Head Start
Classroom Observation
and
Creative Curriculum
Fidelity Tool

Site:_____ Classroom: _____

Teaching Team: _____

Date: _____ Start Time: _____ End Time: _____

Ages of Children:_____ Number of Children: _____

Number of Paid Staff:_____ Number of Volunteers: _____

Name of Observer: _____

NOTE TO USERS:

This observation instrument was designed only for use in preschool classrooms implementing The Creative Curriculum for Preschool as they serve Mid-America Head Start children. The indicators on each page were drawn from the sources referenced below. Observers should write comments in the space provided to evidence whether indicators are met.

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Environment

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(a) Teaching and the learning environment. A center-based program must ensure teachers and other relevant staff provide…an organized learning environment that promotes healthy development of children's skill growth aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five,* including children with disabilities
• 1302.31(b) Materials and space for learning. A program must provide age-appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space. The equipment, materials and supplies must include any necessary accommodations and the space must be accessible to children with disabilities. Programs must change materials intentionally and periodically to support children's interests, development, and learning.
CLASS Instructional Learning Format Dimension
• Variety of modalities and materials: range of auditory, visual, and movement opportunities, interesting and creative materials, hands-on opportunities
Creative Curriculum
• The classroom is organized into well-defined Interest Areas which are attractive, available as a choice daily, and supplied with an adequate amount of developmentally appropriate materials.
• The classroom is comfortable and attractive. It is organized to support learning and encourage children to work independently/with peers in self-selected activities.
  ○ Areas have adequate space. Furniture is used to enclose areas and eliminate wide-open spaces.
  ○ Areas are arranged so they do not interfere with one another. Areas sharing common materials are adjacent.
  ○ Furnishings and materials are changed to maintain interest and encourage new learning.
  ○ Materials for children's use are stored on low, open shelves where children can reach them.
  ○ Materials are labeled with pictures and words or outlined to identify where they belong.
  ○ Physical modifications are made to accommodate children with disabilities.
  ○ Children's work is displayed attractively, respectfully, and at the children's eye level.
  ○ Classroom clutter is minimal.
• The environment is healthy, safe, and clean.
  ○ Child-sized furnishings are available.
  ○ Materials are well-maintained and in good condition
  ○ Equipment and displays are included to help children care for the classroom (e.g., job charts, small brooms).
  ○ Features and practices that promote safety and health are included (e.g., hand-washing charts).
  ○ Indoor and outdoor spaces are arranged so that children can be supervised from all vantage points.	

Daily Routine

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(c) Learning Environments. A program must ensure teachers implement well organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences. For preschool age children, include teacher-directed and child-initiated activities, and opportunities for individual, small group, and large group learning activities.
CLASS Productivity Dimension
• Maximizing Learning Time: Provision of activities, Choice when finished, Few disruptions, Effective completion of managerial tasks, Pacing
• Routines: Students know what to do, Clear instructions, Little wandering
• Transitions: Brief, Explicit follow-through, Learning opportunities within
• Preparation: Materials ready and accessible, Knows lessons
Creative Curriculum
• The daily schedule is flexible and includes a balance of types of experiences and settings. Indicators include:
  ○ A detailed daily schedule posted for adults. An interactive schedule with pictures and words displayed at children's eye level.
  ○ Opportunities for active and quiet activities, individual and large-group and small-group activities, child-initiated and teacher-planned activities.
  ○ One hour of choice time, exclusive of cleanup; and
  ○ At least 30-60 minutes daily for outdoor play.
• Group activities are planned flexibly to address individual strengths, needs, and interests. The teaching team:
  ○ Observes children's interest and engagement and adjusts group times accordingly.
  ○ Uses planned, intentional small-group settings to meet particular instructional goals.
  ○ Makes accommodations for children who choose not to participate.
  ○ Engages children in interactive experiences (e.g., games, discussions, stories, cooking, music).
  ○ Uses flexible groups so the size and makeup of small groups are not the same every day; and
  ○ Selects setting that is most appropriate for experience.
• Transitions between activities are smooth and used as opportunities to teach skills and concepts. The teacher:
  ○ Gives notice before cleanup or transition time.
  ○ Minimizes wait time.
  ○ Has materials ready for the next activity.
  ○ Minimizes the number of transitions in the day.
  ○ Transitions children individually and in small groups as much as possible.	

APPROACHES TO LEARNING: Self-Regulation / Behavior Guidance

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions, and environments that promote behavioral development.
CLASS Behavior Management Dimension
• Clear Behavior Expectations: clear expectations, consistency, clarity of rules
• Proactive: anticipates problem behavior or escalation
• Redirection of Misbehavior: effective reduction of misbehavior, attention to the positive, uses subtle cues to redirect, efficient redirection
• Student Behavior: frequent compliance, little aggression and defiance
Creative Curriculum
• The teacher establishes a positive classroom climate, showing sensitivity to children's feelings.
• The teacher guides children's behavior in positive-effective ways such as:
  ○ Establishes a few rules and states them positively.
  ○ Teaches children procedures, routines, and rules and implements them consistently.
  ○ States expectations clearly in a positive way.
  ○ Teaches children skills for solving social problems.
  ○ Uses positive guidance when responding to challenging behaviors.
  ○ Attends to challenging behaviors quickly and avoids letting them escalate.
  ○ Encourages children to seek help and communicate their needs.
  ○ Helps children recognize and manage their own feelings and interpret emotional cues of others.
  ○ Positions self for good visual supervision, even when working with individuals or small groups.	

Approaches to Learning: Initiative & Curiosity

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions, and environments that promote behavioral development; provide supportive feedback for learning; motivate continued effort; and support all children's engagement in learning experiences and activities.
CLASS Regard for Student Perspective Dimension
• Flexibility and Student Focus: shows flexibility, incorporates student's ideas, follows lead
• Support for Autonomy and Leadership: allows choice, allows students to lead lessons, gives students responsibilities
• Student Expression: encourages student talk, elicits ideas and/or perspectives
• Restriction of Movement: allows movement, is not rigid
CLASS Instructional Learning Format Dimension
• Effective Facilitation: teacher involvement, effective questioning, expanding children's involvement
• Clarity of Learning Objectives: advanced organizers, summaries, reorientation statements
• Student Interest: active participation, listening, focused attention
Creative Curriculum
• The teacher establishes a positive classroom climate.
  ○ Gives encouragements and positive feedback about children's interests, needs, efforts, and/or accomplishments; and
  ○ Listens attentively to what each child says and responds respectfully.
• The teacher uses effective strategies for guiding children's learning. The teacher:
  ○ Helps children make choices.
  ○ Circulates throughout the room and interacts with children to address their strengths, needs, and interests.
  ○ Adapts and individualizes instruction to include all children.
  ○ Gives positive feedback and encourages children's efforts and accomplishments.
  ○ Uses a range of teaching strategies; observes, acknowledges, and describes children's learning.	

Approaches to Learning: Creativity / Visual and Performing Arts

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1)(iv) Include developmentally appropriate learning experiences in creative arts.
Creative Curriculum
• The materials, furnishings, equipment, and displays enhance creative arts learning. Materials for spontaneous exploration and appreciation of the arts (visual arts, music, dance and movement, and drama) are included.
• Interest Areas include:
  ○ Blocks with a full set of unit blocks, other blocks, and props.
  ○ Dramatic Play with props for home-living and a variety of occupations and cultures.
  ○ Art with an easel and paints, and materials for painting drawing, cutting, pasting, molding, and three-dimensional constructions.
  ○ Music and Movement with musical instruments and dance and movement props.
• The teacher uses effective strategies for guiding children's learning. The teacher:
  ○ Encourages creative and imaginative thinking,
  ○ Makes suggestions to extend children's play ideas (e.g., "I see you built a road for the cars. What happens when the cars run out of gas?").
• The teacher offers opportunities for children to learn concepts, processes, and skills in the arts. The teacher:
  ○ Provides books and assists children in locating information,
  ○ Provides opportunities for both planned and spontaneous exploration of the arts (e.g., visual arts, music, drama, dance and movement).	

Social & Emotional Development: Relationships

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions, and environments that promote social development.
• 1302.31(b)(1)(iv) Include developmentally appropriate learning experiences in social development and social studies.
CLASS Positive Climate Dimension
• Relationships: proximity, shared activities, peer assistance, matched affect, social conversation
• Positive Affect: smiling, laughter, enthusiasm
• Positive Communication: verbal affection, physical affection, positive expectations
• Respect: eye contact, warm calm voice, respectful language, cooperation and/or sharing
Creative Curriculum
• The teacher establishes a positive classroom climate.
  ○ Maintains a nurturing and positive affect
  ○ Engages in positive conversations (back-and-forth exchanges) with children
  ○ Demonstrates warmth and respect toward children (e.g., listens when they talk, positions self at children's eye level, treats children fairly)
  ○ Promotes a sense of classroom community
  ○ Helps children make and keep friends (e.g., through discussions and stories about making friends, by pairing children to work on a task, by coaching children on how to enter groups)
  ○ Refrains from negative interactions (e.g., yelling, demeaning comments, harsh tone, threatening language, negative body language, physical control).	

Social & Emotional Development: Emotional Functioning / Sense of Identity & Belonging

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions and environments that promote emotional development.
• 1302.31(b)(1)(iv) Include developmentally appropriate learning experiences in emotional development and social studies.
CLASS Teacher Sensitivity Dimension
• Responsiveness: acknowledges emotions, provides comfort and assistance, provides individual support
• Awareness: anticipates problems and plans appropriately, notices lack of understanding and/or difficulties
• Addresses Problems: helps in an effective and timely manner, helps resolve problems
• Student Comfort: seeks support and guidance, freely participates, takes risks
Creative Curriculum
• The teacher establishes a positive classroom climate, showing sensitivity to children's feelings.
  ○ Encourages children to seek help and communicate their needs; and
  ○ Helps children recognize and manage their own feelings and interpret emotional cues of others.	

Language and Literacy: Language & Communication

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions and environments that promote language development.
• 1302.31(b)(1)(iv) Include developmentally appropriate learning experiences in language development.
CLASS Language Modeling Dimension
• Frequent Conversations: back-and-forth exchanges, contingent responding, peer conversations
• Open-Ended Questions: questions require more than a one-word response, students respond
• Repetition and Extension: repeats, extends/elaborates
• Self- and Parallel Talk: maps own actions with language, maps students action with language
• Advanced Language: variety of words, connected to familiar words and/or ideas
Creative Curriculum
• The teacher uses effective strategies for guiding children's learning. The teacher:
  ○ Talks with children about their work to extend their thinking and build vocabulary
  ○ Listens to what children say and then rephrases or restates their language and adds some new ideas
  ○ Uses "self-talk" to describe actions (e.g., "I'm going to hold the book like this so all of you can see it.").
• The teacher uses both child-initiated and teacher-planned experiences to effectively guide children's language and literacy learning. The teacher:
  ○ Asks questions, models correct grammar, and introduces new vocabulary, including words that are not part of children's everyday language;	

English Language Development

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(2) For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development:
• (ii) For a preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language.
Creative Curriculum
• The environment reflects the languages, family backgrounds, home cultures, and exceptionalities of the children in the classroom and beyond.
  ○ Images that are non-stereotypical and authentic depictions of children and families are displayed (e.g., photos of classroom children and their families, photos showing other cultures or ethnicities)
  ○ Books in children's home languages are included
  ○ Labels are written in children's home languages, and the languages are color-coded throughout the classroom (e.g., English in blue and Spanish in red)
  ○ Music with lyrics in the children's home languages is included
  ○ Materials in interest areas reflect the diversity of the families in the classroom and community; and
  ○ Images of children with disabilities are included in the materials and displays.
• The teacher effectively promotes the English language acquisition of children who are English- and dual-language learners. The teacher:
  ○ Uses gestures and other visual cues when speaking
  ○ Repeats words and phrases
  ○ Speaks slowly
  ○ Gives children ample time to respond
  ○ Accepts children's use of English and/or their home languages
  ○ Pairs English-speaking children with children who are dual-language learners for some activities, and asks children to repeat important phrases
  ○ Reads books in English with repetitive text, rhyme, and simple plots
  ○ Reads to children in small groups and individually.	

Language & Literacy: Literacy

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions and environments that promote literacy development.
• 1302.31(b)(1)(iv) Include developmentally appropriate learning experiences in literacy development.
Creative Curriculum
• Interest Areas include Library with comfortable furnishings, high-quality books, and materials for listening, reading, writing, and story retelling.
• The materials, furnishings, equipment, and displays enhance literacy learning.
  ○ The environment is print-rich and includes print that labels materials and storage places, identifies classroom practices, gives information, and provides narrative descriptions
  ○ Children's names are displayed in a variety of locations throughout the classroom
  ○ Books and other texts are included in the interest areas
  ○ There are books of all categories: story, informational, concepts, predictable, nursery rhymes
  ○ Materials for writing are included in interest areas
  ○ An alphabet is displayed at the children's eye level.
• The teacher uses both child-initiated and teacher-planned experiences to effectively guide children's literacy learning. The teacher:
  ○ Uses songs, stories, games, and rhymes that play with language
  ○ Promotes phonological awareness by drawing children's attention to the sounds of language
  ○ Reads to individuals and to large and small groups of children at least 2-3 times daily, prompting children to interact and respond
  ○ Engages children in retelling or dramatizing a story
  ○ Draws children's attention to concepts of print and book concepts
  ○ Draws children's attention to letters, words, and letter-sound associations; encourages sensory exploration of the alphabet;
  ○ Encourages children to write; and Engages children in shared writing (e.g., experience charts and dictation).
• The teacher follows guidance on *Book Discussion Cards* related to complex or sophisticated stories OR plans other book discussions.	

Cognition: Classroom Assessment Scoring System (CLASS) Domains

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions and environments that promote critical thinking and problem-solving.
CLASS Concept Development Dimension
• Analysis and Reasoning: why and/or how questions, problem solving, prediction/experimentation, classification/comparison, evaluation
• Creating: brainstorming, planning, producing
• Integration: connects concepts, integrates with previous knowledge
• Connections to the real world: real-world applications, related to students' lives
CLASS Quality of Feedback Dimension
• Scaffolding: hints, assistance
• Feedback Loops: back-and-forth exchanges, persistence by teacher, follow-up questions
• Prompting Thought Processes: asks students to explain thinking, queries responses and actions
• Providing Information: expansion, clarification, specific feedback
• Encouragement and Affirmation: recognition, reinforcement, student persistence
Creative Curriculum
• The teacher uses effective strategies for guiding children's learning. The teacher:
  ○ Responds to children's thoughts and ideas by making statements or asking open-ended questions that help children explain, predict, apply knowledge, evaluate, consider consequences, or clarify
  ○ Helps children connect new knowledge to what they already knew
  ○ Gives information to expand children's knowledge base.
• The teacher implements studies to help children actively investigate a meaningful topic over time and find answers to their questions. The teacher:
  ○ Offers opportunities for in-depth exploration of a topic over time
  ○ Selects topics that are related to children's interests and prior experiences
  ○ Includes topics that are more concrete than abstract
  ○ Provides many firsthand, direct experiences with real objects for children to manipulate and explore
  ○ Provides resources and artifacts related to the topic
  ○ Displays documentation related to the study; and
  ○ Uses studies to integrate learning in the content areas.	

Cognition: Mathematics

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions and environments that promote critical thinking and problem-solving.
• 1302.31(b)(1)(iv) Include developmentally appropriate learning experiences in mathematics.
Creative Curriculum
• The materials, furnishings, equipment, and displays enhance mathematics learning. Materials for exploring mathematical concepts (e.g., number and operations, patterns, geometry and spatial relationships, measurement, and working with data) are included.
• The teacher uses both child-initiated and teacher-planned experiences to actively introduce mathematical concepts. The teacher:
  ○ Plans mathematics experiences intentionally
  ○ Encourages children to connect mathematical ideas to everyday experiences
  ○ Encourages children to communicate and/or represent their mathematical thinking
  ○ Interacts with children to support their understanding of a) number and operations; b) geometry and spatial sense; c) measurement d) patterns; and e) data collection, organization, and representation
  ○ Support children's use of mathematical process skills (problem-solving, reasoning, communication, connections, and representation).	

Cognition: Scientific Reasoning

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1) Effective teaching practices must emphasize nurturing and responsive interactions and environments that promote critical thinking and problem-solving.
• 1302.31(b)(1)(iv) Include developmentally appropriate learning experiences in science.
Creative Curriculum
• Interest Areas include:
  ○ Discovery with basic tools and materials for investigating physical properties of objects,
  ○ Sand and Water with props and materials for digging, molding, pouring, and sifting and
  ○ Computer with equipment and software or apps; and
  ○ Outdoors with a variety of surfaces and equipment for nature exploration.
• The materials, furnishings, equipment, and displays enhance science learning.
  ○ A variety of materials for investigating life sciences, physical sciences, and Earth and the environment is included; and
  ○ Tools and technology to perform tasks, including adaptive tools for any children with disabilities, are included (e.g., funnels, magnifying lenses, balances, tape measures, cameras, and computers).
• The teacher offers opportunities for children to learn concepts, processes, and skills in science. The teacher:
  ○ Provides books and assists children in locating information,
  ○ Encourages children to investigate, observe, explore, make predictions, experiment, reflect, describe, categorize, and record findings in the life sciences, physical science, and Earth and the environment; and
• The teacher offers opportunities for technology experiences that involve communication, collaboration, creativity, and critical thinking.
  ○ Shows children how to use technology and tools responsibly and safely.	

Perceptual, Motor, & Physical Development

Indicators	Comments

Head Start Program Performance Standards
• 1302.31(b)(1)(iv) Include developmentally appropriate learning experiences in physical development.
• 1302.31(e) (1) A program must implement an intentional, age-appropriate approach to accommodate children's need to nap or rest, and that, for preschool age children in a program that operates for 6 hours or longer per day provides a regular time every day at which preschool age children are encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap.
• (2) A program must implement snack and meal times in ways that support development and learning. Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family style meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food.
• (3) A program must approach routines, such as hand washing, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.
• (4) A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health... A program must not use physical activity as reward or punishment.
• 1302.43 Oral health practices. A program must promote effective oral health hygiene by ensuring all children with teeth are assisted by appropriate staff, or volunteers, if available, in brushing their teeth
Mid-America Head Start
• Follows "We're on the CASE" procedures.
Creative Curriculum
• Interest Areas include:
  ○ Cooking with basic items children can use for food-related projects
  ○ Toys and Games with self-correcting toys, open-ended toys, collectibles, and manipulative toys.
  ○ Outdoors with a variety of surfaces and equipment for large-muscle activities such as riding toys, balance beam, obstacle course, balls, foam paddles. Children have opportunities to run, climb, jump, and move to music.	

Four Types of Play

Type	Indicators	Comments
Sensory-Motor Play (Sometimes called Functional or Practice Play)	*Sensory-Motor Play:* Children engage in sensory and motor exploration of toys, materials, spaces and people in order to learn about them. Sensory-Motor Play is more physical play like experimenting with the world through senses, manipulating objects, and crawling, rolling, running, and jumping.	
Constructive Play (Sometimes called Productive Play)	*Constructive Play:* Children manipulate objects in order to create something. In Constructive Play, children play with toys and other objects and materials to accomplish a goal. Examples: • Using wooden blocks to build a tower, • Using playdough or clay to model an insect, or • Using art materials to represent a flower.	
Socio-Dramatic Play (Sometimes called Pretend, Dramatic or Symbolic Play)	*Socio-Dramatic Play:* Children pretend to be other than what they are and use actions, objects, or words to represent things or situations OR use small toys to play out themes. During Socio-Dramatic Play, children pretend, take on roles, and act out sequences of events. They can role play real characters and events such as mom and dad, store worker, dog and cat, or police officer. The play can also be fantasy themed—wizards, fairies, princesses, or superheroes. During Dramatic Play, children use small toy people, animals, vehicles, etc. to act out roles and sequences	
Games with Rules	*Games with Rules:* In solitary or group play, children recognize and follow rules that conform to the expectations and goals of the game in order to sustain play. Games with Rules can be movement games, board games, card games, or social games. Types of games include aiming, racing, chasing, hiding, guessing, card, board, and games involving verbal commands.	

Preschool Play Experiences Offered

Experience	Examples	Comments
Teacher-Guided "Play-Like" Experiences Teachers initiate, plan, and facilitate experiences based on specific curriculum objectives. Some elements of play are present—e.g., joyful, engaged, interactive, hands-on materials provided.	• Teachers provide sets of objects (nature samples, lids, tools, shoes, manipulative toys) for children to explore with math goals in mind. • Teachers bury letters in sensory materials and invite children to go on a treasure hunt. Children and teachers talk about the letters as they find them. • Teachers guide puppet or flannel board literacy activities. • Teachers guide *Baby Doll Circle Time.* • Teachers guide a small group activity with a toy tooth and toothbrushes. • Teachers invite the children to kick balls high. • Teachers lead games such as *Simon Says,* or *I Spy.*	
Free Play Teachers provide blocks of time and set up inviting indoor and outdoor environments to encourage child-initiated play.	• Children explore sensory materials, toys, objects, and loose parts with all their senses. • Children engage in child-initiated sensory-motor play in the gym or on the playground. • Children use drawing, painting, modeling, and building materials in process-oriented constructive play. • Children direct their socio-dramatic play, choosing and negotiating their materials, roles, and play themes. • Children play games, creating and negotiating the rules as they go.	
Teacher-Supported Play After observing children at play, teachers respond to them and provide intentional and individualized support for play and learning.	• After children visit the mobile medical unit, teachers help children turn the dramatic play center into a doctor's office. • When they notice children's interest in caring for baby dolls, teachers put baby dolls, wash cloths, and soapy water in the sensory table. • After children respond with excitement to a book about trains, teachers add train toys and artifacts to the Blocks Area and talk to the children about trains as they play. • The teacher joins a child in building block towers, knocking them down, and rebuilding them safely. • Children and teachers play *Hide and Seek* or *Concentration* together. Children are encouraged to negotiate the rules. • When children are displaying big feelings, the teachers place Feeling Buddies in the Safe Space. • Teachers invite children to document what they learn through art, modeling, or construction, such as the representation that occurs in project work.	

Creative Curriculum for Preschool

Indicators	Comments
Creative Curriculum • The teacher follows the guidance provided in a particular *Teaching Guide* OR facilitates a study (project) on a topic relevant to the children and families in the program based on the guidance from *The Creative Curriculum for Preschool Volumes 1-5.* The teacher uses strategies such as: o Adds to the web of investigations o Communicates with families about the study through letters or other ways o Gathers and organizes materials in advance o Involve families in the study o Implements some of the "Wow! Experiences" o Uses professional development tips, such as those for supporting English and dual-language learners o Creates and posts, "What do we know?" and What do we want to find out?" charts o Provides many firsthand experiences for actively investigating the topic o Posts and discusses a question of the day with the children o Adds interest area materials related to the topic o Extends the study when interest is high o Closes the study with a celebration of learning o Displays documentation of children's learning o Follows guidance in Teaching Guides and makes adjustments when appropriate OR facilitates a study (project) on a topic relevant to the children and families in the program • The teacher uses *Intentional Teaching Cards* for teacher-guided, planned experiences and to individualize instruction OR the teacher plans experiences for children based on the guidance from *The Creative Curriculum for Preschool Volumes 1-5.* The teacher uses strategies such as: o Has needed materials readily available\ o Follows guidance on *an Intentional Teaching Card* OR follows teaching team's plan for an experience o Makes adaptations for English- or dual-language learners and for children with special needs o Individualizes instructions by using color-coded teaching sequences o Follows guidance *on Intentional Teaching Cards* regularly and makes adjustments when appropriate OR follows teaching team's plan for an experience and makes adjustments when appropriate.	

• The teacher uses *Mighty Minutes* effectively to facilitate learning during transitions OR uses transition activities planned by the teaching team. The teacher:
  ○ Uses *Mighty Minutes* or other transition activities flexibly throughout the day
  ○ Plans for Mighty Minutes or other transition activities
  ○ Memorizes words to songs, chants, and rhymes
  ○ Uses adaptations suggested on the backs of *Mighty Minutes* cards; and
  ○ Follows guidance on *Mighty Minutes* regularly and makes adjustments when appropriate.
• The teacher follows guidance on *Book Discussion Cards* related to complex or sophisticated stories OR plans other book discussions. The teacher:
  ○ Reads the story three times over several days
  ○ Introduces a book to children by showing the front of the book and talking about the main characters and the problems they face
  ○ Introduces new vocabulary by pointing to illustration; using facial expressions, movements, or other body language; or giving brief definitions
  ○ Makes analytical comments to show children how to think about characters and event (e.g., "I wonder why Henny Penny thinks the sky is falling.")
  ○ Introduces characters and draws children's attention to what characters and doing and feeling, and asks questions at the end of the first read-aloud
  ○ Asks questions to help children recall what happens next during the second read-aloud
  ○ Helps children retell or reconstruct the story during the third read-aloud
  ○ Follows guidance on Book Discussion Cards regularly and makes adjustments when appropriate.	