

**Ritchie, Howes, Kraft-Sayre and Weiser
Multi-State Study**

PRE-KINDERGARTEN

Teacher Involvement Scale-Pre Academic Scale

SNAPSHOT CODEBOOK

Below you will find a definition for each section and category on the child observation codesheet. Examples appear where applicable.

DISENGAGED: SELECT ZERO OR ONE CODE

If this section is coded, you may not code any other section EXCEPT for Activity Setting. If there is any kind of engagement or interaction that can be coded, it will supercede this code. If an adult speaks to the child while they are distracted, then the code is for adult interaction NOT for disengaged.

DISTRACTED: Code if the child is:

not doing what the rest of the group is doing and is not focused on the assigned activity. The child may be aimlessly wandering or “spaced out.” Code also if the child is placed in “time-out” **if** the child is facing a wall or is “spacing out” while in time-out.

ACTIVITY SETTING: SELECT ONLY ONE CODE (EXCEPT WHEN DOUBLE-CODED WITH OUTSIDE TIME)

This set of codes captures the **ACTIVITY** that the teacher has prepared for the children **OR** for the **TARGET CHILD** if the activity is different from the rest of the group.

ROUTINE: Code when a child is engaged in:

toileting, standing in line, clean-up time, wait time between activities, waiting for materials to be passed out.

MEALS-SNACKS: Code when child is engaged in:

eating lunch, breakfast or snacks, or is enjoying food that the class cooked during a cooking project.

WHOLE GROUP TIME: Code when a child is engaged with:

the whole group in a **teacher-initiated** activity. Activities can include stories, songs, calendar instruction, discussions, book reading, demonstrations. **The child's focus is on the teacher.** This may include structured PE activities on the yard and be double-coded with outside time.

FREE CHOICE/CENTER: Code when a child is engaged in:

free choice activities. During this time **children are able to select** what and where they would like to play or learn. Activities can include individual art projects, blocks, pretend area, puzzles, reading, puppets, computers, science areas, etc. The key here is that **children have chosen** their activities. It does not matter if the activity they have chosen is individual or in a small group. It does not matter if the activity is with or without the teacher.

INDIVIDUAL TIME: Code when the child has:

been assigned to work individually with teachers, on worksheets, independent projects, computer work etc. This is coded when this is the activity setting for the whole class or for a small group in which the target child is involved.

SMALL GROUP TIME: Code when child is engaged in:

small group activities that are teacher organized. Teacher organized means that the teacher decides what children are to be doing and assigns which children participate, even if the teacher is not participating in the group. These can include group art projects, writing stories, collective building, cooking projects, small group instruction, science experiments, structured PE activities, etc.

OUTSIDE TIME: Code when a child is:

OUTSIDE, regardless of what s/he is doing. **This will always be double-coded with another ACTIVITY SETTING.**

CHILD ENGAGEMENT: SELECT ZERO, ONE, OR MORE CODES

This section captures children's engagement in **learning activities**. This includes children's work with letters, words, numbers, counting, shapes, and science concepts. It also includes their use of books, pencils, markers, paper, magnifying glasses, measuring cups, graphs etc. The target child can be passively or actively engaged. Educational television such as Reading Rainbow and Sesame Street can be coded for appropriate content, such as counting, pre-reading, or letter sound learning.

READ TO: Code when a child is:
being read to by an adult.

PRE-READ/READ: Code when a child is:
reading on her/his own or with peers, listening to a book on tape while looking at a book, involved in a sequencing activity, recognition of whole words. Essentially this is a **WHOLE LANGUAGE** engagement for children.

Note: Consider the content of the books as this may be double-coded with social studies or science.

LETTER/SOUND LEARNING: Code when a child is:
practicing alliterations or rhymes that help her/him recognize sounds, talking about sound-letter relationships, identifying letters, sounding out words, syllabification of words through clapping games. Essentially this is about **PHONEMIC** awareness. Code also if the child is taking a spelling test or is reading spelling words to their classmates. Code if the child is practicing their vowel sounds.

ORAL LANGUAGE DEVELOPMENT: Code when a child is:
engaging with teachers: talking about stories, acting out stories, doing a play, using flannel board stories, telling stories of their own (narratives that have meaning), answering and asking questions, making comments or adding to the story. This includes show and tell time when the child is a listener as well as a speaker. It also includes times when the target child is asked to lead the class in an activity, excuse children for lunch, call the roll etc. This is within the context of purposeful teaching and learning, not to be confused with informal conversation with peers. This also includes teacher support of conflict resolution using language.

WRITING: Code when a child is:
writing, pretending to write, using a computer keyboard, or calculator, doing alphabet letter or number puzzles, writing his/her name, incorporating writing into play, such as writing grocery lists or taking orders. Also code for tracing or using alphabet stamps. Includes recording observations in science experiments, journaling, writing stories.

Note: This category encompasses writing of both numbers and letters. This will often be double-coded with Fine Motor.

MATH: Code when a child is:

rote counting, counting with 1:1 correspondence, skip counting, identifying written numerals, matching numbers to pictures, making graphs, playing counting games (e.g.; dice, dominoes, Candyland, Chutes and Ladders), keeping track of how many days until a special event, counting marbles in a jar, playing concentration with numbers. Code when children are working on math work sheets and are, for example, using counters or fingers as strategies to figure out the answers. Also code when child is identifying shapes, talking about the properties of shapes (how many sides), finding shapes in the room, identifying same and different, comparing (big/little, biggest), sorting (by color, size, shape), discerning patterns (red blue red blue, or green rectangle, blue triangle), measuring for cooking, or figuring out inches/feet.

SCIENCE: Code when a child is:

identifying and exploring natural phenomena in their environment (bugs, leaves, weather), using science equipment (mirrors, magnets, magnifying glasses), **working with sand or water** (note: just being in the sand does not mean that s/he is working with it). Includes reading books that identify or talk about animals, body parts, life-cycle of the butterfly, birth, class pets (in which case this should be double-coded with PRE-READING). The child may be planting seeds, gathering rocks. The child may hypothesize, guess, estimate. She/he may be engaged in **trial and error** or experimentation, such as figuring out **how to use** features on a computer or how to solve a problem (such as how to open a box or fix something that is broken). Includes exploration of the senses: smell, touch, taste, sound, vision.

SOCIAL STUDIES: Code when a child is:

talking, reading, or engaged in activities about their world (their neighborhood, their school, the farm, the community workers). May include block structures or drawings of the post office, the market, the harbor. May include fantasy play, dress-up, or role playing of family members, police officers, firefighters, doctors. May include discussions of cultural diversity, skin color, different family practices (what different families eat, what holidays they celebrate, family configurations). May include discussions or books about stereotypes, prejudice, and bias based on ethnicity, gender, age, or physical challenges. All religious studies are included in this category.

AESTHETICS: Code when a child is:

engaged in art or music activities. Children may be painting, illustrating stories, sharing art work, making original drawings, using pastels or watercolors, modeling with clay, making collages, making jewelry. Children may be listening to music (double-code with other activity if teacher purposefully has music playing during other activities), using musical instruments, dancing, or taking parts in a play. This can include practicing for program presentations. This includes coloring or copying from a model (in which case double-code with DIDACTIC).

GROSS MOTOR: Code when a child is:

involved in gross motor activities such as running, skipping, jumping, swinging, riding bikes, or playing games such as basketball, catch, run and chase, or bean bag throw. This also includes dancing and musical chairs, which should be double-coded with AESTHETICS. This does not include physical contact that could result in injury. This can take place both inside and outside.

FINE MOTOR: Code when a child is:

stringing beads, building with Legos, cutting, using crayons and markers or paint brushes. This also includes completing puzzles. This will often be double-coded with another activity.

ADULT INTERACTION: SELECT ZERO OR ONE CODE

Code only when there is one-on-one teacher-child interaction (can be physical or verbal)

This section reflects the level of complexity of the teacher's 1:1 interaction with the **target child**. These categories are listed from least to most complex. Choose only the code that reflects the highest level of interaction reached in that interval, regardless of duration. The interactions may be positive or negative. The valence will not be captured here but will be picked up in the CLASS and Ladd.

ROUTINE: Code if the teacher:

interacts with target child during routine caregiving (opens a milk container, passes out materials) but does not verbally interact with the child.

MINIMAL: Code if the teacher:

responds to target child's direct requests for help or gives verbal directives with no reply encouraged. Teacher verbally responds with **a few words** ("okay," "that's right," "good," "stop that!," "sit down!," "yes she is").

SIMPLE: Code if the teacher:

answers target child's verbal bids but does not elaborate or if the teacher asks child simple questions. Teacher responds to child with short sentences ("Yes, you need to glue that piece," "You're doing such a good job!," "I'm tired of your noise," "Where did you get that?"). Teacher may be providing simple instructions on how to begin an activity. Teacher may use gestures such as a big smile, thumbs up or a frown, glare, or eye-rolling.

ELABORATED: Code if the teacher:

engages in physical contact (high fives, hugs or holds child, yanks or grabs child, responds to a child who goes to him/her for affection or physical contact), engages in reciprocal conversation that validates a child's feelings or demonstrates teacher interest in what the child is saying. The teacher asks questions, gives the child a chance to express her/his interests or ideas, plays interactively with the child, or expands play or engagement in activities by playing with the child or by suggesting additional materials or new ideas for a game or learning activity.

TEACHER-CHILD ENGAGEMENT: SELECT ZERO, ONE, OR MORE CODES

This section complements the “Adult Interaction” section and provides more detail about the specific ways in which teachers interact with **students in the classroom**.

Note: Use the following four codes if target child is individually engaged with the teacher or if she/he is a participant in the group with which the teacher is working.

ENCOURAGES: Code if the teacher:

- is reading to children or engaging children to read, enjoy or listen to books, practice writing, or engage in play with literacy themes.
- **praises** children’s work and/or their ability to resolve conflicts,
- **motivates through personal engagement. This means that the teacher is playing or working with the child in the child’s activity. They are not simply providing instruction or information, but are actually engaged in the same activity.**
- is **affectionate** with the child (e.g., holds or cuddles child, puts an arm around the child **while** motivating or providing information or ideas).

The mere presence of a teacher is not enough to warrant coding.

SCAFFOLDS: **The defining characteristic is if the teacher shows an awareness of an individual child’s needs and responds in a manner that supports and expands the child’s learning.**

Code if the teacher

- is utilizing the curiosity or interest of the child
- using **child’s initiations as an opportunity to add to his/her learning.**
- asks open-ended questions,
- provides prompts or cues
- helps child expand on his answers and thoughts
- works to link classroom activities to child’s life and experiences.
 - asking the child questions or posing problems that have multiple solutions, including conflict resolution.

DIDACTIC: Code if the teacher is:

- lecturing-providing instructions or giving information without interaction with the children. There is no reciprocity. The teacher talks, the children listen.
- Modeling or demonstrating. The teacher is showing the children how to do something and there is just one way to do it.
- asking children questions or posing problems that have **ONE CORRECT ANSWER**. Teacher tries to lead the children to the correct answer. She is looking for precise words or precise numbers to answer the question or solve the problem.
- engaging children in rote activities such as counting or saying the days of the week. This code includes worksheets, directed art, coloring pages, and spelling lists.
- **giving rules of conduct or lecturing about behavior or social expectations.**

SECOND LANGUAGE: Code if the teacher is:

speaking in a language other than English or if she is moving back and forth between English and another language. This will be double-coded with other Teacher-Child Engagement codes.