

17- 18 Curriculum Fidelity Checklist Guidance

Site: _____

Classroom: _____

Lead Teacher(s): _____

Additional Staff Present: _____

Number of Children: _____

Date/Time: _____

The Foundation: Physical Environment

1. The classroom is organized to support learning and encourage children to work independently with peers in self-selected activities.

HS: 1302.31(a)	a. The classroom space is organized into well-defined interest areas. Interest areas are available as choice daily. <i>Must include: Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water and Outdoors.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS:130.31(d) ECEAP: E-2	b. Materials are age-appropriate and individually suitable for the children in the group	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS:130.31(d) ECEAP: E-2	c. Materials for children’s use are stored on low, open shelves where the children can reach them easily	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS:130.31(d) ECEAP: E-2	d. Materials are labeled to identify where they belong (e.g. outlines for blocks of different sizes and shapes, pictures and words for toys and games or for cubbies) labels should have both pictures and words. <i>Labels should be written in conventional form as they would appear in books, i.e. avoid using all capital letters. If an object is in a clear container or basket, it is not necessary to have a label on the container. Labels should have both pictures and words.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
ECEAP: E-2	e. Children's work is displayed attractively, respectfully, at child's eye-level	Yes <input type="checkbox"/> No <input type="checkbox"/>
	f. Furniture is used to enclose and define areas and to eliminate long or wide-open spaces	Yes <input type="checkbox"/> No <input type="checkbox"/>
	g. Interest areas are arranged in such a way that they do not interfere with one another.	Yes <input type="checkbox"/> No <input type="checkbox"/>
	h. Interest areas that share common materials are located next to each other.	Yes <input type="checkbox"/> No <input type="checkbox"/>
	i. Adequate space is provided in each interest area	Yes <input type="checkbox"/> No <input type="checkbox"/>
	j. Furnishings and materials are changed to maintain interest and encourage new learning (e.g. the teacher transforms the Dramatic Play area into a show store, changes displays to represent current activities, rotates materials to support children’s increasing abilities)	Yes <input type="checkbox"/> No <input type="checkbox"/>
	k. Physical modifications are made to accommodate children with disabilities (e.g. adaptive equipment and adequate space for wheelchairs). <i>If there are no children with disabilities answer yes.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	l. Classroom clutter, including too many materials displayed simultaneously, is minimal. <i>Look for children’s ability to focus and attend to tasks in the classroom environment.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	m. The classroom is comfortable and attractive (homelike touches; living things; good lighting; soft furnishings; quiet, cozy spaces)	Yes <input type="checkbox"/> No <input type="checkbox"/>

2. Interest areas attractive, available, and supplied with adequate materials

HS:130.31(d) ECEAP: E-2	a. block area enclosed on 3 sides. <i>Includes a full set of unit blocks, at least 1 other type of block, props in a variety (at least 3) of categories. Blocks are organized by size and shape on shelves with outlines to show where each shape is stored</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS:130.31(d)	b. dramatic play	Yes <input type="checkbox"/> No <input type="checkbox"/>

ECEAP: E-2	<i>Includes props representing not only home living roles but also a variety (at least 3) of occupations and cultures, the area is transformed throughout the year to match study topics</i>	
HS:130.31(d) ECEAP: E-2	c. toys & games <i>Includes a variety (at least 3) of self-correcting toys, open-ended toys, collectibles (keys, bottle caps) and cooperative games</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS:130.31(d) ECEAP: E-2	d. art <i>Includes an easel with paint(s) and a variety (at least 3) of materials for painting, drawing, cutting, pasting, molding, and 3 dimensional constructions.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS:130.31(d) ECEAP: E-2 HS:130.31(d) ECEAP: E-2	e. library <i>Includes comfortable furnishings, high-quality, age appropriate books with covers facing out, and a variety of materials (at least 3) for listening, reading, writing, and story telling</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS:130.31(d) ECEAP: E-2	f. discovery <i>Includes basic tools and a variety of materials (at least 3) for exploring and investigating the physical properties of objects</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS:130.31(d) ECEAP: E-2	g. sand and water <i>Includes sufficient sand and water (3-4 inches deep) and a variety (at least 3) of props and materials for digging, molding, pouring, sifting. Opportunities for sand and water may be indoors, outdoors, or both</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS:130.31(d) ECEAP: E-2	h. music & movement <i>Includes a variety (at least 3) of musical instruments, dance, and movement props (e.g. scarves, streamers, fans of several cultures)</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>

3. The materials, furnishings, equipment, and displays enhance content areas (literacy, math, science, social studies, the arts, and technology). *This item looks for evidence of content-related materials throughout the entire classroom and outdoors.*

	a. The environment is print-rich and includes print that labels materials and storage places, identifies classroom practices, gives information, and provides narrative descriptions (e.g. dictation about artwork, a chart story about a walk around the park) <i>Look for print that is meaningful, functional, interesting to children and at their eye level.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	b. Materials for exploring mathematical concepts (<i>e.g. number and operations; patterns; geometry and spatial relationships: measurement; collecting, organizing, and representing data</i>) are included.	Yes <input type="checkbox"/> No <input type="checkbox"/>
	c. A variety of materials for investigating life sciences, physical sciences, and Earth and the environment are included	Yes <input type="checkbox"/> No <input type="checkbox"/>
	d. Materials for spontaneous exploration and appreciation of the arts (<i>visual arts, music, dance and movement, and drama</i>) are included.	Yes <input type="checkbox"/> No <input type="checkbox"/>
	e. Children's names are displayed in a variety of locations throughout the classroom	Yes <input type="checkbox"/> No <input type="checkbox"/>
	f. Books are included in at least 5 different interest areas	Yes <input type="checkbox"/> No <input type="checkbox"/>
	g. Other texts (<i>e.g. magazines, signs, charts</i>) are included in at least 3 different interest areas	Yes <input type="checkbox"/> No <input type="checkbox"/>
	h. There are at least 25 books inclusive of all categories: story, information, alphabet, predictable, number and counting, and nursery rhymes	Yes <input type="checkbox"/> No <input type="checkbox"/>
	i. Materials for writing included in at least 5 interest areas	Yes <input type="checkbox"/> No <input type="checkbox"/>
	j. An alphabet (<i>with related pictures and/or children's names</i>) is displayed at children's - level.	Yes <input type="checkbox"/> No <input type="checkbox"/>
	k. Materials to help children learn about people and how they live and to expand their geographic thinking are included.	Yes <input type="checkbox"/> No <input type="checkbox"/>

	<i>Examples: clothing, diverse artwork, musical instruments and recordings, age-appropriate books about history and social issues, maps and globes, and old photographs. Look for props in Dramatic Play area that focus on jobs.</i>	
	l. Tools and technology to perform tasks, including adaptive tools for children with disabilities, are included (e.g. funnels, magnifying lenses, balances, tape measures, cameras, computers)	Yes <input type="checkbox"/> No <input type="checkbox"/>
4. The environment reflects the language(s), background(s), home culture(s), and exceptionalities of the children in the classroom and beyond		
ECEAP: E-2 E-4	a. 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) more than half, though not all, of the images depicted throughout the classroom environment should reflect the backgrounds of the children in the program and extend beyond to the major groups in the community and in the nation.	Yes <input type="checkbox"/> No <input type="checkbox"/>
ECEAP: E-2 HS: 1302.31 (a)	b. Images of children with disabilities are included in materials and displays.	Yes <input type="checkbox"/> No <input type="checkbox"/>
	c. Books in children's home language(s) are included	Yes <input type="checkbox"/> No <input type="checkbox"/>
	d. Labels are written in children's home language(s)	Yes <input type="checkbox"/> No <input type="checkbox"/>
	e. Music with lyrics in the children's home language(s) are included	Yes <input type="checkbox"/> No <input type="checkbox"/>
	f. Materials in interest areas reflect the diversity of families in classroom and community. <i>Look for materials that directly relate to children's experiences and do not depict stereotypes.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
5. The environment is healthy, safe, and clean		
HS: 1302.31(d) ECEAP: E-2	a. Child-sized furnishings are available	Yes <input type="checkbox"/> No <input type="checkbox"/>
ECEAP: E-2	b. Materials are well-maintained and in good condition	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS: 1302.31(d)	c. Materials, equipment, and displays are included to help children care for the classroom environment (e.g. job charts, small brooms, dustpans)	Yes <input type="checkbox"/> No <input type="checkbox"/>

Implementation of Creative Curriculum for Preschool Daily Practice

1. Teacher follows the guidance provided in a particular Teaching Guide (or develops own study)		
HS: 1302.34 (b)(2)	a. Communicates with families on study through letters or other ways	Yes <input type="checkbox"/> No
ECEAP: E2 HS: 1302.32 (a) (1) (i)	b. Provides many firsthand experiences for actively investigating the topic	Yes <input type="checkbox"/> No
ECEAP: E2 HS: 1302.32 (a) (1) (i)	c. Displays documentation of children's' learning.	Yes <input type="checkbox"/> No
	d. Adds to the web of investigations <i>Look for evidence of webbing in classroom and on weekly lesson plan. Documentation</i>	Yes <input type="checkbox"/> No
	e. Gathers and organizes materials in advance	Yes <input type="checkbox"/> No
	f. Implements some of the "Wow! Experiences" <i>Interview</i>	Yes <input type="checkbox"/> No <input type="checkbox"/> <input type="checkbox"/> Planned, but not observed <input type="checkbox"/> Not on Lesson plan
	g. Uses professional development tips, such as those for supporting English and dual-language learners. <i>Refer to Teaching Guide for tips in blue font.</i>	Yes <input type="checkbox"/> No
	h. Creates and posts "What do we know" and "What do we want to find out" charts <i>Look for teacher recording children's questions throughout the observation. Documentation</i>	Yes <input type="checkbox"/> No
	i. Posts and discusses question of the day with the children	Yes <input type="checkbox"/> No
	j. Adds interest area materials related to the topic. <i>Suggestions for teachers found in "At a Glance" in Teaching Guide.</i>	Yes <input type="checkbox"/> No
2. Teacher uses Intentional Teaching Cards		
HS: 1302.32 (a) (1) (i) HS: 1302.31 (b) (1) (ii)	a. Follows guidance on Intentional Teaching Card	Yes <input type="checkbox"/> No <input type="checkbox"/> <input type="checkbox"/> Planned, but not observed <input type="checkbox"/> Not on Lesson plan
	b. Has needed materials readily available	Yes <input type="checkbox"/> No
	c. Makes adaptations for English- or dual-language learners and for children with special needs. <i>See "Including All Children" on the Intentional Teaching Cards.</i>	Yes <input type="checkbox"/> No
	d. Follows guidance on Intentional Teaching Cards and adjusts when appropriate. <i>Look for teacher intentionally adjusting plan to meet children's needs on lesson plan and during an observation. Documentation</i>	Yes <input type="checkbox"/> No

3. Teacher uses Mighty Minutes effectively to facilitate learning during Transitions.		
HS 1302.31 (E) (3) CLASS/E CEAP-E- 3	a. Uses Mighty Minutes throughout the day	Yes <input type="checkbox"/> No <input type="checkbox"/>
	b. Plans for Mighty Minutes activities <i>Documentation</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	c. Memorizes words to songs, chants, and rhymes Look for teacher leading children through songs, chants, or rhymes fluidly without having to refer to the words or instructions.	Yes <input type="checkbox"/> No <input type="checkbox"/>
4. The teacher follows guidance on <u><i>Book Discussion Cards</i></u> related to complex or sophisticated stories/ plan in-depth reads of complex stories		
HS: 1302.31 (b) (1) (i) ECEAP E-5 D/I	a. Reads the story 3 times over several days	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS: 1302.31 (b) (1) (i) ECEAP E-5	b. Introduces a book to children by showing the front of the book and talking about the main characters and the problem they face	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS: 1302.31 (b) (1) (i) ECEAP E-5	c. Introduces new vocabulary by pointing to illustrations; using facial expressions, movements, or other body language, or giving brief definitions	Yes <input type="checkbox"/> No <input type="checkbox"/>
	d. Makes analytical comments to show children how to think about characters and events <i>(e.g. "I wonder why Henry Penny thinks the sky is falling.")</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	e. During the first read-aloud, introduces characters and draws children attention to what characters are doing and feeling, and asks questions after reading the story <i>Documentation/Interview</i>	Yes <input type="checkbox"/> No <input type="checkbox"/> <input type="checkbox"/> Planned, but not observed <input type="checkbox"/> Not on Lesson plan
	f. During the second read-aloud, asks children to help recall what happens next <i>Documentation/Interview</i>	Yes <input type="checkbox"/> No <input type="checkbox"/> <input type="checkbox"/> Planned, but not observed <input type="checkbox"/> Not on Lesson plan
	g. During the third read-aloud, helps children retell or reconstruct the story <i>Documentation/Interview</i>	Yes <input type="checkbox"/> No <input type="checkbox"/> <input type="checkbox"/> Planned, but not observed <input type="checkbox"/> Not on Lesson plan

The Foundation: Structure

6. The daily schedule and weekly plans include a balance of types of experiences and settings		
ECEAP: E-3 1302.31 (b) (1) (ii)	a. A detailed daily schedule and weekly plans are posted for adult use and information <i>(displayed for families and visitors). Documentation</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
ECEAP: E-3 1302.31 (b) (1) (ii)	b. An interactive schedule with pictures and words is displayed at the children's eye-level <i>Documentation</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
ECEAP: E-3 1302.31 (c) (2)	c. Opportunities for individual and large- and small-group activities are included	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS: 1302.31 (c) (2) ECEAP E-3	d. Child-initiated and teacher-planned activities are included	Yes <input type="checkbox"/> No <input type="checkbox"/>
ECEAP E-4 HS: 1302.31 (a) (1) (ii)	e. Studies are reflected in weekly plans <i>Documentation</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
ECEAP E-3 HS 1302.31 (c)	f. 45 minutes of choice time, exclusive of cleanup, is included in the morning and again in the afternoon for full-day programs (one hour of choice time for half-day programs)	Yes <input type="checkbox"/> No <input type="checkbox"/>
ECEAP E-3 HS 1302.31 (c)	g. At least 30-60 minutes are allocated daily for outdoor play in the morning and again in the afternoon for full-day programs (weather permitting) <i>Documentation</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS: 1302.31 (c)(2)	h. Alternating active times and quiet times are included	Yes <input type="checkbox"/> No <input type="checkbox"/>
7. Large and small group activities are planned flexibly to address the individual strengths, needs, and interests of children		
ECEAP: E-7 HS: 1302.31 (b) (1) (i)	a. Engages children in interactive experiences <i>(e.g. discussions, cooperative games, story retellings and dramatizations, cooking experiences, music and movement)</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS: 1302.31 (c)(2) ECEAP E-7	b. Observes children's interests and engagement and adjusts group times accordingly. <i>Look for how teacher uses current Teaching Guide and ways in which they adjust to meet children's needs.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>

	c. Uses planned, intentional, small group settings to meet instructional goals (e.g. to introduce a new concept or teach a specific skill). At least 2 times a week for 2.5 – 3-hour programs and daily for 3 - 10-hour programs. <i>Look for use of Intentional Teaching Cards.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	d. Makes accommodations for children who choose not to participate	Yes <input type="checkbox"/> No <input type="checkbox"/>
	e. Selects the setting that is most appropriate for each experience (<i>e.g. indoors vs. outdoors, small group vs. large group</i>)	Yes <input type="checkbox"/> No <input type="checkbox"/>
8. Transitions between activities are smooth and used as opportunities to teach skills and concepts		
ECEAP: E-3 HS 1302.31 (E) (3)	a. Gives notice before cleanup time or transitioning to other activities	Yes <input type="checkbox"/> No <input type="checkbox"/>
ECEAP: E-3 HS 1302.31 (E) (3)	b. Uses transitions as learning opportunities. <i>Look for use of Mighty Minutes, math and language games, and songs.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	c. Has materials ready for the next activity	Yes <input type="checkbox"/> No <input type="checkbox"/>
	d. Minimizes the number of transitions throughout the day	Yes <input type="checkbox"/> No <input type="checkbox"/>
	e. Transitions children individually and in small groups as much as possible	Yes <input type="checkbox"/> No <input type="checkbox"/>

The Foundation: Teacher-Child Interactions

13. The teacher effectively promotes the English language acquisition of children who are English- and dual-language learners. <i>Look for use of strategies shaded in blue in the Teaching Guides and Intentional Teaching Cards.</i>		
HS: 1302.31 (a)(2)(ii) ECEAP E-7	a. Uses gestures and visual cues when speaking. <i>In addition, look for non-verbal supports.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS: 1302.31 (a)(2)(ii) ECEAP E-7	b. Repeats words and phrases	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS: 1302.31 (a)(2)(ii) ECEAP E-7	c. Speaks slowly	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS: 1302.31 (a)(2)(ii) ECEAP E-7	d. Gives children ample time to respond	Yes <input type="checkbox"/> No <input type="checkbox"/>
HS: 1302.31 (a)(2)(ii) ECEAP E-7	e. Accepts children's use of English and/or their home languages. <i>Look for teacher's use of key words and in child's home language.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	f. Pairs English-speaking children with children who are dual-language learners for some activities.	Yes <input type="checkbox"/> No <input type="checkbox"/>

	<i>Look for intentional, repetitive use of Mighty Minutes to teach vocabulary to English-language learners.</i>	
	g. Intentionally introduces new vocabulary, models appropriate language in a variety of contexts.	Yes <input type="checkbox"/> No <input type="checkbox"/>
	h. Reads books in English with repetitive text, rhyme, and simple plots	Yes <input type="checkbox"/> No <input type="checkbox"/>
	i. Reads to children in small groups and individually	Yes <input type="checkbox"/> No <input type="checkbox"/>
14. The teacher uses both child-initiated and teacher-planned experiences to guide language and literacy learning		
ECEAP E-7 HS: 1302.31 (b) (1) (i)	a. Draws children’s attention to concepts of print and book concepts. <i>Look for print that is meaningful, functional, and interesting.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
ECEAP E-7 HS: 1302.31 (b) (1) (i)	b. Draws children’s attention to letters words, and letter-sound associations; encourages sensory exploration of the alphabet	Yes <input type="checkbox"/> No <input type="checkbox"/>
ECEAP E-7 HS: 1302.31 (b) (1) (i)	c. Engages children in shared writing (<i>e.g. experience charts and dictation</i>)	Yes <input type="checkbox"/> No <input type="checkbox"/>
ECEAP E-7 HS: 1302.31 (b) (1) (i)	d. Uses songs, stories, games, and rhymes that play with language	Yes <input type="checkbox"/> No <input type="checkbox"/>
	e. Promotes phonological awareness by drawing attention to the sounds of language	Yes <input type="checkbox"/> No <input type="checkbox"/>
	f. Asks questions, models correct grammar, introduces new vocabulary, including words that are not part of children’s everyday language (<i>e.g. “rare” words or advanced vocabulary</i>)	Yes <input type="checkbox"/> No <input type="checkbox"/>
	g. Reads to individuals and to large and small groups at least 2-3 times daily, prompting children to interact and respond	Yes <input type="checkbox"/> No <input type="checkbox"/>
	h. Engages children in retelling or dramatizing the story	Yes <input type="checkbox"/> No <input type="checkbox"/>
	i. Encourages children to write. <i>Look for writing materials in a variety of interest areas.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
15. The teacher uses both child-initiated and teacher-planned experiences to actively introduce math concepts		
ECEAP E-5 HS 1302.31 (a) (1) (ii)	a. Plans mathematics experiences intentionally. <i>Documentation in weekly lesson plans.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
ECEAP E-3 1302.31 (a) (1) (ii)	b. Encourages children to connect mathematical ideas to everyday experiences, uses math language concepts at least 2 times	Yes <input type="checkbox"/> No <input type="checkbox"/>
	c. Encourages children to communicate and/or represent their mathematical thinking.	Yes <input type="checkbox"/> No <input type="checkbox"/>

	<i>Look for evidence of mathematical representations created by children in the classroom such as graphs, math journals, or drawings of math concepts.</i>	
	d. Interacts with children to support their understanding of math concepts a) number and operations; b) geometry and spatial sense; c) measurement; d) patterns; and e) data collection, organization, and representation. <i>Intentional teaching of at least two math concepts must be observed to score a yes. Examples: graphs, math journals, math representations.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	e. Supports children’s use of mathematical process skills (<i>problem solving, reasoning, communication, connections, and representation</i>)	Yes <input type="checkbox"/> No <input type="checkbox"/>
16. The teacher offers opportunities for children to learn concepts, processes, and skills in other content areas: science, social studies, the arts, and technology.		
ECEAP E-4 1302.31 (a) (1) (ii)	a. Provides opportunities for both planned and spontaneous exploration of the arts (<i>e.g. visual, arts, music, drama, dance and movement</i>)	Yes <input type="checkbox"/> No <input type="checkbox"/>
	b. 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	Yes <input type="checkbox"/> No <input type="checkbox"/>
	c. Provides books and assists children in locating information	Yes <input type="checkbox"/> No <input type="checkbox"/>
	d. Provides opportunities for children to learn about people and places	Yes <input type="checkbox"/> No <input type="checkbox"/>
	e. Shows children how to use technology and tools responsibly and safely	Yes <input type="checkbox"/> No <input type="checkbox"/>
17. The teacher implements studies to help children actively investigate a meaningful topic over time and find answers to their questions. <i>Credit can only be given if STUDIES, not themes, are implemented.</i>		
	a. Offers opportunities for in-depth exploration of a topic over time	Yes <input type="checkbox"/> No <input type="checkbox"/>
	b. Selects topics that are related to children’s interests and prior experiences	Yes <input type="checkbox"/> No <input type="checkbox"/>
	c. Includes topics that are more concrete than abstract	Yes <input type="checkbox"/> No <input type="checkbox"/>
	d. Provides many firsthand, direct experiences with real objects for children to manipulate and explore	Yes <input type="checkbox"/> No <input type="checkbox"/>
	e. Provides resources and artifacts related to the topic	Yes <input type="checkbox"/> No <input type="checkbox"/>
	f. Displays documentation related to the study <i>Documentation</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
	g. Uses studies to integrate learning in the content areas.	Yes <input type="checkbox"/> No <input type="checkbox"/>

The Foundation: Families

18. The teacher establishes a meaningful partnership with families to support each child's development and learning. (<i>Interview Question: Ask teacher to describe how this is implemented</i>)		
	a. Uses a system for frequent and regular communication (daily or weekly) with families. <i>Documentation/Interview</i>	
	b. Involves family members in studies and/or in other meaningful ways. <i>Interview</i>	

Second Step and/or CPU

	a. Lesson planned	Yes <input type="checkbox"/> No <input type="checkbox"/>
	b. Lesson observed	Yes <input type="checkbox"/> No <input type="checkbox"/>
	c. Teacher follows lesson plan on card	Yes <input type="checkbox"/> No <input type="checkbox"/>