

# ITEMS and INDICATORS TO CONSIDER WHEN SCORING THE TPOTS DURING COVID

## 1. Schedules, Routines, and Activities

**SR1:** During this time schedules might not be allowed to be posted on walls. Are there modifications that can be made that would still be considered “posted?” Some grace in scoring might be needed.

**SR2:** Schedules might not be able to be posted during this time. Modifications? Virtual? Some grace in scoring might be needed.

**SR3:** Have a conversation with the teacher around what are priorities for instruction during Covid, prior to scoring TPOT? There might not be as much choice in the virtual world. Consider pausing this during Covid if the focus of the district is around teacher directed work.

**SR7:** How are we defining child directed activity during this time...especially in a virtual environment? Are children offered choices around safe activities. Choices might be limited. Some grace might be needed here.

**SR9:** If kids are not paying attention during a virtual activity or are disengaged this could be an issue for consideration? In a face to face activity we would still expect the teacher to modify the activity to promote engagement. Some grace might be needed here.

## 2. Transitions between Activities are Appropriate

**TR4:** Intentionally teaching expectations especially when there are more details/events in the transition  
Virtually - foreshadowing what comes next

**TR8:** When more time is needed to transition because of groups / spacing or tasks within a transition (more handwashing, etc.) allow more time for that to occur; however, children should still be actively engaged  
Coaching opportunity - if experienced teacher struggles with longer transitions support to think through that

## 3. Teachers Engage in Supportive Conversations

**SC4:** Teacher will not be able to physically join in play interactions if the classroom is virtual. During Covid, TPOT observers would be encouraged not to score the teacher down in this area because her program is virtual and she cannot physically engage in play. However, this item might be scored based on the language the teacher used with the child as they were engaged in play in a virtual format. This also might be difficult as 16 children are playing virtually...with limited time and one on one access. Might need to pause in scoring this if the setting is virtual?

**SC8:** This one might not be scored in a virtual setting during Covid. It will be difficult to join in children’s play to expand on interactions between children if the program is virtual and children cannot truly interact together.

**SC9:** This one might need some grace if programming is virtual. There is less opportunity to have a back and forth conversation with a single child when there are 16 children on Google Classroom (or similar virtual platform).

## 4. Promoting Children’s Engagement

**ENG3:** In the virtual setting - it almost feels more intimate, as children are looking at the camera and at a teacher’s eye’s level and she is at their eye-level (the silver-lining, it appears the teacher is speaking directly to each child)

**ENG4:** In the virtual setting, teacher posts activities for the children and checks on their understanding and completion of those activities. Additionally, teacher sets opportunities for individual or small group time to encourage engagement and increase understanding

**ENG5:** While the teacher has no control or ability to support the children while “off screen”, she requests a share-back when they return. She asks every child and tries to engage everyone

**ENG6:** In the virtual setting, small groups of peers are not possible, but choices can be offered to children

## 5. Providing Directions

**PD4:** There may be significantly more set up directives related to COVID safety.

**PD5:** In virtual teaching: may need to be addressed in interview as part of how teachers are supporting the adults who are supporting children to engage in online learning

**PD7:** It may be difficult for multiple children to hold the same visual support. Visual supports will need to be laminated and sanitized. Some children may have their own lanyard with individualized picture supports.

## **6. Collaborative Teaming**

**CT7:** This may be more limited due to platforms in virtual or other teacher curriculum intentions if face to face. Some classrooms may be a “cohort” with certain adults interacting with certain cohorts vs all children. A good conversation would support the intent and “why” of the model

**CT9:** This may be similar to CT 7-but you still want to see/hear/feel LOTS of positives

## **7. Teaching Behavior Expectations**

**TBE1:** Consideration will need to be made for posting on walls during Covid if the program does not allow this for sanitizing. Modifications for posting in a visual way might need to be made. Also, if the classroom is virtual, expectations/rules may not be able to be posted in the space that the child uses at home. Would still expect the teacher to teach/ review them with the children and show the visuals as they learn.

**TBE2** Same as above.

**TBE4:** Grace will be needed here as it may be challenging to provide instruction/reminders on posted behavior expectations/rules to individual children during play or within small groups, with 16 children are on a “zoom” meeting/classroom. But this could be counted for rules/expectations that you have for the zoom call-such as turning off microphone, etc.

**TBE7:** Virtual classrooms will need to have discussions about the importance of classroom rules and behavior expectations for the zoom call. This might be challenging. They might consider relating the rules/expectations to the home environment or to the zoom call-Example: Why is it important to turn your microphone off.

## **8. Teaching Social Skills and Emotional Competencies**

**TSC7:** Can also use their family-what did you do when your Mom was sad

## **9. Teaching Friendship Skills**

**FR2:** Noticing opportunities throughout ALL interactions. Noticing broad classroom engagement and sense of classroom community

**FR7:** Intentional in the short moments when children are paired up that may not be during playtime

## **10. Teaching Children to Express Emotions**

**TEE3:** Teachers will need to consider how the wearing of masks in face to face care will hide some of the face making it more challenging for young children to recognize emotions. Teachers should still be helping children to recognize emotions in themselves and others, but maybe calling more attention to the eyes.

**TEE4:** This might need some grace if programming is virtual.

**TEE5:** Some grace may be needed here if the classroom is virtual. Teachers will need to partner with families and share resources to be used at home. Teachers can suggest the use of those resources while online with the group but may need to rely on parents/family to really support the child because they will be physically present with the child.

**TEE8:** Individualizing instruction around emotions based on children’s developmental needs might need some grace in scoring if the classroom is virtual. If the teacher has help she might be able to pull children into small groups to support this, but if she is on her own this individualizing virtually will be challenging.

## **11. Teaching Problem Solving**

**TPS1:** If the classroom is virtual, it may be challenging to walk children through problem solving steps in naturally occurring situations(opportunities that this happens MAY be limited). Some grace may be needed here.

**TPS7:** This might be more challenging in a virtual format. Some grace may be needed here as time is more limited in the virtual format and teachers don't get as much one-on-one time with children.

**TPS8:** Some grace may be needed here for virtual instruction. As mentioned above time may be limited and it may be more challenging to see children's individual needs on a screen in a virtual setting. Also, teachers may be limited by the curriculum demands of their district and the allotted time for virtual learning.

**TPS9:** This could be done virtually, however a conversation may be needed to determine the curriculum demands from the school district and the time limitations to the virtual setting.

**Other Considerations:** This is an important skill to be teaching in early childhood, but if school districts are virtual and have certain requirements for learning/curriculum that need to be met it might be tricky to fit in the individual support and teaching needed on some of these items. Might be a good idea to have a conversation with the teacher to determine this. Some grace may be needed in this area.

## **12. Interventions for Children with Persistent Challenging Behavior**

**General Considerations for this item:** For in person and virtual, we believe the process still applies.

The answers during COVID may reflect greater or adjusted data collection that focuses on collecting information from families. The collection of data may be collected through video either live or recorded either in the home or in the classroom. The team planning meeting may be held virtually.

## **13. Connecting with Families**

**COM1:** Parents may not be allowed in the space, but modifications around alternate ways to connect would be lovely to see-zoom calls, texts, videos etc. Communication still needs to be key

**COM4:** Some modifications may be needed-perhaps more electronic vs posting in a classroom

## **14. Supporting Family Use of the Pyramid Model Practices**

**INF3:** It might be more challenging to get materials into the hands of the family if the classroom is virtual, but could be done.

**INF4:** Same issue as above.

**INF5:** During Covid there will likely be less opportunity to talk in person with families. Virtual meetings might help here. Teachers in a virtual classroom would also need to find a way to share resources/materials with families in a user-friendly way. (Home Observation Card, etc. ASQ, etc.)

**INF6:** Meeting in person with families is likely not an option. Will probably be more challenging to build relationships with families during Covid (families not allowed in the classroom, social distancing, virtual classrooms, etc.) although still very important. Might have to have families meet virtually to develop a behavior support plan.

**INF7:** Again, much of this would likely have to be done virtually with families, but could and should still be done if needed.

## **RED FLAGS**

**15:** Virtually may have to have more grace

**16:** Are there rules/expectations for joining the online

**17:** More directives might be needed with more handwashing and healthy requirements for in person formats. Some grace might be needed here although teachers should be aware of this and be intentional about ensuring that their talk is even more to support building relationships and learning.

**18:** This will be more challenging in a virtual format and might need more grace.

**24:** This will need grace if the classroom is virtual. Encouraging interactions between children can still be done, it will just require more creativity and intentionality.

**27:** If the classroom is virtual this would not be scored.

**28:** Again, if the classroom is virtual this would not be scored.

