

Implementing the Curriculum with Fidelity Curriculum and Content Areas EHS

Date: _____

Classroom: _____

<u>Curriculum</u>		
<u>Observed</u>	<u>Indicators</u>	<u>Reference</u>
	The education staff utilize the 3 Creative Curriculum books when lesson planning with the team.	
	The education staff plans to use the Mighty Minutes resource and allows for flexibility in their use.	
	The education staff uses Intentional Teaching Cards for teacher-guided routines and experiences and to individualize teaching and caregiving.	
	The education staff follows guidance on Book Conversation Cards related to Highlights Hellos regularly and makes adjustments when appropriate.	
	A system is in place to record anecdotal notes and put into My Teaching Strategies on-line system.	Vol. 3
	Observation notes are dated, objective, and factual.	Vol. 3
	Education staff use assessment information to shape interactions with children and to plan for routines and experiences.	Vol. 3
	The education staff uses effective strategies for guiding children's learning by adapting and individualizing experiences.	Vol. 1, P. 105
	The education staff offers planned experiences as appropriate, ensuring children are engaged.	Vol. 1, p.123 & 125
	The education staff establishes meaningful partnerships with families to support each child's healthy development and learning.	Vol. 1, P. 152 & 161

<u>Content Areas: Language and Literacy</u>		
<u>Observed</u>	<u>Indicators</u>	<u>Reference</u>
	Teachers talk with children regularly throughout the day.	Vol. 1, p. 80, 126
	Songs, stories, games and rhymes that play with language are used.	Vol. 1, p. 83, 87
	Teachers promotes phonemic awareness by drawing children's attention to the sounds of language.	Vol. 1, p. 82, 88
	Staff read to individual and very small groups of children at least 2-3 times daily, interacting with children while reading.	Vol. 1, p. 83
	Experiences with writing tools are offered.	Vol. 1, p. 89
	Teachers draw attention to writing, and point out print in the environment.	Vol. 1, p. 89

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Content Areas: Mathematical Concepts

Observed	Indicators	Reference
	Teachers plans mathematics experiences intentionally.	Vol. 1, p. 94
	Staff makes connections and encourages children to connect mathematical ideas to everyday experience.	Vol. 1, p. 90
	Teachers interact with children to support their understanding of: <ul style="list-style-type: none"> o number concepts; o patterns and relationships; o geometry and spatial relationships; o sorting and classifying; o patterns and relationships. 	Vol. 1, p. 94

Content Areas: Exploring the World

Observed	Indicators	Reference
	Experiences offered for children to explore the physical properties of objects and materials using all of the senses.	Vol. 1, p. 96
	Teachers show appreciation and enthusiasm for what children are doing and learning.	Vol. 1, p. 104
	Natural materials are provided for display and exploration.	Vol. 1, p. 99
	Teachers engage with children during imitating and pretending experiences.	Vol. 1, p. 99
	Teachers provide for both planned and spontaneous exploration of the arts. Creating art and connecting with music and movement.	Vol. 1, p. 99

Directions: After going through each section of the checklist, use the Glows and Grows format to reflect and identify strengths and areas of focus. You will review your reflections with your coordinator at the next recap.

Glows:

Grows:

Coordinator: _____ Teacher: _____