Implementing the Curriculum with Fidelity

Physical Environment and Daily Structure

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

Crosswalk with the Creative Curriculum for Preschool (Sixth Edition)

**Physical Environment**

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| --- | --- | --- |
| Fall | Winter |  |
|  |  | The classroom space is organized into well-defined interest areas (Blocks, Dramatic Play, Toys and Games, Art Library, Discovery, Sand and Water, Music and Movement, Cooking, Computer, Outdoors). Vol. 1, Pages 54-58 |
|  |  | Furniture is used to enclose and define areas and to eliminate long or wide-open spaces. Vol.1, Page 56 |
|  |  | Adequate space is provided in each interest area Vol. 1, page 54 |
|  |  | Furnishings and materials are changed to maintain interest and encourage new learning Vol. 1, page 66 |
|  |  | Materials are age-appropriate Vol. 1, page 54 |
|  |  | Materials for children’s use are stored on low, open shelves where the children can reach them easily Vol. 1, page 58 |
|  |  | Materials are labeled to identify where they belong Vol. 1, Pages 57-58 |
|  |  | Physical modifications are made to accommodate children with disabilities Vol. 1, Page 61 |
|  |  | Children’s work is displayed attractively, respectfully and at child’s eye level Vol. 1, Page 59 |
|  |  | Classroom clutter, including too many materials displayed simultaneously, is minimal Vol. 1, page 59 |
|  |  | The classroom is comfortable and attractive – homelike touches, living things, good lighting, soft furnishings, quiet, cozy spaces Vol. 1, pages 60-61 |
|  |  | Materials in the interest areas reflect the diversity of the families in the classroom and community Vol. 1, Page 56 |
|  |  | Images that are non-stereotypical and authentic depictions of children and families are displayed Vol. 1, page 59 |
|  |  | Images of children with disabilities are included in the materials and displays Vol. 1, page 59 |

**Daily Structure**

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| --- | --- | --- |
| Fall | Winter |  |
|  |  | A detailed daily schedule and weekly lesson plan are posted for adult use Vol.1, page 77; page 85 |
|  |  | Active Supervision plans are implemented with fidelity and intentionality |
|  |  | An interactive schedule with pictures and words is displayed at the children’s eye level and referenced frequently with the children. Vol. 1, page 78 |
|  |  | There are quiet and active times in the schedule along with large and small group opportunities Vol. 1, page 78 |
|  |  | One hour of choice time, exclusive of cleanup, is included in the morning and again in the afternoon for full -day programs  Vol. 1, page 78 |
|  |  | At least 40 minutes is allocated for outdoor play for half-day programs; at least 70 minutes are allocated daily for outdoor play for full-day programs Great Start to Quality requirement |
|  |  | Studies are reflected in weekly lesson plans Vol. 1, page 85 |
|  |  | Observes children’s interest and engagement and adjusts group times accordingly Vol. 1, page 70-71 |
|  |  | Uses planned, intentional, open ended small-group settings to meet particular instructional goals Vol. 1, page 71-72 |
|  |  | Makes accommodations for children who choose not to participate Vol. 1, page 75 |
|  |  | Gives notice before cleanup time or transitioning to other activities Vol. 1, page 74 |
|  |  | Minimizes wait time Vol. 1. Page 78 |
|  |  | Minimizes the number of transitions throughout the day Vol. 1, pages 74-75 |
|  |  | Uses transitions as learning opportunities Vol. 1, page 75 |
|  |  | Transitions children individually and/or in small groups Vol. 1, page 75 |

Glows:

Grows:

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

7/22 Dist: Teacher, Ed Coach, Ed Coach Manager P:\Head Start Files\Coaching\FidelityPE&DS