



FIDELITY TOOL 2022

OFFICE OF EARLY CHILDHOOD

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Special thanks to the Boston Public Schools Office of Early Childhood for their assistance in the development of the Fidelity Tool – Mississippi Pre-K (2022).

OVERVIEW

ROLE OF THE OBSERVER

As the observer, your role is to take note of curricular activities, teacher behavior, and child behavior occurring in the classroom and use those notes to answer specific questions about events happening throughout the observation. These questions are ratings of the classroom that will be used to give an overall picture of what is happening in terms of the classroom's implementation of and fidelity to the Pre-Kindergarten Curriculum. The information you collect will be critical in helping you learn about the classroom environment to which children are exposed.

OBSERVATION GUIDELINES

The following section gives instructions for how to conduct classroom observations using the Curriculum Fidelity Tool Mississippi Pre-K.

Training

Training on using the Curriculum Fidelity Tool Mississippi Pre-K will involve multiple components:

- Observers (coaches, technical assistants, etc.) should read this manual and any other preliminary reading material that is distributed.
- Observers should attend any live trainings and review any recorded trainings offered by the Mississippi Department of Education Office of Early Childhood. Video clips may be used to illustrate specific items on the Curriculum Fidelity Tool Mississippi Pre-K, and in-depth discussions will follow. Observers are expected to actively participate in the training discussions and to attend or watch the videotape(s) of the full training.
- On at least one subsequent day, observers should observe a pre-kindergarten classroom with another trained observer to practice completing the Curriculum Fidelity Tool Pre-K live on their own. After the practice observation, the two observers' codes will be compared to see the degree to which they align.

Observation Protocol

There may be several actions observers should take before going to pre-kindergarten programs and on the day of their site visit:

(1) Schedule the observation.

(2) Remind the teacher about the Fidelity Visit: A few days before the visit, remind the administrator/lead teacher that you will be coming in for the observation.

(3) Items to bring to observations: Bring the following items when out on a Curriculum Fidelity Visit:

This Manual

A copy of the Fidelity Tool

Pencils

Watch

Photo ID

Health Restrictions-Be mindful of Covid-19 Requirements or Other Requirements

(4) Arriving at the site: Plan to arrive at the school at least 20 minutes prior to the start of the classroom observation. This will allow time to go to the front office, ask if there is a sign-in or sign-out procedure, find the classroom, check-in with the teacher, introduce yourself to the teacher (if necessary), and get observation materials ready before starting the observation.

Note: Typically, if the lead teacher is absent on the day of the observation, you will need to reschedule. If the paraprofessional (assistant teacher) is absent, it may be that you can proceed with the observation as long as the typical lead teacher is there.

(5) During the observation: It is suggested that you should spend a full day in the classroom, observing all the instructional portions of the morning and afternoon (e.g., when morning meeting begins until lunch; naptime until the end of the day). However, it is recommended that you observe the pre-kindergarten class in sections over multiple visits. You do not need to observe during outside time/recess, meals, naptime, or specials [classes led by another teacher]. If an event occurs that disrupts the observation for a significant period of time (e.g., a fire drill or assembly), note this on the front of the Curriculum Fidelity Tool Mississippi Pre-K under "Significant events/comments." It may be determined that the observation should be stopped and re-scheduled.

(6) End of the observation: When the observation is over, thank the teachers and other staff before leaving the school.

(7) After the observation: You should be completing the Curriculum Fidelity Tool Mississippi Pre-K throughout the observation as different curricular components start and end. The Global Items should be completed at the very end of the observation, after you have completed every section of the Curriculum Fidelity Tool Mississippi Pre-K. Reflect over what you observed throughout the total of all observations. Be sure to double-check that all items in all sections are completed (or that the "not observed" box is checked for a component not observed).

Fully complete the section of the Curriculum Fidelity Tool Mississippi Pre-K you are observing as soon as possible while your memory is fresh.

Who to Observe

At any given time in a classroom, there may be many different things happening and multiple adults in the room. The general rule for the Fidelity Tool is to make the observation of the classroom teacher the priority. For instance, if the lead teacher is working with children, observers should focus their attention mainly on what the classroom teacher is doing. In CBO classrooms, the focus should be on the teacher leading the activity (assuming there is no definite *lead teacher* role).

When possible, observe what the paraprofessional (assistant teacher) is doing with children and to help support curriculum implementation, especially if the classroom teacher leaves the room or engages in non-instructional activities. Note that Q9 in the Global Items asks for a rating of the degree to which the paraprofessional serves as an instructional resource. Children also need to be observed so that you can report on the degree to which children are or are not engaged in each curricular component.

Observation Style

It is recommended that you use an observation style whereby your gaze appears to float over the teacher(s) and the children rather than staring directly at teachers or children. Although you should focus your attention primarily on the lead teacher, you must remain aware of what else is going on in the classroom. While observing, it is useful to find a spot to sit or stand so that you can easily hear and see the activities occurring but not close enough to be in the way or distracting. You need to move about the room as necessary to appropriately capture activities, but must do so while trying your best to be discreet and unobtrusive. It is critical to capture as much information as possible during the observation while not disrupting the flow of the classroom.

Your goal as an observer is to see the way the classroom functions under normal conditions. Therefore, please make sure you do not do anything that would change classroom instruction. That is, please **do not** do the following things:

- Interrupt the teacher while she is teaching
- Contribute to lessons or activities
- Interact with children (if a child(ren) comes up to talk to you during your observation, redirect the child in a friendly way saying something like, "I'm busy working so you continue to play with your friends!")

How to Code

During an observation, you will need to make several judgments, but these inferences must be grounded in the item anchors. You should carefully review item descriptions and anchors listed in the Fidelity Tool and manual **during each observation** and make **objective** judgments to determine the best code. You must be careful that you do not allow your personal perspectives or opinions to influence your coding. This includes developing an initial impression (or using a previously developed impression) about the

teachers, children, or classroom and then looking for evidence to confirm this impression. You should also refrain from comparing the classroom to previous observations when rating items. You must remain objective, and the best way to do this is to take detailed (and legible) notes about teachers' and children's **behaviors** and the classroom **activities**. Notes should be taken in a way so that any observer could come back to the notes and clearly understand why you chose the ratings you did. You should take notes throughout the observation, writing down notes or quotes from the teachers (or children) so as to use those quotes as justification for choosing certain ratings. Please always keep your notes and booklet with you at all times. Do not leave them unattended, and do not leave them open in such a way that teachers may be able to read what is inside.

BRIEF DESCRIPTION OF SECTIONS

The instrument is divided into several sections:

Cover Page: the section of the data sheet where you record general information about the classroom as a whole, such as the start and end times of the observation, the teacher and school ID numbers, the number of children and adults in the classroom, and any significant events or comments you may have.

Curriculum Components: these sections are where you rate what you observed in the classroom during each component: Intro to Centers, Centers, Small Group – Language/Literacy, Thinking and Feedback (T&F), Let's Find Out About It (LFOAI), Read Aloud, Storytelling, Story Acting, and K1 Math Curriculum (Building Blocks). The latter includes separate sections for Math Whole Group, Hands on Math Centers, and Math Small Group.

Global Items: the section where you rate general aspects of the classroom, reflecting on the entire observation.

TYPES OF ITEMS

Items can be classified into multiple categories: yes/no, Likert-type scale, frequency, and open-ended items. **Likert-type scale items** use a 5-point scale to rate the frequency or quality of various teacher behaviors. *Use the item anchors, or descriptive examples of behaviors, to help guide coding and to select the single response option that best represents what occurred during the curriculum component (or the entire observation period for the Global Items).* This manual provides examples and clarifications for individual items to guide coding.

Frequency items are those that the observer should record the approximate (a) number of children who are off task, distracted, and/or unfocused, or (b) the proportion of Centers time that the teacher walked around and facilitated centers. You DO NOT need to calculate actual percentages. Rather, these should be your best estimate of the number of children or amount of time.

Open-ended items provide a space for comments, notes, or descriptions. These should be used as necessary. All notes should be **brief and legible** to a person other than you.

HOW TO COMPLETE THE FIDELITY TOOL

During the observation, take notes on the data sheet and “pencil in” codes. You should finalize your ratings in each section as that curricular component is ending (or in the case of the Global Items, at the end of the observation). **Please double-check that all items are coded as intended and no mistakes are made.**

HOW TO COMPLETE THE COVER PAGE

Observer Name: Write in your name.

Teacher/Assistant Teacher: Write in the name of the teacher you are observing and assistant teacher if applicable.

School/Classroom ID: Write in the school for the classroom you are observing.

Date: Fill in the date of the observation.

Start time/End time of observation: Write in the time (hour: minutes) that the observation started and ended, separately for the morning observation and the afternoon observation. Circle AM or PM, as appropriate. Complete Visits 2-5 for multiple observations.

Other: Write in any information deemed important to the observer concerning visit.

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: _____		

Be sure to ask the lead teacher what week of the curricula they are on and note it here.

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?

This refers to the lead teacher on record. If the lead teacher is absent that day, the observation should be rescheduled.

Lead Teacher present? YES NO

This refers to the assistant teacher we have on record. If the assistant teacher is absent that day, continue the observation if it can be conducted in a manner conducive to learning.

Assistant Teacher present? YES NO

Note the total number of individuals that spend some substantive time participating in the classroom. If an individual is only in the classroom for a few minutes, then do not count them here.

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

Did you observe any of the following?

Adult Story Telling: YES NO

Problem-solving Stories: YES NO

Note here any unusual circumstances, such as a fire drill, that may occur. If nothing significant or unusual occurs, write N/A here.

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

IMPORTANT NOTE: The Read Aloud section has two parts: Section A and Section B. All items in Section A must be answered regardless of which Read occurred. For Section B, answer only the small set of items relevant for the particular Reading that occurred.

Section A

Start Time:	End Time:	Date:	Read Aloud NOT Observed: <input type="checkbox"/>
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Once it is evident that the classroom is about to go into Read Aloud, flip to that section of your Fidelity Tool recording sheet. First, write down the start time. If Read Aloud is never observed, check the box next to "Read Aloud Not Observed" and do not complete any of the items in this section.

Q1. Read aloud stays within the suggested time frame (10-15 minutes).

Yes No

You should use the start and end times you wrote down above to determine whether to select yes or no.

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

Q2. Teacher reads book from the curriculum/unit.

Yes No Book Title: _____

Select yes if the book is from the curriculum (regardless of whether it is the correct unit or week).

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)

If you selected no for Q2, select whether or not the topic area of the book is related to the current unit being worked on. If you selected yes for Q2, select "N/A (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

Select yes if the teacher states the book title, provides a quick introduction to the book, and points out the author/illustrator.

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

Select yes, if all children are able to see the book, or if the teacher moves her/himself so that all children can see.

Q6. Which Read Aloud is observed?

- Reading 1 Reading 2 Reading 3 Reading 4 Not sure

Based on what you have observed, select the “Read” that best applies. Prioritize taking an educated “best guess” of which Read it is based on the reading strategies observed and what the teacher says about why they are reading—so that you can complete the correct set of items related to that Read in **Section B**. If you are truly unsure which Read it is, select “not sure”; you will not complete any of the items in Section B if this is selected.

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…”).

Select the rating that best reflects the degree to which the teacher is quick and effective at getting most children in the classroom to turn to the Read Aloud. Higher ratings are for teachers whose transition to Read Aloud is quick and effective; a single strategy is used (e.g., “one, two, three, eyes on me”) and the majority of children (90% or more) immediately settle down. Lower ratings are for teachers who are unable to efficiently bring the children together to focus on the Read Aloud. This may include multiple attempts to grab children’s attention.

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.

Select the rating that best reflects the teacher's expression and energy conveyed during the read. For higher ratings, the teacher is more animated throughout the read. For lower ratings, the teacher reads in a straight-forward manner without emphasizing "feeling" by changing their voice, pace, or non-verbal expressions.

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.

The rating focuses on the depth of discussion. As long as the topic is linked to the story, it does not matter what topic in particular (e.g., characters, plot, author's intention, etc.). Whether the discussion is linked to the goal of the reading will be reflected in Q10 and the read-specific items in Section B.

For higher ratings, the teacher makes an effort to extend the discussion by posing open-ended questions and following up on the responses children provide while also keeping the discussion focused on the story. For lower ratings, the teacher may pose minimal questions without any follow-up or simply may offer their own reflection without involving children at the very low end.

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.

Select the rating that best reflects the degree to which the teacher uses reading strategies that are goal oriented toward the type of Read they are doing. For higher ratings, the goal of the Read is clear because of the reading strategies being used intentionally by the teacher to maximize children’s understanding and comprehension of the book. For lower ratings, the teacher rarely uses reading strategies, such as activating prior knowledge, making inferences, evaluating author intent or process, synthesizing content/text with children’s lives and world; thus, the goal of the Read is unclear.

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)

Check off the number of times you hear the teacher (a) explicitly embedding vocabulary in their language/talk/discussions by using a vocabulary word in context (rather than using vocabulary words in isolation, such as reading them from a list); **and** (b) defining vocabulary words using simple language that is clearly understandable by the children. Only count those vocabulary words that the teacher explicitly addresses by providing a definition, an example, or a synonym. **Do not take into account vocabulary from the book that is just read directly from the text.** One way to track how many times these two actions occur is to list the vocabulary words that are used in the space provided.

Note that this item is meant to track any vocabulary words that may be related to the book—regardless of the degree of sophistication of the word (this is captured in the following item).

Also note that any vocabulary the teachers use connected to whatever topics the children bring up or the teacher addresses (e.g., social-emotional, identifying emotions) is important, as well, and should be taken into consideration when responding to the vocabulary-related item in the Global Items section only.

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.

When responding to this item, review the vocabulary words you wrote down above and/or heard during Read Aloud, determine which tier they fall into, and the frequency with which you heard words from each tier. The higher end of 5 is for classrooms where the teacher uses more, and a larger variety of, vocabulary words from Tier 2 and/or Tier 3. The lower end ratings of 1 is for classrooms where the teacher may use vocabulary but they tend to be of a basic nature. The mid-range rating of a 3 is for classrooms with teachers who show a combination. Only count those vocabulary words that the teacher explicitly addresses by providing a definition, an example, or a synonym. Do not take into account vocabulary from the book that is just read directly from the text.

- **Tier 1**—basic words that commonly appear in spoken language (e.g., book, girl, sad, run)
- **Tier 2**—high frequency words that occur across a variety of domains. These words may have multiple meanings and are used across a variety of environments (generalization).
- **Tier 3**—Words not frequently used except in specific content areas or domains (e.g., school subjects, hobbies, occupations, geographic regions, technology, weather, etc.). They are central to building knowledge and conceptual understanding within various domains.

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).

Select the rating that best reflects the degree to which the teacher is intentional when using and defining vocabulary words during Read Aloud. The higher end is for classrooms where the teacher is highly intentional in her/his vocabulary use when interacting with children during Read Aloud. Even if the teacher uses only on a select

set of vocabulary words, it appears that the teacher intentionally focused on those words; they are repeated numerous times in different contexts and are well-defined in easy-to-understand language and potentially using multiple modalities. The lower end is for classrooms where the teacher may use vocabulary but there is little intentionality behind their use.

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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Check off the approximate percentage of children who were off-task, distracted, or unfocused during much (50% or more) of the Read Aloud. It may be difficult to determine at any given moment whether a child is off-task and not paying attention or the child looks to be off-task (e.g., child's back is to the teacher, child is playing with their shoes) but is actually listening. For the purposes of this item, we will be unable to determine whether a child was in fact listening so consider any child who appears to be **blatantly off-task** (e.g., removes themselves from the group; disruptive), distracted, or unfocused when determining the percentage of children.

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

Section B

Based on your response to Item Q6 regarding which Read is occurring, complete **ONLY** the items related to that Reading. If you truly are unsure what Read it is (e.g., the teacher is not following the structure/processes for Read Aloud) and you selected “not sure” in Q6, then do not fill out Section B.

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).

Select the rating that best reflects the degree to which word and comprehension support provided by the teacher do not interrupt the basic flow of the story. For higher ratings, the teacher maintains an appropriate flow throughout the Read; the teacher is focused on reading for enjoyment with the children, briefly and effectively defining vocabulary when necessary, without detouring too much from the flow of the Read. For lower ratings, the teacher does not maintain an appropriate flow throughout the Read. For example, the flow of the story may be interrupted multiple times throughout the read by the teacher attempting to define vocabulary or explain something that is happening in the book.

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.

Select the rating that best reflects the degree to which the teacher is able to respond to spontaneous comments or questions from children in an effective and efficient way. For higher ratings, the teacher responds to children's comments or questions effectively and efficiently so that the flow of the story is minimally or never interrupted. For lower ratings, the teacher rarely responds to children's comments or questions effectively and efficiently so that the story is interrupted multiple times.

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**.

Select the rating that best reflects the overall quality of the Read. For higher ratings, the teacher reads the full book, with minimal interruptions, vocabulary definitions smoothly integrated, and discussion at the end of the story only. For lower ratings, the Read is not conducted in the way Reading 1 was intended; the teacher may excerpt only, the story may be interrupted multiple times, and the teacher may ask questions so that discussions occur throughout the Read.

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.

Select the rating that best reflects the degree to which the teacher focuses on reconstruction of the literal story. For higher ratings, it is clear that the teacher's goal is to reconstruct the story, as they stop at particular shifts in the plot to show a picture and get children to reconstruct the plot literally. For lower ratings, there may be very little opportunity and prompting for reconstruction of the story.

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.

Select the rating that best reflects the degree to which the teacher builds on and extends children's thinking and understanding about the book in flexible ways. For higher ratings, the teacher consistently builds on and extends children's thinking and understanding about the book. For example, the teacher may repeat or rephrase what the child stated, adding words or information. The teacher may add questions to what the child says or does and model new language or vocabulary. For lower ratings, the teacher does not build on or extend children's thinking and understanding about the book. For example, the teacher may respond to children with brief, vague responses (e.g., yes, no) or not give children enough time to respond. If there is some discussion, it may be off-topic and not related to expanding children's understanding of the book.

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**.

Select the rating that best reflects the overall quality of the Read. For lower ratings, the Read is not conducted in the way Reading 2 was intended; the teacher may read the full book with very little opportunity and prompting for reconstruction of the story. If reconstruction happens, the teacher may focus on having children recall literal details from the text. For higher ratings, it is clear that the teacher's goal is to reconstruct the story. The teacher does not read the book all the way through. Instead, they stop at

particular shifts in the plot to show a picture and get children to reconstruct the meaning behind what happened in the text.

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.”

Select the rating that best reflects the degree to which the teacher encourages children to participate in the Read with choral responding in intentional ways. For higher ratings, the teacher uses intentional strategies to get children to “read” with her/him, such as having children “chime in” with key vocabulary or phrases from the text. For lower ratings, the teacher does not encourage children to participate by “chiming 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.

Select the rating that best reflects the degree to which the teacher focuses on the meaning of the story. For higher ratings, it is clear that the teacher’s goal is to help children understand why characters or events occur in the story, as s/he stops at particular shifts in the plot to show a picture and get children to reconstruct the meaning behind what happened in the text. For lower ratings, there may be very little opportunity and prompting for reconstruction of the story. If reconstruction happens, the teacher may focus on having children recall literal details from the 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.

Select the rating that best reflects the degree to which the teacher builds on and extends children's thinking and understanding about the book in flexible ways. For higher ratings, the teacher consistently builds on and extends children's thinking and understanding about the book. For example, the teacher may repeat or rephrase what the child stated, adding words or information. The teacher may add questions to what the child says or does and model new language or vocabulary. For lower ratings, the teacher does not build on or extend children's thinking and understanding about the book. For example, the teacher may respond to children with brief, vague responses (e.g., yes, no) or not give children enough time to respond. If there is some discussion, it may be off-topic and not related to expanding children's understanding of the book.

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**.

Select the rating that best reflects the overall quality of the Read. For higher ratings in a Reading 3, it is clear that the teacher's goal is to have children reading along. The teacher stops on occasion to have children "chime in" in an intentional way where they are practicing a literacy skill such as rhyming. The teacher also asks inferential questions (e.g., I wonder why...?) or about character motivation. For lower ratings, the Read is not conducted in the way Reading 3 was intended.

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.

Select the rating that best reflects the degree to which children are actively involved in dramatization of the story while teacher facilitates vocabulary development. Note that Reading 4 only requires a partial read/dramatization, so children may only act out a portion of the story. For high ratings, the teacher works hard to maximize the number of children participating in the dramatization and emphasizes particular vocabulary. The teacher encourages children to act out multiple sophisticated vocabulary words. For lower ratings, the teacher does not utilize dramatization at all. In the mid-range, there is some dramatization, and highlights at least one (but not multiple) sophisticated vocabulary word for the children to act out.

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.

Select the rating that best reflects the degree to which the teacher builds on and extends children's thinking and understanding about the book in flexible ways. For higher ratings, the teacher consistently builds on and extends children's thinking and understanding about the book. For example, the teacher may repeat or rephrase what the child stated, adding words or information. The teacher may add questions to what the child says or does and model new language or vocabulary. For lower ratings, the teacher does not build on or extend children's thinking and understanding about the book. For example, the teacher may respond to children with brief, vague responses (e.g., yes, no) or not give children enough time to respond. If there is some discussion, it may be off-topic and not related to expanding children's understanding of the book.

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**.

Select the rating that best reflects the overall quality of the Read. For higher ratings in a Reading 4, it is clear that the teacher's focus is on dramatization whereby the teacher is a narrator and the children play roles. The teacher works hard to ensure maximize the number of children actively participating. For lower ratings, the Read is not conducted in the way Reading 4 was intended.

Introduction to Learning Centers

Start Time:	End Time:	Date:	Intro to Centers NOT Observed: <input type="checkbox"/>
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Once it is evident that the classroom is about to go into Intro to Centers, flip to that section of your fidelity tool recording sheet. First, write down the start time. If the teachers) conduct a “Morning Meeting,” do NOT include this in the time (do include it in SWPL, if applicable). If Intro to Centers is never observed, check the box next to “Intro to Centers Not Observed” and do not complete any of the items in the Intro to Centers section.

Q1. Introduction to Centers stays within the suggested time frame (8-10 minutes).

Yes No

You should use the start and end times you wrote down above to determine whether to select yes or 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

Select yes if the teacher names all available centers to a whole group of children during Intro to Centers. For example, if the teacher announces which centers are open as she dismisses children (so that all children do not hear which centers are available), select no.

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

Yes No

Select yes if the teacher shows the children how to do an activity or gives an example of what they can do in a Center using materials and/or manipulatives.

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

Select yes if the teacher poses at least two open-ended questions (e.g., why? How?) to the children that attempts to get them thinking about how they may engage with that center activity.

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

Select yes if the teacher uses at least two vocabulary words that is specific to the center(s) that is being highlighted.

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

Select yes if there is no wait time prior to or during Intro to Centers beginning or no materials are needed. Select no if there is any wait time prior to or during Intro to Centers beginning because the teacher has to grab materials.

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…”).

Select the rating that best reflects the degree to which the teacher is quick and effective at getting most children in the classroom to turn to Intro to Centers. Lower ratings are for teachers who are unable to efficiently bring the children together to focus on Intro to Centers. This may include multiple attempts to grab children’s attention. Higher ratings are for teachers whose transition to Intro to Centers is quick and effective; a single strategy is used (e.g., “one, two, three, eyes on me”) and the majority of children (90% or more) immediately settle down.

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.

Select the rating that best reflects the degree to which the teacher makes extensive connections or linkages from the center activities to the curriculum unit (or book). Lower ratings are for teachers who do not make any statements about the connections between the center activities and the Unit or book. Higher ratings are for teachers who make at least one “extensive” connection between a center activity and the unit or book, meaning this connection is deliberate and substantive and points out the way in which the center activity is related to the unit or book.

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)

Check off the number of times you hear the teacher (a) explicitly embedding vocabulary in their language/talk/discussions by using a vocabulary word in context (rather than using vocabulary words in isolation, such as reading them from a list); **and** (b) defining vocabulary words using simple language that is clearly understandable by the children. One way to track how many times these two actions occur is to list the vocabulary words that are used in the space provided.

Note that this item is meant to track any vocabulary words that may be related to the unit/theme, a book read, a specific center activity, or a prior unit that is related to the current center—regardless of the degree of sophistication of the word (this is captured in the following item).

Also note that any vocabulary the teachers use connected to whatever topics the children bring up or the teacher addresses (e.g., social-emotional, identifying emotions) is important, as well, and should be taken into consideration when responding to the vocabulary-related item in the Global Items section.

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.

When responding to this item, review the vocabulary words you wrote down above and/or heard during Intro to Centers, determine which tier they fall into, and the frequency with which you heard words from each tier. The higher end (ratings of 5) is for classrooms where the teacher uses more, and a larger variety of, vocabulary words from Tier 2 and/or Tier 3. The lower end (ratings of 1) is for classrooms where the teacher may use vocabulary but they tend to be of a basic nature. The mid-range (rating of a 3) is for classrooms with teachers who show a combination.

- **Tier 1**—basic words that commonly appear in spoken language (e.g., book, girl, sad, run)
- **Tier 2**—high frequency words that occur across a variety of domains. These words may have multiple meanings and are used across a variety of environments (generalization).
- **Tier 3**—Words not frequently used except in specific content areas or domains (e.g., school subjects, hobbies, occupations, geographic regions, technology, weather, etc.). They are central to building knowledge and conceptual understanding within various domains.

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).

Select the rating that best reflects the degree to which the teacher is intentional when using and defining vocabulary words during Intro to Centers. The higher end is for classrooms where the teacher is highly intentional in her/his vocabulary use when interacting with children during Intro to Centers. Even if the teacher uses only on a

select set of vocabulary words, it appears that the teacher intentionally focused on those words; they are repeated numerous times in different contexts and are well-defined in easy-to-understand language and potentially using multiple modalities. The lower end is for classrooms where the teacher may use vocabulary but there is little intentionality behind their use.

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).

Select the rating that best reflects the degree to which the teacher references prior classwork or discussions, either verbally or by displaying the work. Lower ratings are for teachers that do not reference prior classwork at all. Higher ratings are for teachers who make clear references to prior classwork (either verbally or by displaying the work), with the goal of helping children to build off of this prior work in the current activities.

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).

This item captures the degree to which the discussions occurring during Centers (teacher-child(ren)) are on topic, meaning they are about the center activity(ies). Lower ratings are for classrooms where the discussions are mostly unrelated to the center activities. Higher ratings are for classrooms where discussions are mostly on topic and related to the center activities; if an unrelated comment is made by a child(ren), the teacher is able to respond to it efficiently or s/he is able to veer that comment back to the goals of the center activities.

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%) <input type="checkbox"/>	About Half (26%-74%) <input type="checkbox"/>	A Few (25%) <input type="checkbox"/>	None <input type="checkbox"/>
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Check off the approximate percentage of children who were off-task, distracted, or unfocused during a substantial amount of time during Intro to Centers (50% or more). It may be difficult to determine at any given moment whether a child is off-task and not paying attention **or** the child looks to be off-task (e.g., child's back is to the teacher, child is playing with their shoes) but is actually listening. For the purposes of this item, we will be unable to determine whether a child was in fact listening so consider any child who appears to be **blatantly** off-task (e.g., removes themselves from the group; disruptive), distracted, or unfocused when determining the percentage of children.

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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Once the majority of children (75% or more) are in Centers, flip to that section of your datasheet and write down time under “Start Time”. If Centers is never observed, check the box next to “Centers Not Observed” and do not complete any of the items in the Centers section.

Q1. Learning Center time stays within the suggested time frame (minimum 120 minutes per day; does not have to be consecutive).

YES NO

You should use the start and end times you wrote down above to determine whether to select yes or 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.*

There are several pieces of information that you are looking for regarding Centers.

- First, check off all the centers that are open at some point during the Centers time. Rows j, k, and l are left blank in case you need to add in additional Centers not already listed.
- If a particular Center is used at least once, check off “Used”.
- Write down a very brief activity name or description for each open center
- Check off whether that particular Center activity is from the weekly curricular lesson that the classroom should be on.
 - If the “From weekly lesson” box is checked off for a particular center, write in N/A in the last column.

If “From weekly lesson” is not checked off for a particular center, write in your rating of the degree to which the Center activity was aligned with the Unit theme using a scale of 1 to 5 to —where 1 is ‘not at all’, 3 is ‘somewhat,’ and 5 is ‘very much so.’

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

Q3. Children are allowed to choose their center.

Yes No

Select yes if most children (75% or more) are allowed to choose which center that they begin Centers in.

Q4. Children are allowed to move freely between centers.

Yes No

Select yes if children are generally allowed to move to other centers once they are finished.

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

Select yes if you observe visual cues (e.g., signs indicating the number of children that can be present in a center) in the classroom environment or verbal reminders from the teachers or children regarding the process for moving between centers (e.g., child says

to their peer, “This center is full. When I’m done, I’ll come get you and you can have a turn.”)

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

- Yes No

Select yes if you observe any of the teachers documenting in any way (writing down verbatim, taking notes, photographing, videotaping, etc.) what a child has done.

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

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

Select the proportion of Center time that the lead teacher actively facilitated and/or participated in Center activities with children. Activities that do not count toward this include: preparing for a non-Center related activity, conducting a small group, doing paperwork.

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**.

Select the rating that best describes the degree to which the classroom has materials to write (e.g., paper, pencils, pens, markers, etc.) and reasons to write (e.g., samples of writing to copy, write an invitation to a party, wrap a gift and write the recipient’s name on the gift) in several centers or locations in the classroom. Classrooms that have materials to write and reasons to write **in the writing center only** should be rated lower whereas classrooms that have materials to write and reasons to write **in multiple centers**, including the writing center, blocks area, and at least 2 other centers, should be rated higher.

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)

Check off the number of times you hear the teacher (a) explicitly embedding vocabulary in their language/talk/discussions by using a vocabulary word in context (rather than using vocabulary words in isolation, such as reading them from a list); **and** (b) defining vocabulary words using simple language that is clearly understandable by the children. One way to track how many times these two actions occur is to list the vocabulary words that are used in the space provided.

Note that this item is meant to track any vocabulary words that may be related to the unit/theme, a book read, a specific center activity, or a prior unit that is related to the current center—regardless of the degree of sophistication of the word (this is captured in the following item).

Also note that any vocabulary the teachers use connected to whatever topics the children bring up or the teacher addresses (e.g., social-emotional, identifying emotions) is important, as well, and should be taken into consideration when responding to the vocabulary-related item in the Global Items section.

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.

When responding to this item, review the vocabulary words you wrote down above and/or heard during Intro to Centers, determine which tier they fall into, and the frequency with which you heard words from each tier. The higher end (ratings of 5) is for

classrooms where the teacher uses more, and a larger variety of, vocabulary words from Tier 2 and/or Tier 3. The lower end (ratings of 1) is for classrooms where the teacher may use vocabulary but they tend to be of a basic nature. The mid-range (rating of a 3) is for classrooms with teachers who show a combination.

- **Tier 1**—basic words that commonly appear in spoken language (e.g., book, girl, sad, run)
- **Tier 2**—high frequency words that occur across a variety of domains. These words may have multiple meanings and are used across a variety of environments (generalization).
- **Tier 3**—Words not frequently used except in specific content areas or domains (e.g., school subjects, hobbies, occupations, geographic regions, technology, weather, etc.). They are central to building knowledge and conceptual understanding within various domains.

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).

Select the rating that best reflects the degree to which the teacher is intentional when using and defining vocabulary words during Centers. The higher end is for classrooms where the teacher is highly intentional in her/his vocabulary use when interacting with children during Centers. Even if the teacher uses only on a select set of vocabulary words, it appears that the teacher intentionally focused on those words; they are repeated numerous times in different contexts and are well-defined in easy-to-understand language and potentially using multiple modalities. The lower end is for classrooms where the teacher may use vocabulary but there is little intentionality behind their use.

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.

Select the rating that best reflects the degree to which the teacher makes extensive connections or linkages from the center activities to the curriculum unit (or book). For lower ratings, the teacher does not make statements about the connections between the center activities and the unit or book and activities are all distinct from each other without a common thematic thread. For higher ratings, the teacher makes multiple “extensive” connections across different center activities (e.g., comments on what a child created in a center is similar to what happened in the book and prompts the child to extend that learning in another center that has a related learning objective) and/or between a center activity and the unit or book. The centers are implemented such that the theme cuts across centers, the connections are deliberate and substantive and point out the way in which the center activity is related to the unit or book.

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.

Select the rating that best reflects the frequency with which the teacher uses any opportunity to describe or comment on what children are doing during center activities. For lower ratings, the teacher never describes or comments on children’s actions. For higher ratings, the teacher takes many opportunities to describe or comment on children’s actions (e.g., parallel talk).

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.

Select the rating that best reflects the frequency with which the teacher and children together discuss how to complete an activity and why the process works, or doesn’t, to support children’s work in centers. For instance, discussing stability of structures in block building or color mixing to make new shades in art. For lower ratings, the teacher never discusses why something works well or does not, or how to get a desired result whereas for higher ratings, the teacher has many interactions with several children where they provide this kind of information.

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).

Select the rating that best reflects the degree to which the teacher scaffolds most children. Scaffolds (that is, teachers' instructional strategies or behaviors) are offered at the appropriate level of support based on children's demonstrated understanding of the concept and task. Thus, the scaffold is contingent upon how individual children perform independently. You should be considering the teacher's interactions with children when they are providing helpful information, hints, or giving children procedures to follow so that they can successfully complete a task.

For lower ratings, the teacher **does not scaffold** children, or the teacher provides scaffolding (verbally or through materials) but it is the **same kind of support** for all children even when it is clear that children are at different levels of ability (e.g., some children do not need the support).

For higher ratings, the teacher provides scaffolds to children on both ends of the ability spectrum so that they are fully engaged in the learning process. For example, the teacher **offers higher degrees of support** for children that still need foundational understanding (such as providing closed-ended choices, providing the language used to articulate an answer or idea [e.g., you mean afraid, now you say it]) **and extends children's learning** for children that can complete (more of) the task independently (such as asking the child to make generalizations, explain their reasoning, make predictions and other strategies. For children at the higher end, this may include removing any scaffolds that are of a material nature (e.g., writing samples) so that the child complete the task more independently.

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.

Select the rating that best reflects the degree to which the teacher actively promotes child choice by linking that interest to the goals and objectives of center activities. For lower ratings, there is little evidence that the teacher promotes child choice and interest. Children may have to complete a center activity in a lock-step way. For higher ratings, there is explicit evidence that the teacher is actively linking child choice and interest to the center objective through the teacher's comments and/or incorporation of child choice and interest into the way the center is set up or the activities are completed.

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)**.

Select the rating that best characterizes most of the interactions (90% or more) that occur among teachers and children, particularly the degree to which discussions during Centers are sustained and of a substantive nature.

- Sustained discussion is 5 or more "talking turns" where the teacher speaks and the child responds or vice versa.
- Substantive discussion refers to the degree to which the discussion is about the unit content, center objective or goal.

For lower ratings, most interactions among teachers and children are characterized as brief (1 to 2 talking turns). For higher ratings, most interactions are sustained and substantive and about unit content. For a middle rating, interactions may be a mix between shallow, brief discussions and sustained discussions.

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.

Select the rating that best reflects the degree to which children actively engage with their peers around the content of centers—meaning they talk about the center with the peer(s) and working collaboratively on the center task—and/or the teacher facilitates peer-to-peer interactions. For lower ratings, most children are observed working independently even if some centers may be set up in a way that promotes peer-to-peer interactions around the content of centers and/or the teacher may attempt to facilitate some peer-to-peer interactions. If most of the peer interactions that are observed are not about the content of centers, a lower rating should be applied. For higher ratings, most children are observed to be talking to their peers about the content of the center and collaborating with them on the center task, and the teacher may at times actively facilitate peer-to-peer interactions (e.g., suggesting that two peers work together to build something) or the teacher may have set up centers in a way that promotes peer-to-peer interactions (e.g., a child must partner with a peer to accomplish the task).

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"/>

Check off the approximate percentage of children who were off-task, distracted, or unfocused during a substantial amount of time during Centers (25% or more) (e.g., child is wandering and not focusing on any one center; child is constantly reminded to go back to a center and work; child is disruptive).

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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The Start Time here is reserved for the start time for the first small group (language/literacy) observed, and the End Time is reserved for the end time of the last small group (language/literacy) observed that day. If Small Group (language/literacy) is never observed, check the box next to “Language/Literacy Small Group Not Observed” and do not complete any of the items in this section.

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)

For each different “grouping” of a language/literacy small group observed, write down the total number of children in the group, its start and end time, and the name of the activity (or briefly describe the activity if it is not from the curriculum). Then, check off whether the activity is from the Revised K0/K1 curriculum. If it is not from the curriculum, rate the degree to which the activity observed is aligned with the Unit—using a scale of 1 to 5 where 1=“not at all”, 3=“somewhat”, and 5=“very much so”. If the activity is from the curriculum, write in “N/A” in the last column.

This table has 5 rows so you can write about up to 5 different small groups that you observed.

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

- Yes No

You should use the start and end times you wrote down in the above table to determine whether to select yes or 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: _____

Check off when small groups (language/literacy) were delivered: as a stand-alone component (meaning all children were in language/literacy small groups at the same time; during centers (e.g., teacher pulled certain children for the small group while all other children were in centers); during a small group block; and/or during another component (write in the component name). You may check off more than one option if more than one applies.

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))

Select yes if at least one of the language/literacy small groups observed was a “high support” activity [or “medium support” if the curriculum did not call for high support that week] conducted by the lead teacher.

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

- Yes No

Select yes if there is no wait time prior to or during the small group (language/literacy) beginning or no materials are needed. Select no if there is any wait time prior to or during small group beginning because the teacher has to grab materials.

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

Select yes if the teacher briefly introduces the key concept, skill, or vocabulary at the beginning of the small group. This may involve a demonstration of the activity or an explanation of materials that are to be used during the small group.

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

Yes No

Select yes if most of the vocabulary words that the teacher uses are related to the unit book(s) and/or the small group activity.

Q8. Teacher references unit book.

Yes No

Select yes if the teacher references the unit book at least once during the small group.

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

Yes No

Select yes if the teacher provides a verbal summary about or reviews what was done during the small group lesson (e.g., reiterates the key concept or skill; asks children to think back on what they have done and learned about) toward the end of the small group (but before the children have transitioned to the next activity).

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

Select yes if at least half of the children in each small group observed are able to manipulate and work with the provided materials for half (or more) of the time they are in a small group. If there are no materials for children to have hands-on time with, select no.

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.

Select the rating that best reflects the degree to which the teacher conducts all of the small group activities observed as they are written in the curriculum guide. If some of the small groups observed were more aligned with the curriculum than other others, select a rating that averages across all of the small groups observed. For higher ratings, all of the small groups observed are completely aligned with the curriculum, meaning they are conducted as-written and/or any changes that are observed are positive and in line with the objective/goal stated in the curriculum for that small group activity. For lower ratings, all of the small groups observed are unaligned with the curriculum, meaning they depart from or miss the activity objective and the spirit in which the small group was written. If the Language/Literacy small group activities conducted are **NOT** from the curriculum, select Not Applicable.

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.

If any of the Language/Literacy small group activities conducted are **NOT** from the curriculum, select the rating that best reflects its degree of alignment to the Unit or weekly plan. If the Language/Literacy small group activities conducted are from the curriculum, select Not Applicable.

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)

Check off the number of times you hear the teacher (a) explicitly embedding vocabulary in their language/talk/discussions by using a vocabulary word in context (rather than using vocabulary words in isolation, such as reading them from a list); **and** (b) defining vocabulary words using simple language that is clearly understandable by the children. One way to track how many times these two actions occur is to list the vocabulary words that are used in the space provided.

Note that this item is meant to track any vocabulary words that may be related to the unit/theme, a book read, a specific small group activity, or a prior unit that is related to the current center—regardless of the degree of sophistication of the word (this is captured in the following item).

Also note that any vocabulary the teachers use connected to whatever topics the children bring up or the teacher addresses (e.g., social-emotional, identifying emotions) is important, as well, and should be taken into consideration when responding to the vocabulary-related item in the Global Items section.

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.

When responding to this item, review the vocabulary words you wrote down above and/or heard during Language/Literacy Small Groups, determine which tier they fall into, and the frequency with which you heard words from each tier. The higher end (rating of

5) is for classrooms where the teacher uses more, and a larger variety of, vocabulary words from Tier 2 and/or Tier 3. The lower end (rating of 1) is for classrooms where the teacher may use vocabulary but they tend to be of a basic nature. The mid-range (rating of a 3) is for classrooms with teachers who show a combination.

- **Tier 1**—basic words that commonly appear in spoken language (e.g., book, girl, sad, run)
- **Tier 2**—high frequency words that occur across a variety of domains. These words may have multiple meanings and are used across a variety of environments (generalization).
- **Tier 3**—Words not frequently used except in specific content areas or domains (e.g., school subjects, hobbies, occupations, geographic regions, technology, weather, etc.). They are central to building knowledge and conceptual understanding within various domains.

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).

Select the rating that best reflects the degree to which the teacher is intentional when using and defining vocabulary words during small group. The higher end is for classrooms where the teacher is highly intentional in her/his vocabulary use when interacting with children during small group. Even if the teacher uses only on a select set of vocabulary words, it appears that the teacher intentionally focused on those words; they are repeated numerous times in different contexts and are well-defined in easy-to-understand language and potentially using multiple modalities. The lower end is for classrooms where the teacher may use vocabulary but there is little intentionality behind their use.

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.

Select the rating that best reflects the degree to which the information the teacher provides is accurate and addresses children’s understanding. For higher ratings, the information or explanations provided by the teacher are consistently accurate and clear and adequately address children’s misconceptions. For example, the teacher is able to reframe and rephrase information in accurate ways so that it is clear for children. For lower ratings, the information or explanations provided by the teacher may be grossly inaccurate, may be poor responses given the misconceptions the children have, and/or are likely to be unclear or confusing to the children.

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.

Select the rating that best reflects the degree to which the teacher builds on and extends children’s thinking and understanding in flexible ways. For higher ratings, the teacher consistently builds on and extends children’s thinking and understanding. For example, the teacher may repeat or rephrase what the child stated, adding words or information. The teacher may add questions to what the child says or does and model new language or vocabulary. For lower ratings, the teacher rarely builds on or extends children’s thinking and understanding. For example, the teacher may respond to children with brief, vague responses (e.g., yes, no) or not give children enough time to respond. If there is some discussion, it may be off-topic and not related to expanding children’s understanding of the activity/concept.

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).

Select the rating that best reflects the degree to which the teacher—across all the language/literacy small groups observed—scaffolds most children during small group. Scaffolds (that is, teachers’ instructional strategies or behaviors) are offered at the appropriate level of support based on children’s demonstrated understanding of the concept and task. Thus, the scaffold is contingent upon how individual children perform independently. You should be considering the teacher’s interactions with children when they are providing helpful information, hints, or giving children procedures to follow so that they can successfully complete a task.

For higher ratings, the teacher provides scaffolds to most children regardless of their ability level so that they are fully engaged in the learning process. For example, the teacher **offers higher degrees of support** for children that still need foundational understanding (such as providing closed-ended choices, providing the language used to articulate an answer or idea (e.g., “you mean afraid, now you say it”) **and extends children’s learning** for children that can complete (more of) the task independently (such as asking the child to make generalizations, explain their reasoning, make predictions and other strategies. For children at the higher end, this may include removing any scaffolds that are of a material nature (e.g., writing samples) so that the child complete the task more independently.

For lower ratings, the teacher **does not scaffold** children, **or** the teacher provides scaffolding (verbally or through materials) but it is the **same kind of support** for all children even when it is clear that children are at different levels of ability (e.g., some children do not need the support).

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.

Select the rating that best reflects the degree to which the teacher **adapted the small group task** or discussion to accommodate children’s abilities across the ability spectrum. This is distinct from teacher’s behaviors to scaffold by limiting or expanding the child’s independence, and requires changes made to the task itself such that the materials or procedures are altered to address differences in prior knowledge and skill. For higher ratings, the teacher adapts the task or discussion in purposeful ways, such as presenting the content in a different way, varying the materials provided, or having flexibility in the way in which a child can complete a particular task or activity. Further, the teacher does these adaptations for children across both ends of the ability spectrum.

For lower ratings, the teacher does not adapt the small group task or discussion based on children’s abilities, understanding, or misconceptions. Children are not addressed in different ways based on their ability level. For instance, the activity is identical for all children in terms of the materials and procedures, regardless of how individual children respond.

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"/>

Check off the approximate percentage of children in the language/literacy small groups who were off-task, distracted, or unfocused during a substantial amount (25% or more) of the language/literacy small group time. It may be difficult to determine at any given moment whether a child is off-task and not paying attention **or** the child simply appears to be off-task (e.g., child’s back is to the teacher, child is playing with their shoes) but is actually listening. For the purposes of this item, we will be unable to determine whether a child was in fact listening so consider any child who appears to be blatantly off-task, distracted, or unfocused (e.g., removes themselves from the group; disruptive) when determining the percentage of children.

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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If math whole group is never observed, check the box next to “Math Whole Group Not Observed” and do not complete any of the items in the Math Whole Group section.

Q1. Math Whole Group stays within the suggested time frame (10-15 minutes).

- Yes No

You should use the start and end times you wrote down above to determine whether to select yes or 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:

Check off when Math Whole Group was delivered: as a stand-alone component (meaning not during SWPL); during a transition activity; or some other time. You may check off more than one option if more than one applies.

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

- Yes No

Select yes if at least one of the math whole group activities is from the curriculum directions or Building Blocks.

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

Select yes if there is **no wait time** prior to or during a math whole group activity beginning or no materials are needed. Select no if there is any wait time prior to or during math whole group beginning because the teacher has to grab materials.

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...").

Select the rating that best reflects the degree to which the teacher is quick and effective at getting most children in the classroom to turn to math whole group. Higher ratings are for teachers whose transition to math whole group is quick and effective; a single strategy is used (e.g., "one, two, three, eyes on me") and the majority of children (90% or more) immediately settle down. Lower ratings are for teachers who are unable to efficiently bring the children together to focus on math whole group. This may include multiple attempts to grab children's attention.

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.

Select the rating that best reflects the degree to which the teacher conducts the math whole group activity(ies) observed as they are written in the curriculum. For higher ratings, the math whole group activity(ies) observed is(are) completely aligned with the curriculum, meaning it is conducted as-written and/or any changes that are observed are positive and in line with the objective/goal stated in the curriculum for that math whole group activity. For lower ratings, the math whole group activity(ies) observed is(are) unaligned with the curriculum, meaning it departs from or misses the activity objective and the spirit in which the math whole group activity was written.

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.

If any of the math whole group activities conducted are NOT from the curriculum directions or Building Blocks, select the rating that best reflects its degree of alignment to the Unit or weekly plan. If all of the math whole group activities conducted are from the curriculum, select NOT Applicable.

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.

Select the rating that best reflects the degree to which the information the teacher provides is accurate and addresses children’s understanding. For lower ratings, the information or explanations provided by the teacher may be grossly inaccurate; may poorly address the misconceptions the children have; and/or may be unclear or confusing to the children. For higher ratings, the information or explanations provided by the teacher are consistently accurate and clear and adequately address children’s misconceptions. For example, the teacher is able to reframe and rephrase information in accurate ways so that it is clear for children.

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.

Select the rating that best reflects the degree to which the teacher asks children to share, clarify, or justify their ideas by using a range of question types to probe and challenge children’s thinking. For lower ratings, the teacher does not ask any open-ended questions or prompt children to explain or demonstrate their thinking. For higher ratings, the teacher consistently asks a variety of open-ended questions that require responses with more than one word (and that have more than one “correct answer”) to

get children to explain their mathematical thinking (e.g., Why? How did you...? Tell me more..?) and to facilitate a back-and-forth discussion about math.

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).

Select the rating that best reflects the degree to which the teacher supports the “describer’s” thinking. The “describer” is referring to the child who is talking about their thinking. For lower ratings, the teacher does not support the child(ren) talking about their thinking/understanding. For example, the teacher may accept any response, whether it is correct or incorrect, elaborate or brief, and move on. For higher ratings, the teacher consistently uses a variety of strategies to support children who are talking about their thinking to be more articulate. For example, the teacher may remind the child of conceptually similar math problems, provide background knowledge, ask the larger group to provide the child some help, and/or offer language or a clarification to help the child solve a problem.

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.

Select the rating that best reflects the frequency with which the teacher elaborates on and extends children’s conceptual understanding. For lower ratings, the teacher rarely elaborates on children’s strategies or explanations. For example, the teacher may respond to children with brief, vague responses (e.g., yes, no) or not give children enough time to respond. For higher ratings, the teacher consistently and intentionally elaborates on children’s strategies or explanations. For example, the teacher may embed key math vocabulary in her/his response to the child, or highlight multiple solution methods to a problem.

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.

Select the rating that best reflects the degree to which the teacher encouraged mathematical reflection by drawing out key math ideas toward the end of the activity or helping children to make connections to math ideas from other activities or real life experiences. For lower ratings, the teacher does not encourage mathematical reflection as there is no mention of the big math ideas that were talked about or how what they did relates to previous classroom activities or the real world. For higher ratings, the teacher is highly intentional in their encouragement of mathematical reflection. For example, they state the “big idea” (e.g., we count to keep track of how many). They encourage children to think back on what they have done and learned about and to generalize the concept to other activities or real life.

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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Check off the approximate percentage of children during math whole group who were off-task, distracted, or unfocused during much (50% or more) of the math whole group time. It may be difficult to determine at any given moment whether a child is off-task and not paying attention or the child simply appears to be off-task (e.g., child’s back is to the teacher, child is playing with their shoes) but is actually listening. For the purposes of this item, we will be unable to determine whether a child was in fact listening so consider any child who appears to be **blatantly** off-task, distracted, or unfocused (e.g., removes themselves from the group; disruptive) when determining the percentage of children.

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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Hands on Math Center may occur on their own or during Centers. If they occur on their own, the start and end time here should reflect the timing of the math centers only. If they occur during Centers, then the start and end time here can be the same as the start and end time in the Centers section. If there is no separate Center time for Hands on Math and there are no math activities during Centers, check the box next to “Hands on Math Center Not Observed” and do not complete any of the items in the Hands on Math Center section.

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**

There are three pieces of information that you are looking for regarding Hands-on Math Centers.

- First, write down the activity name or a brief description of every distinct math center observed.
- Second, check off whether the activity is from the Building Blocks curriculum. If it IS from Building Blocks, check off whether it is an activity included in the unit that the classroom is currently learning.
- Third, check off the total number of children that visit and do some activity in that center.

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

- Yes No

You should use the start and end times you wrote down above to determine whether to select yes or 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

Check off when Hands on Math Centers were delivered: as a stand-alone component (meaning outside of a typical Centers time); or during Centers (e.g., teacher pulled certain children for the small group while all other children were in centers). You may check off more than one option if more than one applies.

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

- Yes No

Select yes if there is at least one Hands on Center activity out and being used that is from the week of the Building Blocks Curriculum that the classroom is 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

Select yes if there is **no wait time** prior to or during a Hands on Math Center activity. Select no if there is any wait time prior to or during a Hands on Math Center activity because the teacher has to grab materials.

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

- Yes No

Select yes if most children have the ability to choose which Math Center activity they can do.

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.

Select the rating that best reflects the degree to which an adult monitored and guided, and/or participated in Hands on Math Center activities as needed. For lower ratings, adults are rarely or never available to monitor and guide children. Some children need help to complete the activities, or some may not be even using the materials in a math way. For higher ratings, an adult is consistently available to monitor and guide children who may be struggling or who may need more of a challenge.

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"/>

Check off the approximate percentage of children who were off-task, distracted, or unfocused during much (25% or more) of Hands on Math Centers (e.g., child is wandering and not focusing on any one of the math centers; child is constantly reminded to go back to a center and work; child is disruptive).

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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Once it is evident that the classroom is about to go into a math small group, flip to that section of your datasheet. First, write down the start time. If math small group is never observed, check the box next to “Math Small Group Not Observed” and do not complete any of the items in this section.

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 (<u>LT</u>) or Assistant Teacher (<u>AT</u>)
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 is **not at all** aligned with unit (activity not from Building Blocks/MS Beginnings Pre-Curriculum).

For each different “grouping” of a math small group observed, write down the total number of children in the group, its start and end time, and the name of the activity (or briefly describe the activity if it is not from the Building Blocks (BB) curriculum). Then,

check off whether the activity is from the BB curriculum. If it is not from the curriculum, rate the degree to which the activity observed is aligned with the weekly lesson/Revised K0/K1 Unit—using a scale of 1 to 5 where 1=“not at all”, 3=“somewhat”, and 5=5“very much so.” If the activity is from the BB curriculum, write in “N/A” in the last column.

Finally, write in whether each small group of children is being led by the classroom teacher (LT) or paraprofessional (para). Your primary focus throughout this fidelity observation should be on the lead classroom teacher; thus that’s who you should be observing and thinking about when filling out the items below. If the lead classroom teacher and the para are both leading different math small groups, note down in the table in Q1 that both small groups happened, but observe the lead classroom teacher’s small group. Your ratings on the small group items below should reflect what you observed during the lead teacher’s small group. If the para is the only person who conducted a math small group, and the lead classroom teacher is not otherwise leading instructional activity that you need to report on in this fidelity tool, you can observe the para’s math small group and complete the items below based on what you observed.

This table allows for up to 4 “groupings” of math small groups. There are two rows in each grouping to allow for up to two distinct math small group activities to be conducted with each group.

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

Yes No

You should use the start and end times you wrote down above to determine whether to select yes or no.

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

In Math Block During Centers Small Group Block

Check off when math small groups were delivered: in a math block (meaning during a block of time dedicated solely to math); during centers (e.g., teacher pulled certain children for the small group while all other children were in centers); during a block of time where small group is occurring (language and literacy and math); and/or during another component (write in the component name). You may check off more than one option if more than one applies.

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

Select yes if there is **no wait time** prior to or during a Math Small Group activity. Select no if there is any wait time prior to or during a Math Small Group activity because the teacher has to grab materials.

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

Select yes if the teacher briefly introduces the key concept, skill, or vocabulary at the beginning of the math small group. This may involve a demonstration of the activity or an explanation of materials that are to be used during the small group.

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

Select yes if the lead teacher is observed documenting the children’s learning/work during the math small group by writing notes in the Small Group Record form or their own recording form specifically created for tracking child progress in math.

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.

Select the rating that best reflects the degree to which the teacher conducts all of the small group activities observed as they are written in the curriculum guide. If some of the small groups observed were more aligned with the curriculum than other others, select a rating that averages across all of the small groups observed. For higher ratings, all of the small groups observed are completely aligned with the curriculum, meaning they are conducted as-written and/or any changes that are observed are positive and in line with the objective/goal stated in the curriculum for that small group activity. For lower ratings, all of the small groups observed are unaligned with the curriculum, meaning they depart from or miss the activity objective and the spirit in which the small group was written (i.e., “lethal mutation”).

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.

If any of the math small group activities conducted are **NOT** from the curriculum, select the rating that best reflects its degree of alignment to the original activity objective. If the math small group activities conducted are from the curriculum, select Not Applicable.

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.

Select the rating that best reflects the degree to which the information the teacher provides is accurate and addresses children’s understanding. For lower ratings, the information or explanations provided by the teacher may be grossly inaccurate, may be poor responses given the misconceptions the children have, and/or are likely to be unclear or confusing to the children. For higher ratings, the information or explanations provided by the teacher are consistently accurate and clear and adequately address children’s misconceptions. For example, the teacher is able to reframe and rephrase information in accurate ways so that it is clear for children.

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.

Select the rating that best reflects the degree to which the teacher asks children to share, clarify, or justify their ideas by using a range of question types to probe and challenge children’s thinking. For lower ratings, the teacher does not ask any open-ended questions or prompt children to explain or demonstrate their thinking. For higher ratings, the teacher consistently asks a variety of open-ended questions that require

responses with more than one word (and that have more than one “correct answer”) to get children to explain their mathematical thinking (e.g., Why? How did you...? Tell me more..?) and to facilitate a back-and-forth discussion about math.

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).

Select the rating that best reflects the degree to which the teacher supports the “describer’s” thinking. The “describer” is referring to the child who is talking about their thinking. For lower ratings, the teacher does not support the child(ren) talking about their thinking/understanding. For example, the teacher may accept any response, whether it is correct or incorrect, elaborate or brief, and move on. For higher ratings, the teacher consistently uses a variety of strategies to support children who are talking about their thinking to be more articulate. For example, s/he may remind the child of conceptually similar math problems, provide background knowledge, ask the larger group to provide the child some help, and/or offer language or a clarification to help the child solve a problem.

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).

Select the rating that best reflects the frequency with which the teacher encourages peer-to-peer interactions around math where children listen to and evaluate their peer’s thinking and discuss ideas with one another. For lower ratings, the teacher does not facilitate peer-to-peer learning at all. For example, the teacher calls on a child whose response reflects a misconception on the part of the child. The teacher responds by saying what the correct answer is. For higher ratings, the teacher encourages peer-to-peer interactions throughout the math small group so that there is active peer discussion around the content of math. For example, the teacher calls on a child to respond to a math question. Whether the child is correct or incorrect, they ask the child’s peers to talk about whether that child was correct or not and why. The teacher

may ask peers to compare whether their solution methods are the same, or one peer to explain how they solved something to another.

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.

Select the rating that best reflects the frequency with which the teacher elaborates on and extends children’s conceptual understanding. For lower ratings, the teacher rarely elaborates on children’s strategies or explanations. For example, the teacher may respond to children with brief, vague responses (e.g., yes, no) or not give children enough time to respond. For higher ratings, the teacher consistently and intentionally elaborates on children’s strategies or explanations. For example, the teacher may embed key math vocabulary in her/his response to the child, or highlight multiple solution methods to a problem.

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).

Select the rating that best reflects the degree to which the teacher—across all the math small groups observed—scaffolds most children during small group. Scaffolds (that is, teachers’ instructional strategies or behaviors) are offered at the appropriate level of support based on children’s demonstrated understanding of the concept and task. Thus, the scaffold is contingent upon how individual children perform independently. You should be considering the teacher’s interactions with children when they are providing helpful information, hints, or giving children procedures to follow so that they can successfully complete a task.

For lower ratings, the teacher **does not scaffold** children, **or** the teacher provides scaffolding (verbally or through materials) but it is the **same kind of support** for all children even when it is clear that children are at different levels of ability (e.g., some children do not need the support).

For higher ratings, the teacher provides scaffolds to children on **both ends** of the ability spectrum so that they are fully engaged in the learning process. For example, the teacher **offers higher degrees of support** for children that still need foundational understanding (such as providing closed-ended choices, providing the language used to articulate an answer or idea [e.g., you mean afraid, now you say it]) **and extends children's learning** for children that can complete (more of) the task independently (such as asking the child to make generalizations, explain their reasoning, make predictions and other strategies. For children at the higher end, this may include removing any scaffolds that are of a material nature (e.g., writing samples) so that the child complete the task more independently.

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.

Select the rating that best reflects the degree to which the teacher adapted the small group task or discussion according to children's abilities. This is distinct from teacher's behaviors to scaffold by limiting or expanding the child's independence, and requires changes made to the task itself such that the materials or procedures are altered to address differences in prior knowledge and skill. For higher ratings, the teacher adapts the task or discussion in purposeful ways, such as presenting the content in a different way, varying the materials provided, or having flexibility in the way in which a child can complete a particular task or activity. Further, the teacher does these adaptations for children at both ends of the ability spectrum.

For lower ratings, the teacher does not adapt the small group task or discussion based on children's abilities, understanding, or misconceptions. Children are not addressed in different ways based on their ability level. For instance, the activity is identical for all children in terms of the materials and procedures, regardless of how individual children respond.

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.

Select the rating that best reflects the degree to which the teacher encouraged mathematical reflection by drawing out key math ideas toward the end of the activity or helping children to make connections to math ideas from other activities or real life experiences. For lower ratings, the teacher does not encourage mathematical reflection as there is no mention of the big math ideas that were talked about or how what they did relates to previous classroom activities or the real world. For higher ratings, the teacher is highly intentional in their encouragement of mathematical reflection. For example, they state the “big idea” (e.g., we count to keep track of how many). The teacher encourages children to think back on what they have done and learned about and to generalize the concept to other activities or real life.

Q17. During Math Small 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%-1%) <input type="checkbox"/>	None (0%) <input type="checkbox"/>
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Check off the approximate percentage of children in the math small groups who were off-task, distracted, or unfocused during much (25% or more) of the math small group time. It may be difficult to determine at any given moment whether a child is off-task and not paying attention or the child simply appears to be off-task (e.g., child’s back is to the teacher, child is playing with their shoes) but is actually listening. For the purposes of this item, we will be unable to determine whether a child was in fact listening so consider any child who appears to be blatantly off-task, distracted, or unfocused (e.g., removes themselves from the group; disruptive) when determining the percentage of children.

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"/>

Use the table above to keep track of when individual children take part in storytelling (dictation) with the teacher. If you are unsure when storytelling started or ended for a particular child, write in your best guess or 'unsure'. Check off whether the total time spent in storytelling for any given children lasted about 2 to 5 minutes. Note that some storytelling experiences may get interrupted. Do your best to estimate whether the time spent actively in storytelling stayed within the suggested timeframe. If storytelling is never observed, check the box next to "Storytelling Not Observed" and do not complete any of the items in this section.

There are three rows to allow for up to 3 children participating in storytelling.

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 _____

Check off all of the time periods when you observed dictation occurring.

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

Select yes if you observe a schedule for storytelling/dictation that indicates children take a turn about every two weeks, or if you ask the teacher about it and they show it to you. Select no if there is no explicit schedule or protocol for dictation.

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 child, visuals) was used.	Y	N	DK	Y	N	DK	Y	N	DK

Use the table above to denote whether the actions listed in Q3 to Q9 occurred for each child you observed giving dictation, where Y=yes, N=no, and DK=don't know. Reserve DK for when you are truly unsure whether that action occurred.

Q10. Teacher compiles children's stories. (e.g. places in student folders or creates a class set).

- Yes No

Select yes if you observe the teacher compiling children's stories in some programmatic way and then write down what it was.

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.

Select the rating that best reflects the degree to which storytelling/dictation is student-driven, as developmentally appropriate. For lower ratings, the teacher is highly directive. For example, they provide multiple (five or more) suggestions about how the story should go and/or makes changes to the story without presenting it as a choice for the child. For higher ratings, the teacher is minimally or never directive unless it is developmentally appropriate and necessary. For example, they make no or few comments or suggestions unless asked for by the child. Any suggestions that are made are presented as a choice for the child.

<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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Once it is evident that the classroom is about to go into Language/Literacy Whole Group-Songs, Word Play, and Language (SWPL), flip to that section of your datasheet. First, write down the start time. If Language/Literacy Whole Group-Songs, Word Play, and Language (SWPL) is never observed, check the box next to “SWPL Not Observed” and do not complete any of the items in this section.

Q1. SWPL stays within the suggested time frame (5-10 minutes).

Yes No

You should use the start and end times you wrote down above to determine whether to select yes or 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

Select yes if you observe the teacher using stories, poems, and games from the MS Beginnings Pre-K curriculum lesson plan or if the teacher is using songs, stories, games, and poems from another curriculum.

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).

Select yes if you observe the teacher using support materials. Select “Not Applicable” if no support materials are needed for the SWPL activity.

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

Select yes if there is **no wait time** prior to or during SWPL beginning or no materials are needed. Select no if there is any wait time prior to or during SWPL beginning because the teacher has to grab materials.

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...").

Select the rating that best reflects the degree to which the teacher is quick and effective at getting most children in the classroom to turn to SWPL. Higher ratings are for teachers whose transition to SWPL is quick and effective; a single strategy is used (e.g., "one, two, three, eyes on me") and the majority of children (90% or more) immediately settle down. Lower ratings are for teachers who are unable to efficiently bring the children together to focus on SWPL. This may include multiple attempts to grab children's attention.

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.

Select the rating that best reflects the degree to which the teacher conducts the SWPL activity(ies) observed as they are written in the curriculum guide. For higher ratings, the SWPL activity observed is completely aligned with the curriculum, meaning it is conducted as-written and/or any adaptations that are observed are positive and in line with the objective/goal stated in the curriculum for that SWPL activity. If the SWPL activities conducted are NOT from the curriculum, select Not applicable. For lower ratings, the SWPL activity observed is unaligned with the curriculum, meaning it departs from or misses the activity objective and the spirit in which the SWPL activity was written.

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.

Select the rating that best reflects the degree to which the teacher is quick and effective at getting most children in the classroom to turn to SWPL. Higher ratings are for teachers whose transition to SWPL is quick and effective; a single strategy is used (e.g., “one, two, three, eyes on me”) and the majority of children (90% or more) immediately settle down. Lower ratings are for teachers who are unable to efficiently bring the children together to focus on SWPL. This may include multiple attempts to grab children’s attention.

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.

Select the higher rating (5) if the teacher identifies the skill and provides examples of the skill when introducing the activity and during the activity. Select the lower rating (1) if the teacher provides no clarity or examples of the skill before or during the activity. Select Not Applicable if activities conducted are from the 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%)	About Half (26%-74%)	A Few (25%)	None
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check off the approximate percentage of children who were off-task, distracted, or unfocused during much (50% or more) of SWPL. It may be difficult to determine at any given moment whether a child is off-task and not paying attention **or** the child looks to be off-task (e.g., child's back is to the teacher/ presenting child(ren), child is playing with their shoes) but is actually listening. For the purposes of this item, we will be unable to determine whether a child was in fact listening so consider any child who appears to be **blatantly** off-task, distracted, or unfocused (e.g., removes themselves from the group; disruptive) when determining the percentage of children.

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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Once it is evident that the classroom is about to go into Thinking and Feedback (T&F), flip to that section of your datasheet. First, write down the start time. If T&F is never observed, check the box next to "T&F Not Observed" and do not complete any of the items in this section.

Q1. Thinking and Feedback (T&F) stays within the suggested time frame (10-20 minutes).

Yes No

You should use the start and end times you wrote down above to determine whether to select yes or 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

Select yes if you observe the teacher talking to the child or group of children who were selected to share their work before the start of T&F so that they are aware of what is happening. This is something to be aware of during Centers.

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

Yes No

Select yes if the teacher and/or children use at least some of the steps in the T&F protocol.

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

Looking Noticing Listening Wondering Suggesting/Inspiring

Check off all the T&F protocol steps that are conducted during this T&F session.

Q5. Protocol steps are followed in order:

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

Yes No

Select yes if all the protocol steps are completed and in the exact order as listed above.

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

Select yes if there is a visual display of the protocol steps that the teacher refers to. Write where the visual display is located.

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

- Yes No

Select yes if most (75% or more) of the feedback and comments provided by the children (and teachers) is in line with/about the content of the T&F presentation.

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

- Yes No

Select yes if one adult in the classroom takes notes about what is being presented and/or discussed at T&F.

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

- Yes No

Select yes if the teacher provides a summary of the feedback and suggestions provided at the end of T&F.

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...").

Select the rating that best reflects the degree to which the teacher is quick and effective at getting most children in the classroom to turn to T&F. Higher ratings are for teachers whose transition to T&F is quick and effective; a single strategy is used (e.g., "one, two, three, eyes on me") and the majority of children (90% or more) immediately settle down. Lower ratings are for teachers who are unable to efficiently bring the children together to focus on T&F. This may include multiple attempts to grab children's attention.

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).

Select the rating that best reflects the degree to which there is a clear purpose for this particular T&F session. For higher ratings, the teacher or child(ren) state the purpose of the T&F and the discussion is in line with this purpose, whether it is to share a completed work or process to inspire peers or to gain feedback so that the work can be further refined. For low ratings, it is unclear what the purpose of the session is. T&F resembles “show and tell” where children show off their work; some discussion about the work may be observed but the T&F protocol is not followed and there does not appear to be a clear purpose for the session.

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.

Select the rating that best reflects the degree to which the teacher builds on and extends children’s thinking and understanding in flexible ways. For higher ratings, the teacher consistently builds on and extends children’s thinking and understanding. For example, the teacher may repeat or rephrase what the child stated, adding words or information. The teacher may add questions to what the child says or does and model new language or vocabulary. For lower ratings, the teacher rarely builds on or extends children’s thinking and understanding. For example, the teacher may respond to children with brief, vague responses (e.g., yes, no) or not give children enough time to

respond. If there is some discussion, it may be off-topic and not related to expanding children’s understanding of the activity/concept.

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.

Select the rating that best reflects the degree to which the T&F presentation and feedback provided are in line with and reflect a coherent discussion. For higher ratings, any feedback provided or comments made are directly related to the presentation and reflect a coherent discussion focused on the purpose of this T&F session. For lower ratings, any feedback provided or comments made are disjointed and unrelated to one another. The teacher does not help facilitate the discussion to be aligned with the presentation and focused on the purpose of this T&F session.

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"/>

Check off the approximate percentage of children who were off-task, distracted, or unfocused during much (50% or more) of T&F. It may be difficult to determine at any given moment whether a child is off-task and not paying attention or the child looks to be off-task (e.g., child’s back is to the teacher/ presenting child(ren), child is playing with their shoes) but is actually listening. For the purposes of this item, we will be unable to determine whether a child was in fact listening so consider any child who appears to be blatantly off-task, distracted, or unfocused (e.g., removes themselves from the group; disruptive) when determining the percentage of children.

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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Once it is evident that the classroom is about to go into Story Acting, flip to that section of your datasheet. First, write down the start time. If Story Acting is never observed, check the box next to “Story Acting Not Observed” and do not complete any of the items in this section.

Q1. Story Acting stays within the suggested time frame (10 minutes or less).

- Yes No

You should use the start and end times you wrote down above to determine whether to select yes or no.

Q2. Number of stories acted:

- 1 2 More than 2

Select the number of distinct stories that you observed being acted out.

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

Q3. Teacher allows author to select their part.

- Yes No

Select yes if the teacher allows the author to select the part they would like to play during Story Acting. If you do not observe this happening, select no.

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

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

Select the response that best represents how other actors are invited to be part of Story Acting. If you choose other, please briefly describe the process.

Q5. Teacher reminds children of stage rules.

- Yes No

Select yes if the teacher reminds children of stage rules (e.g., do not interrupt an actor; audience stays “off stage”) at least once before or during Story Acting.

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

- Yes No

Select yes if the teacher keeps comments to a minimum, meaning s/he says no more than two comments, while reading the story out loud during story acting.

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...").

Select the rating that best reflects the degree to which the teacher is quick and effective at getting most children in the classroom to turn to Story Acting. Higher ratings are for teachers whose transition to Story Acting is quick and effective; a single strategy or ritual is used (e.g., "one, two, three, eyes on me"; ringing of a bell) and the majority of children (90% or more) immediately settle down. Lower ratings are for teachers who are unable to efficiently bring the children together to focus on Story Acting. This may include multiple attempts to grab children's attention.

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.

Select the rating that best reflects the degree to which the teacher has put into place routines and processes for Story Acting. For lower ratings, the routine/protocol for Story Acting is unclear or inefficient. For example, it may seem like the children do not know what to do, and the flow of the Story Acting may be frequently disrupted so that the teacher can address children's behavior or tell the children what they need to do next or how Story Acting should go. For higher ratings, the routine/protocol for Story Acting is very clear. The teacher and all children know what to do, and choosing actors is fair and efficient. The focal point of the activity is on the center of the stage and the activity going on there. The teacher is able to address any behavior issues with minimal intervention,

and any acting that may be unaligned with the story is addressed by the children themselves.

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.

Select the rating that best reflects the degree to which the teacher's pace in Story Acting is appropriate. For higher ratings, the teacher's pace is appropriately aligned with the children's abilities and actions. For example, the teacher is responsive to children, adjusting when necessary to allow children to fully act out their parts as they see fit. For lower ratings, the teacher may move through the story so quickly it appears that children do not have any time to think about how to act out their parts.

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.

Select the rating that best reflects the degree to which the acting is teacher- or child-driven. For higher ratings, the teacher is minimally or never directive, meaning they do not offer many comments or suggestions about how to act, unless help is requested. Further, if any acting suggestions are made, it is made by the children. For lower ratings, the teacher is highly directive about how to act out the story.

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"/>

Check off the approximate percentage of children in Story Acting who were off-task, distracted, or unfocused during much (50% or more) of the Story Acting time. It may be difficult to determine at any given moment whether a child is off-task and not paying attention or the child simply appears to be off-task (e.g., child's back is to the teacher, child is playing with their shoes) but is actually listening. For the purposes of this item, we will be unable to determine whether a child was in fact listening so consider any child who appears to be blatantly off-task, distracted, or unfocused (e.g., removes themselves from the group; disruptive) when determining the percentage of children.

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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Once it is evident that the classroom is about to go into LFOAI, flip to that section of your binder. First, write down the start time. If LFOAI is never observed, check the box next to "LFOAI Not Observed" and do not complete any of the items in this section.

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: _____

Write in the name of the LFOAI lesson, or provide details describing the lesson if it is not from MS Beginnings Pre-K.

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

- Yes No

Select yes if there is **no wait time** prior to or during LFOAI beginning or no materials are needed. Select no if there is any wait time prior to or during LFOAI beginning because the teacher has to grab materials.

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

- Yes No

Select yes if the teacher shows off one other source of information during the LFOAI activity, such as a non-fiction text or other media.

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

- Yes No

Select yes if at least two vocabulary words that the teacher uses are related to the unit book(s) and/or the LFOAI activity.

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...").

Select the rating that best reflects the degree to which the teacher is quick and effective at getting most children in the classroom to turn to LFOAI. Higher ratings are for teachers whose transition to LFOAI is quick and effective; a single strategy is used (e.g., "one, two, three, eyes on me") and the majority of children (90% or more) immediately settle down. Lower ratings are for teachers who are unable to efficiently bring the children together to focus on LFOAI. This may include multiple attempts to grab children's attention.

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.

Select the rating that best reflects the degree to which the teacher conducts the LFOAI activity(ies) observed as they are written in the curriculum guide. For higher ratings, the LFOAI activity observed is completely aligned with the curriculum, meaning it is conducted as-written and/or any adaptations that are observed are positive and in line with the objective/goal stated in the curriculum for that LFOAI activity. If the LFOAI activities conducted are NOT from the curriculum, select Not applicable. For lower ratings, the LFOAI activity observed is unaligned with the curriculum, meaning it departs from or misses the activity objective and the spirit in which the LFOAI activity was written.

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.

If any of the LFOAI activities conducted are **NOT** from the curriculum, select the rating that best reflects its degree of alignment to the Unit or book. If the LFOAI activities conducted are from the curriculum, select Not Applicable.

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)

Check off the number of times you hear the teacher (a) explicitly embedding vocabulary in their language/talk/discussions by using a vocabulary word in context (rather than using vocabulary words in isolation, such as reading them from a list); **and** (b) defining vocabulary words using simple language that is clearly understandable by the children. One way to track how many times these two actions occur is to list the vocabulary words that are used in the space provided.

Note that this item is meant to track any vocabulary words that may be related to the unit/theme, a book read, a related LFOAI activity, or a prior unit—regardless of the degree of sophistication of the word (this is captured in the following item).

Also note that any vocabulary the teachers use connected to whatever topics the children bring up or the teacher addresses (e.g., social-emotional, identifying emotions) is important, as well, and should be taken into consideration when responding to the vocabulary-related item in the Global Items section.

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.

When responding to this item, review the vocabulary words you wrote down above and/or heard during T&F, determine which tier they fall into, and the frequency with which you heard words from each tier. The higher end (ratings of 5) is for classrooms where the teacher and/or children use more, and a larger variety of, vocabulary words from Tier 2 and/or Tier 3. The lower end (ratings of 1) is for classrooms where the teacher and/or children may use vocabulary but they tend to be of a basic nature. The mid-range (rating of a 3) is for classrooms with teachers and/or children who show a combination.

- **Tier 1**—basic words that commonly appear in spoken language (e.g., book, girl, sad, run)
- **Tier 2**—high frequency words that occur across a variety of domains. These words may have multiple meanings and are used across a variety of environments (generalization).
- **Tier 3**—Words not frequently used except in specific content areas or domains (e.g., school subjects, hobbies, occupations, geographic regions, technology, weather, etc.). They are central to building knowledge and conceptual understanding within various domains.

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).

Select the rating that best reflects the degree to which the teacher is intentional when using and defining vocabulary words during LFOAI. The higher end is for classrooms where the teacher is highly intentional in her/his vocabulary use when interacting with children during LFOAI. Even if the teacher uses only on a select set of vocabulary

words, it appears that the teacher intentionally focused on those words; they are repeated numerous times in different contexts and are well-defined in easy-to-understand language and potentially using multiple modalities. The lower end is for classrooms where the teacher may use vocabulary but there is little intentionality behind their use.

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.

Select the rating that best reflects the frequency with which the teacher makes statements and asks questions of children that are related to the LFOAI topic at hand. For higher ratings, all statements and questions are related to the LFOAI topic. Further, when necessary, the teacher effectively and briefly responds to or redirects child off-topic comments. For lower ratings, few statements and questions are related to the LFOAI topic.

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.

Select the rating that best reflects the degree to which the teacher utilizes explanations and demonstrations as the primary instructional strategies during LFOAI, with the goal of building children's conceptual knowledge. For higher ratings, explanations and demonstrations are the dominant instructional strategies used. The teacher provides the children with substantive and explicit explanations that aim to provide children with background knowledge and content about a particular topical area, as well as firsthand exposure to objects and processes related to the phenomenon being discussed. For lower ratings, explanations and demonstrations are rarely used. For example, facts may be stated, but there are few elaborated explanations of the phenomena being discussed.

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.

Select the rating that best reflects the degree to which the information the teacher provides is accurate and addresses children’s understanding. For higher ratings, the information or explanations provided by the teacher are consistently accurate and clear and adequately address children’s misconceptions. For example, the teacher is able to reframe and rephrase information in accurate ways so that it is clear for children. For lower ratings, the information or explanations provided by the teacher may be grossly inaccurate; may poorly address the misconceptions the children have; and/or may be unclear or confusing to the children.

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.

Select the rating that best reflects the degree to which the teacher makes extensive connections or linkages from the LFOAI activities to the curriculum unit (or book). Higher ratings are for teachers who make at least one “extensive” connection between LFOAI activities and the unit or book, meaning this connection is deliberate and substantive and points out the way in which the LFOAI activity is related to the unit or book. Lower ratings are for teachers who do not make any statements about the connections between the LFOAI activity and the unit or book.

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"/>

Check off the approximate percentage of children during LFOAI who were off-task, distracted, or unfocused during much (50% or more) of the LFOAI time. It may be difficult to determine at any given moment whether a child is off-task and not paying attention or the child simply appears to be off-task (e.g., child's back is to the teacher, child is playing with their shoes) but is actually listening. For the purposes of this item, we will be unable to determine whether a child was in fact listening so consider any child who appears to be blatantly off-task, distracted, or unfocused (e.g., removes themselves from the group; disruptive) when determining the percentage of children.

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
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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).

Select the rating that best reflects the degree to which rich vocabulary and language is used and defined during the whole observational visit. Consider all of the following types of vocabulary words when completing this item: (a) vocabulary from the Unit/theme or curriculum more generally; (b) vocabulary related to children’s work on curricular activities; (c) academic language that the teacher and children may use; and (d) vocabulary connected to whatever topics the children bring up or the teacher addresses (e.g., social-emotional, identifying emotions). For higher ratings, relevant vocabulary and rich academic language are used throughout the observation and they are defined in a clear manner. For lower ratings, relevant vocabulary and rich academic language may be used at times during the observation but these words are not typically defined in a clear manner.

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).

Select the rating that best reflects the degree to which literacy opportunities are embedded throughout the different activities observed during the visit. For higher ratings, literacy opportunities are available throughout the observation and are integrated into each curricular component or aspects of the day. For instance, the teachers point out letters in the room and ask children to document their ideas during

activities and/or model documentation. For lower ratings, literacy opportunities are minimally available outside of explicit literacy instruction or literacy-based curricular components.

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.

Select the rating that best reflects the degree to which mathematics opportunities are embedded throughout the different activities observed during the visit. For higher ratings, math opportunities are available throughout the observation and are integrated into each curricular component or aspects of the day. For example, the teacher may bring math ideas and language into non-math activities and discussions. For lower ratings, math opportunities are rarely available outside of explicit math instruction.

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).

Select the rating that best describes the degree to which, throughout the observation, the teacher talks to children in ways that furthers their understanding. For higher ratings, the teacher consistently encourages children to expand on or think more deeply about

ideas and concepts. For example, the teacher often extends children’s talk by repeating or rephrasing what the child stated, adding words or information; and/or the teacher may use open-ended questions to help children expand on their thinking. For lower ratings, the teacher makes little effort to extend child talk. For example, the teacher may respond to children with brief, one-word answers and no follow-up questions to extend the conversation and/or learn more about what the child is 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.

Select the rating that best reflects the degree to which the teacher connects or links the various activities observed throughout the visit back to the curriculum unit (or book). For higher ratings, the teacher makes multiple, extensive and explicit statements regarding the connections across different activities conducted that day or a prior day and/or between activities and the unit or book. At the higher end, the connections are deliberate and substantive and point out the way in which the activity is related to the unit or book; further, the book or text from the book is present or showed to the children. For lower ratings, the teacher makes few statements throughout the observation about the connections between activities and the 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.

Select the rating that best reflects the degree to which the principles of Universal Design for Learning (UDL) are evident during instructional activities. This includes the ways in which the teachers have worked to make learning accessible for the range of children in their classroom including those that are ELL and with special needs. For a higher rating, the teacher has consistently shown a sensitivity to the range of children as evident in the variety of materials, communication styles, and supports (e.g., visual and verbal cues) used with different children (this is a limited set of examples). For a lower rating, all children are given the same materials and instructions consistently and teacher communicated with them in the same way.

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.

Select the rating that best reflects the degree to which this classroom maximizes learning opportunities for children. For higher ratings, it appears that the teacher capitalizes on or exploits every opportunity to extend learning and this is done in an intentional way. There are few to no missed learning opportunities. For lower ratings, there appear to be many missed learning opportunities. When extended learning opportunities are observed, they seem to be incomplete and not as extended as they could be.

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).

Select the rating that best reflects the degree to which this classroom discusses and demonstrates diversity (e.g., languages, cultures, gender, families) in explicit ways, such as through discussion, languages, materials, visuals, and posted work. When thinking about the “classroom,” you can consider what is heard and observed via teachers, children, teacher practices, student routines, and posted materials and work.

For higher ratings, a great emphasis is placed on diversity, such as through an explicit discussion among teachers and children regarding some aspect of diversity; and explicit representation of the children and families in the classroom (e.g., through music, fabrics, family photos, books, food in the dramatization area; through written word, such as posted work on what classroom children like and what they do with their families). In order to score at the higher end, this emphasis must be observed during a majority of the curricular components, and include some explicit reference to diversity. For lower ratings, there is little to no emphasis placed on diversity in the classroom. For example, the teacher may make few or no comments regarding different aspects of diversity (e.g., language, cultures, gender) and there are few or no visuals present; and if there are visuals present, they are not used.

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.

Select the rating that best reflects the degree to which the learning opportunities in this classroom are cognitively demanding. For higher ratings many of the learning opportunities observed require high levels of cognitive demand appropriate for the age of the children. For example, most of the learning opportunities require children to make connections between and among ideas in new ways, the use of different strategies, and/or extended thinking and in-depth conversations. For lower ratings, few of the learning opportunities observed require high levels of cognitive demand. For example, most of the learning opportunities are of a rote nature and require simple memorization.

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).

Select the rating that best describes the extent to which the paraprofessional teacher is used as an instructional resource. For higher ratings, one central aspect of the para's role is instructional support whereby they are actively contributing to instruction in the classroom, in addition to addressing clean up and classroom management. For instance in a classroom with a high rating, the para facilitates small group activities, engages in discussions during Centers, and uses learning activities to transition children. For lower ratings, the role of the para is primarily for clean-up and classroom management and rarely or never for instructional support.

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.

Select the rating that best describes your overall impression of the extent to which this classroom implements the Revised K0/K1 Curriculum with fidelity (that is, as intended). For higher ratings, the classroom is exemplary. They fully implement all K0/K1 components observed as intended—meaning at high levels of fidelity and quality. For lower ratings, there are few or no tangible signs of the curriculum. Any curricular components that are observed are unaligned with the curriculum intentions or do not capture the spirit of the curriculum.

When completing any of your ratings on the Fidelity Tool (and particularly, this rating), it is important to base your rating on “evidence” from the behaviors and actions you observed. Resist any temptation to give the benefit of the doubt to a classroom by rating them higher for any reason, such as you have seen them do something before or attribute more fidelity to a component or missing curricular components to a chaotic day. Remain objective and base your ratings on what is observed. Do not allow your ratings to take into account their "effort" (meaning, assume that because they are "trying" that more occurred than it really did).

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.

Select the rating that best describes your overall impression of the extent to which this classroom implements the Building Blocks Curriculum with fidelity (that is, as intended). For higher ratings, the classroom is exemplary. They fully implement all core Building Blocks components as intended—meaning at high levels of fidelity and quality. For lower ratings, there are few or no tangible signs of the curriculum. Any math curricular components that are observed are unaligned with the curriculum intentions or do not capture the spirit of Building Blocks.

When completing any of your ratings on the Fidelity Tool (and particularly, this rating), it is important to base your rating on “evidence” from the behaviors and actions you observed. Resist any temptation to give the benefit of the doubt to a classroom by rating them higher for any reason, such as you have seen them do something before or attribute more fidelity to a component or missing curricular components to a chaotic day. Remain objective and base your ratings on what is observed. Do not allow your ratings to take into account their “effort” (meaning, assume that because they are “trying” that more occurred than it really did).

CONTENT KNOWLEDGE

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

Briefly write down the “theme” (e.g., living things) or focal question (“what is a shadow?”) that appeared to be focused on during the observation. This likely could be the unit theme from the curriculum.

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.

Select the rating that best applies in terms of the extent to which the content of what is being delivered related to the theme/focal question is more abstract or more concrete.

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.

Select the rating that best applies in terms of the extent to which the content of what is being delivered related to the theme/focal question is rich. For higher ratings, the theme/focal question is rich in nature and the content is presented in a way that allows for opportunities to build children's conceptual knowledge about a topic and extend their understanding.

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.

Select the rating that best applies in terms of the extent to which you observe evidence of the theme/focal question during instructional time. For higher ratings, the theme/focal question is evident in at least three classroom instructional components. For lower ratings, perhaps the theme/focal question is listed on a board/wall somewhere, but it is not evident/discussed during the classroom's instructional time.

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.

Select the rating that best applies in terms of the extent to which the teacher makes explicit connections between different learning activities in an attempt to deepen children’s understanding of the theme/focal question. For higher ratings, the teacher makes several explicit references to the theme during activities and draws out how different activities they are working on are related to one another and to the theme/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.

Select the rating that best applies in terms of the degree to which there is evidence of the theme/focal question in classroom materials. For higher ratings, the theme/focal question is highly evident in that theme-related materials are seen in at least three different areas of the classroom and in students’ posted work. For lower ratings, the theme is not evidence in materials in the classroom or in students’ work that is displayed.

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.

Review your notes on the vocabulary-related items taken throughout the curricular components observed. Report here how many theme-specific vocabulary items the teacher defined.

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