



Making the Color Green

Video Scoring Codes and Justification Statements

Positive Climate

Code = 7

Relationships

- There are many indications that the teacher and children enjoy warm relationships with one another. The teacher maintains close proximity to the children during most activities, seated on the shape rug as she facilitates a discussion about the color green. During the paint activity, she kneels down next to the table at the children's level.
- The teacher matches the positive, excited affect of the children during the activity when they are making the color green (a "magic trick").

Positive Affect

- The teacher and children demonstrate frequent episodes of smiling and laughter, and they show enthusiasm on multiple occasions ("Yay!" "Good job!" "I love your excitement!"). On a few occasions, the teacher displays physical affection. For example, the teacher holds a child's hand as the class transitions to the rug for story time and she gently touches children on the leg or arm as she calls their names.

Respect

- The teacher consistently demonstrates respect for the children. She uses a warm, calm voice and language that communicates respect ("Please," "Thank you," "Excuse me, Carter," "Let me get a tissue to clean your nose."). When interacting with the children, she frequently calls the children by name, orients her body in their direction, and maintains eye contact when speaking to them.

Because there are consistent, high-range behaviors within each of the indicators including relationships, positive affect, and respect, this classroom is scored in the high range for Positive Climate. As a result, the video is scored a 7, at the top of the high range.

Negative Climate

Code = 1

Negative Affect

- None observed.

Punitive Control

- None observed.

Teacher Negativity

- None observed.

Child Negativity

- None observed.

Because no behaviors associated with Negative Climate are observed during this video, it is scored at the bottom of the low range, at a 1.

Teacher Sensitivity

Code = 6

Awareness

- The teacher is consistently attentive to the children, notices their cues, and is aware of when children have difficulties or needs. She frequently scans the room, asks a child if he can see during the book reading and walks around the table during the paint activity to assist individual children. The teacher asks, "Do you need help?" to children displaying difficulty mixing the blue and yellow paint during the paint activity. The teacher also notices a child's physical cue to

complete the paint activity on her own as evidenced by the teacher's response, "Ok, you want to do it all by yourself."

Responsiveness

- The teacher consistently responds to children's needs, bids for attention, and provides comfort and assurance to the children. During the transition to the shape rug for whole group, the teacher notices that several children move towards the Mickey rug to play. She responds, "Let's go to the shape rug, please. Come on. We'll play cards on the Mickey rug later."
- Throughout the video, the teacher responds to children's conversational bids ("Blue, that is the color blue." "It is getting green." "It is a lot of green."). On a few occasions, the teacher fails to acknowledge a child's bid for attention when she repeatedly says "I made green" during the paint activity.
- At the art table, the teacher acknowledges one upset child by picking her up and providing physical comfort ("Listen, calm down, breathe. Thank you for calming down for me.").

Child Comfort

- The children often appear comfortable seeking support from the teacher, interacting with the teacher, and participating in the activities. For example, the children join the book reading activity freely and make comments about the animals (frog and monkey) they recognize in the book.
- Problems and concerns are generally resolved in a timely manner (children adjusting their positions so that everyone can see the book during the reading activity; teacher successfully comforts upset child by holding her and redirecting her to the next play-doh activity).

In this classroom, multiple examples of effective Teacher Sensitivity occur within each indicator, establishing a score in the high range. Because there are a few times when the teacher does not acknowledge a child's bid for attention, the observation is coded a 6, at the low end of the high range.

Regard for Child Perspectives

Code = 4

Child Focus

- Most of the activities in this video are teacher-directed and teacher-led. She chooses the book for the reading, leads the book and song activities, and decides on the paint activity. The teacher allows children to manipulate the paint as they so choose and asks them if and when they are ready for the play-doh activity.
- On several occasions, the teacher elicits the children's ideas, expressions, and provides choices ("What should the magic words be?" "Who would like orange play-doh?").
- However, the provision of choices for the children is limited during the paint activity in that the children are provided the same paint color prepared in zip-lock bags.

Flexibility

- The teacher sometimes demonstrates flexibility with her plans and within the activities. She allows the children to move at their own pace and gives them more time when they request to keep playing with the paint ("Let me know when you are ready." "If you like doing that, that's fine.").
- The teacher is less flexible during the book reading and tells the children where and how to sit ("Sit on the red triangle, blue oval, green circle." "Sit on your bottom").

Support of Independence

- The teacher rarely provides support for children's independence throughout the video, as the content and activities in the classroom appear to be mostly based on the teacher's decisions and choices, with the exception of the paint activity where the children are allowed to mix their colors in their individual zip-lock bags.
- The teacher does not give the children individual responsibilities/roles as helpers or to assist in clean up after the paint activity. The teacher controls the materials and stores them in a location the children are not able to access (high on the shelf).

- During a brief peer conflict, the teacher encourages children’s understanding of getting along with peers by saying, “Use your words, baby. Say, ‘Please hand it back, Abram.’”

In this classroom, there is mixed evidence for Regard for Child Perspectives across the three indicators (child focus, flexibility, and support of independence) establishing a score in the mid range, at a 4.

Behavior Guidance

Code = 5

Proactive

- The teacher actively monitors children’s behavior and most children show an awareness of the classroom rules and expectations for behavior. On several occasions, the teacher also states the behavior expectations (“Remember our safety rules, walking feet so we stay safe.” “We have just a few little rules.... This is paint, and it will get on your clothes.” “Put on your listening ears.”).
- At times, the teacher is more reactive rather than proactive (“Can you sit on your bottom? Would you like to sit up so you can see, please?”). One student, Carter, needs multiple reminders to sit.

Supporting Positive Behavior

- The teacher uses effective strategies to support children’s behavior. She provides reinforcement to children meeting the expectations (“Y’all have great listening ears!” “Thank you for being so patient and waiting your turn.”), and she communicates the desired behavior rather than the prohibited behaviors (“Use your words.” “Let’s try to keep it on our Mickey Mouse plates, ok? So we don’t get it on the bottom of our shoes.”).

Problem Behavior

- There are rare instances of disruptive or problem behaviors. There is one instance of wandering (Carter, during the book reading) and minimal waiting (waiting for the teacher to squirt paint into the zip-lock bags). There is a brief peer conflict at the art table; however, the teacher is effective at quickly redirecting the children before the problem escalates.

This video is scored at the high end of the mid range, due to inconsistent evidence of effective Behavior Guidance across the indicators: proactive, supporting positive behavior, and problem behavior. Because there is stronger evidence of supporting positive behavior, this video is scored a 5.

Facilitation of Learning and Development

Code = 5

Active Facilitation

- The teacher is consistently and actively engaged in the book reading and paint activity to support learning and development. The teacher reads a book about colors, models how to mix paint to make the color green, and creates an opportunity for the children to combine two colors of paint.
- The teacher adds comments and questions to encourage the children’s involvement and guides their exploration in the activities (“We are looking for which animal is green.” “Is the frog green?” “Let’s count. How many friends do we have? So how many zip-lock bags do I need?”).

Expansion of cognition

- On a few occasions, the teacher makes connections to the children’s lives (“Aubrey has green buttons on her shirt. Do you think her mommy went to the store and picked that out for her?” “Do you ever see frogs in your yard at your house? In your backyard, do you ever see frogs?”).
- The teacher weaves the concept of the color green throughout the video; however, many of the questions are rote and do not encourage children’s thinking skills (“What animal is the color green?” “Is the duck green?” “Look at this dinosaur. Is he green?” “How many frogs do I have?”).

Children’s Active Engagement

- Children are often interested and involved, physically and verbally, in most of the activities. The children handle and manipulate the zip-lock bags filled with paint to make the color green as well as the play-doh. Most children show interest in the book that the teacher reads, except for one child, who wanders away at times.

In this video, there is ample evidence of active facilitation and children's active engagement balanced by limited evidence of effective expansion of cognition indicates a score at the higher end of the mid range of 5.

Quality of Feedback

Code = 4

Scaffolding

- On multiple occasions, the teacher uses children's responses to scaffold learning by providing hints or physical assistance; however, the exchanges are brief. For example, as the children attempt to mix paint in their zip-lock bags, the teacher says, "Keep squishing." "You still have some blue. Can you smash the corners right there? Smash it there you go, use your fingertips." "Take your thumb and your very first finger, Mr. Pointer, and squish it." She also walks around the table and physically assists children by modeling how to squish the paint and mix the two colors.
- On one occasion, the teacher provides the necessary level of help to Carter in order for him to identify grass as something green ("What are some things that are green? What are some things that are green, Carter? Look out the window. What do you see that's green out the window? What is that on the ground that's green?").

Providing Information

- The teacher provides additional information or clarification; however, this information is limited or brief. For example, she responds to a child's comment about seeing flies and ants, "Did you know that frogs eat flies and ants? They have a very long tongue that comes out really fast and goes [makes sound]." On another occasion, the teacher clarifies a child's response, "4 comes before 5." The information the teacher provides rarely results in a back-and-forth exchange with the children and is similar to labeling or repeating children's responses ("You are right. It is yellow." "That is the color blue." "Grass is green.").

Encouragement and Affirmation

- On several occasions, the teacher offers encouragement, affirmation, and specific feedback to children ("Y'all are awesome at magic and making green paint." "Turner, you are right-- there are animals in this book." "Abram has a neat idea; she's going to roll it up." "Very good, high five, she said a brown monkey." "You are good at that. I knew you were good at that sound." "Good counting." "There you go; use your fingertips.").

In this classroom, there is mixed evidence of scaffolding and providing information with more evidence of encouragement and affirmation, establishing a score in the mid range of 4.

Language Modeling

Code = 4

Supporting Language Use

- The teacher provides some opportunities for children to use language. For example, there are several instances where the teacher responds to the children's actions or verbal attempts with more language ("What would the magic words be?" "What are some things that are green?"), but most of her questions are brief and do not require more than a one-word response ("Is the duck green?" "How many friends do we have?").

Repetition and Extension

- The teacher often repeats, "You did make green," "Ooh ooh, ah ah," "That is the color blue." However, she rarely extends children's communicative attempts with additional language ("We do have a Mickey Mouse rug and that's the rug we play cars on").

Self- and Parallel Talk

- The teacher occasionally narrates her actions and/or the actions of the children ("Ms. Laura is squirting the yellow paint into the blue paint." "Ok, I'm going to set the paint over here so I can come and help you." "Look at Carter squishing." "I hear Cambry saying, ribbit ribbit.").

Advanced Language

- The teacher occasionally labels objects and uses a variety of words (red triangle, blue oval, lawnmower, buttons, magic, trick, gently, and patience).
- The teacher often speaks in complete sentences (“This is just an old zip-lock bag. Ms. Debbie let me borrow it out of the kitchen.”) and makes some attempts to describe unfamiliar words to children (“Patience means waiting your turn. “Gently means very soft and slow so it doesn’t squirt on your clothes.”).
- In a few brief and isolated instances, the teacher provides language for children to use (“Can you say yellow?” “Use your words, baby. Say, ‘Please hand it back, Abram’.”)

With mixed evidence across all indicators of Language Modeling (supporting language use, repetition and extension, self- and parallel talk, and advanced language), this dimension fits solidly in the mid range at a 4.