



Whatcha doing?

Video Scoring Codes and Justification Statements

Relational Climate

Code =

5

Relational behaviors

- The teachers remain in physical, close proximity to the infants for most of the video. The lead teacher holds and feeds one infant in a rocker for the first half of the video, while the second teacher remains on the rug with the infants, and then joins the second teacher on the rug.
- The teachers make eye contact and join in activities with some children (the lead teacher feeds one infant, shares matched positive affect as one infant stands up with teacher assistance, "Stand up, Reese. You stand up. Come on, stand up, you can do it!" and the second teacher comments on several infants liking Malaya's sequined pants); however, this is not representative of their interactions with the majority of the infants.
- Both teachers hold infants in their laps with some displays of affection noted (stroking an infant's hair, touching an infant's head, and rubbing an infant's back). One example of verbal affection was noted, "Hi Kai, whatcha doing? Sitting like a big boy in there?".

Emotion expression

- The teachers occasionally laugh and smile when talking to the infants. For example, an infant shakes his head, both teachers laugh, and the lead teacher says, "Shakur, Shakur, whatcha doing, whatcha doing? You are being silly by yourself?" The second teacher assists an infant in retrieving a missing ball and expresses excitement "The ball, yay!" when the ball is given back to the infant.
- The infants on the floor playing with toys and the infant being fed appear happy and content; however, some infants appear weepy, unhappy, crying out on the carpet.

Respect for infants' state

- The teachers' voices are consistently gentle and calm, the teachers frequently call infants by their names ("Victor, you got the square ball," "Abigail, it's okay, Abigail," "Adeline, you got the tractor?") and use respectful language ("Thank you, thank you." "Bless you," "Excuse me, Shakur," and "Can you come get her, Ms. Brittany, pretty please?").
- The teachers often verbally prepare the infants for what is about to happen ("Ms. Shannon's gonna burp you," "I'm gonna pick you up, and you can come sit with me", "I got two gloves, and we're gonna clean your nose and use two tissues, and I'm gonna wipe your nose.").

Lack of adult negativity

- There is a clear absence of negativity, irritation, frustration, and roughness on the part of the teachers.

Overall, there is mixed evidence of relational behaviors and emotion expression, along with stronger evidence of respect for infants' state and a lack of adult negativity, indicating a mid-high range score at a 5.

Teacher Sensitivity

Code = 4

Awareness and cue detection

- Generally, the teachers show awareness of infants in the classroom. The lead teacher scans the room ("Reese, what you doing over there? Reese, I see you." "Shakur, whatcha doing, Shakur? Nobody's home? Knock, knock," "Victor, Victor, I see you over

- there, Victor”) and the assistant teacher mostly physically orients herself toward the infants.
- At other times, the teachers fail to notice the infants in the room sending signals for attention (the infants have to wait a long time for teachers to attend to them and remain crying on the floor), and they fail to acknowledge those not making bids (infants on the side of the rocker or infants not in close proximity when the teachers are sitting on the floor).
 - The lead teacher verbally and physically attends to the infant she is feeding and positions herself to see the other infants in the room. Both teachers physically attend to some infants by picking them up, holding them, or placing them in a bouncy seat; however, there are some infants that the teachers fail to acknowledge or notice.

Responsiveness

- At times, the teachers respond to verbal and physical cues from infants (the lead teacher gets the toys from underneath the rocker and picks up Victor to bring him over to other infants on the rug, “What’s the matter? Why you fussy?”) However, sometimes the teachers are slow to provide comfort and support (when an infant is crying on the floor, the lead teacher responds to a crying infant, “Abigail, it’s okay, Abigail. Ms. Shannon’s feeding Kai. Ms. Brittany is going to come get you when she’s done.”) However, the infant is left crying on the floor for an extended period while both teachers attend to other infants.
- The teachers inconsistently support infants with their emotional states. The teachers sometimes respond dismissively to the infants (“What’s the matter, Malaya?” “It’s okay,” “It’s okay, Malaya”) and continue to interact with other infants.

Infant Comfort

- The infants generally appear comfortable interacting with both teachers in the classroom: Reese crawls toward both teachers when she is verbally acknowledged by the lead teacher. As infants’ names are called, some of the infants visually track the teachers.
- The teachers’ attempts to soothe the infants when they are upset are generally effective (Abigail stops crying when the lead teacher picks her up). The teachers verbal attempts are less effective than the physical attempts at calming and soothing the upset infants.

There is a mix of less effective and more effective interactions across the indicators of Teacher Sensitivity, indicating a mid-range score of a 4.

Facilitated Exploration

Code = 3

Involvement

- The teachers are occasionally engaged with infants to support their learning and development. The lead teacher initiates interactions with some infants, for example, “Jacob, Jacob, Jacob, go get the ball Jacob.” “Look, that’s a horsey.” The second teacher initiates an interaction with an infant in her lap with a rattle, “You want this? You want the hammer? Hammer, hammer, hammer,” as she shakes it.
- The teachers occasionally join in the experiences of the infants crawling or sitting on the floor. For example, when an infant says, “Da Da,” both teachers say, “Da Da? Where’s Da Da?” and when an infant is near the door, the lead teacher comments, “Reese, you knocking on the door? Nobody’s in there, Reese.”
- Although the teachers initiate or join in activities with some infants, this is not characteristic of most of the teachers’ involvement. The teachers passively watch infants and ask general questions such as, “Reese, whatcha doing over there, Reese? I see you.” “What are you doing Malaya?” “Where are you going?”

Infant focused

- In this classroom, infants are allowed to crawl or move around the room to explore with minimal degree of control. The teachers, on a few occasions, provide structure or support of the infants' exploration ("Here you go, you want this one?" "Look at the block, a square block. A square block." "You want a toy to play with? What kind of toy do you want to play with today? You wanna play with the elephant? Look the elephant.") and other times passively watch infants as they explore their surroundings.
- The second teacher shakes a hammer-shaped rattle in front of an infant but does not provide adequate time for the infant to respond ("Play with the hammer? Want the hammer? You want it? You can have it?") and moves on quickly with another infant in the bouncy seat ("Kai, look the lion. Look the lion, Kai. All right.").

Expansion of Infants' Experience

- The teachers sometimes expand infants' involvement through encouragement ("Oh, where did it go? By you, Reese. Get it, Reese. Get it, Reese. It's sticking," "You got it Abigail! Roll, there you go," "Move over here so it don't go under again," and "Stand up, stand up. You can do it. You gonna walk?")
- On a few occasions, the teachers expanded infants' experience, by encouraging infants to interact with one another ("What your friends are doing, Victor?" "You gonna share and let her hold it?").
- These instances are brief in nature and not characteristic of teachers' behaviors throughout the video or with most of the infants.

This video contains mixed evidence across all three indicators: involvement, infant focus, and expansion of infants' experience, resulting in a mid-range score. Because the teachers provide less consistent support for infants' engagement and development overall results in a score at the lower end of the mid range, at a 3.

Early language support

Code =

4

Teacher talk

- The lead teacher consistently talks throughout the video, narrating events in the classroom ("Her toy went underneath the bed?" "Somebody's tired. Sleepy time," "That's a good bottle. Hungry, you was hungry, Kai?") and describing her actions ("Ms. Shannon is giving Kai his bottle," "Ms. Shannon's gonna burp you," "I'm gonna pick you up, and we're gonna go clean your nose," "I'm putting my gloves on."). The lead teacher speaks in complete sentences and labels some objects ("Look at the block, a square block, a square block," "Ms. Shannon's got some bracelets on. You like my bracelets?" "Look at this block. Look the heart on the block. It's got a heart and a triangle," "Look, that's a horsey.").
- Less teacher talk is evident on the part of the second teacher ("She lost her toys."). She rarely describes her own actions ("I'm going to get it [ball] for you.") or the infants' actions ("Whoa, Jacob, you almost fell," "You dropped it," "Playing the drums.") and on a few occasions labels objects ("Hammer, hammer, hammer" and "two lions").

Communication support

- The teachers intermittently initiate ("Say hi!" "Say I'm back," "Say 1-2-3 go! On your mark get set go!") or imitate sounds or words with some of the infants (Infant says, "Da Da," and both teachers say, "Da Da, where's Da Da?" The infant says, "Da Da," and the second teacher repeats, "Da Da, Da Da. Da Da at work." The infant says, "Nah nah," and the lead teacher repeats, "Nah, nah, nah, nah," twice.).

Communication extension

- At times, the teachers acknowledge infants' sounds or gestures as communication attempts ("Breckley, you don't like tummy time?" She picks up the infant as she is crying

and says, "No, I don't like tummy time." The infant shakes her head, and teacher follows up, "You're not being silly?" The infant vocalizes, and the teacher responds, "You making music?" The infant laughs, "What is so funny Reeses pieces?") but other times those attempts are missed or ignored, or the teachers do not provide adequate wait time for the infants to respond (Second teacher: "You like her pants?" [no pause] lead teacher answers, "Say, I sure do, huh Abigail?" Second teacher: "Reese, you're standing, Reese?" lead teacher answers, "Yes, say, 'Yes I am.'")

Mixed evidence across all three indicators of Early Language Support indicates a score in the mid range. While there is consistent evidence of teacher talk from the lead teacher, less effective evidence of communication support and extension, coupled with less language support from the second teacher, results in a score in the middle of the mid range, at a 4.