li> <li>○ "You're so smart!"</li> <li>○ "Everyone did a great job!"</li> </ul>	<p>During large group time T1 says to Ch1 "I see how you are moving your scarf up and down"            During LGT T2 says to Ch2 "you are moving your scarf really fast side to side"            During LGT T1 "nice moves" she says to ch3.</p> <p>During work time T1 "you did it, you wrote your name" when child showed teacher his writing.            During work time T2 " yes I see the lines you made on your paper" when child showed teacher his drawing.</p> <p>During clean up time T2" thank you for helping us clean. When we put all the toys where they belong we have a clean, organize classroom.</p> <p>During bathroom time T2" thank you for washing those hands now your hand are all cleaned for lunch time".</p>

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

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div data-bbox="79 354 163 427" style="border: 1px solid black; padding: 2px; display: inline-block;"> <p>4</p>  </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><b>Scoring notes:</b> <b>To score a 4</b>, 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><b>Examples of planning for child-initiated activities:</b></p> <ul style="list-style-type: none"> <li>○ Children tell an adult what they will play with.</li> <li>○ Children point to what they want to play with.</li> <li>○ A child draws a plan.</li> <li>○ A child writes a plan.</li> <li>○ A child plans with another child.</li> <li>○ Children tell what part they will do in a longer project with multiple children.</li> <li>○ Children tell what they will do in the makerspace.</li> <li>○ Children tell their plans for a project-based learning opportunity.</li> </ul> <p><b>Examples of ways to encourage children to expand their plans:</b></p> <ul style="list-style-type: none"> <li>○ Asking children questions about their plans, such as “What materials do you need?”</li> <li>○ Helping children think through each step of their plan.</li> <li>○ Suggesting other children who can help them with their plan.</li> </ul>	<p>Planning time is posted on the daily routine from 10:00-10:15 children planned during my observation.</p> <p>T1. using counting bears and classroom room map teacher asked children to place counting bears in the areas they want to work.</p> <p>Ch 1 placed a bear in the house area on the map " Im going to cook for you in the house area" T1 " you are going to cook for me?" "what are you going to cook for me?" Ch1 "spagettis and meatballs.</p> <p>Ch2 place one bear on the block area and says to T1 "I going to play with my cars" T1 " I see and you put the bear on the block area, is that all you are doing today?" Child nod yes and goes to block area.</p> <p>T2 has a pointer and area cards on her table she says " you will use this magic wands to point to the area card where you want to work".</p> <p>Ch1 points to the toya area, house area and block area T2 "it looks like you are going to the house area, toy area and block area, what are you going to do on those areas?"</p> <p>Ch "Im going to do puzzles in toy area, and Im going to build a big big castle in the block area and that's it".</p> <p>During planning teachers allowed children to point to areas and objects and provided wrds for those that did not remmebr what the areas were called.</p>

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

SCORE		Levels	Notes:	Evidence:
<p>Row 2</p> <div data-bbox="67 250 155 321" style="border: 1px solid black; padding: 2px; display: inline-block;"> <span style="font-size: 1.2em;">4</span> </div>	<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><b>Scoring notes:</b> 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><b>Examples of reflecting upon child-initiated activities:</b></p> <ul style="list-style-type: none"> <li>○ Children tell adults what they played with.</li> <li>○ Children point to what they played with.</li> <li>○ Children tell what they would do differently next time they build a tower.</li> <li>○ A child explains what he or she liked or didn’t like about creating a puppet show to another child.</li> <li>○ A child tells about the part he or she played in creating a project and whether he or she would play that part again.</li> </ul> <p><b>Examples of ways to encourage children to expand their plans:</b></p> <ul style="list-style-type: none"> <li>○ Asking children questions about their plans, such as “What materials did you use?”</li> <li>○ Having children tell an adult each step they did to complete their plan.</li> <li>○ Asking children if they played alone or with others and whom they played with and why.</li> </ul>	<p>Recall time is posted on the daily routine from 11:10-11:25am. Recall time occurred at this time during m observation.</p> <p>For recall time teachers switch activities they did for planning (map and counting bears and pointer and area cards).</p> <p>T1 "what areas did you go to today?" Ch1 " house area I put my baby to sleep and Madeline and I read a story to our babies in the book area".</p> <p>Ch2 went to block area and brought back a car to showed the teacher what car he was playing with. "I play with this Ms. M"</p> <p>T2 "what did you do today for work time Ch3" Ch3 "I paint a picture" T2 " a picture? what type of picture?" Ch3 "it was a house" T2 "was anyone inside the house or was it an empty house?" Ch3 "it was my mommy and my daddys house".</p>

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

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> 	<p>Adults support and intentionally scaffold children’s development in <b>subitizing*</b> during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).</p> <p><b>Subitize</b> — 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><b>Scoring note:</b> 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><b>Example in the context of conversation:</b> 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>During work time T1 goes to a group of children in the block and held up 5 fingers and said "guess how many minutes we have until clean up time?" ch "5 more minutes" T1 "that us right!" five more minutes until clean up time. No other subitizing experience observed.</p>
<p>Row 2</p> 	<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><b>Scoring note:</b> 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><b>Example in the context of conversation:</b> 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>During transition time when children’s line up the teacher counts with the class out loud while she touches their head 1-15. She asks the children how many ch3 "15" T1 "Yes is 15 children here today"</p> <p>During work time in the toy area a child lines up counting bugs T2 sits with her and says "wow look at how many bugs you have there can you count them for me? child counts 1-5 one on one correspondence then skip repeat numbers she had 8 counting bugs.</p> <p>During lunch time when children were serving the pears teachers said "lets start with 3 pears 1-2-3 for me" then passed it to the child next to her.</p>

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

SCORE		Levels	Notes:	Evidence:
<p>Row 3</p> 	<p>Adults support and intentionally scaffold children’s development in <b>cardinality*</b> during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).</p> <p><b>*Cardinality</b> — refers to the number of cardinal (basic) units in a set.</p> <p><b>Examples of children who understand cardinality:</b></p> <ul style="list-style-type: none"> <li>○ A child counts three yellow bears and says, “There are three yellow bears.”</li> <li>○ A child points to a swing set and says, “There are two swings.”</li> <li>○ When given six bears and asked to put four in the cup, the child puts four in the cup.</li> </ul> <p><b>Examples of children who do not understand cardinality:</b></p> <ul style="list-style-type: none"> <li>○ A child counts three yellow bears. When asked how many bears, the child points to the third bear counted.</li> <li>○ A child points to a swing set and says, “There are one, two swings.”</li> <li>○ 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.</li> </ul>	<p>1-Rarely or never                  2-Sometimes                  3-Usually                  4-Always</p>	<p><b>Scoring note:</b>                  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><b>Example in the context of conversation:</b>                  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>During transition line up the teacher counts with the class out loud while she touches their head 1-15. She asks the children how many ch3 "15" T1 "Yes is 15 children here today"</p> <p>During message board time T2 says "we did all of our messages for today" 1-2-3-4. How many messages we had today? Ch "4 messages"</p> <p>No other experiences observed</p>

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

SCORE		Levels	Notes:	Evidence:
<p>Row 4</p> <div data-bbox="88 272 172 349" style="border: 1px solid black; padding: 2px; display: inline-block;">             1 ▾           </div>	<p>Adults support children’s development in using <b>mathematical attributes to compare objects</b> during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).</p> <p><b>Examples of mathematical attributes used to compare objects:</b>            Quantity — equal, more, less            Length — equal, longer, shorter            Weight — equal, heavier, lighter            Size — equal, bigger, smaller</p>	<p>1-Rarely or never            2-Sometimes            3-Usually            4-Always</p>	<p><b>Scoring note:</b>            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><b>Example in the context of conversation:</b>            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>During work time two children are exploring the balance/scales in the house area they put toys in both containers T1 says "oh look at that what happened to the container?" ch says "is down" T1 yes it is do you know why? C" because this on have more toys" T1" and the toys on that one are heavier than the ones on the other side".</p>

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

SCORE		Levels	Notes:	Evidence:
<p>Row 5</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">4 ▾</div>	<p>Adults support and intentionally scaffold children's development of <b>naming and describing shapes</b> 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><b>Scoring notes:</b> 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><b>To score a 4,</b> adults must support naming and describing shapes.</p> <p><b>Example in the context of conversation:</b> 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>	<p>During work time in the block area a child stacks block on top of the other when his tower falls teachers said "oh no, it fell down, do you want to build it again?" C "yes" teacher helps and says " which one go first the square ones or the long rectangular ones?" C " this one the squares"</p> <p>During work time a child was working in the toy area with puzzles. T2 sitting next to the child says "you are almost done with your shape puzzle where does the two last pieces go?" Child hold the circle t2 "that is the circle what about this other one the chid "thats the triangle"</p> <p>During lunch time T2 we have bread today but not the roound ones we have the slice square ones. who wants a slice?"</p> <p>During transition in the bathroom where the children wait teachers have shape stickers on the wall they tell the children stand by a shape. T ch t2 says "here is the rectangle, you can stand by the rectangle"</p>

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

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div data-bbox="111 250 195 321" style="border: 1px solid black; padding: 2px; display: inline-block;">4 ▾</div>	<p>Adults ask <b>open-ended questions*</b> about children's thought processes.</p> <p><b>*Open-ended questions</b> 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><b>Examples of open-ended questions about thought processes:</b></p> <ul style="list-style-type: none"> <li>○ Why do you <i>think</i> the blocks fell down?</li> <li>○ How do you <i>know</i> you have 15 bears on the table?</li> <li>○ Why do you <i>think</i> plants need water to grow?</li> </ul> <p><b>Examples of closed-ended questions:</b></p> <ul style="list-style-type: none"> <li>○ What day is it?</li> <li>○ How many bears are there?</li> <li>○ What color is this circle?</li> </ul>	<p>During work time T1 "why do you think it fell down?" T1 "what pieces are you putting first?" T2 "what are you making today?" T2 "how can I make one like yours" T2 "why do you think that one does not fit?"</p> <p>During planning/recall T1 "what areas did you go to today?" T2 "what did you do today for work time?"</p>
<p>Row 2</p> <div data-bbox="111 769 195 841" style="border: 1px solid black; padding: 2px; display: inline-block;">4 ▾</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><b>Scoring note:</b> <b>To score a 4</b>, 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><b>Examples of adults providing support to solve a problem/for children to do things for themselves:</b></p> <ul style="list-style-type: none"> <li>○ When the bulletin board is full, an adult asks the children where they may want to hang their picture.</li> <li>○ When a child spills, the adult waits for the child to wipe the spill or supports the child in wiping the spill.</li> </ul>	<p>During work time when a child's tower fell down T1 asked the child if he wanted to build it again. She sat with the child and ask what shapes he wanted at the bottom to start his tower the child tried the small square pieces at the bottom then the long rectangles at the top. when they fell down the teacher asked why did he think the fell down? she said to him how about if you try the long rectangles first and the small squares after. Child tried it and he was able to add more pieces to his tower.</p> <p>During work time in the toy area when a child was working with puzzles when a child couldnt put a puzzle piece in a specific spot teacher asked " why do you think its not fitting" child says "it no go there" teacher did you tried moving it around to see if it fits? child tries the puzzle piece different ways until it fits.</p> <p>During work time in the art area child takes paint bottle to teacher to open the teacher says "you can get it to open?" Ch "no is too hard" teacher tries to loosen it a little but does not open it completely then she gives it to the child the child tries again and says "i got it" teacher then says what do you need next? c" a cup here it is" and he pours paint in the cup.</p>

Item II-J (Continued) Adults support children's reasoning and problem solving throughout the day.				
SCORE		Levels	Notes:	Evidence:
Row 3 	Adults encourage children to observe, predict, AND draw conclusions.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p><b>Scoring note:</b>  <b>To score a 4</b>, there must be specific evidence that adults encourage and support children in <b>all</b> three: observing, predicting, and drawing conclusions.</p> <p><b>Additional guidance:</b> 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><b>Examples of encouraging observation, prediction, and drawing conclusions:</b></p> <ul style="list-style-type: none"> <li>○ What do you see happening?</li> <li>○ What might happen next?</li> <li>○ What happens if you mix these colors?</li> <li>○ Why did that happen?</li> </ul>	<p>During work time in the toy area when a child was working with puzzles when a child couldn't put a puzzle piece in a specific spot teacher asked " why do you think it's not fitting" child says "it no go there" teacher did you tried moving it around to see if it fits? child tries the puzzle piece different ways until it fits.</p> <p>During work time when a child's tower fell down T1 asked the child if he wanted to build it again. She sat with the child and ask what shapes he wanted at the bottom to start his tower the child tried the small square pieces at the bottom then the long rectangles at the top. when they fell down the teacher asked why did he think they fell down? she said to him how about if you try the long rectangles first and the small squares after. Child tried it and he was able to add more pieces to his tower</p> <p>During work time two children are exploring the balance/scales in the house area they put toys in both containers T1 says "oh look at that what happened to the container?" ch says "is down" T1 yes it is do you know why? C" because this one have more toys" T1" and the toys on that one are heavier than the ones on the other side".</p> <p>During transition to lunch T2"what do you guys think we will have for lunch today?</p>
Row 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	<p><b>Scoring note:</b></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><b>Examples of scientific words:</b>            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>T1" and the toys on that one are heavier than the ones on the other side".</p> <p>During transition to outside T1 "how do you think is the weather today? C" is cloudy and cold Ms. M"</p> <p>During lunch time T2"remember to count 1-2-3 when pouring your milk".</p>

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

SCORE		Levels	Notes:	<i>Evidence:</i>
<p>Row 1</p> <input data-bbox="44 248 128 326" type="checkbox"/>	<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><b>Examples of encouraging children to interact with one another:</b></p> <ul style="list-style-type: none"> <li>○ Asking another child to help tie someone’s shoe.</li> <li>○ Encouraging children to ask other children questions.</li> <li>○ Having children turn to one another to talk about stories read or activities completed together.</li> <li>○ Encouraging children to accept and use the languages used by dual language learners (e.g., saying “Hello” in English and in Spanish).</li> </ul>	
<p>Row 2</p> <input data-bbox="44 946 128 1024" type="checkbox"/>	<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><b>Example of encouraging caring, thoughtful, and helpful behaviors:</b> An adult says, "Thank you for helping Jill wipe up the paint that spilled on the chair."</p>	

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

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div data-bbox="52 186 136 251" style="border: 1px solid black; padding: 2px; display: inline-block;">4 ▾</div>	<p>Adults diffuse conflict situations before moving into problem solving by</p> <ul style="list-style-type: none"> <li>Approaching children calmly and stopping any hurtful actions.</li> <li>Acknowledging children's feelings.</li> </ul>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring note:</b> <b>To score a 4</b>, there must be specific evidence that the adult acknowledges the children's feelings.</p> <p><b>If no conflicts are observed</b>, 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>Conflict about a car in the block area teacher 1 approached calmly and got on children's level. She acknowledge children's feelings " you look sad,a re you ok? what' wrong?"</p>
<p>Row 2</p> <div data-bbox="52 544 136 609" style="border: 1px solid black; padding: 2px; display: inline-block;">4 ▾</div>	<p>Adults involve children in identifying the problem by</p> <ul style="list-style-type: none"> <li>Gathering information from the children about what happened or what is upsetting.</li> <li>Restating the problem.</li> </ul>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring note:</b> All children involved in a conflict must be involved in identifying the problem to <b>score a level 3 or 4</b>. If only some children are involved, <b>score a level 2</b>.</p> <p><b>To score a 4</b>, there must be specific evidence that the adult or child restates the problem.</p>	<p>T1 "you look sad, I ownder why?" c"she took my car" T1 "and how did that make you feel?" c" sad T1 tell the other child that made her feel sad, looks like you both want the car"</p>
<p>Row 3</p> <div data-bbox="52 901 136 966" style="border: 1px solid black; padding: 2px; display: inline-block;">4 ▾</div>	<p>Adults involve children in the process of finding and choosing a solution for a problem by</p> <ul style="list-style-type: none"> <li>Asking children for solutions and encouraging them to choose one together.</li> <li>Monitoring children as they act on their decisions and provide support if needed.</li> </ul>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring note:</b> All children involved in a conflict must be involved in choosing and/or discussing solutions to <b>score a level 3 or 4</b>. If only some children are involved, <b>score a level 2</b>.</p> <p><b>To score a 4</b>, there must be specific evidence that the adult monitors the decision and provides support if needed.</p>	<p>T1 "what do you guys think we can do about this? youboth want the car c" share T1"how are you both going to share?" c"I can have it first then she can have it. T1 "is that ok for him to have it first then you can have it?" C2 "yes T1 "it looks like you solve the problem. Teacher stayed there for 2 more minutes. Before she leaves the child that had the car gives it to the other child and go in another area.</p>