



Presents

A User's Guide to
Quality Indicators
Preschool & Prekindergarten



AppleTree Institute
for Education Innovation



*The DC Partnership
for Early Literacy*



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Conceptual Framework for Quality Indicators

Recent research has emerged that moves beyond simply relating early childhood programmatic features to classroom quality. This new body of research looks more closely at the relationship among student, teacher and classroom characteristics to student outcomes. This research is founded in ecological systems theory, an area of developmental psychology (Bronfenbrenner, 1974; Bronfenbrenner & Morris, 1998). Operating from an ecological perspective, educational theorists view the child and his or her environment as interconnected at the mesosystem level, with the child contributing to changes in the environment and the environment contributing to changes in the child. Thus, the interplay of student, teacher and classroom characteristics combine as important factors that determine each individual student's academic outcomes.

A main contributor to a child's present and future academic achievement is the classroom teacher. Operating from an ecological perspective, teachers are considered direct and indirect mediators of student learning (Justice & Sofka, 2010). Direct teacher input occurs via explicit interactions with children, while indirect inputs occur through the classroom environment and learning opportunities teachers set up for their students. Thus, the teacher is seen as primarily responsible for the interactions, environment and experiences of children in his or her classroom. Teacher-related factors such as his or her educational background and relevant training, teaching experience, and the quality of his or her academic and social interactions with children may have an effect on students' outcomes (Pianta, et al., 2005).

The ecological perspective applies to a host of academic and social experiences for students, but in the context of Quality Indicators, we have chosen to focus on language, literacy, and social interactions, as researchers have demonstrated that children's early language and literacy ability are key predictors of their later academic outcomes (Lennon & Slesinski, 1999; Torgesen, 2002; Vellutino, et al., 1998). In addition, the quality of emotional support provided to students in preschool and prekindergarten is predictive of students' academic success in later grades (Pianta, et al., 2005).

Use of Quality Indicators

The Quality Indicators were created as a moderate inference **progress monitoring** tool to align with research-based factors measured by our program evaluation and professional development tools (i.e., Classroom Assessment Scoring System [CLASS], Pianta & La Paro, 2003; Early Language & Literacy Classroom Observation [ELLCO], Smith, Brady & Clark-Chiarelli, 2008; and Sheltered Instruction Observation Protocol [SIOP], Echevarria, Vogt, & Short, 2003). The Quality Indicators are designed to provide specific feedback through coach- or (video-facilitated) self-reflection following brief observations of classroom learning opportunities.

As progress monitoring tools, the goals of Quality Indicators are to:

- Align closely with formal observational tools used in program and teacher evaluations (i.e., CLASS, ELLCO, and SIOP)
- Streamline prompts to ensure manageable review and reflection, leading to changes in practice
- Create a single observation system that can be used across multiple instructional components

Quality Indicator Domains

Quality Indicators are organized into five domains, each with four Indicators. Indicators each have 2 to 5 evidence markers.

Support for Diverse Learners	Direct Instruction Opportunities	Independent Learning or Guided Practice Opportunities	General Process Quality	General Structural Quality
Student Engagement	Language Instruction (Comprehension/Vocabulary)	Language Environment (Comprehension/Vocabulary)	Time Management	Classroom Organization
Meaningful, Relevant Instruction	Literacy Instruction	Literacy Environment	Support for Pro-social Behavior	Classroom Materials
Supporting & Checking for Student Understanding	Writing Instruction	Writing Environment	Teacher Awareness & Responsivity	Classroom Schedule
Providing Effective Feedback	Support for Conceptual Understanding	Support for Conceptual Understanding	Support for Leadership & Autonomy	Classroom Personnel

The **Student Engagement** Indicator under **Domain One: Support for Diverse Learners** has three (3) markers:
 (a) *Student interest and involvement*; (b) *Use of proactive strategies*; and (c) *Effective redirection*

Quality Indicators Measurement Scale

Indicator 20: Classroom Personnel	Insufficient/Rarely (1)	Uneven/Sometimes (2 - 3)	Adequate/Frequently (4 - 5)	Consistently/Systematic (6)
Focus on Instructional Support	Adults in the classroom spend the majority of their time completing administrative, preparation or behavior-focused tasks.	Adults' time is spent in a mix of learning activities with children and completion of administrative and preparation tasks.	The majority of adults' time is spent in learning activities with children.	The majority of adults' time is spent in learning activities with children.
Shared Behavior Management	One adult is responsible to support both instruction and behavior management.	One adult primarily supports behavior management while another supports instruction.	All adults in the classroom flexibly contribute to behavior management for students.	Behavior support is systematically shared between or among adults in the classroom.

- A rating of '1' indicates that during the observation period the teacher(s) and/or students *rarely* or *insufficiently* demonstrated the marker.
- A rating of '2' or '3' indicates that during the observation period the teacher(s) and/or students *unevenly* or *sometimes* demonstrated the marker.
- A rating of '4' or '5' indicates that during the observation period the teacher(s) and/or students *adequately* or *frequently* demonstrated the marker.
- A rating of '6' indicates that during the observation period the teacher(s) and/or students *consistently* or *systematically* demonstrated the marker.

Quality Indicator Descriptions

DOMAIN I- SUPPORT FOR DIVERSE LEARNERS

- 1. Student Engagement** – Measures degree to which students are engaged and participatory during instruction. Also measures use of proactive and effective redirection strategies to gain and maintain student focus throughout the lesson. Proactive strategies may include changing voice tone or volume, exaggerating words or phrases, facilitating student gestures or movement activities, etc.. Effective redirection occurs immediately following a behavior (i.e. inattention) and quickly and effectively gets the student to refocus and engage in the learning activity.
- 2. Meaningful, Relevant Instruction** – Measures degree to which teachers use strategies to connect activities and concepts to the current theme. Activities are linked to children’s lives, background knowledge and are differentiated to meet the needs of all students. Materials used during an activity are differentiated and a variety of modalities are used (i.e. music, book, pictures, sign language). Also measures the degree of teacher scaffolding during an activity.
- 3. Support and Checking Student Understanding** – Measures how a teacher introduces the purpose and procedures of an activity (i.e. advanced organizers). Also measures the degree to which a teacher checks for understanding during an activity (i.e. through follow-up questioning and activities).
- 4. Providing Effective Feedback** – Measures the quality of teacher-child interaction during instruction including providing effective feedback to students who demonstrate a lack of understanding of a concept. Also measures the occurrence of wait time, whether the teacher repeats and extends a student’s response, and the quality of the teacher’s response (i.e. using advanced vocabulary).

DOMAIN II - DIRECT INSTRUCTION OPPORTUNITIES

- 5. Language Instruction (Comprehension/Vocabulary)** – Measures the extent to which teachers explain, define and demonstrate new words during an activity or lesson (e.g., using pictures, gestures, words). Also measures teachers’ rate and complexity of speech relative to children’s understanding, and how speech supports students' word learning and comprehension of new ideas.
- 6. Literacy Instruction** – Measures the amount of time in the daily schedule that is allotted for small group and whole group literacy instruction. Also measures explicit and embedded literacy instructional opportunities during the day. Explicit literacy instruction includes phonological, phonemic, and phonetic principals and vocabulary that are differentiated for students. Embedded literacy instruction

includes preplanned, engaging and direct instruction that occurs during other learning opportunities such as transitions, storybook reading, and independent play.

7. **Writing Instruction** – Measures the extent to which the teacher draws attention to print during instruction (i.e. books, materials, or environment) and the extent to which explicit instruction is provided on text conventions, mechanics of writing, orthography and/or composition. Also measures how often the teacher incorporates writing into daily activities such as during morning meeting, storybook reading, and independent play.
8. **Support for Conceptual Understanding (Direct Instruction)** – Measures the use of oral and visual supports (e.g., songs, pictures, books, manipulatives) to connect and integrate new ideas to background knowledge, student’s lives and previous learning opportunities. Measures how teachers support concept development through scaffolding, higher-order questioning and the use of self and parallel talk. Also measures the extent to which teachers provide support in exploring various solutions to posed problems.

DOMAIN III - INDEPENDENT LEARNING OR GUIDED PRACTICE OPPORTUNITIES

9. **Language Environment (Comprehension/Vocabulary)** – Measures quality of classroom set up (displays, materials, activities) and if a current theme and learning focus is supported, as well as the extent to which student work is strategically displayed to foster conversation and language opportunities. Also measures degree of classroom discussions between teachers and peers, or among peers, and whether or not teachers use advanced language to guide independent learning, pose questions, and build conversations with all students.
10. **Literacy Environment** – Measures quality of classroom setup (displays books, materials and activities) and how well the current literacy focus is supported. Also measures whether small group and center activities focus on literacy content such as phonological awareness, phonemic awareness and phonics, and how frequently teachers draw targeted attention toward these tasks during these components and scaffold experiences for students based on ability.
11. **Writing Environment** – Measures the availability and use of writing materials presented around the room and whether they are engaging and relevant to current learning opportunities. Also measures the degree of student and teacher-generated writing posted around the room, the extent of teacher-directed attention toward print, and the extent of teacher encouragement for students to access print and write for a variety of purposes (i.e. to convey meaning). Also includes the extent to which teachers participate in shared writing experiences with students.
12. **Support for Conceptual Understanding (Independent Learning/Guided Practice)** – Measures the extent to which guided practice and independent learning

opportunities require students to solve problems, connect prior learning or experiences, make and modify predictions, and use self and parallel talk to reflect on learning. Also measures whether these learning opportunities are systematic and tie into the language and literacy focus (i.e. math, science, gross motor, social studies, etc.), and if activities support a variety of modalities and learning styles.

DOMAIN IV - GENERAL PROCESS QUALITY

13. Time Management – Measures the amount of learning time made available for students through the observation of transitions, routines, and pacing of lessons.

14. Support for Prosocial Behavior – Measures degree to which pre-corrections are used in the classroom to prevent misbehavior (i.e. by clearly stating rules, expectations, consequences and positive behavior supports) at the beginning of an activity and during transitions. If misbehaviors do occur, the teacher corrects the behavior and follows through with established behavior consequences. Also measures the teachers' connection to prior learning experiences, which may include social-emotional curricula such as Second Step and Project Class, storybook readings, etc. Indicator also observes the teachers' use of specific praise, and how teachers encourage positive student interactions by facilitating students' participation in peer-to-peer conversations, active listening, collaboration, and celebration of accomplishments, especially with students who are less engaged.

15. Teacher Awareness and Responsivity – Measures degree of pre-planning by the teacher to prevent any learning or behavior concerns, and the extent to which teachers monitor and participate in activities to ensure purposeful learning. Also requires the observation of teacher affect during interactions with students (warm tone, eye contact, smiles, etc.), teacher acknowledgement of children's positive affect, teacher awareness of children's concerns or difficulties, and teacher's efficiency and effectiveness when addressing student concerns.

16. Support for Leadership & Autonomy – Measures the extent to which students take responsibility for completion of classroom routines and activities, students' ability to make choices for and during pre-planned activities, and the degree to which choices are based on student interest and preferences. Measures the degree to which teachers demonstrate their value of students' differences, the extent to which teachers foster students' free expression, and teachers' provision of varied opportunities appropriate for diverse learners.

DOMAIN V - GENERAL STRUCTURAL QUALITY

17. Classroom Organization – Measures the organization of the classroom including the space, traffic patterns and storage, and how organization affects implementation of learning activities.

18. Classroom Materials – Measures the amount of books and materials available to support student engagement, participation, and choice in learning activities. This indicator also measures the condition, organization, accessibility, and appeal of books and materials in the classroom as well as the degree to which they support learning objectives and themes in the classroom.

19. Classroom Schedule – Measures the quality of the daily schedule in the classroom and if it includes words, pictures, positive wording and examples. Measures placement and teachers' references to schedule. Also measures degree of instructional types presented in the schedule (whole class, small group, independent activities).

20. Classroom Personnel – Measures amount of time teachers spend participating in instructional activities and routines with children, extent to which behavior management is a shared responsibility between staff members, and efficiency of administrative and preparation tasks to minimize disruption to learning opportunities. Also measures if the number of staff members in the room is adequate to effectively support the academic and social-emotional needs of all students.

ALIGNMENT WITH RESEARCH-BASED OBSERVATION TOOLS USED BY THE PROJECT

The DC Partnership for Early Literacy utilizes three research-based, formal observational tools as program evaluation and professional development measures. In order to support teachers' reflection on key areas identified by these tools, the Quality Indicators were crafted to align with these measures.

Classroom Assessment Scoring System (CLASS; Pianta & La Paro, 2003): The CLASS is an observation instrument developed to assess classroom quality in preschool through third-grade classrooms. Dimensions of the preschool classroom that are assessed include:

1. **Positive Climate:** The emotional connection, respect, and enjoyment demonstrated between teachers and students and among students.
2. **Negative Climate:** The level of expressed negativity such as anger, hostility, or aggression exhibited by teachers and/or students in the classroom.
3. **Teacher Sensitivity:** Teachers' awareness of and responsiveness to students' academic and emotional concerns.
4. **Regard for Student Perspectives:** The degree to which teachers' interactions with students and classroom activities place an emphasis on students' interests, motivations, and points of view.

The four dimensions described above comprise the CLASS Emotional Support domain. Six remaining dimensions include: Behavior Management, Productivity, Instructional Learning Formats (with these three dimensions comprising the Classroom Organization domain), and Concept Development, Quality of Feedback, and Language Modeling (with these three dimensions comprising the Instructional Support domain).

Early Language and Literacy Classroom Observation – Pre-K (ELLCO; Smith, Brady & Clark-Chiarelli, 2008): The ELLCO is an observational tool designed to evaluate the degree to which five key literacy elements are evident in the classroom. These include:

1. **Classroom Structure:** The degree to which there is evidence that the physical environment of the classroom is well organized and conducive to learning, including teachers' classroom management behaviors.
2. **Curriculum:** The degree to which there is evidence for an ongoing, meaningful curriculum that integrates concepts and skills; that allows for children to independently select activities for engagement; that integrates children's unique identities into the curriculum.

3. **The Language Environment:** The degree to which there is evidence that a positive discourse climate exists between students and teachers and among students, and that children are actively exchanging ideas, opinions, and feelings; that teachers are actively attempting to build children's vocabularies; and that teachers are providing and identifying opportunities to increase students' phonological awareness.
4. **Books and Book Reading:** The degree to which there is evidence that books are an integral component of daily instruction and are used across a variety of contexts; that teachers' storybook reading is of high quality; and that there is a variety in the genre and difficulty of books in the classroom.
5. **Print and Early Writing:** The degree to which there is evidence that children possess awareness of the utility of print and of writing activities; that teachers actively facilitate writing activities across a variety of contexts; and that teachers use environmental print to engage children in literacy and writing activities.

Sheltered Instruction Observation Protocol (SIOP; Echevarria, Vogt, & Short, 2003). Sheltered Instruction is a research based teaching practice for English Language Learners and other low language students in which content is made comprehensible at the level of the student. The SIOP model has gathered research-based practices from quality sheltered instruction, and put them together into a comprehensive guide covering eight domains of instruction:

1. **Lesson Preparation:** Observes teachers' creation of content and language objectives; integration of content concepts; use of supplementary materials; adaptation of content; and implementation of meaningful activities
2. **Building Background:** Observes teachers' explicit connection of concepts to students' background experiences and prior learning; and explicit emphasis on key vocabulary throughout a lesson.
3. **Comprehensible Input:** Observes teachers' use of appropriate speech; explanation of tasks; and use of varied techniques to support comprehension
4. **Strategies:** Observes teachers' provision of time for students to practice using learning strategies; scaffolding techniques employed to assist understanding; and use of higher-order questions or tasks.
5. **Interaction:** Observes teachers' provision of opportunities for interaction between teacher/student and among peers; use of differentiated groups; provision of wait time for student answers; and provision of instruction in the students' primary language, as needed

6. Practice & Application: Observes teachers' provision of hands-on materials for practice; opportunities for application of skills and language; and integration of language skills across reading, writing, listening and speaking
7. Lesson Delivery: Observes alignment of lesson plan to outlined content and language objectives; active engagement of students; and appropriate pacing relative to students' abilities
8. Review & Assessment: Observes teachers' review of key vocabulary and content concepts; provision of feedback related to student language or work; and teachers' assessment of students' comprehension and learning

QUALITY INDICATOR ALIGNMENT TABLES

All language for CLASS, ELLCO, and SIOP columns taken from prompt for highest rating possible on each tool.

1. Student Engagement	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
Student interest and involvement	Most or all children appear to understand the activity and demonstrate sustained engagement and interest through content-relevant, interactive discussions and meaningful participation	Students are consistently interested and involved in activities and lessons	Children appear to have internalized regular rules and routines. This is evident as they move through the day smoothly, with few conflicts, and are often seen engaged in purposeful activity, minimizing the need for overt teacher management	Students engaged approximately 90% to 100% of the period
Use of proactive strategies	The teacher proactively uses a variety of targeted strategies to gain and maintain student focus and engagement throughout the lesson	The teacher is consistently proactive and monitors the classroom effectively to prevent problems from developing The teacher actively facilitates children's engagement in activities and lessons to encourage participation and expanded involvement	Teachers select topics and use strategies that engage children in conversations about their ideas, experiences, and curriculum activities. These support broader intellectual purposes (e.g., analyzing, predicting, problem solving, reflecting on learning)	A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)
Effective redirection	The teacher's proactive use of a variety of targeted strategies to gain and maintain engagement results in no need for redirection; in limited instances, teacher quickly and effectively redirects student focus when a student becomes disengaged	The teacher effectively redirects misbehavior by focusing on positives and making use of subtle cues. Behavior management does not take time away from learning	Teacher intervention in conflicts is calm and nonthreatening and leads children toward peaceful, independent (i.e., alone or with peers) resolution	

2. Meaningful, Relevant Instruction	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
Use of theme-based instruction	Teacher makes explicit connection to how strategies, activities or materials relate to ongoing thematic instruction	The teacher effectively focuses students' attention toward learning objectives and/or the purpose of the lesson	Materials, activities, and interactions use themes meaningful to children that unify and integrate their learning. When appropriate, opportunities for children to use their language and literacy skills are integrated with content-area activities	Links explicitly made between past learning and new concepts
Activity appropriate to children's development levels	Teacher makes explicit connection to how activities relate to children' cultures, background knowledge, and prior learning experiences; activities are differentiated to meet needs of diverse children within group		Children's prior knowledge and personal interests appear to be used as the basis for conversations, activities, and learning experiences in the classroom.	Concepts explicitly linked to students' background experiences Links explicitly made between past learning and new concepts
Materials appropriate to purpose of activity	Materials are differentiated to meet needs of diverse children within group; all materials fully support purpose of activity	The teacher uses a variety of modalities including auditory, visual, and movement and uses a variety of materials to effectively interest students and gain their participation during activities and lessons	Materials are organized into conceptually related groups that are appealing and suggest particular purposes to children. For example, a science area might contain small magnifying glasses; sample to magnify; and pencils, paper and clipboards for recording observations	Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals) Hands-on materials and/or manipulatives provided for students to practice using new content knowledge
Teacher scaffolding	Teacher supports are scaffolded to help all children work to their potential	The teacher often scaffolds for students who are having a hard time understanding a concept, answering a question, or completing an activity	There are age-appropriate efforts made to elucidate the meanings of new words with children, with careful consideration given to children whose first language is other than English.	Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds)

3. Supporting & Checking for Student Understanding	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
<p>Advanced organizers</p>	<p>Teacher provides advanced organizers for purpose and procedures before beginning learning activities and at transition points within an activity</p>	<p>The teacher effectively focuses students' attention toward learning objectives and/or the purpose of the lesson</p>		<p>Content objectives clearly defined, displayed, and reviewed with students</p> <p>Language objectives clearly defined, displayed, and reviewed with students</p> <p>Clear explanation of academic tasks</p>
<p>Checks for understanding</p>	<p>Teacher monitors children's understanding using questions and activities designed to demonstrate more than surface understanding of content; teacher engages a variety of children to check understanding</p>	<p>The teacher often queries the children or prompts children to explain their thinking and rationale for responses and actions</p>		<p>Ample opportunities for students to clarify key concepts in L1 (first language) as needed with aide, peer, or L1 text</p>

4. Providing Effective Feedback	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
Timely and accurate feedback	When children demonstrate misunderstanding or limited understanding, the teacher consistently provides feedback focused on accuracy and concept development using words, gestures or materials to contextualize understanding	The teacher often provides additional information to expand on the children's understanding or actions		Regular feedback provided to students on their output (e.g., language, content, work)
Repetition & extension	The teacher repeats and extends student speech using more advanced vocabulary and/or complex structures	Teacher often repeats or extends children's responses The teacher often provides additional information to expand on the children's understanding or actions		Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)
Wait time	Sufficient wait time is provided for all children to answer questions or complete tasks, and the teacher actively encourage children's responses and patience from others	The teacher is consistently responsive to [children] and matches [his or her] support to their needs and abilities		Sufficient wait time for student responses consistently provided

5. Language Instruction (Comprehension/Vocabulary)	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
Explanations and demonstrations	The teacher systematically and accurately explains, defines or demonstrates new words and ideas using words, pictures and gestures, and scaffolds support based on children's ability	Teacher often uses advanced language with children The teacher often scaffolds for children who are having a hard time understanding a concept, answering a question, or completing an activity	There are age-appropriate efforts made to elucidate the meanings of new words with children Teachers show their excitement for words through their playful interactions with children. They model challenging language and acknowledge children's own experimentation	A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)
	Prosody The teacher's speech is at an appropriate rate, tailored to the different comprehension needs of children			Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)
	Complexity The teacher's speech is at an appropriate complexity level, tailored to the different comprehension needs of children			Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)

6. Literacy Instruction	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
Daily scheduled opportunities	There is time in the daily schedule for targeted whole group and small group literacy support		Teachers engage children in varied interactions designed to build their awareness of sounds in language through planned and playful activities (e.g., rhyming, segmenting words into syllables, alliteration)	Grouping configurations support language and content objectives of the lesson
Explicit instruction	Activities demonstrate systematic emphasis on revealing important phonological, phonemic or phonetic principles and vocabulary targeted to the ability of the student		Teachers designate time, whether formal or informal (e.g., wait time) to encouraging children to listen for and use the sounds of language apart from their meaning or written form	Activities provided for students to apply content and language knowledge in the classroom A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)
Embedded opportunities	The teacher systematically embeds literacy instruction that is preplanned, engaging, direct, explicit and scaffolded during other learning activities or components (e.g., transitions, story reading)		Teachers are observed using terms that accurately describe their instructional goals (e.g., rhyming, syllable, initial sound) as they are engaging children in phonological awareness (PA) activities	Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts

7. Writing Instruction	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
<p>Drawing attention to print</p>	<p>The teacher consistently draws attention to relevant print from books, materials or the environment</p>		<p>Environmental print is actively and purposefully used by teachers and children for a variety of purposes</p> <p>Environmental print is integrated into classroom routines, both to facilitate participation and to develop children's print knowledge</p>	<p>Activities integrate all language skills (i.e., reading, writing, listening, and speaking)</p>
<p>Explicit instruction</p>	<p>The teacher consistently and systematically provides explicit instruction on text conventions and writing mechanics, orthography or composition as appropriate</p>		<p>Planned and spontaneous teacher support for children's writing efforts includes varied strategies to help individualize instruction, which might include helping children form letters, recognize letters, and read and write their names and common words</p>	<p>Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking</p>
<p>Incorporating writing</p>	<p>The teacher incorporates writing across many daily direct instruction opportunities such as graphic organizers during story reading, Question of the Day charts, and morning meetings</p>		<p>Multiple opportunities are thoughtfully provided (e.g., in various classroom settings across the curriculum) that motivate children to use their emergent writing skills. Writing is clearly differentiated from art activities</p>	

8. Support for Conceptual Understanding	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
Connects with prior knowledge	The teacher systematically uses oral and visual supports to link new ideas, information or activities to children’s own backgrounds or past learning opportunities	The teacher consistently links current activities to previous concepts or activities The teacher consistently relates concepts to the real world of students' lives		Concepts explicitly linked to students’ background experiences Links explicitly made between past learning and new concepts
Scaffolding questions	The teacher consistently scaffolds questions to children’s level of understanding	The teacher often scaffolds for children who are having a hard time understanding a concept, answering a question, or completing an activity		A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)
Self- and parallel talk	The teacher consistently uses self- and parallel-talk to narrate children’s learning experiences	Teacher consistently maps his/her own actions and the children’s actions through language and description		Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds)
Supports open-ended solutions	The teacher systematically helps children explore various solutions to an identified problem or question of interest	The teacher asks many open-ended questions	Flexible scheduling and grouping practices support children’s initiative in pursuing their own interests, questions, and ideas	A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions) Activities provided for students to apply content and language knowledge in the classroom

9. Language Environment (Comprehension/Vocabulary)	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
Classroom setup	Displays, materials and activities clearly support current learning focus		Well-selected books that relate to topics currently under study are strategically placed for children's use in interest areas of the classroom	Hands-on materials and/or manipulatives provided for students to practice using new content knowledge Activities provided for students to apply content and language knowledge in the classroom
Student work	Differentiated student generated work is displayed in locations that invite conversation and language expansion opportunities		There are multiple examples of the written word (e.g., children's work, posters, class-generated big books) that clearly exemplify the varied purposes of writing and underlying purpose to communicate	
Frequent discussions	Children are consistently engaged in content-related discussions with teachers and peers	There are frequent conversations in the classroom	Teachers select topics and use strategies that engage children in conversations about their ideas, experiences, and curriculum activities	Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts
Advanced language	Teachers use advanced language in the context of children's guided and independent learning activities, and use a variety of questioning and conversation techniques to scaffold different ability children to use more complex language and rich vocabulary	Teacher often uses advanced language with children	New and challenging words are systematically introduced, discussed, and infused in ongoing classroom activities	Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see) Grouping configurations support language and content objectives of the lesson

10. Literacy Environment	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
Classroom setup	All displays, books, materials and activities clearly support current literacy focus		Well-selected books that relate to topics currently under study are strategically placed for children's use in interest areas of the classroom	Hands-on materials and/or manipulatives provided for students to practice using new content knowledge
Relevant activities	There is evidence that activities in centers and small group learning opportunities provide differentiated focus on literacy content such as phonological awareness, phonemic awareness, and phonics to meet the needs of different ability children in the classroom		Teachers engage children in varied interactions designed to build their awareness of sounds in language through planned and playful activities (e.g., rhyming, segmenting words into syllables, alliteration)	Activities provided for students to apply content and language knowledge in the classroom. Activities integrate all language skills (i.e., reading, writing, listening, and speaking)
Targeted attention	Teachers draw targeted attention to literacy during small group and independent learning activities and throughout the day to meet the needs of different ability children in the classroom		Teachers are observed using terms that accurately describe their instructional goals (e.g., rhyming, syllable, initial sound) as they are engaging children in phonological awareness (PA) activities	Activities integrate all language skills (i.e., reading, writing, listening, and speaking)

11. Writing Environment	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
Materials	Throughout the room, the teacher provides ample writing materials that are engaging and relevant to the current learning opportunities and actively encourages student use		There are varied and appropriate writing materials and tools integrated throughout the classroom, as well as in a designated writing area	Hands-on materials and/or manipulatives provided for students to practice using new content knowledge
Targeted attention	The teacher consistently draws attention to environmental and functional print and encourages children to utilize writing or drawing for a variety of purposes, including to convey thoughts, actions and emotions		Environmental print is actively and purposefully used by teachers and children for a variety of purposes Teachers use environmental print to share understanding and reflect on learning. Children are observed using and creating environmental print to label, communicate, and/or express their ideas and opinions	Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking
Student work	Many varied examples of student and teacher writing are posted around the room in targeted areas		There are multiple examples of the written word (e.g., children's work, posters, class-generated big books) that clearly exemplify the varied purposes of writing and underlying purpose to communicate	
Shared writing	The teacher actively encourages shared writing experiences for varied purposes with multiple children		Children are observed writing as part of several teacher-organized routines as well as spontaneously during play	Grouping configurations support language and content objectives of the lesson

12. Support for Conceptual Understanding	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
Guided Practice Opportunities	Teacher provides guided practice opportunities that require children to solve problems, make connections to prior learning or background experiences, uses self- and parallel talk to highlight processes and procedures within activities, make and modifies predictions, justify decisions and or reflect on processes and outcomes	The teacher often uses activities and discussions that encourage analysis and reasoning	Flexible scheduling and grouping practices support children's initiative in pursuing their own interests, questions, and ideas	Activities provided for students to apply content and language knowledge in the classroom
Independent learning opportunities	Teacher provides independent learning opportunities that require children to solve problems, make connections to prior learning or background experiences, uses self- and parallel talk to highlight processes and procedures within activities, make and modifies predictions, justify decisions and or reflect on processes and outcomes	The teacher often uses opportunities for children to be creative and/or generate their own ideas and products	Teachers organize and provide interesting experiences that actively facilitate children's independent and constructive engagement in learning	
Variety of activities	Teacher systematically provides guided and independent learning opportunities to complement the language and literacy focus (e.g., math, science, social studies, gross motor, etc.) and that appeal to a variety of modalities (e.g., visual, kinesthetic, tactile)	The teacher uses a variety of modalities including auditory, visual, and movement and uses a variety of materials to effectively interest students and gain their participation during activities and lessons	Classroom routines support children's engagement in self-directed activities	A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)

13. Time Management	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
Routines and procedures	The teacher maximizes instructional time with efficient and effective routines and classroom procedures tied to ongoing learning in the classroom	<p>The classroom resembles a “well-oiled machine”; everybody knows what is expected of them and how to go about doing it</p> <p>Teacher is fully prepared for activities and lessons</p>	Children appear to have internalized regular rules and routines	
Instructional pacing	During instructional time, teacher paces activity appropriately to ensure all children learn	The teacher provides activities for the students and deals efficiently with disruptions and managerial tasks		Pacing of the lesson appropriate to students’ ability level
Transitions	Transitions are efficient and systematic and include skill- or concept-building opportunities targeted to the abilities and interests of waiting children to minimize idle time	Transitions are quick and efficient		

14. Support for Prosocial Behavior	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
Pre-correction	The teacher prevents misbehavior and encourages prosocial behavior by providing rules, expectations, consequences and positive behavior supports (e.g., class token system) at the start of a new activity and when transitioning between activities	Rules and expectations for behavior are clear and consistently enforced The teacher is consistently proactive and monitors the classroom effectively to prevent problems from developing	Children appear to have internalized regular rules and routines. This is evident as they move through the day smoothly, with few conflicts, and are often seen engaged in purposeful activity, minimizing the need for overt teacher management. Clear expectations for children's behavior are consistently communicated in multiple ways and through the use of positive strategies	
Follow-through	The teacher respectfully corrects any misbehavior with minimal disruption through consistent enforcement of established academic routines, behavioral expectations and consequences (or there is no evidence of misbehavior)	The teacher effectively redirects misbehavior by focusing on positives and making use of subtle cues	Teacher intervention in conflicts is calm and nonthreatening and leads children toward peaceful, independent (i.e., alone or with peers) resolution	
Connections to prior learning	The teacher consistently ties discussion of behaviors to school or classroom rules and makes connections to prior learning experiences as appropriate (e.g., Second Step/Project CLASS, storybook readings, etc.)			Links explicitly made between past learning and new concepts
Specific praise	The teacher consistently recognizes individual and group behaviors that positively contribute to classroom learning and climate (e.g., helpfulness; effort; concern)	The teacher effectively redirects misbehavior by focusing on positives and making use of subtle cues	Clear expectations for children's behavior are consistently communicated in multiple ways and through the use of positive strategies (e.g., group discussions to formulate rules, explanation of rules, praising of children for appropriate behavior)	
Fosters positive relationships	The teacher consistently encourages and facilitates positive relationships between peers by engaging children in: peer conversations, active listening to peers, demonstrating knowledge and interest of each others' backgrounds, helping children celebrate each others' accomplishments, etc.; the teacher facilitates interaction among a variety of children, targeting children who are less engaged	There are many indications that the teacher and children enjoy warm, supportive relationships with one another There are frequently positive communications verbal or physical, among teachers and [children]	Teachers deliberately foster a climate in which expressing individual opinions and ideas is valued. They listen attentively to children and encourage them to listen and respond to one another	

15. Teacher Awareness & Responsibility	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
Evidence of planning	There is compelling evidence that the teacher preplans to alleviate foreseeable concerns	Teacher is fully prepared for activities and lessons		
Proximity and participation	The teacher actively monitors and participates in all learning activities with children; the teacher spends sufficient time with all children to ensure purposeful learning	The teacher is consistently proactive and monitors the classroom effectively to prevent problems from developing	While different adults may have different roles within the classroom, there is a sense of organized purpose and logistical flexibility among adults to serve the needs of children and engage them in meaningful learning activities	Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts
Teacher affect and respect	The teacher consistently demonstrates positive affect and respect during interactions with children (e.g., warm tone, eye contact, smiles, etc.); the teacher notices children's positive affect or respectful practices and provides specific praise (e.g., "I notice how you're looking at me while we're talking. It makes me feel good to see you smile!")	There are frequent displays of positive affect by the teacher and/or [children] The teacher and children consistently demonstrate respect for one another		
Awareness	The teacher is aware of individual and groups of children's concerns or difficulties	The teacher is consistently aware of [children] who need extra support, assistance, or attention		
Effective resolutions	Problems are addressed quickly, respectfully and effectively; when possible, teacher supports children in resolving their own problems	The teacher is consistently effective at addressing [children's] problems and concerns	Teacher intervention in conflicts is calm and nonthreatening and leads children toward peaceful, independent (i.e., alone or with peers) resolution	

16. Support for Leadership & Autonomy	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
Student responsibility	Several children assume considerable responsibility for the completion of appropriate classroom routines and activities	Teacher provides consistent support for student autonomy and leadership	Teachers organize and provide interesting experiences that actively facilitate children's independent and constructive engagement in learning Classroom routines support children's engagement in self-directed activities	Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts
Student choice	Several children are able to make choices among pre-planned activities, use materials innovatively, and choose activities not planned by teacher when appropriate	Teacher is flexible in her plans, "goes with the flow" of students' ideas and organizes instruction around students' interests Students have freedom of movement and placement during activities	Children's prior knowledge and personal interests appear to be used as the basis for conversations, activities, and learning experiences in the classroom. In addition, this information is used as a basis for planned learning about other cultures and traditions	
Student preferences	Planned lessons demonstrate the teacher values and implements student preferences and ideas by fostering choice and free expression as appropriate	There are many opportunities for student talk and expression	Flexible scheduling and grouping practices support children's initiative in pursuing their own interests, questions, and ideas	
Student ability	Planned lessons demonstrate the teacher values student differences through the creation of activities targeted to the various developmental level/abilities of student participants		Cultural and linguistic diversity is valued and is explicitly addressed in multiple ways throughout the classroom to advance children's knowledge and development	Adaptation of content (e.g., text, assignment) to all levels of student proficiency

17. Classroom Organization	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
Classroom layout	The organization of the classroom space supports the flexible and efficient implementation of whole class, small group and independent learning activities		The physical environment is arranged to support children's ability to independently engage in activities	
Classroom areas	Classrooms are organized into distinct learning centers that are visually appealing and conceptually related to each other and ongoing explicit instruction; learning centers include a library, dramatic play center, writing center, art center, game or manipulative center, water/sand table center, and block center		The classroom is welcoming to children and adults, and furnishings are arranged to invite children into varied learning areas	
Traffic patterns	Traffic patterns support smooth and efficient transitions among interest areas		Interest areas are arranged to allow for optimal use without disruption, adjacent to areas with similar activity level or curricular focus	
Storage	Traffic patterns support smooth and efficient transitions among interest areas		There are established patterns of "traffic flow," which serve to organize and support children's movement throughout the classroom with ease and a minimum of disturbance to those already engaged in activities	
Storage	Storage is thoughtfully placed to maximize children's ability to use classroom space for learning activities		The physical environment is arranged to support children's ability to independently engage in activities	

18. Classroom Materials		QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
Supply of books and materials	Ample books and materials are available to support children's engagement, active participation and choice in learning activities			Classroom materials are in excellent condition and in ample supply	Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)
Condition of books and materials	Books and materials are in excellent condition			The books in the book area are in excellent condition and in ample supply for the number of children in the classroom	
Access to books and materials	Books and materials are well organized, easily accessible and clearly labeled, allowing children to find, use, and return items efficiently			There are opportunities for children to freely and independently access books in the book area, and they are observed doing so consistently and appropriately Children are able to access materials in interest areas independently, and observation reveals purposeful engagement with their selections	
Appeal of books and materials	Most children demonstrate the appeal of the majority of available books and materials by frequent use			Books are provided on a range of topics and issues salient to young children and their learning Multiple genres are evident in the books available for children's use. Selections include diverse representation of characters and family structure	
Relevance of books and materials	Books and materials support learning objectives or theme of an activity and there is evidence of a connection to other current or prior classroom learning			Well-selected books that relate to topics currently under study are strategically placed for children's use in interest areas of the classroom	Hands-on materials and/or manipulatives provided for students to practice using new content knowledge

19. Classroom Schedule	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
	<p>Daily schedule use</p> <p>A daily schedule with words and positive student pictorial examples is prominently displayed and consistently implemented such that children demonstrate knowledge of daily schedule</p>		<p>Children appear to have internalized regular rules and routines. This is evident as they move through the day smoothly, with few conflicts, and are often seen engaged in purposeful activity, minimizing the need for overt teacher management</p> <p>Environmental print is integrated into classroom routines, both to facilitate participation and to develop children's print knowledge</p> <p>Classroom routines support children's engagement in self-directed activities</p>	
<p>Balance of instructional types</p>	<p>A balance of whole class, small group and independent activities are implemented including storybook reading, art or writing, songs/poems, and gross motor</p>		<p>Flexible scheduling and grouping practices support children's initiative in pursuing their own interests, questions, and ideas. For example, the daily schedule includes ample time for self-directed activities and independent exploration</p>	<p>Grouping configurations support language and content objectives of the lesson</p>

20. Classroom Personnel	QI	CLASS Pre-K (Pianta et al.)	ELLCO Pre-K (Smith et al.)	SIOP (Echevarria et al.)
Focus on instructional support	The majority of adults' time is spent in learning activities with children	The teacher provides activities for the students and deals efficiently with disruptions and managerial tasks		Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts
Shared behavior management	Behavior support is systematically shared between or among adults in the classroom	The teacher effectively redirects misbehavior by focusing on positives and making use of subtle cues Behavior management does not take time away from learning	While different adults may have different roles within the classroom, there is a sense of organized purpose and logistical flexibility among adults to serve the needs of children and engage them in meaningful learning activities	
Evidence of planning	Adults in classroom handle necessary administrative and preparation tasks quickly and efficiently through teamwork, anticipation, pre-planning of tasks, and pre-organization and targeted placement of materials and activities	The classroom resembles a “well-oiled machine”; everybody knows what is expected of them and how to go about doing it Teacher is fully prepared for activities and lessons	Adults in the room, who might include teachers, assistants, volunteers, or parents, interact respectfully with one another and do so with a consistent, positive focus on children's engagement in the learning activities of the classroom	
Support for all children	There are an adequate number of personnel present to effectively support the academic and socio-emotional needs of all children, demonstrated by most children's active and appropriate participation in meaningful learning and play activities	Students are consistently interested and involved in activities and lessons		

Quality Indicator Scoring

1. STUDENT ENGAGEMENT		2. MEANINGFUL, RELEVANT INSTRUCTION	
Student Interest and Involvement		Use of theme-based instruction	
Use of Proactive Strategies		Activity appropriate to students' development levels	
Effective Redirection		Materials appropriate to purpose of activity	
		Teacher scaffolding	
3. SUPPORTING-CHECKING UNDERSTANDING		4. PROVIDING EFFECTIVE FEEDBACK	
Advanced organizers		Timely and accurate feedback	
Checks for understanding		Repetition & extension	
		Wait time	
5. LANGUAGE INSTRUCTION		6. LITERACY INSTRUCTION	
Explanations and demonstrations		Daily scheduled opportunities	
Prosody		Explicit instruction	
Complexity		Embedded Opportunities	
7. WRITING INSTRUCTION		8. SUPPORT FOR CONCEPTUAL UNDERSTANDING (DI)	
Drawing attention to print		Connects with prior knowledge	
Explicit instruction		Scaffolding Questions	
Incorporating writing		Self- and parallel talk	
		Supports open-ended solutions	
9. LANGUAGE ENVIRONMENT		10. LITERACY ENVIRONMENT	
Classroom setup		Classroom setup	
Student work		Relevant activities	
Frequent discussions		Targeted attention	
Advanced language			
11. WRITING ENVIRONMENT		12. SUPPORT FOR CONCEPTUAL UNDERSTANDING (IL/GP)	
Materials		Guided learning opportunities	
Targeted attention		Independent learning opportunities	
Student work		Variety of activities	
Shared Writing			
13. TIME MANAGEMENT		14. SUPPORT FOR PROSOCIAL BEHAVIOR	
Routines and procedures		Pre-correction	
Instructional pacing		Follow-through	
Transitions		Connections to prior learning	
		Specific praise	
		Fosters positive relationships	
15. TEACHER AWARENESS & RESPONSIVITY		16. SUPPORT FOR LEADERSHIP & AUTONOMY	
Evidence of planning		Student responsibility	
Teacher affect and respect		Student choice	
Proximity and participation		Student preferences	
Awareness		Student ability	
Effective resolutions			
17. CLASSROOM ORGANIZATION		18. CLASSROOM MATERIALS	
Classroom layout		Supply of books and materials	
Classroom areas		Condition of books and materials	
Traffic patterns		Access to books and materials	
Storage		Appeal of books and materials	
		Relevance of books and materials	
19. CLASSROOM SCHEDULE		20. CLASSROOM PERSONNEL	
Daily schedule use		Focus on instructional support	
Balance of instructional types		Shared behavior management	
		Evidence of planning	
		Support for all students	

Finding Evidence for Quality Indicators

Quality Indicator – Vignette I

Component: Centers Meeting

16 children, 2 teachers

4-Minute Clip

Directions: Review the Quality Indicator rubrics for your target markers. After your review, read the observation scripting, looking for evidence *or lack of evidence* for the target markers.

Observation Scripting

- Teacher holds up a stuffed dog.
- Teacher: (In a escalating voice) *Today in Construction Zone, today in Construction Zone...* (she waits for the students to settle) *Ok, this is Rufus. A lot of our friends have been playing with him, right? You were playing with him and petting him in Construction Zone, but I need some friends to build him a shelter, to build him a home.*
- Teaching Fellow raises her hand.
- T: *Yes, Ms. Samantha?*
- TF: *Like a doghouse?*
- T: *Like a doghouse. Do you think you all could build a doghouse today? So, we're going to build a doghouse, Sara, for our friend Rufus today (bends down to build with blocks) in Construction Zone. So, I have some walls for my doghouse and I have sidewalls, smaller walls, like rectangles for my doghouse. But, what am I missing if I put Rufus inside? What am I missing, Alexis?*
- Child speaks.
- T: *He needs a door. I could pretend that this is my door; I could open and shut it. But, what happens if it's snowing on top of him? What do we need to cover us? (Makes motion with hands on top of her head.)*
- Child speaks.
- T: *A cover! Um, what about...and what covers the top of your house? A roof. Say, "roof."*
- Children: *Roof.* (Some children begin barking)
- T: *So, kind of like what the dog says, ha ha! Rufus needs a roof to cover him from the snow... like it was snowing this morning, Jabari, you're right. He needs a roof to cover him, so hopefully, today if you go to Construction Zone – shhh – if you go to Construction Zone, you will build a doghouse with walls and a door and a roof. Do you think you can do that, Jordan?*
- Child speaks.
- T: *Open and shut. The roof doesn't open and shut, just the door.*
- Teacher picks up blocks.

Vignette I, Activity I

After reading Vignette I, look for evidence related to the specific markers of focus identified in the table below. When you are ready, examples of evidence for each marker are provided for your review:

Domain	Quality Indicator	Markers of Focus
I. Support for Diverse Learners	1. Student Engagement	<ul style="list-style-type: none"> - Student interest and involvement - Use of proactive strategies - Effective redirection
I. Support for Diverse Learners	3. Supporting & Checking Student Understanding	<ul style="list-style-type: none"> - Advanced organizers - Checks for understanding
I. Support for Diverse Learners	4. Providing Effective Feedback	<ul style="list-style-type: none"> - Timely and accurate feedback - Repetition and extension - Wait time
II. Direct Instruction Opportunities	5. Language Instruction (Comprehension/Vocabulary)	<ul style="list-style-type: none"> - Explanations and demonstrations - Prosody - Complexity
II. Direct Instruction Opportunities	8. Support for Conceptual Understanding	<ul style="list-style-type: none"> - Connects with prior knowledge - Scaffolding questions - Self- and parallel talk - Supports open-ended solutions

Observable Evidence - Below are examples of positive and negative evidence for the markers of focus:

DOMAIN I: SUPPORT FOR DIVERSE LEARNERS**1. Student Engagement**

Student Interest and Involvement *Most or all children appear to understand the activity and demonstrate sustained engagement and interest through content-relevant, interactive discussions and meaningful participation*

- Teacher mentions that a lot of students have been playing with the stuffed animal, so tasks them with a related activity in Construction Zone.
- Teacher calls out selected students (Sara, Alexis, Jabari, Jordan) to engage them in the discussion or acknowledge their contributions.
- Students begin barking upon recognizing that the word roof is an onomatopoeia.
- Teacher invites and responds to children's contributions.

Use of Proactive Strategies *The teacher proactively uses a variety of targeted strategies to gain and maintain student focus and engagement throughout the lesson*

- The teacher uses an escalating voice to gain command and waits to gain attention of the classroom before beginning the component.
- The teaching fellow models raising her hand for students.
- Teacher uses specific name (*Sara*) to redirect student's attention.
- **Teacher shushes students.**

Effective Redirection *The teacher's proactive use of a variety of targeted strategies to gain and maintain engagement results in no need for redirection; in limited instances, teacher quickly and effectively redirects student focus when a student becomes disengaged*

- Teacher uses specific name (*Sara*) to redirect her attention.
- **Teacher shushes students.**

3. Supporting & Checking for Student Understanding

Advanced Organizers *Teacher provides advanced organizers for purpose and procedures before beginning learning activities and at transition points within an activity*

- Teacher introduces a purposeful activity within Construction Zone
- “So, we’re going to build a doghouse for our friend Rufus today in Construction Zone.”
- Teacher orients to the class to the procedures of building a doghouse.

Checks for Understanding *Teacher monitors children’s understanding using questions and activities designed to demonstrate more than surface understanding of content; teacher engages a variety of children to check understanding*

- Teacher uses questions to quiz students about what the doghouse is missing (door, roof).
- Teacher follows up with a student misunderstanding by stating “the roof doesn’t open and shut, just the door.”

4. Providing Effective Feedback

Timely and accurate feedback *When children demonstrate misunderstanding or limited understanding, the teacher consistently provides feedback focused on accuracy and concept development using words, gestures or materials to contextualize understanding*

- Teacher acknowledges specific contributions from students “Like it was snowing this morning, Jabari you’re right.”
- The teacher clarifies a misunderstanding by stating “the roof doesn’t open and shut, just the door.”

Repetition and extension *The teacher repeats and extends student speech using more advanced vocabulary and/or complex structures*

- What am I missing, Alexis? “He needs a door.”

Wait time *Sufficient wait time is provided for all children to answer questions or complete tasks, and the teacher actively encourages children’s responses and patience*

- After beginning to speak, teacher waits for the students to settle down before continuing with her introduction of the Construction Zone activity
- The teacher allows students to complete responses when called upon

DOMAIN II: DIRECT INSTRUCTION OPPORTUNITIES

5. Language Instruction

Explanations and Demonstrations *The teacher systematically and accurately explains, defines or demonstrates new words and ideas using words, pictures and gestures, and scaffolds support based on children's ability*

- The teacher uses the stuffed animal and the blocks as demonstrations.
- “But I need some friends to build him a shelter, to build him a home.”
- Teaching fellow uses the word “doghouse.”
- (Makes motion with hands on top of her head). “What do we need to cover us?”

Prosody *The teacher's speech is at an appropriate rate, tailored to the different comprehension needs of children*

- Not observable due to written script.

Complexity *The teacher's speech is at an appropriate complexity level, tailored to the different comprehension needs of children*

- Teacher acknowledges that the new word “roof” also sounds like what a dog says.
- Teacher uses three words “home” “shelter” “doghouse” to introduce concept.

8. Support for Conceptual Understanding

Connects with Prior Knowledge *The teacher systematically uses oral and visual supports to link new ideas, information or activities to children's own backgrounds or past learning opportunities*

- Teacher mentions that several students have played with Rufus.
- Teacher acknowledges Jabari's contribution that it was snowing today.

Scaffolding Questions *The teacher consistently scaffolds questions to children's level of understanding*

- Teacher asks open-ended questions “what am I missing?”
- The teacher states/corrects a student “the roof doesn't open and shut, just the door” without explaining or exploring why.

Self- and parallel talk *The teacher consistently uses self- and parallel-talk to narrate children's learning experiences*

- “I could pretend that this is my door; I could open and shut it.”
- (Makes motion with hands on top of her head). “What do we need to cover us?”

Supports open-ended solutions *The teacher systematically helps children explore various solutions to an identified problem or question of interest*

- The teacher is focused on the process of building a dog-house, and why the dog needs various components such as a roof.
- The teacher acknowledges a door is needed to open and shut without exploring the purpose of a door (to enter the dog house).

Vignette I, Activity II

Re-read Vignette I, looking for evidence related to the specific markers of focus identified in the table below. When you are ready, examples of evidence for each marker are provided for your review:

Domain	Quality Indicator	Marker(s) of Focus
III. Independent Learning & Guided Practice Opportunities	9. Language Environment	- Frequent discussions
III. Independent Learning & Guided Practice Opportunities	12. Support for Conceptual Understanding	- Guided practice opportunities
IV. Process Quality	13. Time Management	- Instructional pacing
IV. Process Quality	16. Support for Leadership & Autonomy	- Student responsibility
V. Structural Quality	20. Classroom Personnel	- Focus on instructional support

DOMAIN III: INDEPENDENT LEARNING & GUIDED PRACTICE OPPORTUNITIES**9. Language Environment**

Frequent discussions Children are consistently engaged in content-related discussions with teachers and peers

- There are several conversation turns between teacher and students; conversation is related to teacher's topic
- Children bark with each other in response to teacher's use of vocabulary word, "roof", and teacher continues with discussion
- **It is unclear how many students are responding to teacher**

12. Support for Conceptual Understanding

Guided practice opportunities Teacher provides guided practice opportunities that require children to solve problems, make connections to prior learning or background experiences, uses self- and parallel talk to highlight processes and procedures within activities, make and modifies predictions, justify decisions and or reflect on processes and outcomes

- Teacher makes connections to students' prior play with toy dog
- Teacher connects the word "shelter" to a known word, "home"
- Teacher works with students to consider the parts of a home and their purpose, and to cooperatively build the home
- Teacher asks guiding but open-ended questions to support students' ability to name parts of home
- Teachers uses self-talk while building doghouse

DOMAIN IV: PROCESS QUALITY**13. Time Management**

Instructional pacing During instructional time, teacher paces activity appropriately to ensure all children learn

- Teacher uses stuffed animal and materials to model what students can do in center

- Teacher uses questioning to keep students engaged
- It is unclear if all students are participating and learning; teacher explicitly refers to 4 students by name in 4-minute observation

16. Support for Leadership & Autonomy

Student responsibility Several children assume considerable responsibility for the completion of appropriate classroom routines and activities

- Teacher provides opportunity for students to brainstorm components for the dog's home
- Teacher misses opportunity to support student's responsibility for demonstrating how to build the dog's shelter

DOMAIN V: STRUCTURAL QUALITY

20. Classroom Personnel

Focus on instructional support The majority of adults' time is spent in learning activities with children

- Teaching Fellow models raising hand to answer a question, and contributes to the learning opportunity by providing an answer
- It is unclear if the teaching fellow supports learning at any other time during the 4-minute observation

Vignette II

Component: Morning Meeting
8 children, 2 teachers

Directions: Review the Quality Indicator rubrics for your assigned markers. After your review, read the observation scripting, looking for evidence *or lack of evidence* for the target markers.

Domain	Quality Indicator	Marker(s) to Code
III. Independent Learning & Guided Practice Opportunities	10. Literacy Environment	- Targeted attention
IV. Process Quality	13. Time Management	- Routines & procedures - Instructional pacing
IV. Process Quality	15. Teacher Awareness & Responsivity	- Proximity & participation - Teacher affect & respect
IV. Process Quality	16. Support for Leadership & Autonomy	- Student choice - Student preferences
V. Structural Quality	20. Classroom Personnel	- Support for all children

Teaching Fellow (TF): *We are going to make a rainstorm in a little bit, Amir. Don't worry because we definitely have to make some rain today, don't we? Because it's raining and some of our friends stay home and do you know what else today is? Today is a very special day. Unique, put that in your cubby please, and you can have it later. Put it away. It is a half day today! We are leaving early today; we will not have naptime and we will not...we will not have naptime and we won't have lunchtime. We will eat our lunch at home. Zyaire, jeans down, please. So...let me ask you a very important question: will we go on the playground today?*

Children: *No.*

TF: *No, why can't we go on the playground today?*

Children answer.

TF: *It's raining too hard; it's pouring. It's raining cats and dogs.*

Children speak.

TF: *So, I think that today...*

Children speak.

TF: *I do have a boobo, I cut myself, but it's going to be fine with my band-aid. But, I think that today, we need to start with our songs, but should we sing our new song? Do you remember the new song we learned yesterday? Would you like to? Well, let's sing that new song and then we'll sing Mr. Golden Sun after. (Stands up to put CD in CD player.) So, I have to get my CD out. Let me make sure it's on this one. It is not on this one cause I was going to start with Mr. Golden Sun, so I have to switch my CD and we are ready in one second. Do you remember the words?*

Children speak.

TF: *You see...you see...oh, you did?*

Music begins.

TF: *We have to sing loud because a lot of our friends are missing.*

TF sings along to the song.

TF begins clapping with song.

TF: *Good! You guys are really learning the song. I'm so impressed.*

TF continues singing.

TF taps toes together.

Student rejoins the group.

TF: *Make a sound you like.*

TF pretends to play a musical instrument.

TF continues singing.

TF: *And now we can dance a little bit and you can play the piano or the drums. Do you hear all those instruments? Yeah, or the flute.*

TF continues singing.

Teacher walks to student on the carpet and fixes his body.

TF: *You guys did such a great job with that song and I know it's only the second time we've been singing it, but you are really learning it quickly and now, Jaime, what song did you request today that we sing? What song did you want to sing today because it is pouring rain outside?*

Child answers.

TF switches CDs in CD player.

TF: *It is raining so hard, so what song should we sing to ask that it stops raining?*

Children answer.

TF: *Mr. Golden Sun! So, I think we'll hear Mr. Golden Sun now. Finley asked for that song, too, so I'm going to get my CD player ready.*

Children speak.

TF: *And, we really have to sing hard and beg Mr. Golden Sun to come out because it is pouring outside and I hope it will be sunny this weekend.*

Music begins; TF, teacher and children sing along.

TF: *Great whistling!*

Group continues singing.

TF: *You guys have done such a great job singing today! I almost didn't notice that some of our friends were missing because you were singing so loud and now I'm going to pull down my calendar and can someone raise their hand and tell me, what do you notice about this calendar? What do you notice? Unique, what do you notice about the calendar?*

Child answers.

TF: *You see the calendar, but...*

Child speaks.

TF: *Finley, you see an "F"? That's right, but did we have an "F" on there yesterday? We didn't have an "F" up there yesterday because, look at this.*

Child speaks.

TF: *Oh, there's a "B" there, too. But, are there any numbers?*

Child speaks.

TF: *It changed, right, Amir? Do you remember we said it was January yesterday? Does anyone remember, what month are we going to go to today? What month starts today? It*

starts with an "F." It starts with a /f/ /f/ sound. Do you know what month it is? It's, listen carefully, it's February. Can everybody say, "February"?

Children: *February.*

TF: *So, we have to say, "Hello, February." Can you say, "Hello, February"?*

Children: *Hello, February.*

TF: *And, look at this word. It has some new letters in it. It has, there's a "U" for Unique. And, there are two of these letters, Jaime. What is this? Jaime, what letter is this?*

Child answers.

TF: *"R," there are two "R's." What letter is this, Yonny?*

Children answer.

TF: *It's Yonathan's name! This letter is a "Y." It has all these letters here. So, does anybody know – we know the month is February – what's today's date?*

Children: *Friday.*

TF: *Today is Friday! Listen to that: February, Friday. Both of those words start with an "F." And if it is the first day of February, eyes up here. Namya, Unique, eyes up here. If it is the first day of February, what number will I put in the Friday? What's the first number?*

Two children get up from carpet.

TF: *What's the first number? Well, let's count and find out. Are we ready to count, Finley? Let's count and find out. One...*

Children: *Two...*

TF: *Should we keep counting? Should we keep counting? What's the first number we said? One! That's it. Today's the first day; it's just one. Just one. Namya, eyes up here. Amir, can you come up and put the one for me? It's just one.*

Child complies.

TF: *Thank you very much. Thank you very much. It's the first day of February. Thank you very much. We have a lot of numbers to fill, don't we?*

T: *Shhh, listen.*

TF: *And, now all of you should be able to tell me the answer to this question: what is the weather like outside?*

Children: *Rain!*

TF: *It is raining. Is it just a little tiny bit or is it raining very heavily?*

Children: *Hard!*

TF: *It's raining very hard; it's pouring rain.*

Child speaks.

TF: *It's raining very hard. Namya, can you come up and put the rain drop in there for me, please, so we can remember that today, the first day of February, it was raining a lot?*

Child complies.

DOMAIN III: INDEPENDENT LEARNING & GUIDED PRACTICE OPPORTUNITIES

10. Literacy Environment

Targeted Attention Teachers draw targeted attention to literacy during small group and independent learning activities and throughout the day to meet the needs of different ability children in the classroom

- Teacher scaffolds from phonemic awareness to phonics to support students in guessing new month.
- Teacher draws attention to new letters on calendar, and connects letters to students' own names where applicable.
- **Teacher missed opportunity to support syllabication - both January & February have four syllables, or claps. Drawing attention to similarities and differences helps students retain information.**

DOMAIN IV: PROCESS QUALITY

13. Time Management

Routines & Procedures *The teacher maximizes instructional time with efficient and effective routines and classroom procedures tied to ongoing learning in the classroom*

- Teacher provides routine activities for students that are part of ongoing learning - morning song, calendar and weather
- Teacher uses morning song to connect to real life experience
- Teacher uses calendar activity to teach letters, sounds and ordinality.

Instructional Pacing *During instructional time, teacher paces activity appropriately to ensure all children learn*

- Teacher completes several activities in a short amount of time, and is able to provide meaningful yet brief explicit instruction for each activity (e.g., purpose for song, instrument names during song, letters and sounds for new month, etc.).
- Teacher allows some students to answer independently and calls on others to ensure their learning.
- **All children are not engaged at all times; it is unclear if this is because of pacing or activity choice.**

15. Teacher Awareness & Responsivity

Proximity and participation *The teacher actively monitors and participates in all learning activities with children; the teacher spends sufficient time with all children to ensure purposeful learning*

- Teacher sits low with children, participates in activities, and maintains eyes on children. Second teacher in room is also present and participates in learning activities.
- Teacher calls on student to ensure he connects that letter in calendar name is same as first letter in his name.
- Teacher monitors children who are not on task and takes a moment to redirect their focus.
- **Teacher does not call on or hear from all children related to the learning tasks.**

Teacher affect and respect *The teacher consistently demonstrates positive affect and respect during interactions with students (e.g., warm tone, eye contact, smiles, etc.); the teacher notices children's positive affect or respectful practices and provides specific*

praise (e.g., "I notice how you're looking at me while we're talking. It makes me feel good to see you smile!")

- Teachers words are respectful ("Thank you very much!") and warm (e.g., "I'm impressed!" and "Great whistling").
- **Teacher misses opportunity to thank students for their concern in acknowledging her "boo boo".**

16. Support for Leadership & Autonomy

Student choice *Several children are able to make choices among pre-planned activities, use materials innovatively, and choose activities not planned by teacher when appropriate*

- Teacher tells student that class will "make rain" later based upon his request (making rain is not pre-planned activity)
- Teacher allows student to select one of the morning meeting songs based on weather (morning meeting song is pre-planned activity)

Student preferences *Planned lessons demonstrate the teacher values and implements student preferences and ideas by fostering choice and free expression as appropriate*

- Several children are comfortable calling out responses without raising hands or waiting for teacher to call upon them.
- Students are able to pretend play instruments of choice during morning meeting song

DOMAIN V: STRUCTURAL QUALITY

20. Classroom Personnel

Support for all children *There are an adequate number of personnel present to effectively support the academic and socio-emotional needs of all children, demonstrated by most children's active and appropriate participation in meaningful learning and play activities*

- Leading teacher (TF) is able to adequately support most students' engagement during activity
- Supporting teacher remains in proximity
- **It is unclear if any student needed additional support through scaffolding; supporting teacher might have missed opportunity to provide targeted support to student(s) on carpet**

Coding Quality Indicators

Watch the videos on the DVD that accompanied this manual, scripting observable teacher and student speech, behaviors and affect. When finished, use the Quality Indicator rubrics to code each video (a scoring guide is provided on page 33). Master coded ratings and justifications are provided on the following pages.

Quality Indicators, Video I

Component: Morning Meeting

Location: Meeting Area

Students and Teachers Present: 12 children, 3 teachers

Quality Indicators, Video II

Component: Centers

Location: Meeting Area

Students and Teachers Present: 4 children, 1 teacher

Quality Indicators, Video III

Component: Storybook Reading

Location: Meeting Area

Students and Teachers Present: 6 children, 1 teacher

Quality Indicators, Video I

Component: Morning Meeting

I. SUPPORTING DIVERSE LEARNERS

1. Student Engagement (4)

This teacher earned a score of 4 for Student Engagement. Throughout the video clip, students were frequently engaged in the instruction. Students were interested in the activities and discussion and participated freely and frequently. Students often offered ideas, and also sang and danced when music was playing. In addition, each child participated in the attendance song.

The teacher used some proactive strategies to engage children in the lesson, but at other times was reactive. For example, she attempted to elicit interest in the “Where is (child name)?” song by reminding children of the words and presenting the activity in an enthusiastic way. In addition, she invited active participation at times (*What letter is this, Yonny? Amir, can you come up and put the one for me? Namya, can you come up and put the rain drop in there for me, please, so we can remember that today, the first day of February, it was raining a lot?*). However, at times, when children’s interest waned, the teacher responded by reminding them to keep their “eyes up here.”

The teacher used several process praise statements, as well (TF: *Good! You guys are really learning the song. I’m so impressed.* TF: *You guys did such a great job with that song and I know it’s only the second time we’ve been singing it, but you are really learning it quickly.* TF: *Great whistling!* TF: *You guys have done such a great job singing today! You guys are remembering the words and, Amir, you did a great job with your low singing voice. You guys did such a great job with that song! You all are learning it so carefully cause I know some of you have never sung that song before and you did a wonderful job.* TF: *So, let me see, who’s been trying their best? Zyaire, you have been doing a good job sitting carefully...).*

Lastly, the teacher was sometimes effective at redirecting students’ attention with reminders [TF: *I’m just waiting for all of my friends to sit properly. Let’s look up here* (points to chart with children’s pictures). *Let’s look up here. Unique, put that in your cubby please, and you can have it later. Put it away. Zyaire, jeans down, please. And if it is the first day of February, eyes up here. Namya, Unique, eyes up here. Namya, eyes up here. Cardin, sit down. I’ll call you, ok? Wait your turn.*].

2. Meaningful, Relevant Instruction (3)

The teacher received a rating of 3 for Meaningful, Relevant Instruction. There was no mention of an ongoing theme at any point during the lesson. However, the teacher was very aware of making the activity appropriate to children’s development levels. For example, she used a combination of singing and movement activities to ensure children were not expected to sit still for an extended period of time (*But, I think that today, we need*

to start with our songs, but should we sing our new song?). She also incorporated these singing and movement activities into mundane, daily tasks such as taking the attendance and studying the calendar (*I think that we will take attendance because we have to find out how many of our friends are here and how many of our friends are not here and, since there are so few friends, we are going to sing a song we have not sung in a very, very long time, so listen carefully for your name*). Additionally, she understood that some children would need help singing independently and offered to help them with the words (TF: *We are going to sing the one where we sing, so you have to say, "Here I am," ok? So, get ready. And, if you don't know how, we'll help you if you're new and you haven't sung this song before*). The teacher used a limited number of materials, but the ones she chose to use supported the purpose of the activity (CDs and calendar materials).

The teacher sometimes used scaffolding to help children work to their potential, and at other times she moved on. For example, she used the chart with children's pictures to help children discern who was present and who was absent (*Who else is not here? Children speak. TF: Shakya Davis is not here. Well, we said Shakya. Who sits here? Who sits here? Is she here? Children speak. TF: No, Arieonna's not here and is...? Let's look up here (points to chart with children's pictures). Let's look up here. Who else is not here? Is Jahmisi here? Children: No. TF: No. Is Safia here? No. Is Namya here? Yes, Namya's here. I tricked you. Is Paola here? Children: No*). She also scaffolds children to understand why children may not be at school that day and why they will not be able to play on the playground that day (TF: *Because they are at home. But, why do you think they might be at home today? What's the weather like today? So...let me ask you a very important question: will we go on the playground today? Children: No. TF: No, why can't we go on the playground today? Children answer. TF: It's raining too hard; it's pouring. It's raining cats and dogs.*).

She helps children arrive at the name of the month by providing them with the letter and letter sound (*Does anyone remember, what month are we going to go to today? What month starts today? It starts with an "F." It starts with a /f/ /f/ sound. Do you know what month it is? It's, listen carefully, it's February. Can everybody say, "February" Children: February. TF: So, we have to say, "Hello, February." Can you say, "Hello, February"? Children: Hello, February.*). She also helps children count the number of days in the month and helps them to understand that if it is the first day of the month, they would only insert the number one (*If it is the first day of February, what number will I put in the Friday? What's the first number? TF: What's the first number? Well, let's count and find out. Are we ready to count, Finley? Let's count and find out. One... Children: Two... TF: Should we keep counting? Should we keep counting? What's the first number we said? One! That's it. Today's the first day; it's just one. Just one.*).

It is important to note that most of the scaffolding that the teacher provides, however, is done at a group level with input from multiple students. There aren't many instances when the teacher helps one particular child work to his or her potential independently.

3. Supporting and Checking Student Understanding (3)

The teacher earned a score of 3 for Support and Checking Student Understanding. The teacher provides some orientation to certain activities within the lesson, but does not

always explicitly state the purpose of the activity. For example, she orients children to the attendance activity, including why they are doing it and what their role is (*I think that we will take attendance because we have to find out how many of our friends are here and how many of our friends are not here and, since there are so few friends, we are going to sing a song we have not sung in a very, very long time, so listen carefully for your name. We are going to sing the one where we sing, so you have to say, "Here I am," ok? So, get ready. And, if you don't know how, we'll help you if you're new and you haven't sung this song before.*) However, most of the other activities are not explicitly introduced.

The teacher sometimes checks for understanding, but many times simply provides students with the correct answer and moves on. For example, the teacher discusses the weather several different times and asks children to explain what the weather is like and how it affects their day (TF: *What's the weather like today?* Children answer. TF: *It's cold and it's pouring rain outside.* TF: *No, why can't we go on the playground today?* Children answer. TF: *It's raining too hard; it's pouring. It's raining cats and dogs.*) However, she often misses opportunities to check for children's understanding of letter identification and letter sound knowledge, as well as numeral identification during the calendar activity.

4. Providing Effective Feedback (3)

The teacher scored a 3 for Providing Effective Feedback. Overall, she only sometimes provides specific, accurate and thorough feedback. Most times, it appears that she is attempting to effectively balance all students' comments and misses many opportunities to provide individual feedback. For example, she asks one child to tell her what she notices about the calendar and rather than scaffolding that child, another child responds and the teacher moves her attention to the second child (TF: *What do you notice about this calendar? What do you notice? Unique, what do you notice about the calendar?* Child answers. TF: *You see the calendar, but...* Child speaks. TF: *Finley, you see an "F"? That's right, but did we have an "F" on there yesterday?*).

There are several examples of the teacher repeating children's responses, but she only sometimes extends them to further the discussion. For example:

- TF: *I wonder, why do you think a lot of friends are not here today? Why do you think?* Child answers. TF: *Because they are at home. But, why do you think they might be at home today? What's the weather like today?* Children answer. TF: *It's cold and it's pouring rain outside.*
- Children speak. TF: *We do have to sing Mr. Golden Sun.*
- TF: *No, why can't we go on the playground today?* Children answer. TF: *It's raining too hard; it's pouring. It's raining cats and dogs.*
- Children speak. TF: *I do have a booboo, I cut myself, but it's going to be fine with my band-aid.*
- Child speaks. TF: *Oh, there's a "B" there, too. But, are there any numbers?* Child speaks. TF: *It changed, right, Amir? What's today's date?* Children: *Friday.* TF: *Today is Friday!*

Lastly, the teacher provides adequate wait time for children to answer questions and participate in activities, particularly in the "Where is (child name)?" song.

II. DIRECT INSTRUCTION

5. Language Instruction (5)

The teacher earned a score of 5 for Language Instruction. She does not introduce a significant amount of new vocabulary words or terms, but when she does, she provides a sufficient explanation. For example, she discusses the terms “half day,” “first,” and “pouring” (*It is a half day today! We are leaving early today; we will not have naptime and we will not...we will not have naptime and we won't have lunchtime. We will eat our lunch at home. What's the first number we said? One! That's it. Today's the first day; it's just one. Just one. It's raining very hard; it's pouring rain.*). She also uses a significant amount of gestures and motions during song time to demonstrate the meanings of several words.

In addition, the teacher's prosody and complexity of her speech is at an appropriate level for her students.

6. Literacy Instruction (3)

The teacher earned a score of 3 for her Literacy Instruction. It is not clear from this clip whether daily schedule literacy opportunities occur. There is minimal explicit literacy instruction in this clip, and some embedded instruction. There are some examples of letter identification discussion, as well as letter sound awareness when the teacher discusses the calendar. It appears that, while the teacher spends a few minutes discussing letters, she may not have intentionally planned for a letter identification activity and it could have been more incidental in response to a child's interest (TF: *Finley, you see an "F"? That's right, but did we have an "F" on there yesterday? We didn't have an "F" up there yesterday because, look at this.* Child speaks. TF: *Oh, there's a "B" there, too. But, are there any numbers? Child speaks. TF: It changed, right, Amir? Do you remember we said it was January yesterday? Does anyone remember, what month are we going to go to today? What month starts today? It starts with an "F." It starts with a /f/ /f/ sound. Do you know what month it is? It's, listen carefully, it's February. Can everybody say, "February"? Children: February. TF: So, we have to say, "Hello, February." Can you say, "Hello, February"? Children: Hello, February. TF: And, look at this word. It has some new letters in it. It has, there's a "U" for Unique. And, there are two of these letters, Jaime. What is this? Jaime, what letter is this? Child answers. TF: "R," there are two "R's." What letter is this, Yonny? Children answer. TF: It's Yonathan's name! This letter is a "Y." It has all these letters here. So, does anybody know – we know the month is February – what's today's date? Children: Friday. TF: Today is Friday! Listen to that: February, Friday. Both of those words start with an "F.")*

7. Writing Instruction (2)

The teacher earns a score of 2 for Writing Instruction because she does draw attention to print during the calendar activity, but she provides no explicit instruction, nor any modeling during this lesson. It is unclear from this video whether she frequently uses writing with children for meaningful purposes.

8. Support for Conceptual Understanding – (DI) (2)

The teacher earned a score of 2 for Support for Conceptual Understanding. The teacher rarely makes connections to students' prior knowledge. She asks students to draw on their understanding of the weather and why children may be absent that day. The teacher provides adequate scaffolding questions and asks a mix of open-ended questions which support open-ended solutions (*Why do you think they might be at home today? Why can't we go on the playground today? What do you notice?*) and close-ended questions (*What letter is this? What's the first number?*).

The teacher speaks using self- and parallel-talk rarely (*So, I have to get my CD out. Let me make sure it's on this one. It is not on this one cause I was going to start with Mr. Golden Sun, so I have to switch my CD and we are ready in one second. Finley asked for that song, too, so I'm going to get my CD player ready. I almost didn't notice that some of our friends were missing because you were singing so loud and now I'm going to pull down my calendar*).

III. INDEPENDENT GUIDED LEARNING**9. Language Environment (3)**

The teacher earned a score of 3 for Language Environment, based on the evidence of the quality of discussions and the amount of advanced language. The classroom setup and student work were not evident from this video clip.

The conversations and discussions that children engage in during this lesson are a mix of on- and off-task, as well as a mix of student-led and teacher-led. In addition, the teacher uses some advanced language, such as *properly, pouring, requested, impressed, piano, drums, instruments, flute, date, and heavily*.

10. Literacy Environment (n/a)

There was insufficient evidence in this video to score the quality of the Literacy Environment.

11. Writing Environment (n/a)

There was insufficient evidence in this video to score the quality of the Writing Environment.

12. Support for Conceptual Understanding (IL/GP) (3)

The teacher earned a score of 3 for Support for Conceptual Understanding. This score is based on the guided practice opportunities, as there is insufficient evidence to rate the independent learning opportunities and variety of activities.

The teacher provides opportunities for the whole class to participate in activities, such as the "Where is (child name)?" song (TF: *We are going to sing the one where we sing, so you have to say, "Here I am," ok? So, get ready. And, if you don't know how, we'll help you if you're new and you haven't sung this song before*). She also invites children to participate in the calendar activities (*Amir, can you come up and put the one for me? It's just one. Namya, can*

you come up and put the rain drop in there for me, please, so we can remember that today, the first day of February, it was raining a lot?).

IV. PROCESS QUALITY

13. Time Management (4)

The teacher received a score of 4 for Time Management. The teacher effectively weaves songs and engaging activities into the daily routines and procedures. Rather than simply taking attendance, she makes the process an interactive one where students have the opportunity to sing independently (*I think that we will take attendance because we have to find out how many of our friends are here and how many of our friends are not here and, since there are so few friends, we are going to sing a song we have not sung in a very, very long time, so listen carefully for your name.* Child speaks. TF: *We are going to sing the one where we sing, so you have to say, "Here I am," ok? So, get ready. And, if you don't know how, we'll help you if you're new and you haven't sung this song before*). In addition, the teacher's pace is appropriate and supports children's development and engagement. There are no transitions evident in the video clip.

14. Support for Prosocial Behavior (3)

The teacher scored a 3 for Prosocial Behavior. She provides several pre-corrections. For example, she explains to children that the routine and schedule of that day will be different than usual, in anticipation of potential confusion (*It is a half day today! We are leaving early today; we will not have naptime and we will not...we will not have naptime and we won't have lunchtime. We will eat our lunch at home*). She also anticipates restlessness and incorporates movement into her lesson (*Stand up because we need to stretch. We need to, I think that we need to dance a little bit.*) She also fully introduces the "Where is (child name)?" activity by explaining children's role (TF: *We are going to sing a song we have not sung in a very, very long time, so listen carefully for your name. We are going to sing the one where we sing, so you have to say, "Here I am," ok? So, get ready. And, if you don't know how, we'll help you if you're new and you haven't sung this song before. So, I'm going to start with, let's see who's the first person here.*) She also explains her expectations at the beginning of the lesson (TF: *I'm just waiting for all of my friends to sit properly.*)

There are no significant instances of misbehavior, but the teacher does ensure that students who are off-task redirect their attention back to the lesson.

The teacher makes no connections to prior learning.

The teacher offers several specific, process-based praise statements throughout the lesson (TF: *Good! You guys are really learning the song. I'm so impressed.* TF: *You guys did such a great job with that song and I know it's only the second time we've been singing it, but you are really learning it quickly* TF: *Great whistling!* TF: *You guys have done such a great job singing today! I almost didn't notice that some of our friends were missing because you were singing so loud. You guys did such a great job with that song! You all are learning it so carefully cause I know some of you have never sung that song before and you did a wonderful job and I think it is time for us to stand up*).

The teacher fosters positive relationships by incorporating student ideas into the lesson. She is flexible and allows students to contribute (TF: *You guys did such a great job with that song and I know it's only the second time we've been singing it, but you are really learning it quickly and now, Jaime, what song did you request today that we sing? What song did you want to sing today because it is pouring rain outside?*).

15. Teacher Awareness and Responsivity (5)

The teacher received a score of 5 for Teacher Awareness and Responsivity. She seems to have planned for some parts of her lesson, but not all, as was evident by some materials being easily accessible, while others were not [(Stands up to put CD in CD player.) *So, I have to get my CD out. Let me make sure it's on this one. It is not on this one cause I was going to start with Mr. Golden Sun, so I have to switch my CD and we are ready in one second. Now I'm going to pull down my calendar. Namya, can you come up and put the rain drop in there for me, please, so we can remember that today, the first day of February, it was raining a lot? Alright, it is pouring rain outside and* (TF puts calendar back up on wall and walks to get attendance book) *I think that we will take attendance because we have to find out how many of our friends are here and how many of our friends are not here*].

The teacher fully participates in all aspects of the lesson and remains physically close to students. She sits on the carpet with children for the duration of the lesson. She also sings along to the song, begins clapping with song, taps her toes together and pretends to play a musical instrument.

The teacher is respectful to all students throughout the lesson as is evidenced by her words, as well as her tone and affect. She is also aware of students who may need extra support or attention. For example, she waits for a student to return to the carpet before she sings a song that she knows is one of his favorites (*We're going to wait for Jaime to come back to sing Mr. Golden Sun because he specially requested it, too*). She is also aware of a student's needs who is an English Language Learner during the "Where is (child name)?" song. (*Cardin, sit down. I'll call you, ok? Wait your turn.*)

There are few issues that needed resolving in this video clip, but when off-task behavior occurs, the teacher gives, calm and respectful redirections (TF: *I'm just waiting for all of my friends to sit properly. Let's look up here* (points to chart with children's pictures). *Let's look up here. Unique, put that in your cubby please, and you can have it later. Put it away. Zyaire, jeans down, please. Namya, Unique, eyes up here. Namya, eyes up here.*)

16. Support for Leadership and Autonomy (3)

The teacher received an overall score of 3 for Support for Leadership and Autonomy. She provides a few opportunities for student responsibility in the lesson, including asking two children to place materials in the calendar (*Amir, can you come up and put the one for me? Namya, can you come up and put the rain drop in there for me, please, so we can remember that today, the first day of February, it was raining a lot?*), as well as asking children to participate in the attendance song.

The teacher provides minimal opportunities for student choice, except for allowing a student to choose a song (TF: *We do have to sing Mr. Golden Sun. We're going to wait for Jaime to come back to sing Mr. Golden Sun because he specially requested it, too.*) She provides opportunities for children express preferences and ideas and “goes with the flow” during conversations. Specific planning for children of differing abilities is not evident.

V. STRUCTURAL QUALITY

17. Classroom Organization (n/a)

There was insufficient evidence in this video to score the quality of the Classroom Organization.

18. Classroom Materials (n/a)

There was insufficient evidence in this video to score the quality of the Classroom Materials.

19. Classroom Schedule (n/a)

There was insufficient evidence in this video to score the quality of the Classroom Schedule.

20. Classroom Personnel (5)

The teacher received a score of 5 for Classroom Personnel. Two teachers are seen in this video clip and both are solely focused on supporting students. The teachers share behavior management responsibilities and focus on supporting all students. (Teacher walks over to student sitting on the carpet and says something. The two leave together. Teacher walks to student on the carpet and fixes his body. T: *Shhh, listen*).

Quality Indicators, Video II

Component: Centers

I. SUPPORTING DIVERSE LEARNERS

1. Student Engagement (5)

The teacher earned a score of 5 for Student Engagement. Students are consistently interested and involved in the materials and activities provided in the classroom. The teacher actively facilitates student's involvement and participation and intentionally engages them in conversation. The teacher intentionally engages each student in conversation. She consistently acknowledges their ideas and contributions. However, the teacher struggles to redirect student behavior at times. She is not consistent with her expectations for the student playing the "guitar." She asks him to use a quieter voice and tries to get his attention several times. When he does not comply, she does not give him a consequence or stop what she is doing to get his attention.

2. Meaningful, Relevant Instruction (4)

The teacher earned a score of 4 for Meaningful, Relevant Instruction. She does not make a specific theme evident. She sometimes connects children's creations and ideas to one another or other concepts (mentions Old MacDonald lyrics, living in Washington, DC and explains turkey feathers) and a variety of materials are provided to students (manipulatives, puzzles, kitchen utensils and food, etc.). The teacher sufficiently scaffolds students who are struggling, including the student who struggled to make a tower and the student who was completing a puzzle. However, she rarely asks students to explain their thought process, and there seem to have been many opportunities to do so. For example, she could have asked the child who was having difficulty building what he had tried so far and why he thought it may not have been successful.

3. Supporting and Checking Student Understanding (3)

The teacher earned a score of 3 for Supporting and Checking Student Understanding. She sometimes draws children's attention to learning objectives (for example, pointing out color patterns, counting rubber bands and teaching children how to use materials). Other times, she does not. Because there are so many children working in one center, the teacher rarely has an opportunity to check children's understanding of a concept. She seems to attempt to balance conversations with all students, but many times, she misses opportunities to follow through with concepts and ideas she has presented.

4. Providing Effective Feedback (5)

The teacher earned a score of 5 for Providing Effective Feedback. There are several feedback loops between the teacher and the students (in particular, when she is in Dramatic Play and when she is working with the child who is building the city). The teacher responds to many of the students' ideas, comments, and actions (*Oh, what kind of pasta are you making?* T: *Oh, Kaylin, what do you have now?* T: *You're going to use a red*

one? And what color's that? What is it? T: Oh, Hashim, what are you doing back there? T: Hi, what are you doing? Are you in a band?).

She often repeats and extends student comments and responses, as well (T: *You're putting cheese on my orange? But, it's not even peeled yet. Can I peel it first? T: Like poison? Well, Noah, is poison good for you, Noah? T: Where did you find that carrot? T: Oh, you're going to make a city? What city do we live in? Do you know the name of the city? T: Oh, it's your guitar? How many strings do you have on your guitar? T: I can tell. It's a very tall statue. I like how you lined up all the green ones and then all the red ones.*)

II. DIRECT INSTRUCTION

5. Language Instruction (5)

The teacher earned a score of 5 for Language Instruction. The teacher uses appropriate prosody and complexity in her speech, and introduces advanced vocabulary words to students (peel, raspberry, grand finale, statue, banjo and instrument).

She also offers some explanations and demonstrations of new words, concepts, and phrases [*Well, the soap is used to wash the dishes. (Pretends to peel orange) That would make sense because remember in that song, he has a band and he has a guitar and a banjo. A band is usually more than one instrument. This is a turkey because look, he's got this kind of gobble hanging down. Gobble gobble gobble!*].

6. Literacy Instruction (1)

The teacher received a score of 1 for Literacy Instruction. Evidence to support daily scheduled opportunities and embedded opportunities are not show in this video clip and cannot be scored. However, it is clear that the teacher does not take advantage of opportunities to draw explicit attention to literacy skills and concepts.

7. Writing Instruction (1)

The teacher received a score of 1 for Writing Instruction. She fails to draw attention to print, provide explicit instruction or incorporate writing at any point in the video.

8. Support for Conceptual Understanding – (DI) (4)

The teacher received a score of 4 for Support for Conceptual Understanding. The teacher sometimes makes connections with children's previous knowledge. For example, she connected the student's construction of Capitol Hill to the city where they lived, but didn't extend it further. She also encouraged the student who was singing to sing a different version of Old MacDonald that they had been singing in class. During Dramatic Play, she tried to build off of background knowledge (what do you like to put on corn?), but students didn't respond.

The teacher used mainly close-ended questions. (*Are you putting the cheese on my pizza or on my orange? Do you like strawberries? Where did you find that carrot? What color's that?*). She often used open-ended questions to introduce a conversation (*What are you doing? What will you do with those? What are you going to do with the green ones?*). She

used an open-ended question to prompt thinking (*How can I eat this?*). The teacher sometimes uses discussions that involve analysis and reasoning and prompt children to arrive at open-ended solutions, but many times fails to do so (for example, she explains to children in Dramatic Play that soap will give her a stomach ache so she does not want it in her food and she often asks children what they are doing with their materials, but does not often expand further on their responses). The teacher provides many opportunities for children to be creative and create and express their own ideas and products.

The teacher sometimes uses parallel-talk while children are playing (*I like how you're putting the food on the plate for me. Oh, Kyle, you put all the green ones on top of each other now? I like how you lined up all the green ones and then all the red ones.*)

III. INDEPENDENT GUIDED LEARNING

9. Language Environment (6)

The teacher earned a score of 6 for Language Environment. The classroom setup and the student work were not evident from this video, so the score of 6 is based on the frequent discussions and the advanced language. Throughout the duration of the video, almost all students are consistently engaged in content-related discussions. In addition, the teacher uses a significant amount of advanced language (peel, raspberry, grand finale, statue, banjo and instrument).

10. Literacy Environment (1)

The teacher earned a score of 6 for Literacy Environment. Other than one instance when the teacher prompted an answer with the beginning sound of the word (*What's that other song we sing about Old MacDonald? Child 2 T: A /b/...a baaa... Child 2 T: A band! That would make sense because remember in that song, he has a band and he has a guitar and a banjo*), there was no evidence of literacy activities in the video.

11. Writing Environment (n/a)

There was insufficient evidence in this video to score the quality of the Writing Environment.

12. Support for Conceptual Understanding (IL/GP) (3)

The teacher earned a score of 3 for Support for Conceptual Understanding. The teacher provides children with opportunities to explore materials, but does not actively model their use and allow children to practice what she has modeled. There are many opportunities for children to use the materials provided in independent and creative ways. The activities students engage in during this video clip represent some different content areas (dramatic play, fine motor practice, and movement).

IV. PROCESS QUALITY

13. Time Management (5)

The teacher earned a score of 5 for Time Management. The teacher and students are fully engaged and on task throughout the video. Materials are easily accessible and the teacher

does not have to interrupt her interactions with students to deal with managerial tasks. No transitions were evident in the video.

14. Support for Prosocial Behavior (3)

The teacher earned a score of 3 for Prosocial Behavior. The beginning of the activity is not shown, so it is unclear if pre-corrections occurred before the beginning of centers.

However, it is evident that the teachers use a signal for clean up time (turning the lights off), as seen at the end of the video. The teacher is not consistent with her expectations for the student playing the “guitar.” She asks him to use a quieter voice and tries to get his attention several times. When he does not comply, she does not give him a consequence or stop what she is doing to get his attention.

The teacher makes no connections to prior learning of school rules, classroom procedures or socio-emotional curricula. The teacher provides scaffolding for children who are having difficulty and offers encouragement (supports the child who is having trouble building and praises his efforts, rather than his ability).

The teacher focuses on positive behavior and praises children’s efforts to help one another and provides them with language to help solve conflicts (*You could say, “I’m using these right now.”*). Students were encouraged to help each other (putting together the guitar, helping in Investigation Location, etc). The teacher uses an upbeat, positive tone with the students throughout the video clip.

15. Teacher Awareness and Responsivity (5)

The teacher earned a score of 5 for Teacher Awareness and Responsivity. The teacher remains in close proximity to the children throughout the video, sitting on the floor and kneeling to be at their eye level. The teacher frequently had a warm voice, eye contact, and spoke in a respectful way to students. Throughout this clip, the teacher is consistently aware of students’ needs and problems. She responds to their questions, concerns and problems. For example, she notices when two children have a minor conflict in Dramatic Play and responds appropriately (*“Patrice, she’s ok. She’s trying to help; she’s ok.”*) She also supports the child in the Investigation Location who is having trouble building. At the end of the clip, she notices one child got hurt and helps him to understand that it was an accident, but is also still sensitive to his feelings.

16. Support for Leadership and Autonomy (4)

The teacher earned a score of 4 for Support for Leadership and Autonomy. The teacher encourages a student to create a structure independently, even though he needed several attempts in order to finally put it together. The teacher assisted the student in finding the turns list. The teacher allows students to lead their own play and goes along with their ideas. In Dramatic Play, she offers new ideas and new vocabulary, but does not dominate the students’ play. There are many opportunities for student expression and students have freedom of movement and placement throughout the clip.

V. STRUCTURAL QUALITY

17. Classroom Organization (n/a)

There was insufficient evidence in this video to score the quality of the Classroom Schedule.

18. Classroom Materials (n/a)

There was insufficient evidence in this video to score the quality of the Classroom Schedule.

19. Classroom Schedule (n/a)

There was insufficient evidence in this video to score the quality of the Classroom Schedule.

20. Classroom Personnel (6)

The teacher received a score of 6 for Classroom Personnel. There is only brief evidence of another teacher in the classroom; however, in both instances the teacher is focusing on behavior management by giving reminders about cleaning up.

Quality Indicators, Video III

Component: Story Time

I. SUPPORTING DIVERSE LEARNERS

1. Student Engagement (3)

The teacher received a score of 3 for Student Engagement. Most students are consistently interested and engaged throughout the lesson and student behavior is generally appropriate and on-task. At times, children call out and their attention wanders, but this may be due to the inconsistent expectations being given. The teacher sometimes allows student participation and involvement in the re-telling of the story, but at other times expects children to sit quietly. She seems to send mixed messages about the children's role in the lesson, sometimes encouraging them to call out, other times expecting them to raise their hands, and other times not inviting participation at all (*So, we've read this story now three times so I know that you can help me. T: Wait, wait one second. Teacher puts finger over her lips. T: Mm hmm, thank you. Shh, thank you. Continues reading. Child speaks. T: I only talk to boys and girls who raise quiet hands.*) The teacher sometimes redirects behavior in a more negative way, rather than focusing on what children are doing correctly. She often fails to praise children after they comply with a direction she has given.

2. Meaningful, Relevant Instruction (4)

The teacher received a score of 4 for Meaningful, Relevant Instruction. The teacher makes several references to a theme by making connections with other activities and materials in the classroom (*T: Right, just like over in there. We make pizza dough over in Art Studio. T: You painted a pizza? I see lots of our friends painted pizzas. Thank you for noticing that. T: That's interesting. When you were at home, did you make a pizza just like the little red hen? Cause she went home to make a pizza.*) The activity and materials used (The Little Red Hen Makes a Pizza) were appropriate for children's developmental levels, providing an interesting and fun plot, as well as challenging new vocabulary. The teacher sometimes provides scaffolding to students (*Child speaks. T: That's right. She bought some fish. Fish are called anchovies. Thank you for noticing that.*), but other times responds by dismissing children's comments (*Child speaks. Teacher nods head and puts finger over lips. T: Mm hmm, thank you. Shh, thank you. Continues reading.*).

3. Supporting and Checking Student Understanding (4)

The teacher earned a score of 4 for Supporting and Checking Student Understanding. The teacher explicitly tells children that the purpose of the lesson is for them to help her re-tell the story. The teacher sometimes checks for student understanding throughout the lesson (*T: So, what did she decide to make? What did she decide to make? T: Does anyone help her? Children: Yes. T: Who helped her? Children: No. T: I remember that the duck said, "Not I..." Continues reading. T: Mm hmm. Who else smelled her pizza? Child speaks. T: Her friends! Thank you, her friends caught the smell of the pizza, as well.*), but often misses opportunities to do so.

4. Providing Effective Feedback (4)

The teacher earned a score of 4 for Providing Effective Feedback. The teacher provides appropriate wait time for children to respond to questions and task. She provides adequate oral feedback to students and she often repeats children's responses, but only sometimes extends them (Child speaks.

T: *There's a pig. The pig is the person who works at the delicatessen.* Child speaks.

T: *That's right. She bought some fish. Fish are called anchovies. Thank you for noticing that.)*

II. DIRECT INSTRUCTION**5. Language Instruction (5)**

The teacher earned a score of 5 for Language Instruction. The teacher uses various modes to explain and demonstrate new words. She often uses the illustrations and phonological cues to scaffold children to remembering particular vocabulary words. The teacher sometimes provides information to further help children understand a new word, phrase, or concept (*He's wearing a turtle inner tube, but he's not a turtle, he's a duck. The pig is the person who works at the delicatessen. She went to the store where she could buy cheese and meat*). The prosody and complexity of the teacher's speech are appropriate for most of the children's developmental level.

6. Literacy Instruction (1)

The teacher earned a score of 1 for Literacy Instruction. While story time is a literacy experience, the teacher neglects to call explicit attention to any literacy skills or concepts during the lesson. Daily scheduled opportunities and embedded opportunities are not apparent in this video and can therefore not be scored.

7. Writing Instruction (2)

The teacher earned a score of 2 for Writing Instruction. It is unclear from this video whether the teacher incorporates writing regularly in her instruction, and there is no evidence of the teacher providing explicit instruction on text conventions or writing mechanics. However, the teacher does draw some attention to print while reading the story (points to the word *pizza* as she reads the title).

8. Support for Conceptual Understanding – (DI) (2)

The teacher earned a score of 2 for Support for Conceptual Understanding. The teacher sometimes makes connections to children's prior learning. She notes that the class had read the story three times before. She occasionally integrates concepts and ideas from the book with other activities children have experienced in the classroom (painting pizzas at the Art Easel, making pizza dough at Art Studio). The teacher makes some connections to children's lives (*Did you all make a pizza when you went home?*). The teacher asks mostly close-ended questions, rarely giving children the opportunity to provide open-ended solutions. The teacher rarely provides opportunities for students to create their own ideas and encourage analysis and reasoning (*Why are there bubbles?*). She does not prompt children's thought process when they participate. For example, she could have said, "How

did you know that was a pig?” or “What makes you think the bubbles came from the sink?” The teacher occasionally uses parallel talk to describe the characters’ actions in the story.

III. INDEPENDENT GUIDED LEARNING

9. Language Environment (3)

The teacher received a score of 3 for Language Environment. The classroom setup and student work are not shown in this video and are therefore not included in the score. There are some opportunities for student talk and expression, but most opportunities involve children reciting lines from the story, rather than offering their own, original ideas and insights. Much of the vocabulary in the story is advanced, and it is clear that children remember many of the words (mozzarella, delicatessen, anchovies, etc.).

10. Literacy Environment (n/a)

There was insufficient evidence in this video to score the quality of the Literacy Environment.

11. Writing Environment (1)

The teacher earned a score of 1 for Writing Environment. Materials, student work, and shared writing were not evident in the video and were therefore not included in the scoring. The teacher does not draw attention to print in the environment and makes no mention of student or teacher writing throughout the video clip.

12. Support for Conceptual Understanding (IL/GP) (3)

The teacher earned a score of 3 for Support for Conceptual Understanding. The teacher is only seen leading one activity in the video, so the variety of activities domain is not included in this score. The teacher invites children to participate in the re-telling of the story, including saying characters’ lines, but she does not ask them for original ideas or to draw their own conclusions about the story.

IV. PROCESS QUALITY

13. Time Management (3)

The teacher earned a score of 3 for Time Management. The teacher’s pace sometimes allows students to participate, while at other times, she moves on too quickly. Except for one child, the students transition quickly into snack time; however, the teacher provides no educational opportunities during the transition. The teacher could have included a phonological or letter identification lesson into the transition (e.g., “If your name begins with the sound ___, you may go to snack.”)

14. Support for Prosocial Behavior (2)

The teacher earned a score of 2 for Prosocial Behavior. The teacher offers no pre-corrections or expectations about student behavior during story time. Most times, the teacher was respectful of students; however, on two occasions she snapped her fingers to gain children’s attention. At the end of the clip, the teacher threatens to eat a student’s snack if he does not comply with her directions. The teacher is generally aware of students’

need for support and attention, but does not always address problems effectively. For example, she moves one child several times to help focus her attention on the book, but it may have been more effective to actively engage her and seek her participation in re-telling the story.

The teacher makes no connections to children's prior knowledge of school rules or behavioral expectations, other than utilizing the sit-and-watch chair. At the conclusion of the lesson, the teacher dismisses children by offering specific praise (T: *Thank you. Jabri, I saw you paying attention, you can go right to snack.* T: *But, you're allowed to because you were paying attention.*) At times, the teacher thanked children for their comments and offered smiles and praise, but at other times she did not appear to have warm supportive relationships with her students.

15. Teacher Awareness and Responsivity (3)

The teacher earned a score of 3 for Teacher Awareness and Responsivity. The teacher seems to have somewhat planned for student needs and concerns that may arise (she placed a sit-and-watch chair in close proximity), however, she neglected to plan in other ways (having certain children sit near/far from one another). The teacher is consistently engaged in the lesson and remains in close proximity to the students. However, she does not always notice when students are distracted. The teacher is generally respectful of students (listens to most students' comments, asks many questions about the book); however, she often appears impatient and intolerant of certain behavior. Throughout much of the clip, the teacher appeared to be mildly frustrated and annoyed with students, as was evident by her affect and tone. Rather than welcoming their comments and praising their appropriate behavior and participation, she often attempted to keep them quiet and snapped her fingers. The teacher is not effective in resolving the issue with the student who is inattentive. She tries several times to send her to sit-and-watch, but the student remains disengaged. The teacher seems unaware of what she may need.

16. Support for Leadership and Autonomy (2)

The teacher earned a score of 2 for Support for Leadership and Autonomy. The teacher leads the lesson and only allows children to participate in a way that she has dictated. The teacher does not seem to reflect on children's needs and interests, teaching only what she has predetermined. She often seems unaware of the differing abilities of her students and how to support their needs.

V. STRUCTURAL QUALITY

17. Classroom Organization (n/a)

There was insufficient evidence in this video to score the quality of the Classroom Organization.

18. Classroom Materials (n/a)

There was insufficient evidence in this video to score the quality of the Classroom Materials.

19. Classroom Schedule (n/a)

There was insufficient evidence in this video to score the quality of the Classroom Schedule.

20. Classroom Personnel (5)

The teacher received a score of 5 for Classroom Personnel. The teacher does not spend any time on administrative duties or prepping for her lesson. The number of children with the teacher (six) is an appropriate amount of students for the teacher to sufficiently handle their needs.

Teacher Video Self-Reflection Guide

Videotaping instructional opportunities is simple using your Flip camera!

Purpose: Video self-reflection is intended to help you:

- Become a better **observer** of your own practice
- **Evaluate** the quality of your instruction and interactions
- Develop clear **intentions** for what you are teaching and how you are interacting with students
- Feel more **effective** in your interactions with students
- Increase the **quality** of your implementation of activities

Video Guidelines:

1. Select a time of the day in which you will be leading a component (such as a storybook reading), or mediating an exercise (such as lunch or centers play) for 15-20 minutes.
2. Ask another member of your instructional team (teacher, master teacher, coach) to videotape you using your Flip Video camera; or, alternatively, check out your school's tri-pod. Place the camera on a surface close to you that captures most/all of the children in the frame.
3. When filming, keep the camera steady (tri-pod is best), panning slowly and using the digital zoom sparingly.
4. Remember that the microphone is on the camera; you must stay close to the main sound source.
5. To download the video, simply extend the USB arm and plug it into your laptop. Ask your principal or instructional coach for assistance if needed.

Viewing Guidelines:

1. Briefly review the complete QI-R rubric prior to viewing your video. This will refresh your understanding of important things to look for as you watch the video.
2. While viewing your video, take notes on both your own practice and the behaviors of your students and any other colleagues visible. You might even decide to script the observation similar to observers during CLASS, ELLCO and SIOP.
3. After viewing the video, complete the QI-R using the Reflection Guidelines here as a tool to support your assessment of your own practice.

Reflection Guidelines:

1. After reviewing the video, what did you see that you did well?
2. Where did you see challenges?
3. Did you observe that all students were engaged? Did any students seem distracted or disinterested?
4. Were students demonstrating appropriate behavior?
5. Did you address these distractions or inappropriate behaviors? Were you successful in redirecting engagement and on-task behavior? Why or why not?
6. Did you observe that all students demonstrated understanding? If some students did not demonstrate understanding, how did you differentiate instruction to support them?
7. Please identify 4 specific instructional strategies that you implemented during this observation (e.g., advanced organizers, modeling, repetition & extension, questioning):

a. _____

b. _____

c. _____

d. _____

Goals: Based on your self-reflection, please identify at least one goal that you will address to improve your practice. Share your goal(s) with your coach to help you refine the goal and measure your progress.

Frequently Asked Questions

At what level should I begin when rating an observation?

Coders should begin by reviewing the prompt for a '6' to gain understanding of what each marker is specifically looking for. Beginning at a '1' does not provide a full understanding of how the marker is defined. Once you have reviewed the prompt for "Consistently/Systematically", there is no right or wrong place at which to begin coding for the majority of markers.

13. Time Management - Instructional Pacing - when observing Centers or other child choice activities, coding can begin at a 5 because children are able to pace themselves and be in any activity they choose for the amount of time they choose. The rubric for '5' reads that the activities "support children's participation".

How are language and literacy differentiated in the Quality Indicators?

5./9. Language Instruction/Environment defines language activities as comprehension or vocabulary-focused activities, narrative reading, nonfiction text reading, etc. A literacy activity focused on teaching or using literacy-related vocabulary may also be evidence under language instruction/environment.

6./10. Literacy Instruction/Environment defines literacy as phonological awareness, phonemic awareness, and phonics activities/instruction (including predictable books, rhyming books, alphabet books, etc.). For these markers, "vocabulary" refers to literacy-related vocabulary such as initial sound, rhyme, syllable, compound words, etc.

Should there be evidence for each marker during every in-class observation?

Observations are intended to last 45 minutes and include 30 minutes scripting teacher-child interactions and 15 minutes recording the setup and contents of the classroom environment. Based on what we know about developmentally appropriate practice, no single direct instruction activity should last longer than 15-20 minutes for 3 to 4-year old children. So, if observing during classroom instructional time (not lunch or recess), an observer should expect to see all or portions of a complete activity, along with a transition opportunity.

An exception to this would be an observation that occurred during Centers. During Centers, however, an observer has the opportunity to see teachers and students transition among activities, as well as seeing teachers provide guided instruction to support meaningful play, and possibly direct instruction during targeted play-based interventions for children requiring extra support.

Other items for which there may be insufficient evidence include:

9. Writing Instruction - *Explicit Instruction & Incorporating Writing* - if direct instruction opportunities are not observed, the coder may code these two markers as "Not Applicable 'N/A'".

14. Support for Prosocial Behavior - *Pre-Correction* - if the observation does not provide opportunity to observe the beginning of a new activity or transitions between activities (transitions between formal instructional activities or transitions during Centers, snack, etc.), the coder may code this marker as "N/A".

20. Personnel - *Shared Behavior Management* - if only one adult is present, this marker can be coded as "N/A".

Is it possible to code all markers using a video observation?

If the person collecting the video knows the purpose of the video in advance, the coder should be able to capture sufficient evidence to code all items using a video observation. If a video clip consists solely of teacher-student interactions, however, the coder may decide to focus on specific domains or Quality Indicators most relevant to the recorded activity.

How is Effective Redirection different than Follow-Through?

1. Student Engagement -*Effective Redirection* - Effective Redirection is focused on how teachers support engagement of children who are uninterested and/or not actively involved in the learning activity. Put simply, Effective Redirection looks at how teachers involve the child who may appear "bored" or inattentive. ***Follow-Through (14. Support for Prosocial Behavior)*** focuses on the extent to which teachers quickly and effectively address students' inappropriate behaviors with established consequences.

How do I rate Advanced Language if children are not using content-related vocabulary, too?

9. Language Environment -*Advanced Language* - A rating of '4' or '5' uses the phrase "to encourage children to use relevant vocabulary" - if teachers are frequently using advanced language, students do not have to respond with advanced language. In order to receive a rating of '6', however, teachers' use of advanced language must scaffold students to actually use relevant vocabulary in their responses.

I observed a teacher giving lots of praise when students "positively contribute to classroom learning and climate". Should I rate this a '6'?

14. Support for Prosocial Behavior - *Specific Praise* - all rubric statements fall under "specific praise", so a teacher providing general or generic praise does not meet the criteria. Only specific praise (see Glossary for more information) should be counted as positive evidence for this marker.

"Respect" in the Quality Indicators seems to be interpreted differently in the Quality Indicators than it is in the CLASS observation tool.

15. Teacher Awareness & Responsivity - *Teacher Affect & Respect* - Respect in this Quality Indicator denotes both social conventions and social niceties (unlike CLASS, which only looks at social conventions such as "please" and "thank you"). Our respect would combine the CLASS *Respect* under Positive Climate and the CLASS *Regard for Student Perspectives*.

If students are playing in Centers independently, does this count as Student Responsibility?

16. Support for Leadership & Autonomy - *Student Responsibility* - Student Responsibility refers to the extent to which children support or lead classroom routines and procedures, not whether or not students are observed doing activities like reading, drawing or playing independently.

Quality Indicators Glossary of Terms

Active Listening – Is a way of listening and responding that increases mutual understanding and focuses the attention to the speaker. It requires the listener to understand, interpret and evaluate what they hear.

Advanced Organizers – Information presented to students prior to learning, and that is used by the student to organize and interpret new information (Mayer, 2003). Organizers may be verbal or visual, and include discussions, completion of KWL charts, webs, thought bubbles, etc.

Class Token System – The basic premise of token economies is that students will be told that they will receive positive consequences for the amount of time that they can follow the classroom rules. According to Kehle et al. (2000), students should be awarded with tokens fairly frequently in order to establish a connection between the desired behavior and reinforcers.

Effective Reprimands – Used to reduce off-task and disruptive behavior and includes promptness, brevity, softness, proximity, calmness and eye contact (Rathvon, 2008).

General or Generic Praise - Praise that does not refer to an observed behavior or characteristic (e.g., "Thumbs up!" or "Pat yourself on the back!"). Generic praise may also be stated as a personal attribute (e.g., "You're a great artist!") rather than at an observed behavior ("You did an excellent job drawing today!"). Children praised for effort and actions demonstrate higher performance and are more likely to attempt challenging tasks (Cimpian, Arce, Markman, . & Dweck, 2007).

Literacy Activities - Phonological awareness, phonemic awareness, and phonics activities or instruction (including predictable books, rhyming books, alphabet books, etc.). Literacy-related vocabulary refers to terms such as *initial sound*, *rhyme*, *syllable*, *compound words*, etc.

Moderate Inference Observational Tools - Measures that are part qualitative and part quantitative in nature (Gersten, Baker, Haager, & Graves, 2005). Moderate inference observational tools allow the observer to measure aspects of quality, frequency, and/or efficacy of interactions for areas like vocabulary instruction, vocabulary usage, and praise.

Open-ended questions or activities - Questions or activities for which a variety of responses or approaches may be appropriate.

Orthography – The part of language study concerned with letters and spelling of words.

Parallel Talk – The teacher talks about or "narrates" what the student is doing during an activity.

Phonemic Awareness – The awareness that language is composed of phonemes (sounds) and that each phoneme corresponds to letters in the alphabetic writing system (Adams et al., 1998).

Phonetics – The study of the way in which speech sounds are articulated (Adams et al., 1998).

Phonics – The system by which symbols represent sounds in the alphabetic writing system (Ezell & Justice, 2005).

Phonological Awareness – An emergent literacy skill describing the ability to detect and manipulate the sound structure of words independent of their meaning. Includes detecting words, syllables, rhymes, and individual sounds (Ezell & Justice, 2005).

Phonology – The study of the unconscious rules governing speech-sound production (Adams et al., 1998).

Pre-Correction – An instructional prompt presented before students enter a setting, component or activity. Can include verbal prompts, such as rule reminders or stating expectations; nonverbal prompts, such as gestures or modeling of expected behavior; or visual and verbal reminders of rewards available for expected behavior (Rathvon, 2008).

Print Awareness – An emergent literacy skill that includes children's understanding that language may be written as well as spoken. Includes a child's understanding of print functions, structures and conventions (Ezell & Justice, 2005).

Prosody – The rhythm, stress and intonation of speech. Also can include features of the speaker or the utterance including the emotional state of the speaker, whether the utterance is a question, statement or command.

Scaffolding – Support for the student where the task is not changed but the teacher provides assistance within a student's Zone of Proximal Development (ZPD) to enable the student to perform at a higher level (Bodrova & Leong, 2007).

Self-Talk – The teacher talks about or "narrates" his or her own actions during an activity.

Specific Praise – There are 4 dimensions of specific or effective praise. Praise should be specific toward a desired **behavior**, contingent and immediately following the target behavior, private (directed toward a specific student that includes their name), and focus on **effort** and **strategies** used rather than the product or outcome (Rathvon, 2008).

- Example of praise for behavior - *Jada, you're really focusing on your painting!*
- Example of praise for effort - *Wow, Jada, you are learning so many letter sounds! You can see how you've been working hard and trying your best!*
- Example of praise for strategies - *Jada, it looks like you've figured out rhyming words! You've really been paying attention in small group!*

Praise for group behavior, effort or strategy use can also be specific if it is contingent, explicitly describes the reason for praise, and immediately follows the target behavior.

- Example of praise for group behaviors - *Class, you are all paying attention to the story book and respecting your neighbors' space!*

Teacher Quality. Teachers' ability to provide high quality instruction as measured by observational tools.

Wait Time – Silence period between the time a teacher poses a question and a student answers. Research has shown that increasing wait time in a classroom increases student participation and accuracy of student responses (Rowe 1972; Stahl,1990).

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Additional Text Resources by Domain

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