



Implementing the Curriculum with Fidelity Curriculum and Content Areas HS

Date: _____

Classroom: _____

<u>Curriculum</u>		
Observed	Indicators	Reference
	The education staff utilize the 6 Creative Curriculum books when lesson planning with the team.	
	The education staff plans to use the Mighty Minutes resource throughout the day and allows for flexibility in their use.	Vol. 1, p. 169
	My Teaching Strategies on-line system is utilized for the activities that are provided to support the curriculum.	Vol 1, pp. 185-188
	Uses studies to integrate learning in the content areas. (Study example-Vol 1, pp.177-181)	Vol. 1, pp. 124-135
	Studies: Selects topics that are related to children's interests and prior experiences.	Vol. 1 pp. 125-126
	Studies: Offers opportunities for in-depth exploration of a topic over time.	Vol. 1, pp 128-130
	Studies: Includes topics that are more concrete than abstract.	Vol. 1, p. 125
	Studies: Provides many firsthand, direct experiences with real objects for children to manipulate and explore.	Vol. 1 pp. 127, 130
	Studies: Provides resources and artifacts related to the topic.	Vol. 1, pp. 128-130
	Studies: Displays children's documentation related to the study.	Vol. 1, p. 134
	Studies: A system is in place to involve family members in studies and/or in other meaningful ways.	Vol. 1, p. 134
	Assessment: System is in place to record anecdotal notes and put into My Teaching Strategies on-line system.	Vol. 1, p. 173-185;
	Assessment: Observation notes are dated, objective, and factual.	
	Assessment: Education staff uses assessment information to shape interactions with children and to plan for routines and experiences.	

<u>Content Areas: Language and Literacy</u>		
Observed	Indicators	Reference
	Talks with children regularly throughout the day.	
	Uses songs, stories, games and rhymes that play with language.	Vol. 3, pp. 66-74, 161-165
	Promotes phonemic awareness by drawing children's attention to the sounds of language.	Vol. 3, pp. 13-18
	Reads to individuals and to large and small groups of children at least 2-3 times daily prompting children to interact and respond.	Vol. 3, pp. 75-87
	Engages children in retelling or dramatizing a story.	Vol. 3, pp. 33, 127; Vol. 2, p. 43
	Draws children's attention to concepts of print and book concepts.	Vol. 3, pp. 19-24; Vol. 2, p. 41

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	Draws children's attention to letters, words, and letter-sound associations and encourages sensory exploration of the alphabet.	Vol. 3, pp. 25-28, 148-151, 158-160
	Encourages children to write.	Vol. 3, pp. 104-111, 127, 140
	Engages children in shared writing.	Vol. 3, pp. 107-111

Content Areas: Mathematical Concepts

Observed	Indicators	Reference
	Plans mathematics experiences intentionally.	Vol. 4
	Makes connections and encourages children to connect mathematical ideas to everyday experience.	Vol. 4, pp. 8-9, 69-75
	Encourages children to communicate and represent their mathematical thinking.	Vol. 4, pp. 53-54, 59-61
	Interacts with children to support their understanding of: <ol style="list-style-type: none"> 1. number and operations 2. geometry and spatial sense 3. measurement 4. patterns 5. data collection, organization and representation 	Vol. 4, pp. 12-42, 108-110, 114-115, 120-122, 125-126, 130-131, 134-135, 139-140, 144-145, 148-149, 152-153, 156-158
	Supports children's use of mathematical process skills (problem solving, reasoning, communication, connections and representation).	Vol. 4, pp. 44-61, 110, 115, 122, 126, 131, 135, 140, 145, 149, 153, 158

Content Areas: Exploring the World

Observed	Indicators	Reference
	Provides books and assists children in locating information.	Vol. 5, pp. 57-60
	Encourages children to investigate, observe, explore, make predictions, experiment, reflect, describe, categorize and record findings in life sciences, physical science, and Earth and the environment.	Vol. 5, pp. 40-41, 45, 48-49, 52-53, 56-57, 60, 63, 66, 69, 72, 76
	Provides natural materials for display and exploration.	
	Offers experiences for children to explore the physical properties of objects and materials using all of the senses.	
	Provides opportunities for children to learn about people and places.	Vol. 5, pp. 93-110, 121, 124, 127, 130, 133, 136, 138-139, 141-142, 144, 147, 150
	Provides opportunities for both planned and spontaneous exploration of the arts (visual arts, music, drama, dance and movement).	Vol. 5, pp. 161-176, 187-188, 190-191, 193-194, 196-197, 199-200, 202, 204, 207, 209, 212, 215
	Teachers show children how to use technology and tools responsibly and safely.	Vol. 5 pp. 26-28
	Staff show appreciation and enthusiasm for what children are doing and learning.	
	Teachers engage with children during imitating and pretending experiences.	



Implementing the Curriculum with Fidelity Curriculum and Content Areas HS

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: _____