K1 Fidelity Tool
[Final Version – February 2017]

Observer Name: _____ **School ID:** _____

Date of observation: _____ **Classroom ID:** _____

Start time: _____ AM/PM   **Circle one:**   VISIT 1   VISIT 2

End time: _____ AM/PM

What week of the K0/K1 curriculum is this classroom on?   _____
[What week of the K0/K1 curriculum are they supposed to be on?]   _____

What week of the Building Blocks curriculum is this classroom on?   _____

Lead teacher present?   ☐ Yes   ☐ No

Paraprofessional present?   ☐ Yes   ☐ No

Number of: Children _____   Other staff _____   Parents/volunteers _____

Did you observe any of the following?
Adult story telling   ☐ Yes   ☐ No
Problem stories   ☐ Yes   ☐ No

Significant Events/Comments:

Double-coded visit?	☐ Yes		☐ No
Complete only if double-coded visit:			
Partnered with: _____			
Lead Coder's Codes	☐ Yes		☐ No
Double Coder's Codes	☐ Yes		☐ No
Final Codes	☐ Yes		☐ No

Intro to Centers

Dosage

Start Time:	End Time:	☐ Intro to Centers Not Observed

Q1. Intro to Centers stays within the suggested time frame (~ 8 - 10 minutes).
    ☐   Yes   ☐   No

Adherence

Q2. Teacher names all available centers.
    ☐   Yes   ☐   No

Q3. Teacher highlights 1 or 2 centers by modeling or demonstrating the planned activities.
    ☐   Yes   ☐   No

Q4. Teacher asks questions that guide children to be more deeply and actively engaged (focused on) in the center activity (e.g., Why and How questions).
    ☐   Yes   ☐   No

Q5. Teacher uses center-specific vocabulary for the highlighted centers.
    ☐   Yes   ☐   No

Q6. Teacher is prepared with materials needed for Intro to Centers with no wait time.
    (if no materials needed, select "yes")
    ☐   Yes   ☐   No

Quality

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 (>90%) focused on the teacher and her instructions
    ☐   (4)
    ☐   (3) Brings class together, but process is somewhat disorganized; some students' focus is not on the teacher and her instructions
    ☐   (2)
    ☐   (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…")

Q8. Teacher connects or links the center activities to the unit or book at least once.
    ☐   (5) Makes an extensive connection(s) between center activity(ies) and unit or book (e.g., makes a deliberate, substantive comment about how center activity is related to unit or book)
    ☐   (4)
    ☐   (3) Makes a cursory 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)
    ☐   (2)
    ☐   (1) Teacher does not connect the unit or book to the center activities

Q9. Teacher:

	6 or more times	3 - 5 times	1 - 2 times	0 times
(a) embeds vocabulary in language	☐	☐	☐	☐
(b) defines vocabulary words	☐	☐	☐	☐

List vocabulary words used:

Q10. Teacher uses a variety of vocabulary words that are sophisticated or advanced (e.g., Tier 2 or 3).

☐ (5) Teacher uses a <u>variety</u> of vocabulary words that are sophisticated or advanced

☐ (4)

☐ (3) Teacher uses some vocabulary words that are sophisticated or advanced

☐ (2)

☐ (1) Teacher rarely uses vocabulary words that are sophisticated or advanced. Vocabulary that is used is typically of a basic (Tier 1) nature.

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

☐ (5) Highly intentional in her/his use of vocabulary words. S/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.

☐ (4)

☐ (3) Somewhat intentional in her/his use of vocabulary words

☐ (2)

☐ (1) Not intentional in her/his use of vocabulary words. S/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).

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

☐ (5) Clearly ties in prior 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)

☐ (4)

☐ (3) Makes at least one cursory reference to prior 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)

☐ (2)

☐ (1) Does not reference prior classwork at all (verbally or through display of work)

Q13. Discussion is focused on Intro to Centers.

☐ (5) Discussions stay mostly on topic; teacher may briefly, but effectively, respond to children's comments and questions unrelated to the center activity

☐ (4)

☐ (3) Discussions veer off topic 1 - 2 times

☐ (2)

☐ (1) Discussions dominated by child-led monologues or discussions, unrelated to center activities

<u>**Participant response**</u>

Q14. During Intro to Centers, check off the number of children who are …

	Most (>75%)	About half	A few (<25%)	None
Off task, distracted, and/or unfocused 50% or more of the time	☐	☐	☐	☐

Did you see any adaptations?	**Describe adaptation**:
☐ Yes ☐ No	

How aligned was the adaptation with the Revised K0/K1 Curriculum?

☐ (5) Very aligned   ☐ (4)   ☐ (3) Somewhat aligned   ☐ (2)   ☐ (1) Not at all aligned

Centers

Dosage

Start Time:	End Time:	☐ Centers NOT observed

Q1. Centers time stays within the suggested time frame (about 60 minutes).

☐ Yes ☐ No

Q2. Describe which centers are open.

	Open	Used	Activity Name/Description	From weekly lesson	Aligned with Unit (N/A, or rate 1-5)*
(a) Art Studio	☐	☐		☐	
(b) Easel	☐	☐		☐	
(c) Library & Listening	☐	☐		☐	
(d) Blocks	☐	☐		☐	
(e) Puzzles and Manipulatives	☐	☐		☐	
(f) Dramatization	☐	☐		☐	
(g) Writing & Drawing	☐	☐		☐	
(h) Discovery Table	☐	☐		☐	
(i) Computer	☐	☐		☐	
(j)	☐	☐		☐	
(k)	☐	☐		☐	
(l)	☐	☐		☐	

*N/A=activity is from Revised K0/K1 curriculum; 5=very much so; 3=somewhat; 1=not at all.

Adherence

Q3. Children are allowed to choose their center.

☐ Yes ☐ No

Q4. Children are allowed to move freely between centers.

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

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

Quality

Q8. There are materials to write and reasons for children to write (e.g., samples of writing) accessible in several locations in the room.

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

☐ (4)

☐ (3) There are materials to write and reasons to write in the writing center and in 2 other centers

☐ (2)

☐ (1) There are materials to write and reasons to write in the writing center only

Centers

Q9. Teacher:	6 or more times	3 - 5 times	1 - 2 times	0 times
(a) embeds vocabulary in language	☐	☐	☐	☐
(b) defines vocabulary words	☐	☐	☐	☐

List vocabulary words used:

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

☐ (5) Teacher uses a variety of vocabulary words that are sophisticated or advanced

☐ (4)

☐ (3) Teacher uses some vocabulary words that are sophisticated or advanced

☐ (2)

☐ (1) Teacher rarely uses vocabulary words that are sophisticated or advanced. Vocabulary that is used is typically of a basic (Tier 1) nature.

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

☐ (5) Highly intentional in her/his use of vocabulary words. S/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.

☐ (4)

☐ (3) Somewhat intentional in her/his use of vocabulary words

☐ (2)

☐ (1) Not intentional in her/his use of vocabulary words. S/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).

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 (e.g., 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)

☐ (4)

☐ (3) Cursory 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)

☐ (2)

☐ (1) No connections or links to the unit or book are made

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

☐ (5) Teacher often describes or comments about children's actions

☐ (4)

☐ (3) Teacher sometimes describes or comments about children's actions

☐ (2)

☐ (1) Teacher never describes or comments about children's actions

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

☐ (5) Teacher often provides process information to children

☐ (4)

☐ (3) Teacher sometimes provides process information to children

☐ (2)

☐ (1) Teacher never provides process information to children

Q15. Teacher's behaviors demonstrate scaffolding of children to help them extend their learning, providing "just enough" support to complete task(s) (e.g., appropriate level of detail, not too little or too much help or information).

- ☐ (5) Scaffolds most children (e.g., is responsive; provides appropriate support given child's level)
- ☐ (4)
- ☐ (3) Scaffolds some children appropriately, but scaffolds may be partial or overly controlling or absent when needed for other children
- ☐ (2)
- ☐ (1) Never scaffolds children <u>OR</u> gives the same kind of support to all children (e.g., gives same suggestion despite child use of different approaches or success working on a task)

Q16. Teacher promotes child choice and creativity or interest <u>and</u> 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 **<u>and</u>** intentionally ties child choice back to the overall center goal or objective
- ☐ (4)
- ☐ (3) There is some evidence that the teacher promotes child choice and creativity or interest **<u>and</u>** intentionally ties child choice back to the overall center goal or objective
- ☐ (2)
- ☐ (1) There is little to no evidence that the teacher promotes child choice and creativity or interest **<u>and</u>** intentionally ties child choice back to the overall center goal or objective

Q17. Teachers and children have <u>sustained, substantive discussions</u> around <u>unit content</u> throughout Centers.
(Talking turn = teacher speaks, child returns; 2 turns = teacher speaks, child returns, teacher returns)

- ☐ (5) Most teacher-child interactions (90% or more) can be characterized by **sustained and substantive interactions (5+ turns) around <u>unit content</u>** where teacher prompts for extended talk, asks follow-up questions and children provide contingent responses
- ☐ (4)
- ☐ (3) Interactions are a mix of shallow, brief interactions and a few sustained interactions **(5+ turns)**
- ☐ (2)
- ☐ (1) Most interactions between teacher and children are **brief (1-2 turns)**

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

- ☐ (5) Most children engage with a peer(s) (e.g., talking to, working collaboratively with) around the content of Centers, and teacher facilitates peer-to-peer interactions
- ☐ (4)
- ☐ (3) Some children engage with a peer(s) (e.g., talking to, working collaboratively with) around the content of Centers, or teacher sometimes facilitates peer-to-peer interactions
- ☐ (2)
- ☐ (1 Children mostly work independently in Centers or any peer-to-peer interactions that are observed are not about the content of Centers

<u>**Participant Response**</u>

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

	Most (>75%)	About half	A few (<25%)	None
Off task, distracted, and/or unfocused 25% or more of the time	☐	☐	☐	☐

Did you see any adaptations?   **Describe adaptation**:

☐ Yes   ☐ No

How aligned was the adaptation with the Revised K0/K1 Curriculum?

☐ (5) Very aligned   ☐ (4)   ☐ (3) Somewhat aligned   ☐ (2)   ☐ (1) Not at all aligned

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Small Group – Language/Literacy

Dosage

Start Time: (first SG)	End Time: (last SG)	☐ Language/Literacy Small Group Not Observed

Q1. Language and Literacy Small Group activities observed (for each group of children observed):

	# of children	Start Time	End Time	Name of activity (or describe if not from Revised K0/K1)	From Revised K0/K1	Aligned with Unit (N/A, 1-5)*	LT or Para?
1					☐		
2					☐		
3					☐		
4					☐		
5					☐		

*N/A=activity is from Revised K0/K1 curriculum; 5=very much so; 3=somewhat; 1=not at all.

Q2. Each Small Group lesson stays within the suggested timeframe (12-20 minutes).
　　☐ Yes　　　　　☐ No

Adherence

Q3. Small Groups are delivered as (Check all that apply):
　　☐ Stand-alone component　　☐ During Centers　　☐ During a small group block　　☐ Other: _____

Q4. Lead teacher delivers "high support" activities (or "medium support" if curriculum does not call for high support).
　　☐ Yes　　　　　☐ No　　　　　☐ N/A did not use K0/K1 Revised Curriculum activity(ies)

Q5. Materials are prepared in advance (as indicated in the K0/K1 curriculum) with no wait time.
(if no materials needed, select "yes")
　　☐ Yes　　　　　☐ No

Q6. Teacher makes a brief presentation (e.g., demonstration of activity, explanation of materials) to introduce the key concept(s), skill(s), or vocabulary.
　　☐ Yes　　　　　☐ No

Q7. Teacher uses vocabulary words as related to the unit book(s) and/or small group activity.
　　☐ Yes　　　　　☐ No

Q8. Teacher references unit book.
　　☐ Yes　　　　　☐ No

Q9. Teacher verbally summarizes/reflects on the lesson before transitioning to the next activity.
　　☐ Yes　　　　　☐ No

Q10. >50% of the children have hands-on time with materials for >50% of the time.
☐ Yes ☐ No

Quality

Q11. The teacher conducts the activity as-written and any changes are <u>aligned with the objective.</u>
☐ (5) Completely aligned: conducted as-written or objective enhanced through changes
☐ (4)
☐ (3) Somewhat aligned: mostly conducted as-written; objective still apparent with minor omissions or changes
☐ (2)
☐ (1) Not at all aligned: departs from the activity objective
☐ Not applicable. Language/Literacy small group activities conducted are <u>not</u> from Revised K0/K1 Curriculum.

Q12. If the Language/Literacy Small Group activity conducted is not from the curriculum, how aligned is it with the Unit/weekly plan?
☐ (5) Completely aligned: objective for original activity enhanced through replacement
☐ (4)
☐ (3) Somewhat aligned: objective still apparent in replacement, but not clear always throughout
☐ (2)
☐ (1) Not at all aligned: departs from the original activity objective
☐ Not applicable. Language/Literacy small group activities conducted are from Revised K0/K1 Curriculum

Q13. Teacher:

	3 or more times	1 – 2 times	0 times
(a) Embeds vocabulary in language	☐	☐	☐
(b) Defines vocabulary words	☐	☐	☐

> *List vocabulary words used:*

Q14. Teacher uses a variety of vocabulary words that are sophisticated or advanced.
☐ (5) Teacher uses a variety of vocabulary words that are sophisticated or advanced
☐ (4)
☐ (3) Teacher uses some vocabulary words that are sophisticated or advanced
☐ (2)
☐ (1) Teacher rarely uses vocabulary words that are sophisticated or advanced. Vocabulary that is used is typically of a basic (Tier 1) nature.

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. S/he may only use a handful of sophisticated vocabulary words but they are repeated numerous times within context; defined clearly with easy-to-understand language; and meaning is discussed using multiple modalities.
☐ (4)
☐ (3) Somewhat intentional in her/his use of vocabulary words
☐ (2)
☐ (1) Not intentional in her/his use of vocabulary words. S/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).

Q16. Teacher provides accurate information and flexibly adapts their explanations of information to address children's understanding.
- ☐ (5) Consistent, highly accurate language throughout (e.g., able to reframe information to address children's misconceptions while still being accurate)
- ☐ (4)
- ☐ (3) Mostly accurate language (majority of language is technically correct), but may be unclear or too vague or make minor errors at times
- ☐ (2)
- ☐ (1) Explanations involve gross inaccuracy(ies); or there are many unclear explanations and/or poor response to children's misconceptions

Q17. Teacher builds on and extends children's thinking and understanding in flexible ways.
(e.g., re-states underlying thinking of a child who expresses and insight, making it explicit to the other children in the group; address misconceptions; recognize 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 (e.g., adeptly rephrases children's responses in words other children understand, provides substantial comments)
- ☐ (4)
- ☐ (3) Sometimes builds on and extends child thinking/understanding (e.g., 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)
- ☐ (2)
- ☐ (1) Does not build on and extend child thinking/understanding (e.g., does not rephrase child thinking; places burden on other children to interpret; ignores misconceptions). Any discussion may be off-topic.

Q18. Through instructional strategies, the teacher scaffolds children to help them extend their learning, providing "just enough" support for children to complete the task(s) (e.g., appropriate level of detail, not too little or too much help or information).
- ☐ (5) Teacher is responsive throughout the small group, scaffolding most children (e.g., providing appropriate support given child's level/ability).
- ☐ (4)
- ☐ (3) Teacher scaffolds some children appropriately, whereas scaffolds may be partial or overly controlling or absent when needed for other children.
- ☐ (2)
- ☐ (1) Teacher never scaffolds children OR gives the same kind of support to all children (e.g., every child is given the same suggestion despite their use of different approaches or success working on the task independently).

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). For example, 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
- ☐ (4)
- ☐ (3) Addresses multiple children within a limited range of ability (e.g., modifies task so that it is easier for children with low mastery)
- ☐ (2)
- ☐ (1) Addresses no children differentially based on ability or development

Participant Response

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

	Most (>75%)	About half	A few (<25%)	None
Off task, distracted, and/or unfocused for 25% or more of the time	☐	☐	☐	☐

Did you see any adaptations?   **Describe adaptation**:
☐ Yes   ☐ No
How aligned was the adaptation with the Revised K0/K1 Curriculum?
☐ (5) Very aligned   ☐ (4)   ☐ (3) Somewhat aligned   ☐ (2)   ☐ (1) Not at all aligned

Thinking and Feedback (T&F)

Dosage

Start Time:	End Time:	☐ T&F Not Observed

Q1. Thinking and Feedback stays within the suggested timeframe (10 – 20 minutes).
☐ Yes   ☐ No

Adherence

Q2. Teacher checks in with a child or group of children who are sharing their work prior to the start of T&F.
☐ Yes   ☐ No

Q3. Teacher/class utilizes the Thinking and Feedback protocol.
☐ Yes   ☐ No

Q4. The Protocol Steps completed are (check all that apply):
☐ Looking   ☐ Noticing   ☐ Listening   ☐ Wondering   ☐ Suggesting/ Inspiring

Q5. Protocol Steps are followed in order.
☐ Yes   ☐ No

Q6. Teacher provides visual display of protocol to walk through steps.
☐ Yes   ☐ No   *Comments (e.g., posted in room; in-hand (teacher or children):*

Q7. Most feedback and comments are aligned with the presentation.
☐ Yes   ☐ No

Q8. Teacher (or at least one adult in the classroom) takes notes during T&F activity.
☐ Yes   ☐ No

Q9. Teacher summarizes feedback and suggestions at the end of T&F.
☐ Yes   ☐ No

Quality

Q10. Teacher efficiently brings full class together and signals instruction is about to begin.
☐ (5) Teacher is able to bring class together in a short amount of time, with the large majority (>90%) focused on the teacher and her instructions.
☐ (4)
☐ (3) Teacher brings class together, but the process is somewhat disorganized, and some students' focus is not on the teacher and her instructions when she begins providing them.
☐ (2)
☐ (1) Teacher struggles to focus the class' attention before she begins instruction. There are multiple attempts to focus children (e.g., "one, two, three, eyes on me…")

Q11. There is a clear purpose for this particular T&F session.
☐ (5) Teacher or child(ren) state the purpose for T&F (e.g., refinement of work, sharing completed product/process to inspire), and teacher facilitates this purpose throughout.
☐ (4)
☐ (3) Teacher or child(ren) state the purpose for T&F (e.g., refinement of work, sharing completed product/process to inspire), but the conversation does not consistently align with the goal.
☐ (2)
☐ (1) T&F resembles "show & tell" (e.g., discuss work done, but not for any particular purpose).

Thinking and Feedback (T&F)

Q12. Teacher repeats, builds on and extends children's thinking and understanding.
(e.g., re-states underlying thinking of a child who expresses an insight, making it explicit to the other children in the group; address misconceptions; recognize 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 (e.g., adeptly rephrases in words other children understand)
- ☐ (4)
- ☐ (3) Sometimes builds on and extends child thinking and understanding (e.g., 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)
- ☐ (2)
- ☐ (1) Does not build on and extend child thinking and understanding (e.g., does not rephrase child thinking, placing burden on other children to interpret and understand; ignores misconception). Any discussion may be off-topic.

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.
- ☐ (4)
- ☐ (3) Some feedback responds directly to the presentation. Most of the discussion points (> 50%), however, are unrelated to one another and seem like random comments.
- ☐ (2)
- ☐ (1) Feedback is disjointed and comments are unrelated to one another.

Participant Response

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

	Most (>75%)	About half	A few (<25%)	None
Off task, distracted, and/or unfocused 50% or more of the time	☐	☐	☐	☐

Did you see any adaptations? **Describe adaptation**:
☐ Yes   ☐ No
How aligned was the adaptation with the Revised K0/K1 Curriculum?
☐ (5) Very aligned   ☐ (4)   ☐ (3) Somewhat aligned   ☐ (2)   ☐ (1) Not at all aligned

Let's Find Out About It (LFOAI)

Dosage

Start Time:	End Time:	☐ LFOAI Not Observed

Q1. Let's Find Out About It stays within the suggested timeframe (8 – 10 mins).

☐ Yes   ☐ No

Adherence

Q2. What is the name of the lesson? _____

Provide any details describing the lesson:

Q3. Materials are prepared in advance (as indicated in the K0/K1 curriculum) with no wait time.

(if no materials needed, select "yes")

☐ Yes   ☐ No

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

☐ Yes   ☐ No

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

☐ Yes   ☐ No

Quality

Q6. 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 (>90%) focused on the teacher and her instructions

☐ (4)

☐ (3) Brings class together, but process is somewhat disorganized; some students' focus is not on the teacher and her instructions

☐ (2)

☐ (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…")

Q7. Teacher conducts the activity as-written and any changes are <u>aligned with the objective</u>.

☐ (5) Completely aligned: conducted as-written or objective enhanced through changes

☐ (4)

☐ (3) Somewhat aligned: mostly conducted as-written; objective still apparent with minor omissions or changes

☐ (2)

☐ (1) Not at all aligned: departs from the activity objective

☐ Not applicable. LFOAI activity conducted is <u>not</u> from Revised K0/K1 Curriculum.

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

☐ (5) Completely aligned: objective for original enhanced through replacement

☐ (4)

☐ (3) Somewhat aligned: objective still apparent in replacement, but not always clear throughout

☐ (2)

☐ (1) Not at all aligned: departs from the original activity objective

☐ Not applicable. All LFOAI activities conducted are from Revised K0/K1 Curriculum

Q9. Teacher:	3 or more times	1 – 2 times	0 times
a) Embeds vocabulary in language	☐	☐	☐
b) Defines vocabulary words	☐	☐	☐

List vocabulary words used:

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

☐ (5) Teacher uses a variety of vocabulary words that are sophisticated or advanced

☐ (4)

☐ (3) Teacher uses some vocabulary words that are sophisticated or advanced

☐ (2)

☐ (1) Teacher rarely uses vocabulary words that are sophisticated or advanced. Vocabulary that is used is typically of a basic (Tier 1) nature

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

☐ (5) Highly intentional in her/his use of vocabulary words. S/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.

☐ (4)

☐ (3) Somewhat intentional in her/his use of vocabulary words

☐ (2)

☐ (1) Not intentional in her/his use of vocabulary words. S/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).

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

☐ (5) All statements and questions are related to the topic. Teacher effectively responds to or redirects child comments, staying on topic.

☐ (4)

☐ (3) Some statements and questions are related to the topic, but others go off-topic.

☐ (2)

☐ (1) Few statements and questions are related to the 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.

☐ (4)

☐ (3) Explanations and demonstrations that build conceptual knowledge are sometimes the teacher's dominant instructional strategies.

☐ (2)

☐ (1) Explanations and demonstrations that build conceptual knowledge are rarely the teacher's dominant instructional strategies.

Q14. Teacher provides accurate information and flexibly adapts their explanations of information to address children's understanding.
- ☐ (5) Provides accurate and clear information, and addresses child misconceptions accurately.
- ☐ (4)
- ☐ (3) Provides mostly accurate information, but one or two statements are not conveyed clearly.
- ☐ (2)
- ☐ (1) Makes gross inaccuracy(ies); or there are multiple unclear explanations and/or poor response to children's misconceptions.

Q15. Teacher connects or links LFOAI to Centers, a book, theme, or previous activity from the curriculum.
- ☐ (5) Makes extensive connection(s) between LFOAI and center activities, unit, book, theme, or previous curriculum activity (e.g., makes deliberate, substantive comment about how LFOAI related to unit/book)
- ☐ (4)
- ☐ (3) Cursory mention of how LFOAI links to Centers, a book, theme, or previous curriculum activity, without saying how LFOAI directly links to it
- ☐
- ☐ (2)
- ☐ (1) No connections or links to LFOAI to Centers, a book, theme, or previous curriculum activity.

Participant Response

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

	Most (>75%)	About half	A few (<25%)	None
Off task, distracted, and/or unfocused 50% or more of the time	☐	☐	☐	☐

Did you see any adaptations?   **Describe adaptation**:
☐ Yes   ☐ No
How aligned was the adaptation with the Revised K0/K1 Curriculum?
☐ (5) Very aligned   ☐ (4)   ☐ (3) Somewhat aligned   ☐ (2)   ☐ (1) Not at all aligned

Read Aloud

Dosage

Start Time:	End Time:	☐ Read Aloud Not Observed

Q1. Read Aloud stays within the suggested timeframe (10-15 mins).
☐ Yes   ☐ No

Adherence   Book Title: _____

Q2. Teacher reads book from the curriculum/Unit.
☐ Yes   ☐ No

Q3. If book is not from the curriculum/Unit, is the topic area related to the current unit?
☐ Yes   ☐ No   ☐ N/A (Book is from the curriculum)

Q4. The teacher frames the Read (i.e., states book title, provides quick introduction, points out author/illustrator).
☐ Yes   ☐ No

Q5. The teacher holds the book in a way that all children can see (e.g., both teacher and children are positioned so that all can see).
☐ Yes   ☐ No

Q6. Which Read is observed?
☐ Reading 1   ☐ Reading 2   ☐ Reading 3   ☐ Reading 4   ☐ Not sure

Quality

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 (>90%) focused on the teacher and her instructions.
☐ (4)
☐ (3) Brings class together, but process is somewhat disorganized; some students' focus is not on the teacher and her instructions when she begins providing them.
☐ (2)
☐ (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…")

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.)
☐ (4)
☐ (3) Reads with expression and energy for about half the time.
☐ (2)
☐ (1) Does not read with any expression; does not appear to enjoy reading the book.

Q9. Discussion of the book (at the end of the read) is linked to the story and relatively extended.
☐ (5) In-depth discussion of any aspect of the story occurs upon completing the read as evidenced by teacher's use of open-ended questions and prompts encouraging children to discuss key ideas, events, vocabulary, and to make inferences, or other goal-oriented strategies
☐ (4)
☐ (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
☐ (2)
☐ (1) Very little to no discussion occurs; does not engage children in reflection

Read Aloud

Q10. Teacher uses reading strategies that are goal oriented.
(e.g., convey meaning and enjoyment; explain key vocabulary; reconstruct story; ask 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.

☐ (4)

☐ (3) Goal is unclear based on reading strategies used by teacher (e.g., teacher may use too many strategies, or define every word on every page).

☐ (2)

☐ (1) Teacher does not use reading strategies, or does not use reading strategies in a goal-oriented way.

Q11. Teacher:

	6 or more times	3 - 5 times	1 - 2 times	0 times
(a) embeds vocabulary in language	☐	☐	☐	☐
(b) defines vocabulary words	☐	☐	☐	☐

__List vocabulary words used:__

Q12. Teacher uses a variety of vocabulary words from the book that are sophisticated or advanced.

☐ (5) Teacher uses a variety of vocabulary words that are sophisticated or advanced

☐ (4)

☐ (3) Teacher uses some vocabulary words that are sophisticated or advanced

☐ (2)

☐ (1) Teacher rarely uses vocabulary words that are sophisticated or advanced. Vocabulary that is used is typically of a basic (Tier 1) nature.

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. S/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.

☐ (4)

☐ (3) Somewhat intentional in her/his use of vocabulary words

☐ (2)

☐ (1) Not intentional in her/his use of vocabulary words. S/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).

Participant Response

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

	Most (>75%)	About half	A few (<25%)	None
Off task, distracted, and/or unfocused 50% of the time	☐	☐	☐	☐

__Did you see any adaptations?__ **Describe adaptation**:
☐ Yes ☐ No
How aligned was the adaptation with the Revised K0/K1 Curriculum?
☐ (5) Very aligned ☐ (4) ☐ (3) Somewhat aligned ☐ (2) ☐ (1) Not at all aligned

Read Aloud

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.
- ☐ (4)
- ☐ (3) Teacher somewhat maintains an appropriate flow throughout the Read, sometimes defining vocabulary and supporting comprehension smoothly but sometimes not.
- ☐ (2)
- ☐ (1) Teacher does not maintain an appropriate flow throughout the Read (e.g., multiple interruptions).

Q16. Teacher responds to children's spontaneous comments or questions in a way that does not interrupt the flow of the story.
- ☐ (5) Teacher responds to children's spontaneous comments or questions effectively and efficiently so that the flow of the story is minimally or never interrupted.
- ☐ (4)
- ☐ (3) Teacher responds to children's spontaneous comments or questions somewhat effectively and efficiently so that the flow of the story is interrupted at times.
- ☐ (2)
- ☐ (1) Teacher does not respond to children's spontaneous comments or questions effectively and efficiently; the flow of the story is interrupted multiple times by children's comments or questions.

Q17. Teacher conducts Reading 1 in a way that effectively meets the goals of the Reading.
(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.
- ☐ (4)
- ☐ (3) Teacher conducts Reading 1 in a satisfactory way.
- ☐ (2)
- ☐ (1) Teacher conducts Reading 1 poorly.

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, stops at plot shifts to show a picture or refer to the book and gets children to reconstruct what happened.
- ☐ (4)
- ☐ (3) Main focus is somewhat on outlining the plot to reconstruct the story and at other times less so (e.g., reads large portions without stopping or focuses on an element of the text for extended periods).
- ☐ (2)
- ☐ (1) Teacher reads text all the way through with very little opportunity for reconstruction.

Read Aloud

Q19. Teacher builds on and extends children's thinking and understanding about the book in flexible ways.
(e.g., re-states underlying thinking of a child who expresses an insight, making it explicit to the other children in the group; address misconceptions; recognize 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 (e.g., adeptly rephrases children's responses in words other children understand, provides substantial comments)
- ☐ (4)
- ☐ (3) Sometimes builds on and extends child thinking (e.g., rephrases child thinking but in an unclear manner; responds to an incorrect response without giving child a chance to arrive at correct answer)
- ☐ (2)
- ☐ (1) Does not build on and extend child thinking/understanding (e.g., does not rephrase child thinking; places burden on other children to interpret; ignores misconception). Any discussion may be off-topic

Q20. Teacher conducts Reading 2 in a way that effectively meets the goals of the Reading.
(Goal is to reconstruct 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
- ☐ (4)
- ☐ (3) Teacher conducts Reading 2 in a satisfactory way
- ☐ (2)
- ☐ (1) Teacher conducts Reading 2 poorly

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)
- ☐ (4)
- ☐ (3) Teacher stops on occasion to have children "chime in," but the intentionality behind it is unclear
- ☐ (2)
- ☐ (1) Teacher does not have children "chime in"

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

- ☐ (5) Teacher's main focus is on meaning
- ☐ (4)
- ☐ (3) Teacher's main focus is sometimes on meaning and sometimes on literal details or literal recall of patches of text
- ☐ (2)
- ☐ (1) Teacher's main focus is on literal details or literal recall of patches of text

Q23. Teacher builds on and extends children's thinking and understanding about the book in flexible ways.
(e.g., re-states underlying thinking of a child who expresses an insight, making it explicit to the other children in the group; address misconceptions; recognize 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 (e.g., adeptly rephrases children's responses in words other children understand, provides substantial comments)
- ☐ (4)
- ☐ (3) Sometimes builds on and extends child thinking (e.g., rephrases child thinking but in an unclear manner; responds to an incorrect response without giving child a chance to arrive at correct answer)
- ☐ (2)
- ☐ (1) Does not build on and extend child thinking/understanding (e.g., does not rephrase child thinking; places burden on other children to interpret; ignores misconceptions). Any discussion may be off-topic

Q24. Teacher conducts Reading 3 in a way that effectively meets the goals of the Reading.
(Goal is to have children reading 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). Teacher asks inferential questions (e.g., I wonder why…) or about character motivation.)
- ☐ (5) Teacher conducts Reading 3 in an exemplary way.
- ☐ (4)
- ☐ (3) Teacher conducts Reading 3 in a satisfactory way.
- ☐ (2)
- ☐ (1) Teacher conducts Reading 3 poorly.

Reading 4 ONLY

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 several instances 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).
- ☐ (4)
- ☐ (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).
- ☐ (2)
- ☐ (1) No dramatization occurs; teacher does not involve children in acting out any part of the story.

Q26. Teacher builds on and extends children's thinking and understanding about the book in flexible ways.
(e.g., re-states underlying thinking of a child who expresses an insight, making it explicit to the other children in the group; address misconceptions; recognize 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 (e.g., adeptly rephrases children's responses in words other children understand, provides substantial comments)
- ☐ (4)
- ☐ (3) Sometimes builds on and extends child thinking (e.g., rephrases child thinking but in an unclear manner; responds to an incorrect response without giving child a chance to arrive at correct answer)
- ☐ (2)
- ☐ (1) Does not build on and extend child thinking/understanding (e.g., does not rephrase child thinking; places burden on other children to interpret; ignores misconceptions). Any discussion may be off-topic

Q27. Teacher conducts Reading 4 in a way that effectively meets the goals of the Reading.
(Goal is dramatization. Teacher is narrator and children play roles. Teacher maximizes child participation.)
- ☐ (5) Teacher conducts Reading 4 in an exemplary way.
- ☐ (4)
- ☐ (3) Teacher conducts Reading 4 in a satisfactory way.
- ☐ (2)
- ☐ (1) Teacher conducts Reading 4 poorly.

Language/Literacy Whole Group (SWPL)

<u>**Dosage**</u>

Start Time:	End Time:	☐ SWPL Not Observed

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

☐ Yes ☐ No

<u>**Adherence**</u>

Q2. Teacher uses songs, stories, games, and poems primarily from curriculum clipboard directions and/or OWL teacher guide.

☐ Yes ☐ No

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

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

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

(if no materials needed, select "yes")

☐ Yes ☐ No

<u>**Quality**</u>

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 (>90%) focused on the teacher and her instructions

☐ (4)

☐ (3) Brings class together, but process is somewhat disorganized; some students' focus is not on the teacher and her instructions

☐ (2)

☐ (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…")

Q6. Teacher conducts SWPL as-written any changes are <u>aligned with the objective</u>.

☐ (5) Completely aligned: conducted as-written or objective enhanced through changes

☐ (4)

☐ (3) Somewhat aligned: mostly conducted as-written; objective still apparent with minor omissions or changes

☐ (2)

☐ (1) Not at all aligned: departs from the activity objective

☐ Not applicable. SWPL activities conducted are <u>not</u> from Revised K0/K1 Curriculum

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

☐ (5) Completely aligned: objective for original enhanced through replacement

☐ (4)

☐ (3) Somewhat aligned: objective still apparent in replacement, but not always clear throughout

☐ (2)

☐ (1) Not at all aligned: departs from the original activity objective

☐ Not applicable. All whole group language and literacy activities conducted are from Revised K0/K1 Curriculum

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

- ☐ (5) Teacher is very clear about the targeted skill through explanation and substantive examples both while introducing the activity and after engaging children in the activity
- ☐ (4)
- ☐ (3) Teacher is somewhat clear; at times prompts children to respond without an example of the skill
- ☐ (2)
- ☐ (1) Teacher is unclear; only prompts children to respond and does not provide any useful examples.

Participant response

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

	Most (>75%)	About half	A few (<25%)	None
Off task, distracted, and/or unfocused 50% or more of the time	☐	☐	☐	☐

Did you see any adaptations?   **Describe adaptation**:
☐ Yes   ☐ No
How aligned was the adaptation with the Revised K0/K1 Curriculum?
☐ (5) Very aligned   ☐ (4)   ☐ (3) Somewhat aligned   ☐ (2)   ☐ (1) Not at all aligned

K0/K1 Math Curriculum (BB)

Math Whole Group

Dosage

Start Time: (1st WG)	End Time: (Last WG)	☐ <u>Math</u> Whole Group Not Observed

Q1. Math Whole Group activities stay within the suggested time frame (about 10 minutes).
 ☐ Yes   ☐ No

Adherence

Q2. Math Whole Group activities are delivered as (Check all that apply):
 ☐ Stand-alone component   ☐ During SWPL   ☐ Transition activity

  Describe:

Q3. Did the teacher(s) lead the class in <u>at least one</u> Building Blocks (BB) Whole Group activity from the clipboard instructions?
 ☐ Yes   ☐ No

Q4. Materials are prepared in advance (e.g., as indicated in the Building Blocks curriculum) with no wait time.
(if no materials needed, select "yes")
 ☐ Yes   ☐ No

Quality

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 (>90%) focused on the teacher and her instructions.
 ☐ (4)
 ☐ (3) Brings class together, but process is somewhat disorganized; some students' focus is not on the teacher and her instructions when she begins providing them.
 ☐ (2)
 ☐ (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…")

Q6. Teacher conducts the activity as-written and any changes are <u>aligned with the objective</u>.
 ☐ (5) Completely aligned: conducted as-written; objective enhanced through changes
 ☐ (4)
 ☐ (3) Somewhat aligned: mostly conducted as-written; objective still apparent with minor omissions or changes
 ☐ (2)
 ☐ (1) Not at all aligned: departs from the activity objective
 ☐ Not applicable. None of the math whole group activities were from the Revised K0/K1 Curriculum.

Q7. If a math whole group activity(ies) is(are) conducted that is(are) not from the curriculum clipboard directions or Building Blocks, how aligned is it with the original activity(ies) objective(s)?
 ☐ (5) Completely aligned: objective enhanced through replacement
 ☐ (4)
 ☐ (3) Somewhat aligned: objective still apparent in replacement, but not always clear throughout
 ☐ (2)
 ☐ (1) Not at all aligned: departs from the activity objective
 ☐ Not applicable. All math whole group activities conducted are from the Revised K0/K1 Curriculum.

Q8. Teacher provides accurate information and flexibly adapts their explanations of information to address children's understanding.
- ☐ (5) Consistently uses accurate language throughout (e.g., can reframe misconceptions to be accurate)
- ☐ (4)
- ☐ (3) Mostly accurate language (majority of language is technically correct); unclear or too vague or minor errors at times
- ☐ (2)
- ☐ (1) Gross inaccuracy(ies); or many unclear explanations that lead to misconceptions

Q9. The teacher asked children to share, clarify, or justify their ideas.
- ☐ (5) Consistently asks a variety of open-ended questions and/or prompts children to explain or demonstrate
- ☐ (4)
- ☐ (3) Asks some open-ended questions; typically the same one ("How do you know?")
- ☐ (2)
- ☐ (1) Does not ask any open-ended questions or prompt children to explain or demonstrate

Q10. The teacher supported the "describer's" thinking.
(e.g., reminds child of conceptually similar problems; provides background knowledge; directs group help for child; offers language or clarification to solution method.)
- ☐ (5) Consistently supports "describers" to articulate their strategy
- ☐ (4)
- ☐ (3) Occasionally supports describers
- ☐ (2)
- ☐ (1) Does not support describers at all (e.g., teacher accepts any response and moves on)

Q11. The teacher extends children's conceptual understanding.
(e.g., embeds key math vocabulary in response to child(ren); highlights and/or encourages the use of multiple solution methods)
- ☐ (5) Consistently and intentionally elaborates on children's strategies or explanations
- ☐ (4)
- ☐ (3) Sometimes elaborates on children's strategies or explanations
- ☐ (2)
- ☐ (1) Rarely elaborates on children's strategies or explanations

Q12. The teacher encouraged mathematical reflection.
- ☐ (5) Highly intentional in stating "big idea" (e.g., these are different ways to count, to tell us how many) and relating activity to previous ones or real world (e.g., we count to keep track, like when taking attendance…what else do we track?)
- ☐ (4)
- ☐ (3) Provides cursory reflection on the activity; may not be at the level of "big idea"
- ☐ (2)
- ☐ (1) No mention of big math ideas or relation to previous activities or real world

Participant Response

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

	Most (>75%)	About half	A few (<25%)	None
Off task, distracted, and/or unfocused 50% or more of the time	☐	☐	☐	☐

Did you see any adaptations? **Describe adaptation**:

☐ Yes   ☐ No

How aligned was the adaptation with the Revised K0/K1 Curriculum?

☐ (5) Very aligned   ☐ (4)   ☐ (3) Somewhat aligned   ☐ (2)   ☐ (1) Not at all aligned

K0/K1 Math Curriculum (BB)

(Hands on) Math Center

Dosage

Start Time:	End Time:	☐ Hands on Center Not Observed

Q1. Describe the Hands on Centers:

Activity Name/Description	From BB?	*If yes*, current unit?	Number of children
1.	☐	☐	☐ 0 ☐ 1 ☐ 2+
2.	☐	☐	☐ 0 ☐ 1 ☐ 2+
3.	☐	☐	☐ 0 ☐ 1 ☐ 2+
4.	☐	☐	☐ 0 ☐ 1 ☐ 2+
5.	☐	☐	☐ 0 ☐ 1 ☐ 2+
6.	☐	☐	☐ 0 ☐ 1 ☐ 2+
7.	☐	☐	☐ 0 ☐ 1 ☐ 2+
8.	☐	☐	☐ 0 ☐ 1 ☐ 2+

Q2. (Hands on) Math Center stays within the suggested time frame (20 minutes).
    ☐ Yes   ☐ No

Adherence

Q3. (Hands on) Math Center is delivered (Check all that apply):
    ☐ As stand-alone component   ☐ During Centers

Q4. Did the teacher(s) set up <u>at least one</u> Building Blocks Hands on Center activity from the weekly plan?
    ☐ Yes   ☐ No

Q5. Materials are prepared in advance (e.g., as indicated in the Building Blocks curriculum) with no wait time.
(if no materials needed, select "yes")
    ☐ Yes   ☐ No

Q6. Children have some choice when choosing the Math Center activity.
    ☐ Yes   ☐ No

Quality

Q7. An adult monitored, guided and/or participated in the activity *as needed*.
    ☐ (5) Adult consistently available to monitor and guide children as needed
    ☐ (4)
    ☐ (3) Adult consistently available to monitor children but does not often guide children as needed
    ☐ (2)
    ☐ (1) Adult rarely or never available to monitor and guide children as needed

Participant Response

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

	Most (>75%)	About half	A few (<25%)	None
Off task, distracted, and/or unfocused 25% or more of the time	☐	☐	☐	☐

Did you see any adaptations?   **Describe adaptation**:

☐   Yes   ☐   No

How aligned was the adaptation with the Revised K0/K1 Curriculum?

☐   (5) Very aligned   ☐   (4)   ☐   (3) Somewhat aligned   ☐   (2)   ☐   (1) Not at all aligned

K0/K1 Math Curriculum (BB)

Math Small Group

Dosage

Start Time: (1ˢᵀ SG)	End Time: (Last SG)	☐ Math Small Group Not Observed

Q1. Describe each small group of children:

	# of children	Start Time	End Time	Name activities (or describe if not BB):	From BB?	Aligned with week? (N/A, 1-5)*	LT or Para?
1				1)	☐		
				2)	☐		
2				1)	☐		
				2)	☐		
3				1)	☐		
				2)	☐		
4				1)	☐		
				2)	☐		

*N/A=activity is from Building Blocks/Revised K0/K1 Curriculum; 5=very much so; 3=somewhat; 1=not at all.

Q2. Each Small Group lesson stays within the suggested timeframe (12-20 minutes).
  ☐ Yes   ☐ No

Adherence

Q3. Math Small Groups are delivered (Check all that apply):
  ☐ In Math Block   ☐ During Centers   ☐ Small group block

Q4. Materials are prepared in advance (as indicated in the curriculum) with no wait time.
  (if no materials needed, select "yes")
  ☐ Yes   ☐ No

Q5. 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

Q6. Teacher documents children's learning and/or work in small group activities using Small Group Record or their own record that incorporates learning trajectories.
  ☐ Yes   ☐ No

Quality

Q7. The teacher conducts the activity as-written and any changes are <u>aligned with the objective</u>.
  ☐ (5) Completely aligned: conducted as-written; objective enhanced through changes
  ☐ (4)
  ☐ (3) Somewhat aligned: mostly conducted as-written; objective still apparent with minor omissions or changes
  ☐ (2)
  ☐ (1) Not at all aligned: departs from the activity objective
  ☐ Not applicable. Math small group activities conducted are <u>not</u> from Building Blocks Curriculum.

Q8. If Math Small Group activities conducted are not from the curriculum, how aligned is it with the original activity(ies) objective(s)?
- ☐ (5) Completely aligned: objective enhanced through replacement
- ☐ (4)
- ☐ (3) Somewhat aligned: objective still apparent in replacement, but not always clear throughout
- ☐ (2)
- ☐ (1) Not at all aligned: departs from the original activity objective
- ☐ Not applicable. Math small group activities conducted are from Building Blocks Curriculum

Q9. Teacher provides accurate information and flexibly adapts their explanations of information to address children's understanding.
- ☐ (5) Consistently uses accurate language throughout (e.g., can reframe misconceptions to be accurate)
- ☐ (4)
- ☐ (3) Mostly accurate language (majority of language is technically correct); unclear or too vague or minor errors at times
- ☐ (2)
- ☐ (1) Gross inaccuracy(ies); or many unclear explanations that lead to misconceptions

Q10. The teacher asked children to share, clarify, or justify their ideas.
- ☐ (5) Consistently asks a variety of open-ended questions and/or prompts children to explain or demonstrate
- ☐ (4)
- ☐ (3) Asks some open-ended questions; typically the same one ("How do you know?")
- ☐ (2)
- ☐ (1) Does not ask any open-ended questions or prompt children to explain or demonstrate

Q11. The teacher supported the "describer's" thinking.
(For example: 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
- ☐ (4)
- ☐ (3) Occasionally supports describers
- ☐ (2)
- ☐ (1) Does not support describers at all (e.g., teacher accepts any response and moves on)

Q12. The teacher encouraged 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
- ☐ (4)
- ☐ (3) Facilitates some peer-to-peer learning (e.g., superficial "check" of peer's answer)
- ☐ (2)
- ☐ (1) Does not facilitate peer-to-peer learning at all (e.g., teacher just repeats the correct answer herself)

Q13. The teacher extends children's conceptual understanding. For example: embeds key math vocabulary in response to child(ren); highlights and/or encourages the use of multiple solution methods.
- ☐ (5) Consistently and intentionally elaborates on children's strategies or explanations
- ☐ (4)
- ☐ (3) Sometimes elaborates on children's strategies or explanations
- ☐ (2)
- ☐ (1) Rarely elaborates on children's strategies or explanations

Q14. The teacher scaffolds children to help them extend their learning, providing "just enough" support for children to complete the task(s) (e.g., appropriate level of detail, not too little or too much help or information).

☐ (5) Scaffolds most children (e.g., is responsive; provides appropriate support given child's level)
☐ (4)
☐ (3) Scaffolds some children appropriately, but scaffolds may be partial or overly controlling or absent when needed for other children
☐ (2)
☐ (1) Never scaffolds children OR gives the same kind of support to all children (e.g., gives same suggestion despite child use of different approaches or success working on a task)

Q15. 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). For example, some children are asked to complete tasks with manipulatives while others are doing 'mental math.'

☐ (5) Addresses a wide range of ability levels, including both children that appeared to have low and high mastery of concepts or skills
☐ (4)
☐ (3) Addresses multiple children within a limited range of ability (e.g., modifies task so that it is easier for children with low mastery)
☐ (2)
☐ (1) Addresses no children differentially based on ability or development

Q16. The teacher encouraged mathematical reflection.

☐ (5) Highly intentional in stating the "big idea" (e.g., these are all different ways to count, which tells us: how many) and relating activity to previous ones or the real world (e.g., we count to keep track, like when taking attendance…what else do we track?)
☐ (4)
☐ (3) Provides cursory reflection on the activity; may not be at the level of "big idea"
☐ (2)
☐ (1) No mention of big math ideas or relation to previous activities or real world

Participant Response

Q17. During Math Small Group, check off the number of children who are …

	Most (>75%)	About half	A few (<25%)	None
Off task, distracted, and/or unfocused 25% or more of the time	☐	☐	☐	☐

Did you see any adaptations?   Describe adaptation:
☐ Yes   ☐ No
How aligned was the adaptation with the Revised K0/K1 Curriculum?
☐ (5) Very aligned   ☐ (4)   ☐ (3) Somewhat aligned   ☐ (2)   ☐ (1) Not at all aligned

Storytelling

Dosage   ☐ Storytelling **Not** Observed

	Start Time	End Time	Stays within suggested timeframe (2-5 minutes)
Child 1:			☐
Child 2:			☐
Child 3:			☐

Adherence

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

☐ Arrival   ☐ Centers   ☐ Rest time   ☐ Lunch   ☐ Other

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

☐ Yes   ☐ No   ☐ Don't know

Circle one (Yes, No, or Don't Know):

	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
Q6. Dictation is handwritten.	Y N DK	Y N DK	Y N DK
Q7. 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
Q8. Teacher gives child a chance to make changes.	Y N DK	Y N DK	Y N DK
Q9. Teacher asks for title.	Y N DK	Y N DK	Y N DK
Q10. Co-construction (with teacher, other child, visuals) was used.	Y N DK	Y N DK	Y N DK

Q10. Teacher compiles children's stories.   *Comments (e.g., student folders or class set):*

☐ Yes   ☐ No

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

☐ (5) Teacher minimally or never directive; offers no comments, and only to support child in completing the story or at the child's request. Suggestions for changes are presented as a choice.

☐ (4)

☐ (3) Teacher somewhat directive; provides a few comments and makes change(s) to the story without presenting a choice (e.g., correcting grammar).

☐ (2)

☐ (1) Teacher highly directive; provides multiple (5+) suggestions and/or makes changes without presenting a choice.

Did you see any adaptations?   Describe adaptation:

☐ No

☐ Yes

How aligned was the adaptation with the Revised K0/K1 Curriculum?

☐ (5) Very aligned   ☐ (4)   ☐ (3) Somewhat aligned   ☐ (2)   ☐ (1) Not at all aligned

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Story Acting

Dosage

Start Time:	End Time:	☐ Story Acting Not Observed

Q1. Story Acting stays within the suggested timeframe (appox. 10 mins or less).
    ☐ Yes   ☐ No

Q2. Number of stories acted:
    ☐ 1   ☐ 2   ☐ More than 2

Adherence

Q3. Teacher allows author to select their part.
    ☐ Yes   ☐ No

Q4. Other actors are invited (select one):   ***Describe process:***
    ☐ While reading   ☐ Reading the story   ☐ Other
       the story   first, then selecting

Q5. Teacher reminds children of stage rules.
    ☐ Yes   ☐ No

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

Quality

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 (>90%) focused on the teacher and her instructions
    ☐ (4)
    ☐ (3) Brings class together, but process is somewhat disorganized; some students' focus is not on the teacher and her instructions
    ☐ (2)
    ☐ (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…")

Q8. Teacher has routines and processes to maintain a focus on the acting as opposed to management.
  a. Choosing actors is fair and efficient and prevents disputes or quickly addresses them if they occur
  b. Emphasizes the actions on stage (or redirects child attention to actors) rather than focusing on distractions or misbehavior
  c. 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.
    ☐ (4)
    ☐ (3) Most processes are clear and easy to understand. Flow is disrupted only slightly by teacher addressing processes or behavior.
    ☐ (2)
    ☐ (1) Process for story acting (including choosing actors) is not clear or inefficient; Flow is disrupted often by addressing processes or behavior.

Q9. Pacing is deliberate to allow children time to consider how to act out their parts.
- ☐ (5) Teacher very responsive to the children's actions, adjusting the pace for children to think and to enhance the story acting.
- ☐ (4)
- ☐ (3) Teacher generally keeps a pace that allows children time to think before acting.
- ☐ (2)
- ☐ (1) Teacher moves through story without any consideration for the time children need to think.

Q10. Acting is largely child-driven with the choices about how to act made by the student and suggestions or support sought from other students as opposed to the teacher.
- ☐ (5) Teacher 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.
- ☐ (4)
- ☐ (3) Teacher somewhat directive in interactions with children, providing a few comments.
- ☐ (2)
- ☐ (1) Teacher highly directive in interactions with children, providing multiple (5+) suggestions.

Participant Response

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

	Most (>75%)	About half	A few (<25%)	None
Off task, distracted, and/or unfocused 50% or more of the time	☐	☐	☐	☐

Did you see any adaptations? **Describe adaptation**:

☐ Yes   ☐ No

How aligned was the adaptation with the Revised K0/K1 Curriculum?

☐ (5) Very aligned   ☐ (4)   ☐ (3) Somewhat aligned   ☐ (2)   ☐ (1) Not at all aligned

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 observation (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)*
- ☐ (4) *(i.e., at least 50% of instructional time)*
- ☐ (3) Relevant vocabulary and rich academic language are sometimes used and clearly defined during the observation *(i.e., occasionally)*
- ☐ (2) *(i.e., observed at least once, but at most only a few examples)*
- ☐ (1) Relevant vocabulary and rich academic language may be used at times during the observation but they are not clearly defined *(i.e., never observe teaching defining relevant vocabulary and rich academic language)*

Q2. Literacy opportunities are 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)*
- ☐ (4) *(i.e., at least 50% of instructional time)*
- ☐ (3) Literacy opportunities sometimes available *(i.e.., occasionally)*
- ☐ (2) *(i.e., observed at least once, but at most only a few examples)*
- ☐ (1) Literacy opportunities not available except during explicit literacy instruction *(i.e.., never embedded)*

Q3. Mathematics opportunities are 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)*
- ☐ (4) *(i.e., at least 50% 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)*
- ☐ (2) *(i.e., observed at least once, but at most only a few examples)*
- ☐ (1) Math opportunities not available except during explicit math instruction *(i.e., never embedded)*

Q4. Teacher talks 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)*
- ☐ (4) *(i.e., at least half 50% of exchanges encourage children to expand ideas of think deeply)*
- ☐ (3) Some 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.)*
- ☐ (2) *(i.e., observed at least once, but at most only a few examples of expanding child thinking)*
- ☐ (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 thinking)*

Q5. Teacher connects or links activities to the curriculum unit or book in explicit and intentional ways.

☐ (5) Most activities are <u>explicitly</u> 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)*

☐ (4) (i.e., at least 50% of instructional time)

☐ (3) Most activities are <u>implicitly</u> 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 unit is not made explicit)

☐ (2) *(i.e., observed at least once, but at most only a few examples)*

☐ (1) None of the other activities (e.g., other than book reading) are linked to the curriculum unit or book

Q6. To what degree does this teacher use differentiated learning strategies to make the curriculum accessible to and address the range of children in the classroom, including ELL students and those with special needs?

(e.g., use of visuals, technology, cues/signal, 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)*

☐ (4) (i.e., at least 50% of instructional time)

☐ (3) Some use of differentiated learning strategies to make the curriculum accessible to and address the needs of all children

☐ (2) *(i.e., observed at least once, but at most only a few examples)*

☐ (1) No use of differentiated learning strategies

Q7. To what degree does this classroom capitalize on learning opportunities for children?

☐ (5) There was 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)*

☐ (4) *(i.e., at least 50% 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.

☐ (2) *(i.e., observed at least once, but at most only a few examples)*

☐ (1) There were many missed learning opportunities. Any extended learning opportunities seemed incomplete.

Q8. To what degree 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)*

☐ (4) *(at least 50% of instructional time)*

☐ (3) Moderate emphasis is placed on diversity (some visuals; some comments or discussion)

☐ (2) *(i.e., at least one – but only a few examples)*

☐ (1) No emphasis on or little evidence that this teacher emphasizes diversity (no comments; few visuals present)

Q9. To what degree 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)*
- ☐ (4) *(i.e., at least 50% of instructional time)*
- ☐ (3) Some of the learning opportunities require high levels of cognitive demand
- ☐ (2) *(i.e., observed at least once, but at most only a few examples)*
- ☐ (1) No learning opportunities require high levels of cognitive demand

Q10. To what extent does this classroom use the paraprofessional teacher as an instructional resource?

- ☐ (5) Para 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)*
- ☐ (4) *(i.e., at least 50% of instructional time)*
- ☐ (3) Para role is sometimes is an instructional support *(i.e., several examples of instructional support role)*
- ☐ (2) *(i.e., at least one – but only a few examples)*
- ☐ (1) Para addresses clean up and/or classroom management only *(i.e., never provides instructional support)*

Q11. Overall rating of how much this classroom implements the Revised K0/K1 Curriculum with fidelity:

- ☐ (5) Exemplary classroom that fully implements all components of the K0/K1 curriculum that were observed and at a high level of quality
- ☐ (4)
- ☐ (3) Evidence that this classroom has made a good-faith effort to implement components of the K0/K1 Curriculum
- ☐ (2)
- ☐ (1) Few or no tangible signs of the Revised K0/K1 Curriculum in this classroom

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

- ☐ (5) Exemplary classroom that fully implements all components of BB that were observed and at a high level of quality
- ☐ (4)
- ☐ (3) Evidence that this classroom has made a good-faith effort to implement components of BB
- ☐ (2)
- ☐ (1) Few or no tangible signs of BB in this classroom

CONTENT KNOWLEDGE

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

_____

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

- ☐ (5) Theme content is mostly abstract (e.g., What makes someone your friend? What is a game?)
- ☐ (4)
- ☐ (3) Theme content is somewhat concrete (e.g., Animals and habitats, seeds and plants)
- ☐ (2)
- ☐ (1) Theme content is very concrete (e.g., worms, pumpkins)
- ☐ Not applicable; No discernible theme/focal question

Q15. How rich is the content delivered on the theme/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)?

☐ (4)

☐ (3) Theme content somewhat promotes students' conceptual development, including less rich content and background knowledge opportunities (e.g., "bakery shop")

☐ (2)

☐ (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/focal question

Q16. How much evidence of the theme/focal question did you see in this classroom's instructional time?

☐ (5) Theme evident in at least three classroom instructional components (e.g., story, small groups, center time)

☐ (4)

☐ (3) Theme evident in two classroom components

☐ (2)

☐ (1) Theme not evident in classroom components

☐ Not applicable; No discernible theme/focal question

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

☐ (5) A great deal – teacher consistently made clear reference to the theme within activities and also made connections across several activities (e.g., collecting food in one activity; feeding turtles and documenting observations in another)

☐ (4)

☐ (3) Somewhat – teacher made some references to theme within activities and made at least two connections across activities

☐ (2)

☐ (1) Not at all – teacher did not make connections

☐ Not applicable; No discernible theme/focal question

Q18. To what degree is there evidence of the theme 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

☐ (4)

☐ (3) Theme evident in at least two areas of the classroom

☐ (2)

☐ (1) Theme not evident in materials or students' posted work

☐ Not applicable; No discernible theme/focal question

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

☐ 7+   ☐ 1 or 2

☐ 5 or 6   ☐ 0

☐ 3 or 4   ☐ Not applicable; No discernible theme/focal question

TEACHER INTERVIEW

ASK LEAD TEACHER THESE QUESTIONS AT END OF VISIT 1

Q1. Other than the Revised K0/K1 curriculum and BB, what other curricula do you use? (check all that apply)

☐ Fundations	☐ Engage NY	☐ Number Talk
☐ Children's Literacy Initiative	☐ Handwriting without Tears	☐ Second Step
☐ Lively Letters	☐ The Leader in Me	☐ Open Circle
☐ Sounds Abound	☐ Expeditionary Learning	☐ Other: _____

Q2. What assessments are you using to track child progress? (Ask teacher to respond with a yes or no)

☐ Work Sampling System	☐ Running Record
☐ Teaching Strategies GOLD	☐ EVT
☐ *Building Blocks* Small Group Record Sheets	☐ PALS
☐ Portfolios (hardcopy)	☐ LAP-D Screener

☐ Other (e.g., school- or team-created assessments): _____

Q3. During a typical week in this classroom, how often are the following K0/K1 revised curriculum and BB components incorporated into the school day? *(Use a √)*

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

Q4. Grouping Children:

    a. How do you form the small groups of children for language and literacy small group activities?

    b. How do you form the small groups of children for math small group activities?

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

TEACHER INTERVIEW

CONTENT KNOWLEDGE

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

_____ Yes [*If yes, ask the following:*]	____No [*If no, ask the following:*]
a. Please describe the theme(s) or focal question(s):	f. Do you ever use themes or focal questions in your classroom? _____ Yes ____No [*IF NO, END TEACHER QUESTIONS*] [*If yes, ask the following:*]
b. How did you choose the theme(s) or focal question(s)?	i. What was the last theme/question in your classroom?
c. Why did you choose that theme(s) or focal question(s)?	ii. How did you choose themes or focal questions?
d. What activities do you use to explore the theme(s) or focal question(s)? (Select all that apply, prompt for Other) ☐ Morning Meeting ☐ Center Activities ☐ Thinking and Feedback ☐ Small Groups ☐ Read Aloud ☐ Building Blocks/Math ☐ Storytelling/Story acting ☐ LFOAI ☐ Other (give examples):	iii. Why did you choose that theme(s) or focal question(s)?
e. Do you explore the theme(s) or focal question(s) in multiple lessons across the year? ___ Yes ___No	iv. What activities do you use to explore the theme(s) or focal question(s)? (Select all that apply, prompt for Other) ☐ Morning Meeting ☐ Center Activities ☐ Thinking and Feedback ☐ Small Groups ☐ Read Aloud ☐ Building Blocks/Math ☐ Storytelling/Story acting ☐ LFOAI ☐ Other (give examples):
[*If yes, ask the following:*] i. Where do/es today's lesson(s) fall in the unit or theme? _____ Beginning _____ Middle _____ End	v. Do you explore the theme(s) or focal question(s) in multiple lessons across the year? ___ Yes ___No
ii. Why do you revisit the theme(s) or focal question(s)? (Prompt for *repeat concepts or skills*; *introduce related concepts or skills*; and/or *more fully explore theme or focal question*)	[*If yes, ask the following:*] 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 for *repeat concepts or skills*; *introduce related concepts or skills*; and/or *more fully explore theme or focal question*)