Implementing the Curriculum with Fidelity

Content Areas and Studies

Crosswalk with Creative Curriculum (Sixth Edition)

Center:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Curriculum**

N/O – not observed D – Developing P – Proficient

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| --- | --- | --- | --- |
| N/O | D | P |  |
|  |  |  | The education staff utilize the 6 Creative Curriculum books when lesson planning with the team |
|  |  |  | The education staff use the Mighty Minutes resource throughout the day Vol. 1, P. 169 |
|  |  |  | My Teaching Strategies on-line system is utilized for the activities that are provided to support the curriculum Vol. 1 P. 185-188 |
|  |  |  | System in place to record anecdotal notes and put into My Teaching Strategies on-line system Vol. 1 P. 173-185 |
|  |  |  | Uses studies to integrate learning in the content areas Vol. 1 p. 124-135. Study example: Vol. 5 P. 177-181 |
|  |  |  | Selects topics that are related to children’s interests and prior experiences Vol. 1 P. 125-126 |
|  |  |  | Offers opportunities for in-depth exploration of a topic over time Vol 1 P. 128-130 |
|  |  |  | Includes topics that are more concrete than abstract Vol 1 P. 125 |
|  |  |  | Provides many firsthand, direct experiences with real objects for children to manipulate and explore Vol 1 P. 127, 130 |
|  |  |  | Provides resources and artifacts related to the topic Vol 1 P. 128-130 |
|  |  |  | Displays children’s documentation related to the study Vol 1 P. 134 |
|  |  |  | A system is in place to involve family members in studies and/or in other meaningful ways Vol 1 P. 134 |

**Content Areas**

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| N/O | D | P |  |
|  |  |  | Songs sung by adults without media devices, stories, games and rhymes that play with language Vol 3 P. 66-74, 161-165 |
|  |  |  | Promotes phonological awareness by drawing children’s attention to the sounds of language Vol 3 P. 13-18 |
|  |  |  | Reads to individuals and to large and small groups of children at least 2-3 times daily prompting children to interact and respond Vol. 3 P. 75-87 |
|  |  |  | Engages children in retelling or dramatizing a story Vol 3 P. 33, 127 Vol 2 P. 43 |
|  |  |  | Draws children’s attention to concepts of print and book concepts Vol 3 P. 19-24 Vol 2 P. 41 |
|  |  |  | Draws children’s attention to letters, words, and letter-sound associations, encourages sensory exploration of the alphabet Vol 3 P. 25-28, 158-160, 148-151 |
|  |  |  | Encourages children to write Vol 3 P. 104-111, 127, 140 |
|  |  |  | Engages children in shared writing Vol 3 P. 107-111 |
|  |  |  | Plans mathematics experiences intentionally |
|  |  |  | Encourages children to connect mathematical ideas to everyday experiences Vol 4 P. 8-9, 69-75 |
|  |  |  | Encourages children to communicate and represent their mathematical thinking Vol 4 P. 53-54, 59-61 |
|  |  |  | 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 Vol 4 P. 12-42, 108-110, 114-115, 120-122, 125-126, 130-131, 134-135, 139-140, 144-145, 148-149, 152-153, 156-158 |
|  |  |  | Supports children’s use of mathematical process skills (problem solving, reasoning, communication, connections and representation) Vol 4 P. 44-61, 110, 115, 122, 126, 131, 135, 140 |
|  |  |  | Provides books and assists children in locating information Vol 5 P. 57-60 |
|  |  |  | Encourages children to investigate, observe, explore, make predictions, experiment, reflect, describe, categorize and record findings in life sciences, physical science, and Earth and the environment Vol 5 P. 7, 40-41, 45, 48-49, 52-53, 56-57, 60, 63, 66 |
|  |  |  | Provides opportunities for children to learn about people and places Vol 5 P. 93-110, 121, 124, 127, 130, 133, 136, 138-139, 141-142, 144, 147, 150 |
|  |  |  | Provides opportunities for both planned and spontaneous exploration of the arts (visual arts, music, drama, dance and movement) Vol 5 P. 161-176, 187-188, 190-191, 193-194, 196-197, 199-200, 202, 204, 207, 209, 212, 215 |
|  |  |  | Shows children how to use technology and tools responsibly and safely Vol 5 P. 26-28 |

Glows:

Grows:

Coach: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7/23 Dist: Teacher, Ed Coach, Ed Coach Manager EHS-HS Teams\Coaching\Fidelity CM&CA