



FIDELITY TOOL 2022

OFFICE OF EARLY CHILDHOOD

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***Fidelity Tool Mississippi Pre-K Committee Members**

Preface

The Fidelity Tool for Mississippi Pre-K was adapted from the Boston Public Schools K1 Fidelity Instrument. Their adaptation was led by Manpower Demonstration Research Corporation (MDRC) in collaboration with Boston Public Schools' Department of Early Childhood as part of the IES Early Learning Network Project "Boston P-3: Identifying Malleable Factors for Promoting Student Success" funded by the Institute of Education Sciences, U.S. Department of Education (PR/Award # R305N160018).

The Mississippi Department of Education Office of Early Childhood has adapted this tool to ensure fidelity in Mississippi Beginnings Pre-K Curriculum and to allow all pre-kindergarten early childhood programs (public, private, child care, home care, Head Start) to use this tool as a pathway to ensure fidelity in all other curricula used to teach pre-kindergarten. The Fidelity Tool allows the administrator or representative of the pre-k program to monitor early childhood best practices in the pre-kindergarten classrooms.

The Fidelity Tool for Mississippi Pre-K has twelve instructional components, teacher interview, global items, and an appendix with a glossary, tiered words, and acronyms. The first seven sections: Read Aloud, Introduction to Learning Centers, Learning Centers, Small Group Language and Literacy, Math Whole Group, Math Center Hands-On, and Math Small Group are for use with any pre-kindergarten curriculum.

Sections eight through twelve: Storytelling, Language Literacy Whole Group (SWPL-**S**ongs, **W**ord **P**lay, **L**anguage), Thinking and Feedback (T&F), Story Acting, and Let's Find Out About It (LFOAI) are components of MS Beginnings Pre-K Curriculum.

Please note that the Fidelity Tool for Mississippi Pre-K should be completed in sections throughout the school year. The word "**TEACHER**" in this document often refers to both "THE LEAD TEACHER" AND "THE ASSISTANT TEACHER" unless otherwise indicated.

Please see our "How To Complete the Fidelity Tool" document for more detailed information on how to complete each component.

Early Childhood programs interested in learning more about MS Beginnings Pre-K Curriculum or need assistance with components of The Fidelity Tool for Mississippi Pre-K can email earlychildhood@mdek12.org .

Observer Name: _____ Classroom Teacher: _____
Assistant Teacher: _____
School Name: _____ Date of Observation (Visit 1): _____
Start Time: _____AM/PM End Time: _____AM/PM
Visit 2- Date: _____ Start Time: _____AM/PM End Time: _____AM/PM
Visit 3- Date: _____ Start Time: _____AM/PM End Time: _____AM/PM
Visit 4- Date: _____ Start Time: _____AM/PM End Time: _____AM/PM
Visit 5- Date: _____ Start Time: _____AM/PM End Time: _____AM/PM
Other: _____

What curriculum is being used (MS Beginnings Pre-K, OWL, etc.)?

What unit/week of the curriculum is this classroom on?

What unit/week of the Building Blocks curriculum (if applicable) is the classroom on?

Lead Teacher present? YES NO

Assistant Teacher present? YES NO

Number of: Children _____ Other Staff _____ Parents/Volunteers _____

Did you observe any of the following?

Adult Story Telling: YES NO

Problem-solving Stories: YES NO

Significant Events/Comments:

Double-coded visit? YES NO
Complete this section only if Double-coded visit:
Partnered with: _____
Lead Coder's Codes included? YES NO
Double Coder's Codes included? YES NO
Final Codes included? YES NO

Read Aloud

Start Time:	End Time:	Date:	Read Aloud NOT Observed: <input type="checkbox"/>
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Q1. Read aloud stays within the suggested time frame (10-15 minutes).

- Yes No

Adherence (The teacher/assistant teacher must demonstrate Q2-Q6)

Q2. Teacher reads book from the curriculum/unit.

- Yes No Book Title: _____

Q3. If book is not from the curriculum/unit, is the topic area related to the current unit?

- Yes No NOT APPLICABLE (Book is from the curriculum)

Q4. The teacher frames the Read Aloud (e.g., states book title, provides quick introduction, points out author/illustrator).

- Yes No

Q5. The teacher holds the book in a way that all children can see (i.e., both teacher and children are positioned so that all can see).

- Yes No

Q6. Which Read Aloud is observed?

- Reading 1 Reading 2 Reading 3 Reading 4 Not sure

Quality (The teacher demonstrates a high level of excellence)

Q7. Teacher efficiently brings full class together and signals instruction is about to begin.

- (5) Brings class together in a short amount of time, with a majority of children (i.e., >90%) focused on the teacher and her instructions.
- (3) Brings class together, but process is **somewhat** disorganized; some students' focus (i.e., <25%) is not on the teacher and her instructions.
- (1) Teacher struggles to focus the class's attention before she begins instruction. There are **multiple** attempts to focus children (e.g., "one, two, three, eyes on me...").

Read Aloud

Q8. Teacher reads book with expression and energy and uses some variety (might include changes in pitch, volume, speed, and use of facial expression and gestures).

- (5) Reads with expression and energy throughout and uses a variety of dramatic elements (e.g., pitch and tone, speed, etc.).
- (3) Reads with expression and energy for **about half** the time.
- (1) **Does not** read with any expression; does not appear to enjoy reading the book.

Q9. Discussion of the book (at the end of the read aloud) is linked to the story and relatively extended.

- (5) In-depth discussion of any aspect of the story occurs upon completing the read aloud as evidenced by the teacher's use of open-ended questions, prompts encouraging children to discuss key ideas, events, and/or vocabulary, and to make inferences, or other goal-oriented strategies.
- (3) **Some** discussion occurs in which children are engaged (e.g., teacher poses an open-ended question); teacher extends at least one comment or response from a child.
- (1) **Very little to no** discussion occurs; teacher does not engage children in reflection.

Q10. Teacher uses reading strategies that are goal-oriented. (i.e., conveys meaning and enjoyment; explains key vocabulary; reconstructs story; asks discussion questions focused on events and characters; "chiming in"; inferential questioning).

- (5) Goal is clear to the observer and children based on reading strategies used by teacher. Reading strategies used maximize children's understanding.
- (3) Goal is **unclear** based on reading strategies used by teacher (i.e., teacher may use too many strategies, or define every word on every page).
- (1) Teacher **does not** use reading strategies or does not use reading strategies in a goal-oriented way.

Read Aloud

Q11. Teacher:

	6 or more times	3-5 times	1-2 times	0 times
(a) embeds vocabulary in language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) defines vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List vocabulary words used: (vocabulary words are usually listed on the board or wall)

Q12. Teachers uses a variety of vocabulary words that are sophisticated or advanced (e.g., Tier 2 or 3). *See glossary for definition of Tier 2 and Tier 3 words*

- (5) Teachers uses a **variety** (4 or more) of vocabulary words that are sophisticated or advanced.
- (3) Teacher uses **some** (2-3) vocabulary words that are sophisticated or advanced.
- (1) Teacher **rarely** (0-1) uses vocabulary words that are sophisticated or advanced. Vocabulary that is used is typically of a basic (Tier 1) level.

Q13. Teacher is intentional in which vocabulary words are used and how they are defined.

- (5) Highly intentional in her/his use of vocabulary words (4 or more). She/he may only use a handful of sophisticated vocabulary words, but they are repeated numerous times within context; and/or defined clearly with easy-to-understand language; and/or meaning is discussed using **multiple modalities**.
- (3) **Somewhat** intentional in her/his use of vocabulary words (1-3).
- (1) **Not** intentional in her/his use of vocabulary words (0-1). She/he may use many different vocabulary words, but there is little intentionality behind them (i.e., they are not repeated; only one modality is used; less sophisticated words are used).

Read Aloud

Participant Response

Q14. During Read Aloud, check the number of children who are...

Off task, distracted, and/or unfocused 50% or more of the time	Most (75%) <input type="checkbox"/>	About Half (26%-74%) <input type="checkbox"/>	A Few (25%) <input type="checkbox"/>	None <input type="checkbox"/>
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Did you see any adaptations (differentiation/accommodation) to the read aloud?

YES NO

Describe the adaptation (differentiation/accommodation):

How aligned was the adaptation (differentiation/accommodation) with the activities in the curriculum?

- (5) Very aligned
- (3) Somewhat aligned
- (1) Not at all aligned

Read Aloud

Please note that Read Alouds may need to be observed during multiple visits to view Readings 1-4.

READING 1 ONLY

Q15. Word and comprehension support do not interrupt the basic flow of the story.

- (5) Teacher maintains an appropriate flow throughout the read, defining vocabulary smoothly.
- (3) Teacher **somewhat** maintains an appropriate flow throughout the read, **sometimes** defining vocabulary and supporting comprehension smoothly, but sometimes not.
- (1) Teacher **does not** maintain an appropriate flow throughout the read (e.g., multiple interruptions).

Q16. Teacher responds to children's spontaneous comments or questions in a way that does not interrupt the flow of the story.

- (5) Teacher responds to children's spontaneous comments or questions effectively and efficiently so that the flow of the story is minimally or never interrupted.
- (3) Teacher responds to children's spontaneous comments or questions **somewhat** effectively and efficiently so that the flow of the story is minimally or never interrupted.
- (1) Teacher **does not** respond to children's spontaneous comments or questions effectively and efficiently; the flow of the story is interrupted multiple times by children's comments or questions.

Q17. Teacher conducts Reading 1 in a way that effectively meets the goals of reading. (Goals: Teacher reads all the way through the book, without starts and stops and by defining vocabulary smoothly. Discussion is limited to the end of the story.)

- (5) Teacher conducts Reading 1 in an **exemplary** way.
- (3) Teacher conducts Reading 1 in a **satisfactory** way.
- (1) Teacher conducts Reading 1 **poorly**.

Read Aloud

Please note that Read Alouds may need to be observed during multiple visits to view Readings 1-4.

READING 2 ONLY

Q18. Teacher's main focus is on reconstruction of the story.

- (5) Teacher **does not** read the book all the way through. Teacher stops at plot shifts to show a picture or refer to the book and gets children to reconstruct what happened.
- (3) Main focus is **somewhat** on outlining the plot to reconstruct the story and at other times less so (i.e., reads large portions without stopping or focuses on an element of the text for extended periods).
- (1) Teacher reads text all the way through with **little** opportunity for reconstruction.

Q19. Teacher builds on and extends children's thinking and understanding book in flexible ways. (i.e., re-states underlying thinking of a child who expresses an insight, making it explicit to the other children in the group; addresses misconceptions; recognizes good examples from students' own thinking; works with wrong or partially correct comments to help build child understanding.)

- (5) Teacher **consistently** builds on and extends child thinking (i.e., competently rephrases children's responses in words other children understand, provides substantial comments).
- (3) Teacher **sometimes** builds on and extends child thinking (i.e., rephrases child thinking but in an unclear manner; responds to an incorrect response without giving a child a chance to arrive at a correct answer).
- (1) Teacher **does not** build on and extend child thinking/understanding (i.e., does not rephrase child thinking; places burden on other children to interpret; ignores misconception). Any discussion may be off topic.

Q20. Teacher conducts Reading 2 in a way that effectively meets the goals of reading. (Goals: Teacher reconstructs the story. Teacher does not read the book all the way through, stops at plot shifts to show a picture or refer to the book, gets children to reconstruct what happened in order.)

- (5) Teacher conducts Reading 2 in an **exemplary** way.
- (3) Teacher conducts Reading 2 in a **satisfactory** way.
- (1) Teacher conducts Reading 2 **poorly**.

Read Aloud

Please note that Read Alouds may need to be observed during multiple visits to view Readings 1-4.

READING 3 ONLY

Q21. Teacher intentionally encourages children to participate with choral responding (“chiming in”) using phrases or producing key vocabulary.

- (5) Teacher gets children to “read” with her/him, on occasion having children “chime in” in a way that promotes skill development (e.g., rhyming, filling in vocabulary).
- (3) Teacher stops on occasion to have children “chime in,” but the intentionality behind it is **unclear**.
- (1) Teacher **does not** have children “chime in.”

Q22. Teacher focuses on meaning of the text rather than on literal (specific) details or literal (specific) recall of portions of text. (i.e., asks inferential questions about character motivations; connects story to real-life experiences; etc.)

- (5) Teacher’s main focus is on meaning of the text.
- (3) Teacher’s main focus is **sometimes** on meaning and sometimes on literal details or literal recall of patches of text.
- (1) Teacher’s main focus is on literal details or literal recall of patches of text.

Q23. Teacher builds on and extends children’s thinking and understanding about the book in flexible ways. (i.e., restates underlying thinking of a child who expresses an insight, making it explicit to the other children in the group; addresses misconceptions; recognizes good examples from students’ own thinking; works with wrong or partially correct comments to help build child understanding.)

- (5) **Consistently** builds on and extends a child’s thinking (i.e., competently rephrases children’s responses in words other children understand, provides substantial comments).
- (3) Teacher **sometimes** builds on and extends a child’s thinking (i.e., rephrases a child’s thinking but in an unclear manner; responds to an incorrect response without giving a child a chance to arrive at a correct answer).
- (1) Teacher **does not** build on and extend a child’s thinking/understanding (i.e., does not rephrase a child’s thinking; places burden on other children to interpret; ignores misconception). Any discussion may be off topic.

Read Aloud

Q24. Teacher conducts Reading 3 in a way that effectively meets the goals of reading. (Goals: Have children read along; teacher stops on occasion to have children “chime in,” typically prompting them to do something tied to a skill (e.g., rhyming, filling in vocabulary). Teacher asks inferential questions (e.g., “I wonder why...”; or about character motivation).

- (5) Teacher conducts Reading 3 in an **exemplary** way.
- (3) Teacher conducts Reading 3 in a **satisfactory** way.
- (1) Teacher conducts Reading 3 **poorly**.

READING 4 ONLY

Please note that Read Alouds may need to be observed during multiple visits to view Readings 1-4.

Q25. Teacher facilitates dramatization and vocabulary development.

- (5) Teacher maximizes child participation in dramatization of the story allowing many children to act out some portion. There are **several** instances where the teacher intentionally develops children's knowledge of vocabulary (e.g., highlights a sophisticated word (Tier 2) while reading and encourages children to act out the meaning).
- (3) Teacher facilitates dramatization of the story allowing children to act out some portion. There is **at least one** instance where the teacher intentionally develops children's knowledge of vocabulary (e.g., highlights a sophisticated word while reading and encourages children to act out the meaning).
- (1) **No** dramatization occurs; teacher **does not** involve children in acting out any part of the story.

Q26. Teacher builds on and extends children's thinking and understanding about the book in flexible ways. (i.e., re-states underlying thinking of a child who expresses an insight, making it explicit to the other children in the group; addresses misconceptions; recognizes good examples from students' own thinking; works with wrong or partially correct comments to help build child understanding.)

- (5) Teacher **consistently** builds on and extends child thinking (i.e., competently rephrases children's responses in words other children understand, provides substantial comments).
- (3) Teacher **sometimes** builds on and extends child thinking (i.e., rephrases child thinking but in an unclear manner; responds to an incorrect response without giving a child a chance to arrive at a correct answer).
- (1) Teacher **does not** build on and extend child thinking/understanding (i.e., does not rephrase child thinking; places burden on other children to interpret; ignores misconceptions). Any discussion may be off topic.

Q27. Teacher conducts Reading 4 in a way that effectively meets the goals of reading. (Goals: Dramatization; teacher is the narrator and children play roles; teacher maximizes child participation.)

- (5) Teacher conducts Reading 4 in an **exemplary** way.
- (3) Teacher conducts Reading 4 in a **satisfactory** way.
- (1) Teacher conducts Reading 4 **poorly**.

Introduction to Learning Centers

Start Time:	End Time:	Date:	Intro to Centers NOT Observed: <input type="checkbox"/>
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Q1. Introduction to Centers stays within the suggested time frame (8-10 minutes).

- Yes No

Adherence (The teacher/assistant teacher must demonstrate Q2-Q6)

Q2. Teacher names all available centers (e.g., dramatic play, blocks, writing, math, library, science, etc.).

- Yes No

Q3. Teacher highlights 1 or 2 centers by modeling or demonstrating the planned activities.

- Yes No

Q4. Teacher asks questions that guide children to be more deeply and actively engaged in (focused on) the center activity (e.g., Why and How questions).

- Yes No

Q5. Teacher uses center-specific vocabulary for the highlighted centers (i.e., math terms/words for the math center or science terms/words for the science center).

- Yes No

Q6. Teacher is prepared with materials needed for Introduction to Learning Centers with no wait time. (If no materials are needed, select “yes”).

- Yes No

Quality (The teacher demonstrates a high level of excellence)

Q7. Teacher efficiently brings full class together and signals instruction is about to begin.

(5) Brings class together in a short amount of time, with a majority of children (i.e., >90%) focused on the teacher and her instructions.

(3) Brings class together, but process is **somewhat** disorganized; some students' focus (i.e., <25%) is not on the teacher and her instructions.

(1) Teacher struggles to focus the class's attention before she begins instruction. There are **multiple** attempts to focus children (e.g., “one, two, three, eyes on me...”).

Introduction to Learning Centers

Q8. Teacher connects or links the learning center activities to the unit or book (at least once).

- (5) Makes an **extensive (detailed)** connection(s) between center activity(ies) and unit or book (e.g., purposely comments about how the center activity is related to unit or book).
- (3) Makes a **brief** mention of unit or book without saying how center activity(ies) directly link to it (e.g., suggests children look at the book for inspiration, but nothing specific).
- (1) Teacher **does not** connect the unit or book to the center activities.

Q9. Teacher:

	6 or more times	3-5 times	1-2 times	0 times
(a) embeds vocabulary in language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) defines vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List vocabulary words used: (vocabulary words are usually listed on the board or wall)

Q10. Teachers uses a variety of vocabulary words that are sophisticated or advanced (e.g., Tier 2 or 3). *See glossary for definition of Tier 2 and Tier 3 words*

- (5) Teachers uses a **variety** (4 or more) of vocabulary words that are sophisticated or advanced.
- (3) Teacher uses **some** (2-3) vocabulary words that are sophisticated or advanced.
- (1) Teacher **rarely** (0-1) uses vocabulary words that are sophisticated or advanced. Vocabulary that is used is typically of a basic (Tier 1) level.

Introduction to Learning Centers

Q11. Teacher is intentional in which vocabulary words are used and how they are defined.

- (5) **Highly** intentional in her/his use of vocabulary words (4 or more). She/he may only use a handful of sophisticated vocabulary words, but they are repeated numerous times within context; and/or defined clearly with easy-to-understand language; and/or meaning is discussed using multiple modalities.
- (3) **Somewhat** intentional in her/his use of vocabulary words (1-3).
- (1) **Not** intentional in her/his use of vocabulary words (0-1). She/he may use many different vocabulary words, but there is little intentionality behind them (i.e., they are not repeated; only one **modality** is used; less sophisticated words are used).

Q12. Teacher incorporates or references prior activity/classwork to inform or reinforce the current day's planned activities.

- (5) Clearly ties in prior activity/classwork (verbally or through display of work) to help children build on the current day's activities (e.g., suggests children start with their prior work and expand on it).
- (3) Makes **at least one** cursory reference to prior activity/classwork (verbally or through display of work) but does not provide a clear purpose for highlighting it (e.g., says the activity will be "like" the prior one).
- (1) **Does not** reference prior activity/classwork at all (verbally or through display of work).

Q13. Discussion is focused on Learning Centers.

- (5) Discussions **stay mostly** on topic about learning center activity(ies) i.e., teacher may briefly, but effectively, respond to children's comments and questions unrelated to the center activity.
- (3) Discussions **veer off** topic 1-2 times.
- (1) Discussions **dominated** by child-led monologues or discussions, unrelated to learning center activity(ies).

Introduction to Learning Centers

Participant Response

Q14. During Introduction to Centers, check the number of children who are...

Off task, distracted, and/or unfocused 50% or more of the time	Most (75%)	About Half (26%-74%)	A Few (25%)	None
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you see any adaptations (differentiation/accommodation) to the activities in the Introduction to Learning Centers? YES NO

Describe the adaptation (differentiation/accommodation):

How aligned was the adaptation (differentiation/accommodation) with the activities in the curriculum?

- (5) Very aligned
- (3) Somewhat aligned
- (1) Not at all aligned

Learning Centers

Start Time:	End Time:	Date:	Learning Centers NOT Observed: <input type="checkbox"/>
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Q1. Learning Center time stays within the suggested time frame (minimum 120 minutes per day; does not have to be consecutive).

YES NO

Q2. Check which centers are open and which centers are being used. Describe activities in the Learning Centers that are open.

	Open	Used	Activity Name/Description	Check box if activity from weekly lesson	Activities are aligned with unit (N/A, or rate 1,3, or 5) *see below*
Creative Arts (art table)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Creative Arts (easel)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Listening	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Blocks	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Puzzles (manipulatives)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Dramatic Play	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Creative Writing	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Science	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Computer	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
**Math-Hands-On (Manipulatives)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Other:	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Other:	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	

*N/A=Activity is from the MS Beginnings Pre-K Curriculum; **from weekly lesson** box should be checked

5=Activity is **very much** aligned with unit (activity not from MS Beginnings Pre-Curriculum)

3=Activity is **somewhat** aligned with unit (activity not from MS Beginnings Pre-Curriculum)

1=Activity is **not at all** aligned with unit (activity not from MS Beginnings Pre-Curriculum)

***Please note that more detailed information will be needed for Math-Hands-On Activity in the Math Section of the Fidelity Tool.*

Learning Centers

Adherence (The teacher/assistant teacher must demonstrate Q3-Q7)

Q3. Children are allowed to choose their center.

- Yes No

Q4. Children are allowed to move freely between centers.

- Yes No

Q5. Evidence of routines are in place for moving between centers (e.g., sign-up lists, number limits, “I’ll be right back” or “Work in Progress” sign).

- Yes No

Q6. Teacher documents children’s learning and/or work in center activities (e.g., writing down ideas, taking notes, photographing, videotaping).

- Yes No

Q7. What proportion of observation time did the teacher “facilitate” centers?

- 76%-100% 51%-75% 26%-50% 1%-25% 0%

Quality (The teacher demonstrates a high level of excellence)

Q8. Children have access to writing utensils and writing materials in multiple centers with pictures, prompts, or other ideas to encourage writing.

(5) There are materials to write with and reasons to write (e.g., samples of writing) in **several** locations in the room including the block area.

(3) There are materials to write with and reasons to write in the writing center and in **two other centers**.

(1) There are materials to write with and reasons to write in the **writing center only**.

Learning Centers

Q9. Teacher:

	6 or more times	3-5 times	1-2 times	0 times
(a) embeds vocabulary in language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) defines vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List vocabulary words used: (vocabulary words are usually listed on the board or wall)

Q10. Teacher uses a variety of vocabulary words that are sophisticated or advanced (e.g., Tier 2 or 3). *See glossary for definition of Tier 2 and Tier 3 words*

- (5) Teacher uses a **variety** (4 or more) of vocabulary words that are sophisticated or advanced.
- (3) Teacher uses **some** (2-3) vocabulary words that are sophisticated or advanced.
- (1) Teacher **rarely** (0-1) uses vocabulary words that are sophisticated or advanced. Vocabulary that is used is typically of a basic (Tier 1) level.

Q11. Teacher is intentional in which vocabulary words are used and how they are defined.

- (5) **Highly** intentional in her/his use of vocabulary words (4 or more). She/he may only use a handful of sophisticated vocabulary words, but they are repeated numerous times within context; and/or defined clearly with easy-to-understand language; and/or meaning is discussed using **multiple modalities**.
- (3) **Somewhat** intentional in her/his use of vocabulary words (1-3).
- (1) **Not** intentional in her/his use of vocabulary words (0-1). She/he may use many different vocabulary words, but there is little intentionality behind them (e.g., they are not repeated; only one modality is used; less sophisticated words are used).

Learning Centers

Q12. Teacher connects or links what children are doing in center activities to the unit content or book.

- (5) **Extensive** connections to the unit or book (i.e., in-depth, deliberate comment like suggesting children use the book for inspiration and making the explicit connection, using vocabulary from the text in the context of the center activity).
- (3) **Cursory** (quick) mention of unit or book without saying how the center activities directly link to it (e.g., book is present, and teacher suggests children look at the book).
- (1) **No** connections to the unit or book are made.

Q13. Teacher uses opportunities to describe or comment about children's actions.

- (5) Teacher **often** describes or comments about children's actions.
- (3) Teacher **sometimes** describe or comments about children's actions.
- (1) Teacher **never** describes or comments about children's actions.

Q14. Teacher uses opportunities to provide process information (i.e., "why", "how" info) to children.

- (5) Teacher **often** provides process information to children.
- (3) Teacher **sometimes** provides process information to children.
- (1) Teacher **never** provides process information to children.

Q15. Teacher uses opportunities to describe or comment about children's actions.

- (5) Scaffolds (assist with hint or clue) **most** children (i.e., is responsive; provides appropriate support given child's level).
- (3) Scaffolds **some** children appropriately, but scaffolds may be partial or overly controlling or absent when needed for other children.
- (1) **Never** scaffolds children OR gives the same kind of support to all children (i.e., gives same suggestion despite child use of different approaches or success working on a task).

Learning Centers

Q16. Teacher promotes child-choice and creativity or interest and intentionally links it back to the center’s objectives or goals.

- (5) There is evidence that the teacher promotes child-choice and creativity or interest **and** intentionally ties child-choice back to the overall center goal or objective.
- (3) There is **some** evidence that the teacher promotes child-choice and creativity or interest **and** intentionally ties child-choice back to the overall center goal or objective.
- (1) There is **little to no** evidence that the teacher promotes child-choice and creativity or interest **and** intentionally ties child-choice back to the overall center goal or objective.

Q17. Teacher and children have sustained, substantive discussions (great discussions without interruption) around unit content throughout learning centers. (Talking Turn=teacher speaks, and child returns (responds); 2 Turns=teacher speaks, child returns (responds), teacher return (responds))

- (5) Most teacher-child interactions (i.e., 90% or more) can be characterized by **sustained and substantive interactions (5+ turns) around unit content** where teacher prompts for extended talk, asks follow-up questions, and children provide contingent responses.
- (3) Interactions are a mix of shallow, brief interactions and a **few** sustained interactions (**5+ turns**).
- (1) Most interactions between teacher and children are **brief (1-2 turns)**.

Q18. Children engage with peer(s) (e.g., talking to, working collaboratively with) around the content of the learning centers, and the teacher actively facilitates peer-to-peer interactions.

- (5) Most children (i.e., >75%) engage with peer(s) (e.g., talking to, working collaboratively with) around the content of the learning centers, and the teacher actively facilitates peer-to-peer interactions.
- (3) **Some** children (i.e., 26%-74%) engage with peer(s) (e.g., talking to, working collaboratively with) around the content of the learning centers, and the teacher actively facilitates peer-to-peer interactions.
- (1) Children mostly work independently in learning centers, or any peer-to-peer interactions observed are **not** about the content of the learning centers.

Learning Centers

Participant Response

Q19. During Learning Centers, check off the number of children who are...

Off task, distracted, and/or unfocused 50% or more of the time	Most (75%)	About Half (26%-74%)	A Few (25%)	None
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you see any adaptations (differentiation/accommodation) to the activities in the Learning Center? YES NO

Describe the adaptation (differentiation/accommodation):

How aligned was the adaptation (differentiation/accommodation) with the activities in the curriculum?

- (5) Very aligned
- (3) Somewhat aligned
- (1) Not at all aligned

Small Group (SG) - Language and Literacy

Start Time: (first SG)	End Time: (last SG)	Date:	Small Group Language and Literacy NOT Observed: <input type="checkbox"/>
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Q1. Language and Literacy Small Group activities observed (for each group of children observed):

	# of Child-ren	Start Time	End Time	Name of Activity (describe the activity if not from MS Beginnings: Pre-K Curriculum)	Check Box if activity is from MS Beginnings: Pre-K	Activity Aligned with Unit (N/A; 1,3, or 5) *See below*	Activity Taught by Lead Teacher (LT) or Assistant Teacher (AT)
SG 1					<input type="checkbox"/>		
SG 2					<input type="checkbox"/>		
SG 3					<input type="checkbox"/>		
SG 4					<input type="checkbox"/>		
SG 5					<input type="checkbox"/>		

*N/A=Activity is from the MS Beginnings Pre-K Curriculum

5=Activity is **very much** aligned with unit (activity not from MS Beginnings Pre-K Curriculum)

3=Activity is **somewhat** aligned with unit (activity not from MS Beginnings Pre-K Curriculum)

1=Activity is **not at all** aligned with unit (activity not from MS Beginnings Pre-K Curriculum)

Q2. Each Small Group lesson stays within the suggested time frame (15-20 minutes).

- Yes No

Adherence (The teacher/assistant teacher must demonstrate Q3-Q10)

Q3. Small Groups are delivered as (check all that apply):

- Stand-alone component During centers During small group block
- Other: _____

Small Group (SG) - Language and Literacy

Q4. Lead teacher delivers “high-support” activities (or “medium-support” if curriculum does not call for high-support).

Yes No NOT APPLICABLE (did not use the curriculum activity(ies))

Q5. Materials are prepared in advance (as indicated in the curriculum) with no wait time. (If no materials needed, select “yes”.)

Yes No

Q6. Teacher makes a brief presentation (e.g., demonstration of activity, explanation of materials) to introduce the key concept(s), skill(s), or vocabulary.

Yes No

Q7. Teacher uses vocabulary words as related to the unit book(s) and/or small group activity.

Yes No

Q8. Teacher references unit book.

Yes No

Q9. Teacher verbally summarizes/reflects on the lesson before transitioning to the next activity.

Yes No

Q10. More than half of the children have hands-on time with materials during most of the small group activity (i.e., >50% of the time).

Yes No

Small Group (SG) - Language and Literacy

Quality (The teacher demonstrates a high level of excellence)

Q11. The teacher conducts the activity as written and any changes are aligned with the objective.

- (5) **Completely** aligned: conducted as written or objective enhanced through changes.
- (3) **Somewhat** aligned: mostly conducted as written; objective still apparent with minor omissions or changes.
- (1) **Not** at all aligned: departs from the original activity objective.
- Not applicable. Language/Literacy Small Group activities conducted are **not** from the curriculum.

Q12. If the Language/Literacy Small Group activity conducted is not from the curriculum, how aligned is it with the unit/weekly plan?

- (5) **Completely** aligned: objective for original activity enhanced through replacement.
- (3) **Somewhat** aligned: objective still apparent in replacement, but not clear always throughout.
- (1) **Not** at all aligned: departs from the original activity objective.
- Not applicable. Language/Literacy Small Group activities conducted are from the curriculum.

Q13. Teacher:

	6 or more times	3-5 times	1-2 times	0 times
(a) embeds vocabulary in language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) defines vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List vocabulary words used: (vocabulary words are usually listed on the board or wall)

Small Group (SG) - Language and Literacy

Q14. Teacher uses a variety of vocabulary words that are sophisticated or advanced (e.g., Tier 2 or 3). *See glossary for definition of Tier 2 and Tier 3 words*

- (5) Teacher uses a **variety** (4 or more) of vocabulary words that are sophisticated or advanced.
- (3) Teacher uses **some** (2-3) vocabulary words that are sophisticated or advanced.
- (1) Teacher **rarely** (0-1) uses vocabulary words that are sophisticated or advanced. Vocabulary that is used is typically of a basic (Tier 1) level.

Q15. Teacher is intentional in which vocabulary words are used and how they are defined.

- (5) **Highly** intentional in her/his use of vocabulary words (4 or more). She/he may only use a handful of sophisticated vocabulary words, but they are repeated numerous times within context; and/or defined clearly with easy-to-understand language; and/or meaning is discussed using **multiple modalities**.
- (3) **Somewhat** intentional in her/his use of vocabulary words (1-3).
- (1) **Not** intentional in her/his use of vocabulary words (0-1). She/he may use many different vocabulary words, but there is little intentionality behind them (i.e., they are not repeated; only one modality is used; less sophisticated words are used).

Q16. Teacher provides accurate information and flexibility adapts their explanations of information to address children's understanding.

- (5) **Consistent, highly** accurate language throughout (i.e., able to reframe information to address children's misconceptions while still being accurate).
- (3) **Mostly** accurate language (majority of language is technically correct) but may be unclear or too vague or make minor errors at times.
- (1) Explanations involve great inaccuracy(ies); or there are many **unclear** explanations and/or poor response to children's misconceptions.

Small Group (SG) - Language and Literacy

Q17. Teacher builds on and extends children’s thinking and understanding in flexible ways. (i.e., re-states underlying thinking of a child who expresses and insight, making it explicit to the other children in the group; addresses misconceptions; recognizes good examples from students’ own thinking; works with wrong or partially correct comments to help build child understanding)

(5) **Consistently** builds on and extends child thinking/understanding (i.e., adeptly rephrases children’s responses in words other children understand, provides substantial comments).

(3) **Sometimes** builds on and extends child thinking/understanding (i.e., rephrases child thinking but does so in an unclear manner; responds to an incorrect response without giving child a chance to arrive at correct answer).

(1) Does **not** build on and extend child thinking/understanding (i.e., does not rephrase child thinking; places burden on other children to interpret; ignores misconceptions). Any discussion may be off topic.

Q18. Through instructional strategies, the teacher scaffolds children to help them extend their learning, providing “just enough” support for children to complete the task(s) (i.e., appropriate level of detail, not too little or too much help or information).

(5) Teacher is responsive throughout the small group, scaffolding (assistance, hints/clues) **most** children (i.e., providing appropriate support given at child’s level/ability).

(3) Teacher scaffolds **some** children appropriately, whereas scaffolds may be partial or overly controlling or absent when needed for other children.

(1) Teacher **never** scaffolds children OR gives the same kind of support to all children (i.e., every child is given the same suggestion despite child’s use of different approaches or success working on a task independently).

Small Group (SG) - Language and Literacy

Q19. Teacher adapted the task or discussion according to children’s abilities and development by purposefully presenting the content in different ways, varying materials, or providing children with flexibility in how they complete the activity(ies). (e.g., some children are asked to write a story, while others are asked to draw a picture of their story)

- (5) Addresses a **wide range** of ability levels, including both children that appeared to have low and high mastery of concepts or skills.
- (3) Addresses multiple children within a **limited range** of ability (i.e., modifies task so that it is easier for children with low mastery).
- (1) Addresses **no** children differentially based on ability or development.

Participant Response

Q20. During Small Groups, check off the number of children who are...

Off task, distracted, and/or unfocused 50% or more of the time	Most (75%)	About Half (26%-74%)	A Few (25%-1%)	None (0%)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you see any adaptations (differentiation/accommodation) to the activities in the Small Groups? YES NO

Describe the adaptation (differentiation/accommodation):

How aligned was the adaptation (differentiation/accommodation) with the activities in the curriculum?

- (5) Very aligned
- (3) Somewhat aligned
- (1) Not at all aligned

Math Whole Group

Start Time:	End Time:	Date:	Math Whole Group NOT Observed: <input type="checkbox"/>
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Q1. Math Whole Group stays within the suggested time frame (10-15 minutes).

- Yes No

Adherence (The teacher/assistant teacher must demonstrate Q2-Q4)

Q2. Math Whole Group activities are delivered as (check all that apply):

- Stand-alone Component During SWPL Transition Activity

Describe:

Q3. Did the teacher lead the class in at least one math whole group activity from the clipboard instructions?

- Yes No

Q4. Materials are prepared in advance (i.e., as indicated in the curriculum) with no wait time.

- (If no materials needed select “yes”) Yes No

Quality (The teacher demonstrates a high level of excellence)

Q5. Teacher efficiently brings full class together and signals instruction is about to begin for math activities.

- (5) Brings class together in a short amount of time, with a **majority** of children (i.e., >90%) focused on the teacher and her instructions.
- (3) Brings class together, but process is somewhat disorganized; **some** students’ focus (i.e., <25%) is not on the teacher and her instructions when she begins providing them.
- (1) Struggles to focus the class attention before she begins instruction. There are multiple attempts to focus children (e.g., “one, two, three, eyes on me…”).

Math Whole Group

Q6. Teacher conducts the activity as written and any changes are aligned with the objective.

- (5) **Completely** aligned: conducted as written; objective enhanced through changes.
- (3) **Somewhat** aligned: mostly conducted as written: objective still apparent with minor omissions or changes.
- (1) **Not at all** aligned: departs from the activity objective; not applicable; none of the math whole group activities were from the curriculum.
- NOT APPLICABLE. None of the math whole group activities were from the curriculum.

Q7. If a Math Whole Group activity(ies) conducted is (are) not from BB/MS Beginnings Pre-K clipboard directions, how aligned is it with the original activity(ies) objective(s)?

- (5) **Completely** aligned: objective enhanced through replacement.
- (3) **Somewhat** aligned: objective still apparent in replacement, but not always clear throughout.
- (1) **Not at all** aligned: departs from the activity objective; not applicable; all Math Whole Group activities conducted are from the curriculum.
- NOT APPLICABLE. All Math Whole Group activities conducted are from the curriculum.

Q8. Teacher provides accurate information and flexibly adapts their explanations of information to address children's understanding.

- (5) **Consistently** uses accurate language throughout (i.e., can reframe misconceptions to be accurate).
- (3) **Mostly** accurate language (majority of language is technically correct), unclear or too vague or minor errors at times.
- (1) Gross inaccuracy(ies); or many unclear explanations that lead to misconceptions.

Math Whole Group

Q9. Teacher asked children to share, clarify, or justify their ideas.

- (5) **Consistently** (4 or more) asks a variety of open-ended questions and/or prompts children to explain or demonstrate.
- (3) Asks **some** (2-3) open-ended questions; typically, the same one (How do you know?).
- (1) **Does not** ask any open-ended questions or prompt children to explain or demonstrate.

Q10. The teacher supported the “**describer’s**” thinking.

(e.g., reminds child of conceptually similar problems; provides background knowledge; directs group help for child; offers language or clarification to solution method)

- (5) **Consistently** supports “describers” to articulate their strategy.
- (3) **Occasionally** supports describers.
- (1) **Does not** support describers at all (i.e., teacher accepts any response and moves on).

Q11. The teacher extends children’s conceptual understanding.

(e.g., embeds key math vocabulary in response to child(ren); highlights and/or encourages the use of multiple solution methods)

- (5) **Consistently** (4 or more) and intentionally elaborates on children’s strategies or explanations.
- (3) **Sometimes** (2-3) elaborates on children’s strategies or explanations.
- (1) **Rarely** (0-1) elaborates on children’s strategies or explanations.

Q12. The teacher encouraged mathematical reflection.

- (5) **Highly intentional** in stating “big idea” (e.g., “These are different ways to count, to tell us how many”) and relating activity to previous ones or real world (e.g., “We count to keep track, like when taking attendance...what else do we track?”).
- (3) Provides **cursory** reflection on the activity; may not be at the level of “big idea”.
- (1) **No mention** of big math ideas or relation to previous activities or real world.

Math Whole Group

Participant Response

Q13. During Math Whole Group, check off the number of children who are...

Off task, distracted, and/or unfocused 50% or more of the time	Most (75%) <input type="checkbox"/>	About Half (26%-74%) <input type="checkbox"/>	A Few (25%) <input type="checkbox"/>	None <input type="checkbox"/>
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Did you see any adaptations (differentiation/accommodation) to the Math Whole Group? YES NO

Describe the adaptation (differentiation/accommodation):

How aligned was the adaptation (differentiation/accommodation) with the activities in the curriculum?

- (5) Very aligned
- (3) Somewhat aligned
- (1) Not at all aligned

Math Center (Hands-on)

Start Time:	End Time:	Date:	Hands-on Center NOT Observed: <input type="checkbox"/>
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Q1. Describe the Math Centers (Hands-on):

Activity Name/Description	From BB?*	If yes, current unit?	Number of children
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2+
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2+
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2+
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2+
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2+
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2+
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2+
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2+

*BB-Building Blocks

Q2. Math Center (Hands-on) stays within the minimum 120 minutes center time per day; does not have to be consecutive.

Yes No

Adherence (The teacher/assistant teacher must demonstrate Q3-Q6)

Q3. Math Center (Hands-on) is delivered (check all that apply):

Stand-alone Component During Centers

Q4. Did the teacher set up at least one (Hands-on) math learning center activity from the weekly plan?

Yes No

Math Center (Hands-on)

Q5. Materials are prepared in advance (i.e., as indicated in the curriculum) with no wait time.

(If no materials needed select “yes”) Yes No

Q6. Children have some choice when choosing the Math Center (Hands-On) activity.

Yes No

Quality (The teacher demonstrates a high level of excellence)

Q7. An adult monitored, guided and/or participated in the activity as needed.

- (5) Adult consistently available to monitor and **guide** children as needed.
- (3) Adult consistently available to monitor children but **does not often guide** children as needed.
- (1) Adult **rarely or never** available to monitor and guide children as needed.

Q8. During Math Center (Hands-on), check off the number of children who are...

Off task, distracted, and/or unfocused 50% or more of the time	Most (75%)	About Half (26%-74%)	A Few (25%-1%)	None (0%)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you see any adaptations (differentiation/accommodation) to the activities in the Math Center (Hands-On)? YES NO

Describe the adaptation (differentiation/accommodation):

How aligned was the adaptation (differentiation/accommodation) with the activities in the curriculum?

- (5) Very aligned
- (3) Somewhat aligned
- (1) Not at all aligned

Math Small Group (SG)

Start Time:	End Time:	Date:	Math Small Group NOT Observed: <input type="checkbox"/>
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Q1. Describe each Math Small Group activity(ies) observed (for each small group of children observed):

	# of Children	Start Time	End Time	Name of Activity(ies) (describe the activity(ies) if not from Building Blocks BB)	Check Box if activity is from Building Blocks (BB)	Activity Aligned with Unit or Week? (N/A; 1,3, or 5) *See below*	Activity taught by Lead Teacher (LT) or Assistant Teacher (AT)
SG 1				1)	<input type="checkbox"/>		
				2)	<input type="checkbox"/>		
SG 2				1)	<input type="checkbox"/>		
				2)	<input type="checkbox"/>		
SG 3				1)	<input type="checkbox"/>		
				2)	<input type="checkbox"/>		
SG 4				1)	<input type="checkbox"/>		
				2)	<input type="checkbox"/>		
SG 5				1)	<input type="checkbox"/>		
				2)	<input type="checkbox"/>		

*N/A=Activity is from Building Blocks/MS Beginnings Pre-K;
 5=Activity is **very much** aligned with week/unit (activity not from Building Blocks/MS Beginnings Pre-Curriculum);
 3=Activity is **somewhat** aligned with unit (activity not from Building Blocks/MS Beginnings Pre-Curriculum);
 1=Activity in **not at all** aligned with unit (activity not from Building Blocks/MS Beginnings Pre-Curriculum).

Math Small Group (SG)

Q2. Each Math Small Group stays within the suggested time frame (15-20 minutes).

- Yes No

Q3. Math Small Groups are delivered (check all that apply):

- In Math Block During Centers Small Group Block

Q4. Materials are prepared in advance (i.e., as indicated in the curriculum) with no wait time.

- (If no materials needed select “yes”) Yes No

Q5. Teacher makes a brief presentation (i.e., demonstration of activity, explanation of materials) to introduce the key concept(s), skill(s), or vocabulary.

- Yes No

Q6. Teacher documents children’s learning and/or work in small group activities using Math Small Group Record or their own record that incorporates learning paths.

- Yes No

Quality (The teacher demonstrates a high level of excellence)

Q7. Teacher conducts the activity as written and any changes are aligned with the objective.

- (5) **Completely** aligned: conducted as written; objective enhanced through changes.
- (3) **Somewhat** aligned: mostly conducted as written: objective still apparent with minor omissions or changes.
- (1) **Not at all** aligned: departs from the activity objective.
- Not applicable; none of the Math Small Group activities were from the curriculum.

Math Small Group

Q8. If Math Small Group activities conducted are not from the BB/MS Beginnings Pre-K, how aligned is it with the original activity(ies) objective(s)?

- (5) **Completely** aligned: objective enhanced through replacement.
- (3) **Somewhat** aligned: objective still apparent in replacement, but not always clear throughout.
- (1) **Not at all** aligned: departs from the activity objective.
- Not applicable; all Math Small Group activities conducted are from the curriculum.

Q9. Teacher provides accurate information and flexibly adapts their explanations of information to address children’s understanding.

- (5) **Consistently** uses accurate language throughout (i.e., can reframe misconceptions to be accurate).
- (3) **Mostly** uses accurate language (majority of language is technically correct), unclear or too vague or minor errors at times.
- (1) Gross inaccuracy(ies) is used; or many unclear explanations that lead to misconceptions.

Q10. Teacher asks children to share, clarify, or justify their ideas.

- (5) **Consistently** (4 or more) asks a variety of open-ended questions and/or prompts children to explain or demonstrate.
- (3) Asks **some** (2-3) open-ended questions; typically, the same one (“How do you know?”).
- (1) **Does not** ask any open-ended questions or prompt children to explain or demonstrate.

Q11. The teacher supports the “describer’s” thinking.

(i.e., reminds child of conceptually similar problems; provides background knowledge; directs group help for child; offers language or clarification to solution method)

- (5) **Consistently** supports “describers” to articulate their strategy.
- (3) **Occasionally** supports describers.
- (1) **Does not** support describers at all (i.e., teacher accepts any response and moves on).

Math Small Group

Q12. The teacher encourages children to listen to and evaluate others' thinking and discuss ideas.

- (5) Facilitates peer learning and problem-solving throughout activity(ies); asking children to compare solution methods, explain strategies to peers, or discuss ideas.
- (3) Facilitates **some** peer-to-peer learning (i.e., superficial “check” of peer’s answer).
- (1) **Does not** facilitate peer-to-peer learning at all (i.e., teacher just repeats the correct answer herself).

Q13. The teacher extends children’s conceptual understanding.

(e.g., embeds key math vocabulary in response to child(ren); highlights and/or encourages the use of multiple solution methods)

- (5) **Consistently** (4 or more) and intentionally elaborates on children’s strategies or explanations.
- (3) **Sometimes** (2-3) elaborates on children’s strategies or explanations.
- (1) **Rarely** (0-1) elaborates on children’s strategies or explanations.

Q14. The teacher scaffolds (assists/gives hints) children to help them extend their learning, providing “just enough” support for children to complete the task(s) (i.e., appropriate level of detail, not too little or too much help or information).

- (5) Scaffolds **most** children (i.e., is responsive; provides appropriate support given child’s level).
- (3) Scaffolds **some** children appropriately, but scaffolds may be partial or overly controlling or absent when needed for other children.
- (1) **Never** scaffolds children OR gives the same kind of support to all children (i.e., gives same suggestion despite child use of different approaches or success working on a task).

Math Small Group

Q15. Teacher adapts the task or discussion according to children’s abilities and development by purposely presenting the content in different ways, varying materials, or providing children with flexibility in how they complete the activity(ies).

- (5) Addresses a **wide range** of ability levels, including both children that appeared to have low and high mastery of concepts or skills.
- (3) Addresses multiple children within a **limited range** of ability (i.e., modifies task so that it is easier for children with low mastery).
- (1) Addresses **no** children differently based on ability or development.

Q16. The teacher encourages mathematical reflection.

- (5) **Highly intentional** in stating “big idea” (e.g., “These are different ways to count, to tell us how many”) and relating activity to previous ones or real world (e.g., “We count to keep track, like when taking attendance...what else do we track?”).
- (3) Provides **cursory** reflection on the activity; may not be at the level of “big idea”.
- (1) **No mention** of big math ideas or relation to previous activities or real world.

Participant Response

Did you see any adaptations (differentiation/accommodation) to the Math Small Group? YES NO

Describe the adaptation (differentiation/accommodations):

How aligned was the adaptation (differentiation/accommodation) with the activities in the curriculum?

- (5) Very aligned
- (3) Somewhat aligned
- (1) Not at all aligned

Storytelling*

*Storytelling is a component of MS Beginnings Pre-K Curriculum

Date:	<input type="checkbox"/> Storytelling NOT Observed
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	Start Time	End Time	Stays within suggested timeframe (2-5 minutes)
Child 1			<input type="checkbox"/>
Child 2			<input type="checkbox"/>
Child 3			<input type="checkbox"/>

Adherence (The teacher/assistant teacher must demonstrate Q1-Q2)

Q1. Teacher is observed collecting stories during (check all that apply):

- Arrival Centers Rest Time Lunch Other _____

Q2. Teacher has a schedule or protocol for Storytelling (indicates each child takes a turn at least every 2 weeks).

- Yes No Don't Know

Circle One – Yes (Y), No (N), or Don't Know (DK)

	Child 1			Child 2			Child 3		
Q3. Teacher sits next to (not across from) child.	Y	N	DK	Y	N	DK	Y	N	DK
Q4. Teacher reminds child about length (one-page).	Y	N	DK	Y	N	DK	Y	N	DK
Q5. Dictation is handwritten	Y	N	DK	Y	N	DK	Y	N	DK
Q6. Teacher reads back the story to child verbatim or if co-construction was needed, filled in some parts.	Y	N	DK	Y	N	DK	Y	N	DK
Q7. Teacher gives child a chance to make changes.	Y	N	DK	Y	N	DK	Y	N	DK
Q8. Teacher asks for title.	Y	N	DK	Y	N	DK	Y	N	DK
Q9. Co-construction (with teacher, other	Y	N	DK	Y	N	DK	Y	N	DK

child, visuals) was used.			
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Q10. Teacher compiles children’s stories. (e.g. places in student folders or creates a class set).

- Yes No

Q11. Storytelling is largely student-driven (as developmentally appropriate) with narrative and any literacy concepts directed by the student and little to no teacher input (any changes and suggestions are offered as choices).

- (5) Teacher gives **no** directive or offers no comments; gives minimal (0-2) input to support the child in completing the story or at the child’s request. Suggestions for changes are presented as a choice.
- (3) Teacher is **somewhat** directive; provides a few comments (3-4) and makes change(s) to the story without presenting a choice (e.g., correcting grammar).
- (1) Teacher is **highly** directive, provides multiple (5+) suggestions and/or makes changes without presenting a choice.

<p>Did you see any adaptations (differentiation/accommodation) to the Storytelling? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Describe the adaptation (differentiation/accommodations):</p> <hr/> <hr/> <hr/> <hr/> <p>How aligned was the adaptation (differentiation/accommodation) with the activities in the curriculum?</p> <ul style="list-style-type: none"> <input type="checkbox"/> (5) Very aligned <input type="checkbox"/> (3) Somewhat aligned <input type="checkbox"/> (1) Not at all aligned

Language/Literacy Whole Group - SWPL
Songs, Word Play, Language (SWPL)*
***SWPL is a component of the MS Beginnings Pre-K Curriculum**

Start Time:	End Time:	Date:	SWPL NOT Observed: <input type="checkbox"/>
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Q1. SWPL stays within the suggested time frame (5-10 minutes).

- Yes No

Adherence (The teacher/assistant teacher must demonstrate Q2-Q4)

Q2. Teacher uses songs, stories, games, and poems primarily from curriculum clipboard directions and/or teacher’s guide from the curriculum being used.

- Yes No

Q3. Teacher uses support materials for the activities, if applicable (as indicated in the curriculum, e.g., word cards, letter cards, big books of poetry/posters).

- Yes No

Not Applicable. No support materials are indicated in curriculum for this SWPL activity(ies).

Q4. Materials for language and literacy activities (e.g., not Building Blocks) are prepared in advance with no wait time (as indicated in the curriculum clipboard).

- Yes No

Quality (The teacher demonstrates a high level of excellence)

Q5. Teacher efficiently brings full class together and signals instruction is about to begin for language and literacy activities.

- (5) Brings class together in a short amount of time, with a **majority** of children (i.e., >90%) focused on the teacher and her instructions.
- (3) Brings class together, but process is somewhat disorganized, **some** students’ focus is not on the teacher and her instructions.
- (1) Teacher struggles to focus the class attention before she begins instruction. There are multiple attempts to focus children (e.g., “one, two, three, eyes on me...”).

Language/Literacy Whole Group - SWPL
Songs, Word Play, Language (SWPL)*
***SWPL is a component of the MS Beginnings Pre-K Curriculum**

Q6. Teacher conducts SWPL as written, any changes are aligned with the objective.

- (5) **Completely** aligned: conducted as written or objective enhanced through changes.
- (3) **Somewhat** aligned: mostly conducted as written; objective still apparent with minor omissions or changes.
- (1) **Not at all** aligned: departs from the activity objective.
- Not applicable. SWPL activities conducted are not from the curriculum.

Q7. If a whole group language and literacy activity(ies) is (are) conducted that is (are) not from the curriculum clipboard directions, how aligned is it with the original activity(ies) objective(s)?

- (5) **Completely** aligned: objective for original enhanced through replacement.
- (3) **Somewhat** aligned: objective still apparent in replacement, but not always clear throughout.
- (1) **Not at all** aligned: departs from the original activity objective.
- Not applicable. All whole group language and literacy activities conducted are from the curriculum.

Q8. Teacher clearly identifies skills during the activity (e.g., teacher provides examples of words that rhyme before asking children to provide rhyming words).

- (5) Teacher is **very** clear about the targeted skill through explanation and substantive examples both while introducing the activity and after engaging children in the activity.
- (3) Teacher is **somewhat** clear; at times prompts children to respond without an example of the skill.
- (1) Teacher is unclear; only prompts children to respond and does not provide any useful examples.
- Not applicable. Language/Literacy Small Group activities conducted are from the curriculum.

Language/Literacy Whole Group - SWPL
Songs, Word Play, Language (SWPL)*
***SWPL is a component of the MS Beginnings Pre-K Curriculum**

Participant Response

Q9. During SWPL, check off the number of children who are...

Off task, distracted, and/or unfocused 50% or more of the time	Most (75%) <input type="checkbox"/>	About Half (26%-74%) <input type="checkbox"/>	A Few (25%) <input type="checkbox"/>	None <input type="checkbox"/>
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Did you see any adaptations (differentiation/accommodation) to the activities in the SWPL? YES NO

Describe the adaptation (differentiation/accommodation):

How aligned was the adaptation (differentiation/accommodation) with the activities in the curriculum?

(5) Very aligned

(3) Somewhat aligned

(1) Not at all aligned

Thinking and Feedback (T&F)*

***Thinking and Feedback is a component of the MS Beginnings Pre-K Curriculum**

Start Time: _____	End Time: _____	Date: _____	T&F NOT Observed: <input type="checkbox"/>
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Q1. Thinking and Feedback (T&F) stays within the suggested time frame (10-20 minutes).

- Yes No

Adherence (The teacher/assistant teacher must demonstrate Q2-Q9)

Q2. Teacher checks in with a child or group of children who are sharing their work prior to the start of T&F.

- Yes No

Q3. Teacher/class utilizes the T&F Protocol.

- Yes No

Q4. Protocol steps completed are (check all that apply):

- Looking Noticing Listening Wondering Suggesting/Inspiring

Q5. Protocol steps are followed in order:

(Looking, Noticing, Listening, Wondering, Suggesting/Inspiring)

- Yes No

Q6. Teacher checks in with a child or group of children who are sharing their work prior to the start of T&F (e.g., work posted in room; in hands of teacher or children).

- Yes No

Q7. Most feedback and comments are aligned with the presentation.

- Yes No

Q8. Teacher (or at least one adult in the classroom) takes notes during T&F activity.

- Yes No

Q9. Teacher summarizes feedback and suggestions at the end of T&F.

- Yes No

Thinking and Feedback (T&F)*

*Thinking and Feedback is a component of the MS Beginnings Pre-K Curriculum

Q10. Teacher efficiently brings full class together and signals instruction is about to begin for language and literacy activities.

- (5) Brings class together in a short amount of time, with a **majority** of children (i.e., >90%) focused on the teacher and her instructions.
- (3) Brings class together, but process is somewhat disorganized, **some** students' focus (i.e., <25%) is not on the teacher and her instructions.
- (1) Teacher struggles to focus the class attention before she begins instruction. There are multiple attempts to focus children (e.g., "one, two, three, eyes on me...").

Q11. There is clear purpose for this T&F session.

- (5) Teacher **and** children state the purpose for the T&F (i.e., refinement of work, sharing completed product/process to inspire), and teacher facilitates this purpose throughout.
- (3) Teacher **or** children state the purpose of the T&F (i.e., refinement of work, sharing completed product/process to inspire), but the conversation **does not** consistently align with the goal.
- (1) T&F resembles "show & tell" (i.e., discuss work done, but not for any particular purpose).

Q12. Teacher repeats, builds on and extends children's thinking and understanding. (i.e., restates underlying thinking of a child who expresses an insight, making it explicit to the other children in the group; addresses misconceptions, recognizes good examples from students' own thinking; works with wrong or partially correct comments to help build child understanding)

- (5) **Consistently** builds on and extends child thinking and understanding (i.e., regularly rephrases in words other children understand).
- (3) **Sometimes** builds on and extends child thinking and understanding (i.e., only repeats what a child says; rephrases child thinking in an unclear manner; responds to misconception without giving child a chance to arrive at an answer).
- (1) **Does not** build on and extend child thinking and understanding (i.e., does not rephrase child thinking, placing burden on other children to interpret and understand; ignores misconception). Any discussion may be off topic.

Thinking and Feedback (T&F)*

*Thinking and Feedback is a component of the MS Beginnings Pre-K Curriculum

Q13. Presentations and feedback are aligned with and reflect a coherent discussion.

- (5) Feedback is directly related to the presentation; children’s comments are kind, specific and helpful; interactions reflect a coherent discussion around the presentation.
- (3) **Some** feedback responds directly to the presentation. Most of the discussion points (i.e., >50%), however, are unrelated to one another and seem like random comments.
- (1) Feedback is **disjointed**, and comments are **unrelated** to one another.

Participant Response

Q14. During T&F, check the number of children who are...

Off task, distracted, and/or unfocused 50% or more of the time	Most (75%)	About Half (26%-74%)	A Few (25%)	None
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you see any adaptations (differentiation/accommodation) to the activities in T&F? YES NO

Describe the adaptation (differentiation/accommodation):

How aligned was the adaptation (differentiation/accommodation) with the activities in the curriculum?

- (5) Very aligned
- (3) Somewhat aligned
- (1) Not at all aligned

Story Acting

***Story Acting is a component of the MS Beginnings Pre-K Curriculum**

Start Time:	End Time:	Date:	Story Acting NOT Observed: <input type="checkbox"/>
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Q1. Story Acting stays within the suggested time frame (10 minutes or less).

- Yes No

Q2. Number of stories acted:

- 1 2 More than 2

Adherence (The teacher/assistant teacher must demonstrate Q2-Q6)

Q3. Teacher allows author to select their part.

- Yes No

Q4. Other actors are invited. Select one to describe the process:

- While reading the story Reading the story first, then selecting Other

Q5. Teacher reminds children of stage rules.

- Yes No

Q6. Teacher keeps comments to a minimum (no more than 1-2).

- Yes No

Quality (The teacher demonstrates a high level of excellence)

Q7. Teacher efficiently brings full class together and signals instruction is about to begin for language and literacy activities.

- (5) Brings class together in a short amount of time, with a **majority** of children (i.e., >90%) focused on the teacher and her instructions.
- (3) Brings class together, but process is somewhat disorganized, **some** students' focus (i.e., <25%) is not on the teacher and her instructions.
- (1) Teacher struggles to focus the class attention before she begins instruction. There are multiple attempts to focus children (e.g., "one, two, three, eyes on me...").

Story Acting

*Story Acting is a component of the MS Beginnings Pre-K Curriculum

Q8. Teacher has routines and processes to maintain a focus on the acting as opposed to management.

(i.e., choosing actors is fair and efficient; teacher prevents disputes or quickly addresses them if they occur; teacher emphasizes the actions on stage; redirects child attention to actors rather than focusing on distractions or misbehaviors; provides opportunity for students to address inappropriate acting and make corrections)

- (5) Processes are clear and easy to understand. Addresses behavior with minimal intervention and promotes peer contribution.
- (3) **Most** processes are clear and easy to understand. Flow is disrupted only slightly by teacher addressing processes or behavior.
- (1) Process for story acting (including choosing actors) is **not clear or inefficient**; flow is disrupted often by addressing processes or behavior.

Q9. Pacing is deliberate to allow children time to consider how to act out their parts.

- (5) Teacher **very responsive** to the children's actions, adjusting the pace for children to think and to enhance the story acting.
- (3) Teacher **generally** keeps a pace that allows children time to think before acting.
- (1) Teacher moves through story without any consideration for the time children need to think.

Q10. Acting is largely child-driven with the choices about how to act made by the student and suggestions or support sought from other students as opposed to the teacher.

- (5) Teacher is **minimally or never** directive; offering minimal to no comments, and only doing so to support child participation in story acting or at the child's request.
- (3) Teacher **somewhat** directive in interactions with children, providing a few comments (3-4).
- (1) Teacher highly directive in interactions with children, providing multiple (5+) suggestions.

Story Acting

***Story Acting is a component of the MS Beginnings Pre-K Curriculum**

Participant Response

Q11. During Story Acting, check off the number of children who are...

Off task, distracted, and/or unfocused 50% or more of the time	Most (75%)	About Half (26%-74%)	A Few (25%)	None
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you see any adaptations (differentiation/accommodation) to the activities in Story Acting? YES NO

Describe the adaptation (differentiation/accommodation):

How aligned was the adaptation (differentiation/accommodation) with the activities in the curriculum?

- (5) Very aligned
- (3) Somewhat aligned
- (1) Not at all aligned

Let's Find Out About It (LFOAI)
***LFOAI is a component of the MS Beginnings Pre-K Curriculum**

Start Time:	End Time:	Date:	LFOAI NOT Observed: <input type="checkbox"/>
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Q1. Let's Find Out About It stays within the suggested time frame (8-10 minutes).

- Yes No

Adherence (The teacher/assistant teacher must demonstrate Q2-Q5)

Q2. What is the name of the lesson? _____

Describe the lesson: _____

Q3. Materials are prepared in advance with no wait time as indicated in the curriculum. (if no materials needed, select "yes")

- Yes No

Q4. Teacher provides other sources of information as suggested in the curriculum (e.g., non-fiction text or other media).

- Yes No

Q5. Teacher uses vocabulary words as related to the unit book(s) and/or the LFOAI activity.

- Yes No

Quality (The teacher demonstrates a high level of excellence)

Q6. Teacher efficiently brings full class together and signals instruction is about to begin for language and literacy activities.

(5) Brings class together in a short amount of time, with a **majority** of children (i.e., >90%) focused on the teacher and her instructions.

(3) Brings class together, but process is somewhat disorganized, **some** students' focus (i.e., <25%) is not on the teacher and her instructions.

(1) Teacher struggles to focus the class attention before she begins instruction. There are multiple attempts to focus children (e.g., "one, two, three, eyes on me...").

Let's Find Out About It (LFOAI)

*LFOAI is a component of the MS Beginnings Pre-K Curriculum

Q7. Teacher conducts the activity as written and any changes are aligned with the objective.

- (5) **Completely** aligned: conducted as written or objective enhanced through changes.
- (3) **Somewhat** aligned: mostly conducted as written; objective still apparent with minor omissions or changes.
- (1) **Not at all** aligned: departs from the activity objective.
- Not applicable. LFOAI activity conducted is not from the curriculum.

Q8. If a LFOAI activity is conducted that is not from the curriculum directions, how aligned is it with the unit/book?

- (5) **Completely** aligned: objective for original enhanced through replacement.
- (3) **Somewhat** aligned: objective still apparent in replacement, but not always clear throughout.
- (1) **Not at all** aligned: departs from the original activity objective.
- Not applicable. LFOAI activity(ies) conducted is (are) from the curriculum.

Q9. Teacher:

	3 or more times	1-2 times	0 times
(a) embeds vocabulary in language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) defines vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List vocabulary words used: (vocabulary words are usually listed on the board or wall)

Let's Find Out About It (LFOAI)

*LFOAI is a component of the MS Beginnings Pre-K Curriculum

Q10. Teacher uses a variety of vocabulary words that are sophisticated or advanced.

- (5) Teacher uses a **variety** of vocabulary words (4 or more) that are sophisticated or advanced.
- (3) Teacher uses **some** vocabulary words (2-3) that are sophisticated or advanced.
- (1) Teacher **rarely** uses vocabulary words (0-1) that are sophisticated or advanced. Vocabulary that is used is typically of a basic (Tier 1) nature.

Q11. Teacher is intentional in which vocabulary words are used and how they are defined.

- (5) **Highly** intentional in her/his use of vocabulary words (4 or more). She/he may only use a handful of sophisticated vocabulary words, but they are repeated numerous times within context; and/or defined clearly with easy-to-understand language; and/or meaning is discussed using multiple modalities.
- (3) **Somewhat** intentional in her/his use of vocabulary words (2-3).
- (1) **Not** intentional in her/his use of vocabulary words (0-1). She/he may use many different vocabulary words, but there is little intentionality behind them (i.e., they are not repeated; only one modality is used; less sophisticated words are used).

Q12. Teacher's statements and questions for children are related to the topic at hand.

- (5) **All** (4 or more) statements and questions are related to the topic. Teacher effectively responds to or redirects child comments, staying on topic.
- (3) **Some** (2-3) statements and questions are related to the topic, but others go off-topic.
- (1) **Few** (0-1) statements and questions are related to the topic.

Let's Find Out About It (LFOAI)

*LFOAI is a component of the MS Beginnings Pre-K Curriculum

Q13. Explanations and demonstrations that build conceptual knowledge are the teacher's dominant instructional strategies.

- (5) Explanations and demonstrations that build conceptual knowledge are **often** the teacher's dominant instructional strategies.
- (3) Explanations and demonstrations that build conceptual knowledge are **sometimes** the teacher's dominant instructional strategies.
- (1) Explanations and demonstrations that build conceptual knowledge are **rarely** the teacher's dominant instructional strategies.

Q14. Teacher provides accurate information and flexibly adapts the explanations of information to address children's understanding.

- (5) Provide accurate and clear information and addresses child misconceptions accurately.
- (3) Provides **mostly** accurate information, but one or two statements are not conveyed clearly.
- (1) Makes gross (large) inaccuracy(ies); or there are **multiple unclear** explanations and/or poor response to children's misconceptions.

Q15. Teacher connects or links LFOAI to learning centers, a book, theme, or previous activity from the curriculum.

- (5) Makes **extensive (detailed)** connection(s) between LFOAI and center activities, unit, book, theme, or previous curriculum activity (i.e., makes deliberate, substantive comment about how LFOAI related to unit/book).
- (3) **Cursory (brief)** mention of how LFOAI links to learning centers, a book, theme, or previous curriculum activity, without saying how LFOAI directly links to it.
- (1) **No** connections or links to LFOAI to learning centers, a book, theme, or previous curriculum activity.

Let's Find Out About It (LFOAI)

*LFOAI is a component of the MS Beginnings Pre-K Curriculum

Participant Response

Q16. During LFOAI, check off the number of children who are...

Off task, distracted, and/or unfocused 50% or more of the time	Most (>75%)	About Half (26%-74%)	A Few (<25%)	None
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you see any adaptations (differentiation/accommodation) to the activities in the LFOAI? YES NO

Describe the adaptation (differentiation/accommodation):

How aligned was the adaptation (differentiation/accommodation) with the activities in the curriculum?

- (5) Very aligned
- (3) Somewhat aligned
- (1) Not at all aligned

Teacher Interview

ASK LEAD TEACHER THESE QUESTIONS AT THE END OF VISIT 1

Q1. Check the curriculum used. (Check all that apply.)

<input type="checkbox"/> MS Beginnings Pre-K <input type="checkbox"/> Creative Curriculum <input type="checkbox"/> Three Cheers for Pre-K <input type="checkbox"/> Frog Street Pre-K	<input type="checkbox"/> OWL <input type="checkbox"/> Handwriting Without Tears <input type="checkbox"/> Get Set for School Pre-K <input type="checkbox"/> QuaverED Pre-K All-in-One Classroom Set	<input type="checkbox"/> Building Blocks <input type="checkbox"/> Heggerty <input type="checkbox"/> Other: _____ _____ _____
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Q2. What assessments are you using to track child's progress?

(Ask teacher to respond with a yes or no.)

<input type="checkbox"/> Work Sampling System <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Building Blocks Small Group Record Sheets	<input type="checkbox"/> Running Record <input type="checkbox"/> MKAS <input type="checkbox"/> Brigance <input type="checkbox"/> LAP-D Screener	<input type="checkbox"/> Portfolios <input type="checkbox"/> Other: _____ (e.g., school or team created assessments)
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Q3. During a typical week in this classroom, how often are the following components incorporated into the school day? (Use a checkmark please.)

Component	(Typical) Number of days per week						Occasionally	Not enough info./don't know
	5	4	3	2	1	0		
Story Telling								
Introduction to Centers								
Centers								
Small Groups-Lang/Literacy								
Thinking and Feedback								
SWPL								
Read Aloud								
LFOAI								
Problem Stories								
BB Hands on Centers								
BB Whole Group								
BB Small Groups								
Story Acting								
Adult Story Telling								

Teacher Interview

Q4. Grouping Children:

a. How do you form the small groups for Language and Literacy Small Group activities?

b. How do you form the small groups for Math Small Group activities?

Q5. Do you use the extension weeks? If so, how? _____

Content Knowledge

Q6. Did today's lessons come from a unit, theme, or focal question?

Yes *[If YES, ask the following questions: a, b, c, d, e]* No *[If NO, start at question f]*

a. Please describe the theme(s) or focal question(s):

b. How did you choose the theme(s) or focal question(s)? _____

c. Why did you choose that theme(s) or focal question(s)? _____

Teacher Interview

d. What activities do you use to explore the theme(s) or focal questions(s)?

(Select all that apply, prompt/write details for “Other”)

<input type="checkbox"/> Morning Meeting <input type="checkbox"/> Thinking and Feedback <input type="checkbox"/> Read Aloud <input type="checkbox"/> Storytelling/Story acting <input type="checkbox"/> Other (give examples): _____	<input type="checkbox"/> Center Activities <input type="checkbox"/> Small Groups <input type="checkbox"/> Building Blocks/ Math <input type="checkbox"/> LFOAI
---	---

e. Do you explore the theme(s) or focal questions (s) in multiple lessons across the year?

- Yes [*If yes, ask the following questions: i, ii, and END QUESTIONS*]
 No [*If No, END QUESTIONS*]

i. Where does today’s lesson(s) fall in the unit or theme?

- Beginning Middle End

ii. Why do you revisit the theme(s) or focal question(s)?

(Prompt/write details for repeat concepts or skills; introduce related concepts or skills; and/or more fully explore theme or focal question.)

f. Do you ever use theme or focal questions in your classroom?

- Yes [*If YES, ask the following questions: i, ii, iii, iv, v*]
 No [*IF NO, END TEACHER QUESTIONS*]

i. What was the last theme/question(s) in your classroom? _____

ii. How did you choose theme(s) or focal question(s)? _____

Teacher Interview

iii. Why did you choose that theme(s) or focal question(s)? _____

iv. What activities do you use to explore the theme(s) or focal question(s)?

(Select all that apply, prompt/write details for "Other")

- | | |
|--|---|
| <input type="checkbox"/> Morning Meeting | <input type="checkbox"/> Center Activities |
| <input type="checkbox"/> Thinking and Feedback | <input type="checkbox"/> Small Groups |
| <input type="checkbox"/> Read Aloud | <input type="checkbox"/> Building Blocks/Math |
| <input type="checkbox"/> Storytelling/Story acting | <input type="checkbox"/> LFOAI |
| <input type="checkbox"/> Other (give examples): | |

v. Do you explore the theme(s) or focal question(s) in multiple lessons across the year?

- Yes [If yes, ask the following questions: 1, 2, then **END QUESTIONS**]
- No [**IF NO, END QUESTIONS**]

1. Where do/es today's lesson(s) fall in the unit or theme?

- Beginning Middle End

2. Why do you revisit the theme(s) or focal question(s)?

(Prompt/write details for repeat concepts or skills; introduce related concepts or skills; and/or more fully explore theme or focal question.)

GLOBAL ITEMS

COMPLETE AT END OF VISIT

Q1. How often are relevant vocabulary (related to the unit or children’s work on activities) and rich academic language used and clearly defined throughout the conservation (e.g., repetition in conversations, explore meaning through multiple modes)?

- (5) Relevant vocabulary and rich academic language are used and clearly defined throughout the observation (i.e., most or at least 75% of instructional time).
- (3) Relevant vocabulary and rich academic language are **sometimes** used and clearly defined during the observation (i.e., occasionally 25%).
- (1) Relevant vocabulary and rich academic language may be used at times during the observation, but they are **not clearly** defined (i.e., never observe teaching defining relevant vocabulary and rich academic language).

Q2. How often are literacy opportunities embedded throughout the observation (via writing, reading with or without props (e.g., pictures), direct references to text, etc.)?

- (5) Literacy opportunities available during each component throughout the observation (i.e., most or at least 75% of instructional time).
- (3) Literacy opportunities **sometimes** available (i.e., occasionally; 25%).
- (1) Literacy opportunities **not available** except during explicit literacy instruction (i.e., never embedded).

Q3. How often are mathematics opportunities embedded throughout the observation (outside of math lessons/activities).

- (5) Math opportunities are available throughout the observation, teachers **frequently** bring math ideas and language into activities and discussions (i.e., most or at least 75% of instructional time).
- (3) Math opportunities sometimes available throughout the observation; teachers **sometimes** bring math ideas and language into activities and discussions (i.e., occasionally; 25%).
- (1) Math opportunities **not** available except during explicit math instruction (i.e., never embedded).
- NOT APPLICABLE/NOT OBSERVED.

GLOBAL ITEMS

Q4. How often does the teacher talk to children in ways that encourage them to expand on or think more deeply about ideas.

Exchanges between teachers and children are generally characterized by:

- (5) **Consistent** effort to extend child talk to further understanding, such as using open-ended questions to deepen children’s ideas and explanations or paraphrasing (i.e., most or at least 75% of exchanges between teachers and children).
- (3) **Some** (25%) effort to extend child talk, such as using mostly close-ended questions or responding with a simple repetition of children’s thoughts rather than a deepening of ideas (e.g., “Are you sure?” “OK”).
- (1) **No** effort to extend child talk, such as brief answers without follow-up (e.g., provide the “right answer” or end exchange (“ok”) (i.e., never observe expansion on child’s thinking).

Q5. How often does the teacher connect or link activities to the curriculum unit or book in explicit and intentional ways?

- (5) Most activities are **explicitly** linked to the unit or book through teacher’s instructions and discussions with children, and the presence of the book or text from the book (i.e., most or at least 75% of instructional time).
- (3) Most activities are **implicitly** linked to the unit or book through shared content (e.g., When unit book is about trees, children construct and decorate trees, but link to the book or unity is not made explicit).
- (1) **None** of the other activities (i.e., other than book reading) are linked to the curriculum unit or book.

Q6. How often does this teacher use differentiated learning strategies to make the curriculum accessible to and address the range of children in the classroom, including DLL students and those with special needs? (e.g., use of visuals, technology, cues/signals, or pictures relevant to the child’s culture or language; icons that facilitate communication and allow children to respond nonverbally; various materials for writing to accommodate differences in fine motor skills)

- (5) **Consistent** use of differentiated learning strategies to make curriculum accessible to and address the needs of all children (i.e., most, or at least 75% of instructional time).
- (3) **Some** use of differentiated learning strategies (i.e., 25%) to make the curriculum accessible to and address the needs of all children.
- (1) **No** use of differentiated learning strategies.

GLOBAL ITEMS

Q7. How often does this classroom capitalize (make the most of) on learning opportunities for children?

- (5) There were **few to no** missed learning opportunities. Teacher was intentionally extending children's learning throughout the observation. (i.e., most, or at least 75% of instructional time).
- (3) There were **some** missed learning opportunities. Teacher was at times intentionally extending children's learning but at other times was not.
- (1) There were **many** missed learning opportunities. Any extended learning opportunities seemed incomplete.

Q8. To what degree (how often) is it the classroom culture to discuss and explicitly demonstrate diversity (e.g., discussions, materials, languages)?

- (5) **Great** emphasis is placed on diversity (at least 75% of instructional time).
- (3) **Moderate** emphasis is placed on diversity (some visuals, some comments or discussion).
- (1) **No** emphasis on or little evidence that this teacher emphasizes diversity (no comments, few visuals present).

Q9. How often are the learning opportunities in this classroom cognitively demanding (i.e., requiring strategic and extended thinking)?

- (5) **Many** of the learning opportunities require high levels of cognitive demand (i.e., most, or at least 75% of instructional time).
- (3) **Some** of the learning opportunities require high levels of cognitive demand.
- (1) **No** learning opportunities require high levels of cognitive demand.

GLOBAL ITEMS

Q10. How often does this classroom use the assistant teacher as an instructional resource?

- (5) Assistant teacher may lead clean up and classroom management, but much of their role is to be an instructional support (be part of and contributing to the instructional aspects of the class) (i.e., at least 75% of instructional time).
- (3) Assistant teacher role is sometimes an instructional support (i.e., several examples of instructional support role).
- (1) Assistant teacher addresses clean up and/or classroom management only (i.e., never provides instructional support).
- NOT APPLICABLE. Assistant teacher in the classroom during this visit is not regular classroom assistant teacher (e.g., she/he is a substitute).

Q11. Overall rating of how much this classroom implements the MS Beginnings Pre-K Curriculum with fidelity:

- (5) Exemplary classroom that **fully implements** all components of the curriculum that were observed and at a high level of quality.
- (3) Evidence that this classroom has made **some effort** to implement components of the curriculum.
- (1) **Few or no** tangible signs of the curriculum in this classroom.

Q12. Overall rating of how much this classroom implements the Building Blocks (BB) Curriculum with fidelity:

- (5) **Exemplary** classroom that fully implements all components of BB that were observed and at a high level of quality.
- (3) Evidence that this classroom has made **some effort** to implement components of BB.
- (1) **Few or no** tangible signs of BB in this classroom.
- NOT APPLICABLE/NOT OBSERVED.

GLOBAL ITEMS

CONTENT KNOWLEDGE

Q13. What is the theme(s) or focal question(s) during the observation?

Q14. How abstract is the content delivered on this theme or focal question?

- (5) Theme content is **mostly abstract** (e.g., “What makes someone your friend?” “What is a game?”).
- (3) Theme content is **somewhat concrete** (e.g., Animals and habitats, seeds and plants).
- (1) Theme content is **very concrete** (e.g., worms, pumpkins).
- Not applicable; No discernible theme or focal question.

Q15. How rich is the content delivered on the theme or focal question?

- (5) Theme content promotes students’ conceptual development, including rich content and background knowledge opportunities for most times when theme content is being delivered (e.g., “How do living things grow and change?”).
- (3) Theme content **somewhat** promotes students’ conceptual development, including less rich content and background knowledge opportunities (e.g., “bakery shop”).
- (1) Theme content **does not** promote students’ conceptual development (e.g., holiday/seasonal themes, like “Fall”; coloring or completing worksheets with thematic ties).
- Not applicable; No discernible theme or focal question.

Q16. How much evidence of the theme or focal question did you see in the classroom’s instructional time?

- (5) Theme evident in **at least three classroom** instructional components (e.g., story, small groups, center time).
- (3) Theme evident in **two classroom** components.
- (1) Theme **not** evident in classroom components.
- Not applicable; No discernible theme or focal question.

GLOBAL ITEMS

Q17. To what degree did the teacher make connections between activities to deepen children’s understanding of the theme or focal question?

- (5) A great deal—teacher **consistently** made clear reference to the theme within activities and made connections across several activities (e.g., collecting food in one activity; feeding turtles and documenting observations in another).
- (3) Somewhat – teacher made **some** references to theme within activities and made at least two connections across activities.
- (1) **Not at all** – teacher did not make connections.
- Not applicable; no discernible theme or focal question.

Q18. To what degree is there evidence of the theme or focal question in classroom materials, including materials within centers and students’ work on the walls?

- (5) Theme **highly evident** – related materials/components in at least three areas of the classroom and in students’ posted work.
- (3) Theme **evident** in at least two areas of the classroom.
- (1) Theme **not evident** in materials or students’ posted work.
- Not applicable; no discernible theme or focal question.

Q19. How many theme-specific vocabulary words (Tier 3) did the teacher define (i.e., provides alternative words to clarify, asks children to define)? For example, vocabulary for theme of “habitats”: tadpole, cub, flock, hatch, burrow, hibernate, etc.

- 6+
- 4 or 5
- 2 or 3
- 0 or 1
- Not applicable; no discernible theme or focal question.

GLOSSARY

Abstract: general ideas or qualities rather than specific people, actions, or objects

Adeptly: skillfully able to reword a phrase so children can understand

Adhere: to follow or stick to (adhere to classroom rules, etc.)

Closed questions: questions that require no more than a one- or two- word answer or short sentence (e.g., “What is 2+2?”, “What center are you going to today?”, “Do you think it will rain?”)

Coherent: logical and well-organized: easy to understand

Conceptual: generalized idea formed from particular occurrences or instances

Cursory: rapidly and often superficially performed or produced (e.g., reciting the alphabet, counting to 100 by 1’s or 10’s, etc.)

Discernible: noticeable

Explicit: very clear; leaving no doubt about what is expected

Exploit: to make productive use of (utilize)

Facilitate: to help something run more smoothly and effectively; to assist; to guide

Fidelity: the degree of exactness with which something is reproduced

Focal question: refers to the essential question for an activity or guiding questions throughout the unit

Implicit: understood though not clearly or directly stated

Inference: a conclusion or opinion that is formed because of known facts or evidence

Inferential: a conclusion based on evidence, facts, or information

Manipulatives: objects (such as teddy bear counters, etc.) that a student is instructed to use in a way that teaches or reinforces a lesson; objects that can be moved around with hands

Modalities: a range of auditory, visual, and movement opportunities; interesting, hands-on, and creative materials

Open-ended questions: questions that invite elaborate responses; these questions often have no known answer and require the child to think (e.g., “How did you get the answer 4?” “What would you like to do in home living today?” “What makes you think it will rain today?”)

GLOSSARY

Parallel talk: the teacher links words directly to the child's current actions or experiences (e.g., "You are putting your mittens on your hands")

Paraprofessional: a trained assistant teacher

Quality: a high level of value or excellence

Scaffold: a support or assist; a hint or clue

Self-talk: the teacher intentionally describes what she/he is thinking, seeing, hearing, touching, or doing (e.g., "I am going to sit in this chair and read a book to you")

Sophisticated: highly complicated: complex

Substantive: significantly great

Support (high): child requires **frequent** assistance from the teacher; **many** prompts; **frequent** modeling

Support (medium): child requires **some** assistance from the teacher, **some** prompts, **some** modeling

Support (independent): child does not require assistance from the teacher, the child is able to accomplish tasks on her/his own

Sustained: maintained at length without interruption or weakening

Tier 1 words: simple words and easy to understand (e.g., clock, baby, happy)

Tier 2 words: sophisticated words that can be used in many contexts/situations (e.g., original, contain, annoyed, particular)

Tier 3 words: have specific meanings and are used only when talking about certain subjects/occupations (e.g., geologist, reptile, pollution)

Trajectory: a path, progression, or line

Transition: a change or shift from one place, subject, etc. to another

<: less than

>: greater than

Acronyms

AT: Assistant Teacher

BB: Building Blocks

LFOAI: Let's Find Out About It

T & F: Thinking and Feedback

LG: Large Group

LT: Lead Teacher

SG: Small Group

SWPL: Songs, Word Play, Language

WG: Whole Group

Examples of Tiered Words

Tier 1	Tier 2	Tier 3
Basic words commonly used	Words used across content areas	Words specific to content areas only
All done	Abundance	Amphibian
Baby	Available	Archeologist
Bear	Cautious	Archeology
Clean	Combine	Architect
Cold	Compare	Architecture
Copy	Curious	Atom
Daddy	Demonstrate	Blueprint
Diaper	Difficult	Carnivore
Dirty	Edible	Chassis
Dog	Event	Chrysalis
Eat	Extraordinary	Constellation
Finger	Fewer	Continent
Green	Frustrated	Detergent
Happy	Identical	Ecosystem
Help	Impossible	Electrolyte
Kiss	Introduce	Environment
Little	Locate	Equator
Mommy	Marvelous	Evaporation
No	Observe	Fossil
Open	Occupied	Galaxy
Please	Organize	Geologist
Pull	Peculiar	Herbivore
Sad	Pleased	Molecule
Shoe	Predict	Omnivore
Slow	Problem	Oviparous
Soft	Recall	Paleontologist
Stop	Ridiculous	Photographer
Sun	Select	Photosynthesis
Thank you	Similar	Pollution
Tickle	Solution	Precipitation
Walk	Transfer	Pterodactyl
Where	Unusual	Reptile
Write	Useful	Respiration
Yes	Vanish	Termination
Yucky	Variety	Tundra
Yum-yum	Visible	Tusks