

K2 Fidelity Tool
Intro to Centers

Dosage

Start Time:	End Time:	<input type="checkbox"/> Intro to Centers Not Observed
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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 in (focused on) 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

Q7. Teacher provides an opportunity for children to plan for Centers such as "Turn and Talk."

- Yes No

Q8. Teacher asks a couple of children (one or two) to share their plans.

- Yes No

Quality

Q9. 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...")

Q10. 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

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 words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List vocabulary words used:

K2 Fidelity Tool

Intro to Centers

Q12. Teacher uses a variety of vocabulary words that are sophisticated or advanced (e.g., Tier 2 or 3).

- (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.

Definition of Tiers:

- *Tier 1:* Basic words that most native speakers know before entering school. Children learning English may require support with these words.
- *Tier 2:* Words that appear frequently in texts, have high utility, and are less likely to be learned through everyday conversations.
- *Tier 3:* Content-specific and technical words that are best taught when the need arises in context.

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. 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).

Q14. 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)
- Does not reference prior classwork at all (verbally or through display of work)

Q15. 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

K2 Fidelity Tool

Intro to Centers

Participant response

Q16. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Adaptations

Q17. Did you see any adaptations?

- | | |
|--|---|
| <input type="checkbox"/> No adaptations | <input type="checkbox"/> Added a song/activity/game |
| <input type="checkbox"/> Timing (disrupted timing) | <input type="checkbox"/> All/part conducted in another language |
| <input type="checkbox"/> Used an activity/lesson from a different component/type | <input type="checkbox"/> Incorporated another content domain |
| | <input type="checkbox"/> Used alternative materials |
| | <input type="checkbox"/> Other (specify: _____) |

Q18. Was the adaptation aligned with the Focus on K2 Curriculum?

- Yes No

**K2 Fidelity Tool
Centers**

Dosage

Start Time:	End Time:	<input type="checkbox"/> Centers <u>NOT</u> observed
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Q1. Centers time stays within the suggested time frame (about 60 minutes).

- Yes No

Q2. Describe which centers are used.

	Used	Activity Name/Description	From weekly lesson
(a) Art Studio: Table	<input type="checkbox"/>		<input type="checkbox"/>
(b) Art Studio: Easel	<input type="checkbox"/>		<input type="checkbox"/>
(c) Library & Listening	<input type="checkbox"/>		<input type="checkbox"/>
(d) Blocks	<input type="checkbox"/>		<input type="checkbox"/>
(e) Dramatization	<input type="checkbox"/>		<input type="checkbox"/>
(f) Writing & Drawing	<input type="checkbox"/>		<input type="checkbox"/>
(g) STEM: Discovery Table	<input type="checkbox"/>		<input type="checkbox"/>
(h) STEM: Science Table	<input type="checkbox"/>		<input type="checkbox"/>
(i)	<input type="checkbox"/>		<input type="checkbox"/>
(j)	<input type="checkbox"/>		<input type="checkbox"/>
(k)	<input type="checkbox"/>		<input type="checkbox"/>
(l)	<input type="checkbox"/>		<input type="checkbox"/>

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. Evidence of ongoing STEM investigations is present (e.g., table or section of the room is set up with STEM activities, journals, books on science content).

- Yes No

Q7. Teacher asks critical questions (e.g., I wonder what would happen if...What do you think about...?).

- Yes No

Q8. Teacher documents children's learning and/or work in center activities (e.g., writing down ideas, taking notes, photographing, videotaping).

- Yes No

Q9. What proportion of observation time did the teacher "facilitate" centers?

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

Q10. A paraprofessional is present for and helps to facilitate centers for at least 80% of center time.

- Yes No

**K2 Fidelity Tool
Centers**

Quality

Q11. 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

Q12. 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 words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List vocabulary words used:

Q13. 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.

Q14. 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).

Q15. 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

K2 Fidelity Tool
Centers

Q16. 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

Q17. 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

Q18. 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)
- 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)

Q19. 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
- (4)
- (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
- (2)
- 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

Q20. Teachers and children have sustained, substantive discussions around unit content 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 unit content** 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)**

K2 Fidelity Tool

Centers

Q21. 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

Participant Response

Q22. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adaptations

Q23. Did you see any adaptations?

- | | |
|---|--|
| <input type="checkbox"/> No adaptations
<input type="checkbox"/> Timing (disrupted timing)
<input type="checkbox"/> Used an activity/lesson from a different component/type | <input type="checkbox"/> Added a song/activity/game
<input type="checkbox"/> All/part conducted in another language
<input type="checkbox"/> Incorporated another content domain
<input type="checkbox"/> Used alternative materials
<input type="checkbox"/> Other (specify: _____) |
|---|--|

Q24. Was the adaptation aligned with the Focus on K2 Curriculum?

- Yes No

K2 Fidelity Tool

Thinking and Feedback

Dosage

Start Time:	End Time:	<input type="checkbox"/> T&F Not Observed
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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

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).

K2 Fidelity Tool

Thinking and Feedback

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adaptations

Q15. Did you see any adaptations?

- | | |
|--|--|
| <input type="checkbox"/> No adaptations
<input type="checkbox"/> Timing (disrupted timing)
<input type="checkbox"/> Used an activity/lesson from a different component/type
<input type="checkbox"/> Show & tell/sharing time | <input type="checkbox"/> Added a song/activity/game
<input type="checkbox"/> All/part conducted in another language
<input type="checkbox"/> Incorporated another content domain
<input type="checkbox"/> Used alternative materials
<input type="checkbox"/> Other (specify: _____) |
|--|--|

Q16. Was the adaptation aligned with the Focus on K2 Curriculum?

- Yes No

K2 Fidelity Tool
Phonics/Phonological Awareness/Literacy Whole Group

Dosage

Start Time:	End Time:	<input type="checkbox"/> Literacy Whole Group Not Observed
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Q1. Literacy Whole Group stays within the suggested time frame (20-30 minutes).

- Yes No

Adherence

Q2. Which curriculum does the teacher use for Literacy Whole Group lessons? (Check all that apply)

- FUNdations WoW! Other: _____

Q3. Teacher uses materials from curriculum directions.

- Yes No

Q4. What is/are the targeted skill(s)?

- Letter formation Word study Spelling High frequency words Other: _____

Q5. Teacher uses support materials for the activities, if applicable (as indicated in the curriculum; e.g., word cards, letter cards, posters).

- Yes No Not applicable. No support materials are necessary.

Q6. Materials for Literacy Whole Group are prepared in advance (as indicated in the curriculum) 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 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...")

Q8. Teacher clearly identifies skills during the activity (e.g., teacher introduces the sound for the letter 'M').

- (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.

Q9. Teacher:

	6 or more times	3 - 5 times	1 – 2 times	0 times
(a) Embeds discipline-specific vocabulary in language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Defines discipline-specific vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K2 Fidelity Tool

List discipline-specific vocabulary words used:

Phonics/Phonological Awareness/Literacy Whole Group

Q10. Teacher:

	6 or more times	3 - 5 times	1 – 2 times	0 times
(c) Embeds <u>content-related</u> vocabulary in language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Defines <u>content-related</u> vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List content-related vocabulary words used:

Q11. 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.

Participant response

Q12. During Foundations/Literacy Whole Group, 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adaptations

Q13. Did you see any adaptations?

- | | |
|---|--|
| <input type="checkbox"/> No adaptations
<input type="checkbox"/> Timing (disrupted timing)
<input type="checkbox"/> Used an activity/lesson from a different component/type
<input type="checkbox"/> Used a different curriculum | <input type="checkbox"/> Added a song/activity/game
<input type="checkbox"/> All/part conducted in another language
<input type="checkbox"/> Incorporated another content domain
<input type="checkbox"/> Used alternative materials
<input type="checkbox"/> Other (specify: _____) |
|---|--|

Q14. Was the adaptation aligned with the Focus on K2 Curriculum?

- Yes No

K2 Fidelity Tool
Literacy Small Group

Dosage

<u>Start Time:</u> (first SG)	<u>End Time:</u> (last SG)	<input type="checkbox"/> Literacy Small Group Not Observed
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Q1. Describe the Small Groups:

# of children	Start Time	End Time	Curriculum/Activity Source				Teacher
			<input type="checkbox"/> Guided Reading	<input type="checkbox"/> WoW! Teacher group	<input type="checkbox"/> Other	<input type="checkbox"/> Unclear	<input type="checkbox"/> Lead <input type="checkbox"/> Para <input type="checkbox"/> ESL Specialist <input type="checkbox"/> Volunteer
			<input type="checkbox"/> Guided Reading	<input type="checkbox"/> WoW! Teacher group	<input type="checkbox"/> Other	<input type="checkbox"/> Unclear	<input type="checkbox"/> Lead <input type="checkbox"/> Para <input type="checkbox"/> ESL Specialist <input type="checkbox"/> Volunteer
			<input type="checkbox"/> Guided Reading	<input type="checkbox"/> WoW! Teacher group	<input type="checkbox"/> Other	<input type="checkbox"/> Unclear	<input type="checkbox"/> Lead <input type="checkbox"/> Para <input type="checkbox"/> ESL Specialist <input type="checkbox"/> Volunteer
			<input type="checkbox"/> Guided Reading	<input type="checkbox"/> WoW! teacher group	<input type="checkbox"/> Other	<input type="checkbox"/> Unclear	<input type="checkbox"/> Lead <input type="checkbox"/> Para <input type="checkbox"/> ESL Specialist <input type="checkbox"/> Volunteer

Q2. Small Group stays within the suggested timeframe (~10-20 minutes each).

- Yes No

Adherence

Q3. Small groups are delivered during:

- Literacy Block Literacy Block with
WoW! Stations Centers Other

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 provides a brief introduction (e.g., demonstration of activity, explanation of materials) to introduce the skill(s) or vocabulary.

- Yes No

Quality

Q6. Teacher:

	6 or more times	3 - 5 times	1 – 2 times	0 times
<input type="checkbox"/> Embeds vocabulary in language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Defines vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List vocabulary words used:

K2 Fidelity Tool

Literacy Small Group

Q7. 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.

Q8. 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).

Q9. 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

Q10. Teacher builds on and extends children's thinking and understanding 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/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.

K2 Fidelity Tool

Literacy Small Group

Q11. 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).

Q12. 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 proficiency 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

Q13. During Literacy Small Group, 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adaptations

Q14. Did you see any adaptations?

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> No adaptations <input type="checkbox"/> Timing (disrupted timing) <input type="checkbox"/> Used an activity/lesson from a different component/type | <ul style="list-style-type: none"> <input type="checkbox"/> Added a song/activity/game <input type="checkbox"/> All/part conducted in another language <input type="checkbox"/> Incorporated another content domain <input type="checkbox"/> Used alternative materials <input type="checkbox"/> Other (specify: _____) |
|---|--|

Q15. Was the adaptation aligned with the Focus on K2 Curriculum?

- Yes No

K2 Fidelity Tool

WoW!/Literacy Stations

Dosage

Start Time:	End Time:	<input type="checkbox"/> WoW! Stations Not Observed
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Q1. Which WoW! Stations are used?

Station	Used	Activity name or description
(a) Word Work	<input type="checkbox"/>	
(b) Writing Practice	<input type="checkbox"/>	
(c) Talk Time	<input type="checkbox"/>	
(d) Reading Time	<input type="checkbox"/>	
(e)	<input type="checkbox"/>	
(f)	<input type="checkbox"/>	
(g)	<input type="checkbox"/>	
(h)	<input type="checkbox"/>	
(i)	<input type="checkbox"/>	
(j)	<input type="checkbox"/>	
(k)	<input type="checkbox"/>	

Q2. WoW!/Literacy Stations stay within the suggested timeframe (~20 minutes).

- Yes No

Adherence

Q3. WoW! Stations are delivered during: (check all that apply)

- Literacy Block Other

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 provides support for children to complete stations independently (e.g., visuals or other resources).

- Yes No

Participant Response

Q6. During WoW! stations, 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Adaptations

Q7. Did you see any adaptations?

- | | |
|---|--|
| <input type="checkbox"/> No adaptations
<input type="checkbox"/> Timing (disrupted timing)
<input type="checkbox"/> Used an activity/lesson from a different component/type | <input type="checkbox"/> Added a song/activity/game
<input type="checkbox"/> All/part conducted in another language
<input type="checkbox"/> Incorporated another content domain
<input type="checkbox"/> Used alternative materials
<input type="checkbox"/> Other (specify: _____) |
|---|--|

Q8. Was the adaptation aligned with the Focus on K2 Curriculum?

- Yes No

K2 Fidelity Tool
Read Aloud

Dosage

Start Time:	End Time:	<input type="checkbox"/> Read Aloud Not Observed
-------------	-----------	--

Q1. Read Aloud stays within the suggested timeframe (15-20 mins).

- Yes No

Adherence

Book Title: _____

Q2. Teacher reads book from the curriculum/Unit.

- (a) Yes (b) 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. Type of text:

- Fiction Non-fiction (Informational)

Q5. The teacher introduces the Read (e.g., states book title, provides quick introduction, points out author/illustrator).

- Yes No

Q6. The teacher sets a purpose for the read (i.e., states the goal for the read aloud session).

- Yes No

Q7. 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

Q8. Which Read is observed?

- First encounter with a text 2nd, 3rd, or Close Read Unsure/ Not clear

Q9. Which Read Aloud strategies did the teacher use? (Check all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> Monitoring comprehension | <input type="checkbox"/> Retelling or summarizing | <input type="checkbox"/> Synthesizing |
| <input type="checkbox"/> Identifying and using text features and structures | <input type="checkbox"/> Predicting | <input type="checkbox"/> Inferring |
| <input type="checkbox"/> Determining key ideas and supporting details | <input type="checkbox"/> Visualizing | <input type="checkbox"/> Analyzing |
| | <input type="checkbox"/> Making connections (text-text) | <input type="checkbox"/> Questioning |
| | <input type="checkbox"/> Making connections (text-self) | <input type="checkbox"/> Activates prior knowledge |
| | | <input type="checkbox"/> Critiquing or evaluating |

Q10. What types of questions did the teacher ask during the read aloud? (Check one in each row)

	<u>None</u>	<u>Some</u>	<u>A Lot</u>
(a) Explicit/Literal (e.g., What happened when Kate bit into an apple with her loose tooth?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Inferential (e.g., How did Kate feel about her tooth at the beginning of the story? How do you know?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Analytical (e.g., How does the illustration on page 4 help you predict what will happen to Kate's tooth?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Text-dependent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Closed questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(f) Open-ended questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K2 Fidelity Tool

Read Aloud

Quality

Q11. 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...")

Q12. 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.

Q13. Teacher extends the reading by engaging in a goal-oriented discussion or activity (e.g., KWLM chart).

- (5) In-depth discussion of any aspect of the text occurs during or after 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 as a group or in pairs, or engaging children in reflection
- (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

Q14. Teacher is deliberate and purposeful in the modeling, describing, and facilitating of comprehension strategies during the read aloud.

(e.g. The teacher models how she uses the illustration to infer how a character felt, pointing out that the author didn't state it explicitly. On a subsequent page, rather than modeling, she asks students to use the illustration to infer the characters' feelings and share their thinking with a partner.)

- (5) Comprehension strategies are clear to the observer and children. Reading strategies used maximize children's understanding of the text.
- (4)
- (3) Comprehension strategies are somewhat unclear to the observer and children.
- (2)
- (1) Teacher does not use comprehension strategies, or does not use comprehension strategies in a clear way.

K2 Fidelity Tool

Read Aloud

Q15. Teacher builds on and extends children’s thinking and understanding about the book in flexible ways.

(e.g., invites other children to build on specific peer ideas, names particular strategies and concepts demonstrated and shared by children, promotes learning through discussion, prompts children to explain thinking or rationale for responses)

- (5) Consistently builds on and extends child thinking
- (4)
- (3) Sometimes builds on and extends child thinking
- (2)
- (1) Does not build on and extend child thinking/understanding

Q16. 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 words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List vocabulary words used:

Q17. 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.

Q18. Teacher is intentional in which vocabulary words are used and how they are clearly and accurately 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 and accurately 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).

Q19. Teacher facilitates connections between the text and the content of the unit with the goal of building students’ content knowledge.

- (5) Highly effective: Teacher’s modeling and questioning highlight concept connections between texts, as well as between the text and the unit’s big ideas and key understanding.
- (4)
- (3) Somewhat effective
- (2)
- (1) Ineffective: Teacher does not make connections between texts, or between the text and the unit.

K2 Fidelity Tool

Read Aloud

Q20. Teacher effectively facilitates discussion on the meaning of individual words and sentences.

- (5) Highly effective: questions are directly related to the portion of text presented to children and one or more questions require building on information presented in the text to understand the meaning of words and sentences.
- (4)
- (3) Somewhat effective: questions are mostly related to the portion of text presented to children; however, questions are either too basic or too inferential as a whole.
- (2)
- (1) Does not ask questions related to the portion of text presented to children.

Q21. Teacher effectively engages children in text-based discussion in order to promote development of knowledge and ideas.

- (5) Highly effective: teacher grounds discussion in the text, questions are directly related to the portion of text presented to children and one or more questions require building on information presented in the text through inference.
- (4)
- (3) Somewhat effective: questions are mostly related to the portion of text presented to children; however, questions are either too basic or too inferential as a whole.
- (2)
- (1) Does not ask questions related to the portion of text presented to children.

Participant Response

Q22. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adaptations

Q23. Did you see any adaptations?

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> No adaptations <input type="checkbox"/> Timing (disrupted timing) <input type="checkbox"/> Used an activity/lesson from a different component/type <input type="checkbox"/> Child(ren) read the book | <ul style="list-style-type: none"> <input type="checkbox"/> Added a song/activity/game <input type="checkbox"/> All/part conducted in another language <input type="checkbox"/> Incorporated another content domain <input type="checkbox"/> Used alternative materials <input type="checkbox"/> Other (specify: _____) |
|--|--|

Q24. Was the adaptation aligned with the Focus on K2 Curriculum?

- Yes No

K2 Fidelity Tool

Number Talks

Dosage

Start Time:	End Time:	<input type="checkbox"/> Number Talks Not Observed
-------------	-----------	--

Q1. Number Talks activities stay within the suggested time frame (5-15 minutes).

- Yes No

Adherence

Q2. Does the teacher follow the Number Talks protocol?

- Yes No

Q3. The protocol steps are completed: (Check all that apply).

- Provide problem Provide opportunity for mental math Students show visual cue Teacher calls for and collects all answers Students share strategies/justifications

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

(if no materials needed, select "yes")

- Yes No

Q5. Teacher asks at least three questions that promote subitizing and/or reasoning strategies (e.g., How many do you see? Where do you see [#]? How many more to make 10? How do you know?)

- Yes No

Quality

Q6. 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...")

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
- (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

K2 Fidelity Tool

Number Talks

Q8. Teacher uses strategies that promote the goal for Number Talks: encouraging fluency, efficiency, and accuracy in solving number-related problems through mental math and discussion.

- (5) Throughout session, strategies elicit student thinking through mental math and discussion (e.g., asks questions that promote subitizing instead of counting; allows time for quiet thinking)
- (4)
- (3) Somewhat elicits student thinking through mental math and discussion; or elicits student thinking in a limited fashion
- (2)
- (1) Minimally or does not elicit student thinking through mental math and discussion; too directive in approach

Q9. 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)

Participant Response

Q10. During Number Talks, check off the number of children who are...

	<u>Most (>75%)</u>	<u>About half</u>	<u>A few (<25%)</u>	<u>None</u>
Off task, distracted, and/or unfocused 50% or more of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K2 Fidelity Tool

Math Launch (Whole Group)

Dosage

Start Time:	End Time:	<input type="checkbox"/> Math Launch Not Observed
-------------	-----------	---

Q1. Math Launch activities stay within the suggested time frame (no more than 15 minutes).

- Yes No

Adherence

Q2. Which curriculum does the teacher use for the Math Launch? (Check all that apply)

- Investigations 3 Everyday Math EngageNY/Eureka Other: _____

Q3. Materials are prepared in advance (e.g., as indicated in the curriculum) with no wait time.

(if no materials needed, select "yes")

- Yes No

Quality

Q4. 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...")

Q5. The teacher provides an appropriate amount of information to introduce/launch the math "problem(s)" or activity(ies).

- (5) Teacher provides enough information so that children can work independently. Teacher focuses on the concepts behind the math activity(ies). Children have to do or are prepared to do the "cognitive work" for the activity(ies).
- (4)
- (3) It is mixed: while some cognitive work is left for the children, about half of the cognitive work is done by the teacher.
- (2)
- (1) Teacher walks through the activity(ies) step-by-step; is overly focused on the procedures. Teacher does all the "cognitive work" for the activity(ies).

Q6. Teacher provides accurate information and correctly uses and models mathematical terms and concepts.

- (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

K2 Fidelity Tool

Math Launch (Whole Group)

Q7. 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)

Participant Response

Q8. During Math Launch 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K2 Fidelity Tool
Math Workshop (Math Small Group)

Dosage

Start Time:	End Time:	<input type="checkbox"/> Math Workshop Not Observed
-------------	-----------	---

Q1. Describe activities conducted as part of Math Workshop (including independent, partner, and small group work):

Activity Name/Description	Type	From Investigations 3?	If yes, current session?	Number of children
1.	<input type="checkbox"/> independent <input type="checkbox"/> partner <input type="checkbox"/> small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2+
2.	<input type="checkbox"/> independent <input type="checkbox"/> partner <input type="checkbox"/> small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2+
3.	<input type="checkbox"/> independent <input type="checkbox"/> partner <input type="checkbox"/> Small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2+
4.	<input type="checkbox"/> independent <input type="checkbox"/> partner <input type="checkbox"/> small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2+
5.	<input type="checkbox"/> independent <input type="checkbox"/> partner <input type="checkbox"/> small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2+
6.	<input type="checkbox"/> independent <input type="checkbox"/> partner <input type="checkbox"/> small group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2+

Q2. Math Workshop stays within the suggested time frame (~30-40 minutes).

- Yes No

Adherence

Q3. Math Workshop is delivered as a standalone component.

- Yes No

Q4. Did the teacher(s) set up at least one Investigations 3 activity (workshop) from the session plan?

- Yes No

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

(if no materials needed, select "yes")

- Yes No

Q6. There is evidence that children know what "to do".

- Yes No

Quality

Q7. An adult circulated the room, monitoring, guiding and/or participating in the activity *as needed*.

- (5) Adult consistently available to monitor and guide children (without overscaffolding) as needed
- (4)
- (3) Adult consistently available to monitor children but does not often guide children (without overscaffolding) as needed

K2 Fidelity Tool

- (2)
- (1) Adult rarely or never available to monitor and guide children as needed (or if they do, it is overly scaffolded)

Math Workshop (Math Small Group)

Q8. Teacher provided accurate information and correctly uses and models mathematical terms and concepts.

- (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 their thinking
- (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 their thinking

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 ideas, strategies or explanations (e.g., do you think that always works?)
- (4)
- (3) Sometimes elaborates on children’s ideas, strategies or explanations
- (2)
- (1) Rarely elaborates on children’s ideas, strategies or explanations

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)

K2 Fidelity Tool

Math Workshop (Math Small Group)

Q13. 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 children so that they have access or an “entry point” to an activity (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 [does not respond to children’s mathematical needs OR does almost all of the work for the child (overscaffolds)]

Q14. 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, teacher allows for some children 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 proficiency 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

Q15. 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

Q16. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K2 Fidelity Tool

Math Summary/Wrap-up/Discussion

Dosage

Start Time:	End Time:	<input type="checkbox"/> Math Summary/Wrap-up Not Observed
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Adherence

Q1. Math Summary/Wrap-up stays within the suggested time frame (5-15 minutes).

- Yes No

Q2. Teacher has a few children share something about their work from Math Workshop.

- Yes No

Quality

Q3. The teacher elicited children's sharing about their Math Workshop.

- (5) Highly intentional in the reflection activity so that the discussion focuses on the "big idea" (e.g., these are different ways to count, to tell us how many) and relating the 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." Students may share their work in a "show and tell" format that minimally highlights any mathematical ideas.
- (2)
- (1) No mention of big math ideas or relation to previous activities or real world

Q4. 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 their thinking
- (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 their thinking

Q5. 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)

Q6. 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 ideas, strategies or explanations (e.g., do you think that always works?)
- (4)
- (3) Sometimes elaborates on children's ideas, strategies or explanations

K2 Fidelity Tool

- (2)
- (1) Rarely elaborates on children's ideas, strategies or explanations

Math Summary/Wrap-up/Discussion

Q7. 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)

K2 Fidelity Tool

Storytelling

Dosage

Storytelling **Not** Observed

	Start Time	End Time	Stays within suggested timeframe (2-5 minutes)
Child 1:			<input type="checkbox"/>
Child 2:			<input type="checkbox"/>
Child 3:			<input type="checkbox"/>

Adherence

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

Select 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
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

Q10. Teacher compiles children's stories.

- 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.

Adaptations

Did you see any adaptations?

- | | |
|---|--|
| <input type="checkbox"/> No adaptations
<input type="checkbox"/> Timing (disrupted timing)
<input type="checkbox"/> Used an activity/lesson from a different component/type | <input type="checkbox"/> Added a song/activity/game
<input type="checkbox"/> All/part conducted in another language
<input type="checkbox"/> Incorporated another content domain
<input type="checkbox"/> Used alternative materials
<input type="checkbox"/> Other (specify: _____) |
|---|--|

K2 Fidelity Tool

Was the adaptation aligned with the Focus on K2 Curriculum? Yes No

Story Acting

Dosage

Start Time:	End Time:	<input type="checkbox"/> Story Acting Not Observed
-------------	-----------	--

Q1. Story Acting stays within the suggested timeframe (approx. 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):

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

Q5. Teacher reminds children of stage rules.

- Yes No

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

- Yes No

Q7. 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.

- Yes, teacher mostly asks students to provide support No, teacher mostly provides support

Quality

Q8. 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...")

Q9. 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.

K2 Fidelity Tool

- (2)
- (1) Process for story acting (including choosing actors) is not clear or inefficient; Flow is disrupted often by addressing processes or behavior.

Story Acting

Q10. 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.

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adaptations

Q12. Did you see any adaptations?

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> No adaptations <input type="checkbox"/> Timing (disrupted timing) <input type="checkbox"/> Used an activity/lesson from a different component/type | <ul style="list-style-type: none"> <input type="checkbox"/> Added a song/activity/game <input type="checkbox"/> All/part conducted in another language <input type="checkbox"/> Incorporated another content domain <input type="checkbox"/> Used alternative materials <input type="checkbox"/> Other (specify: _____) |
|---|--|

Q13. Was the adaptation aligned with the Focus on K2 Curriculum?

- Yes No

K2 Fidelity Tool

Writing

Dosage

Start Time:	End Time:	<input type="checkbox"/> Writing Not Observed
-------------	-----------	---

Q1. Writing stays within the suggested time frame (30 mins).

- Yes No

Adherence

Q2. Which curriculum/approach to writing instruction does the teacher use? (Check all that apply)

- Writer's Workshop outlined in Focus Lucy Calkins SFL Other _____

Q3. What type(s) of writing is the class engaged in?

- Deconstructing a mentor text Modeled writing Interactive writing Independent writing
 Peer-to-peer feedback Other _____

Q4. Mini-lesson/whole group instruction focus (check all that apply)

- Mechanics/Conventions Genre structure/organization Language/Grammar Craft/ Style

Q5. While children write independently, the teacher is... (check all that apply)

- Circulating to conference and support writers Meeting with small writing groups No independent writing observed

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 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...")

Q7. Teacher builds on and extends children's thinking and understanding about a mentor text, a shared piece of writing, or children's individual writing 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; addresses 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., invites other children to build on specific peer ideas, names particular strategies and skills demonstrated and shared by children, promotes learning through discussion)
 (4)
 (3) Sometimes builds on and extends child thinking
 (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

K2 Fidelity Tool

Writing

Q8. The teacher provides specific and actionable feedback to children about their writing, whether directly or through facilitation of peer-to-peer feedback. (e.g., The teacher prompts students to explain their work and their thinking, provides actionable next steps to children, facilitates peer-to-peer feedback, uses tools such as rubrics or checklists to guide feedback)

- (5) Specific and actionable feedback consistently provided to children about their writing from teachers and/or peers
- (4)
- (3) Specific and actionable feedback sometimes provided to children about their writing from teachers and/or peers
- (2)
- (1) No feedback observed and/or incorrect feedback provided

Q9. 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 children so that they have access or an “entry point” to an activity (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 [does not respond to children’s writing needs OR does almost all of the work for the child (overscaffolds)]

Q10. Teacher:

6 or more times 3 - 5 times 1 - 2 times 0 times

	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 words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List vocabulary words used:

Q11. Teacher uses a variety of vocabulary words 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.

Q12. 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).

K2 Fidelity Tool

Writing

Participant Response

Q13. During Writing, check off the number of children who are...

Most (>75%) About half A few (<25%) None

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

K2 Fidelity Tool

COMPLETE AT END OF VISIT

Global Fidelity Items

- 1. 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*)

- 2. 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*)

- 3. 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*)

- 4. 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*)

K2 Fidelity Tool

Global Fidelity Items

5. Teacher connects or links 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*)
- (4) (*i.e., at least 50% 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 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

6. 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

7. To what degree does this classroom capitalize 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*)
- (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.

8. To what degree is it the classroom culture to discuss, explicitly demonstrate, and show respect and appreciation for 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)

9. 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

K2 Fidelity Tool

Global Fidelity Items

10. 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 once – but only a few examples*)
- (1) Para addresses clean up and/or classroom management only (*i.e., never provides instructional support*)
- N/A. Para in the classroom during this visit is not the typical classroom para (*i.e., s/he is a substitute*).
- N/A. There is no para in this classroom.

11. Teacher effectively uses strategies for total and equitable student participation (e.g., some examples of total participation techniques are equity sticks, talk protocols such as think, pair share or carousel brainstorm, strategic seating, etc.).

- (5) Teacher facilitates discussion and sharing of ideas in a way that enables her/him to hear the thinking of most students in the class. Teacher “moves” demonstrate an expectation that all students will share their thinking and participate (*i.e. most or at least 75% of instructional time*)
- (4) (*i.e., at least 50% of instructional time*)
- (3) Teacher sometimes facilitates discussion and sharing of ideas in a way that enables her/him to hear the thinking of most students in the class (*i.e., occasionally*)
- (2) (*i.e., observed at least once, but at most only a few examples*)
- (1) Teacher rarely or never facilitates discussion and sharing of ideas in a way that enables her/him to hear the thinking of most students in the class (*i.e., never facilitates*)

12. Overall rating of how much this classroom implements the Focus on K2 Curriculum with fidelity:

- (5) Exemplary classroom that fully implements all components of the K2 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 K2 Curriculum
- (2)
- (1) Few or no tangible signs of the K2 Curriculum in this classroom

13. Overall rating of how much this classroom implements Investigations Curriculum with fidelity:

- (5) Exemplary classroom that fully implements all components of **Investigations** 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 **Investigations**
- (2)
- (1) Few or no tangible signs of **Investigations** in this classroom

K2 Fidelity Tool

Global Fidelity Items – Content

CONTENT KNOWLEDGE

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

15. 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

16. 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

17. 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, intro to centers, center time, thinking & feedback)
- (4)
- (3) Theme evident in two classroom components
- (2)
- (1) Theme not evident in classroom components
- Not applicable; No discernible theme/focal question

18. 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

K2 Fidelity Tool
Global Fidelity Items – Content

19. 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

20. 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

21. When conflicts between children arise, how are they handled?

- Children handle them on their own
- Teacher intervention
- Combination of the two
- Conflict not observed

22. Are conflicts handled effectively?

- Yes
- No
- Conflict not observed

23. Is there any evidence in the classroom for established processes around handling conflicts (e.g., feelings charts; conflict related charts, words, or phrases; a particular process is referenced when a conflict is handled)?

- Yes
- No

24. The quality of student's work on the walls and around the room was:

- (5) High quality (e.g., clear evidence of children's thinking and process of learning; varied work displayed)
- (4)
- (3) Moderate quality (e.g., work posted shows some attempt of children expressing their ideas)
- (2)
- (1) Low quality (.g., minimal evidence of children's thinking and process of learning; all the posted work looks the same -- all children do the same activity)

K2 Fidelity Tool

ASK LEAD TEACHER THESE QUESTIONS AT END OF VISIT 1

Q1. Which of these curricula or components do you use? (Check all that apply)

- Focus on K2
 Foundations
 Wow!
 Investigations 3
 Number Talks
 "Which one doesn't belong" protocol

Q2. What other curricula do you use? (check all that apply)

<input type="checkbox"/> Lively Letters <input type="checkbox"/> Sounds Abound <input type="checkbox"/> Expeditionary Learning <input type="checkbox"/> EngageNY/Eureka Math	<input type="checkbox"/> Everyday Math <input type="checkbox"/> Handwriting without Tears <input type="checkbox"/> The Leader in Me <input type="checkbox"/> FOSS	<input type="checkbox"/> Second Step <input type="checkbox"/> Open Circle <input type="checkbox"/> Discovering Justice <input type="checkbox"/> Other: _____
---	--	---

Q3. What assessments are you using to track child progress? (Ask teacher to respond with a yes or no) (Check all that apply)

<input type="checkbox"/> The Rubric from the K2 Report Card (the new one) <input type="checkbox"/> Work Sampling System <input type="checkbox"/> Teaching Strategies GOLD <input type="checkbox"/> Portfolios (hardcopy or digital) <input type="checkbox"/> Running Record <input type="checkbox"/> Observational Notes <input type="checkbox"/> Other (e.g., school- or team-created assessments): _____	<input type="checkbox"/> EVT <input type="checkbox"/> DIBELS <input type="checkbox"/> DIBELS Progress Monitoring <input type="checkbox"/> LAP-D Screener <input type="checkbox"/> Assessments from Investigations <input type="checkbox"/> TRC <input type="checkbox"/> F&P Assessment
--	--

Q4. During a typical week in this classroom, how often are the following Focus on K2 and math 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		
Intro to Centers								
Centers								
Thinking and Feedback								
Foundations [literacy whole group]								
Literacy Small Group								
WoW! Stations								
Read Aloud								
Number Talks								
Math Launch								
Math Workshop								
Math Summary/Wrap Up								
Storytelling								
Story Acting								
Adult Story Telling								
Writing								

**K2 Fidelity Tool
Teacher Interview**

Q5. Do you do the following?

a) Modeled Writing	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b) Interactive Writing	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c) Shared Reading	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Q6. How do you determine who is selected for Thinking and Feedback?

Q7. Grouping Children:

a) IF THEY DO LITERACY SMALL GROUP: How do you form the small groups of children for language and literacy small group activities?

b) IF THEY DO MATH WORKSHOP OR MATH SMALL GROUP: Do you change the composition of the children in your math small group activities? In what way? How frequently?

Q8. How do you plan for lessons, generally? (Check all that apply.)

<p>For language/literacy:</p> <input type="checkbox"/> Plan collaboratively <input type="checkbox"/> Plan individually <input type="checkbox"/> Look at/read curriculum <input type="checkbox"/> Other: _____	<p>For math:</p> <input type="checkbox"/> Plan collaboratively <input type="checkbox"/> Plan individually <input type="checkbox"/> Look at/read curriculum <input type="checkbox"/> Other: _____
---	--

Q9. Do you do the culminating projects?

Project	Planning to do it	Not planning on doing it	Completed it
Showcase (Unit 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our Boston Project (Unit 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capstone (Unit 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10. Is the paraprofessional who was here today your assigned para?

- Yes No No para here today No para assigned to this room

Q11. On a typical day, is the assigned para in the classroom for about half the time?

K2 Fidelity Tool

Q12. When in your classroom, what does the para typically do?

Other Comments about this classroom and/or observation:

K2 Fidelity Tool
CONTENT KNOWLEDGE

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

_____ Yes *[If yes, ask the following:]*

- Please describe the theme(s) or focal question(s):

- How did you choose the theme(s) or focal question(s)?

- Why did you choose that theme(s) or focal question(s)?

- 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 Math
 - Storytelling/Story acting
 - Other (give examples):

- Do you explore the theme(s) or focal question(s) in multiple lessons across the year? ___ Yes ___ No

[If yes, ask the following:]

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

_____ Beginning _____ Middle _____ End

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)

_____ No *[If no, ask the following:]*

Q15. Do you ever use themes or focal questions in your classroom?

_____ Yes _____ No *[IF NO, END TEACHER QUESTIONS]*

[If yes, ask the following:]

What was the last theme/question in your classroom?

How did you choose themes or focal questions?

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

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 Math
- Storytelling/Story acting
- Other (give examples):

Do you explore the theme(s) or focal question(s) in multiple lessons across the year? ___ Yes ___ No

[If yes, ask the following:]

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

_____ Beginning _____ Middle _____ End

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)