

Supportive Environment BOY Fidelity Check

Teacher:	Date:	August 2023
Co Teacher:		Day:

Use

Indicators

1. The teacher follows the guidance provided in a particular Teaching Guide.

- ☐ Adds to the web of investigations and creates and posts What We Know? and What We Want to Find Out? (Volume 1, pg. 134) (ECERS Scale pg. 36 item 16);(Volume 1, pg. 164-167) (ECERS Scale pg. 36 item 16)
 - ☐ Prepare area for posting “What do we know?” and “What do we want to find out?” charts.
- ☐ Communicates with families about the study through letters or other ways (Volume 1, pg. 212-214) (ECERS Scale pg. 67 item 38)
 - ☐ Prepare systems for communicating with families (e.g., folders, notebooks, email, etc,)
- ☐ Gathers and organizes materials in advance
- ☐ Involves families in the study (Volume 1, pg. 203-230) (ECERS Scale pg. 67 item 38)
- ☐ Implements some of the “Wow! Experiences”
- ☐ Provides many firsthand experiences for actively investigating the topic (Volume 1, pg. 163-183) (ECERS Scale pgs. 39-57 items 19-28)
 - ☐ Posts and discusses a question of the day with the children (ECERS Scale pg. 36 item 16)
 - ☐ Designate a place for the Question of the day
 - ☐ Prepare the Question of the Day display
- ☐ Adds interest area materials related to the topic
- ☐ Extends the study by when interest is high
- ☐ Closes the study with a celebration of learning
- ☐ Displays documentation of children’s learning related to the study (Volume 1, pg. 61) (ECERS Scale pg. 17 item 7)
- ☐ Follows guidance in Teaching Guides regularly and makes adjustments when appropriate

Adapted from: The Fidelity Tool Teacher Checklist: The Creative Curriculum for Preschool and Teaching Strategies Gold (T. McClanahan. 2017) ~REVISED 5/31/17; 7/20/23 - Other reference: ECERS Scale

Supportive Environment BOY Fidelity Check

Indicators

2. The teacher uses Intentional Teaching Cards for teacher guided, planned experiences and to individualize instruction.

- ☐ Has needed materials readily available
 - ☐ Designate a place for weekly teaching materials and place them there after each use to avoid clutter (e.g. read aloud materials, mighty minutes, book discussion cards, curriculum guide, SEL, ITC, PAC, small groups etc)
 - ☐ Designate a place for students to trade take-home readers and communication logs
 - ☐ Prepare baggies of books for weekly take-home reading
- ☐ Follows guidance on an Intentional Teaching Card
- ☐ Makes adaptations for English or DLL and for children with special needs when appropriate (ECERS Scale pg. 56 item 28; pg. 66 item 37)
- ☐ Individualizes instruction by using color-coded teaching sequences (Volume 1, pg. 172-175) (ECERS Scale pg. 65 item 36)

Indicators

3. The teacher uses Might Minutes effectively to facilitate learning during transitions. (ECERS Scale pg. 63 item 34)

- ☐ Uses Mighty Minutes flexibly throughout the day
 - ☐ Plan intentional transitions
- ☐ Plans for Mighty Minute activities
- ☐ Is knowledgeable of and comfortable with words to songs, chants, and rhymes
- ☐ Uses adaptations suggested on the backs of Mighty Minutes cards

Indicators

4. The teacher follows guidance on Book Discussion Cards related to facilitate interactive read-alouds. (ECERS Scale pg. 34-38 item 15-18)

- ☐ 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 illustrations; using facial expressions, movements, or other body language; or giving brief definitions
- ☐ Makes analytical comments to show children how to think about characters and events (.g., "I wonder why Henny Penny thinks the sky is falling?")
- ☐ During the **first read-aloud**, introduces characters and draws children's attention to what characters are doing and feeling, and asks questions after reading the story
- ☐ During the **second read-aloud**, ask questions to help children recall what happens next
- ☐ During the **third read-aloud**, helps children retell or reconstruct the story

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Supportive Environment BOY Fidelity Check

Physical Environment

Indicators

5. The classroom is organized to support learning and encourage children to work independently and with peers in self-selected activities. (ECERS Scale)

- ☐ 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, Technology, Outdoors) (Volume 1, pg. 54)
- ☐ Furniture is used to enclose and define areas and to eliminate long or wide-open spaces (Volume 1, pg. 56)
- ☐ Interest areas are arranged in such a way that they do not interfere with one another, areas that share common materials are located next to each other (Volume 1, pg. 56)
- ☐ Adequate space is provided in each interest area (Volume 1, pg. 56)
- ☐ Furnishings and materials are age-appropriate and updated to accommodate children's developmental needs, abilities, and interests (e.g., the teacher transforms the Dramatic Play area into a shoe store, changes displays to represent current activities, rotates materials to support children's increasing abilities) (Vol. 1, p. 58)
- ☐ Materials are age-appropriate and individually suitable for the children in the group (Volume 1, pg. 56)
- ☐ Materials for children's use are stored on low, open shelves where the children can reach them easily (Volume 1, pg. 58)
- ☐ 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) (Volume 1, pg. 57)
- ☐ Physical modifications are made to accommodate children with disabilities (Volume 1, pg. 61)
- ☐ Children's work is displayed attractively, respectfully, and at child's eye level (Volume 1, pg. 61)
- ☐ Classroom clutter, including too many materials displayed simultaneously, is minimal (Volume 1, pg. 67)
- ☐ The classroom is comfortable and attractive (homelike touches; living things; good lighting; soft furnishings; quiet spaces that are cozy and inviting) (Volume 1, pg. 60)
- ☐ [Display morning greeting](#) choices (example linked...you may choose your own version)
- ☐ Create and display morning attendance chart/daily 'sign in' (e.g., Home/School, Wish You Well, etc.) ~ sign in scaffolds:1) photos only 2) photos with names 3) name cards 4) writing their name
- ☐ Create display for books read
- ☐ Post classroom rules where children can easily see them (rules need to be illustrated with a picture or photo of each rule or expectation stated positively)
- ☐ Plan to display family photos (e.g., around the room, cozy area/safe space display, photo book in cozy area, displayed in child's locker, etc.)

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Supportive Environment BOY Fidelity Check

Indicators

6. Interest areas are attractive, available as a choice daily, and supplied with an adequate amount of developmentally appropriate, well-maintained materials. (ECERS Scale)

- ☐ BLOCK area is enclosed on three sides and includes a full set of unit blocks; at least one other type of block; and props in a variety of categories (e.g., animals, people, road signs, small vehicles). Blocks are organized by size and shape on shelves with outlines to show where each shape is stored (Volume 2, pg. 7)
- ☐ DRAMATIC PLAY area includes props representing not only household tools but also a variety of occupations and cultures; the area is transformed throughout the year to match study topics (Volume 2, pg. 36)
- ☐ TOYS AND GAMES area includes a variety of self-correcting toys; open-ended toys; collectibles (e.g., keys, bottle caps, shells); and cooperative games (Volume 2, pg. 59)
- ☐ ART area includes an easel with paint(s) and a variety of materials for painting, drawing, cutting, pasting, molding, and three-dimensional constructions (Volume 2, pg. 81)
- ☐ LIBRARY area includes comfortable furnishings; high-quality, age-appropriate books with covers facing out; and a variety of materials for listening, reading, writing, and story retelling (Volume 2, pg. 117)
- ☐ DISCOVERY area includes basic tools and a variety of materials for exploring and investigating the physical properties of objects (Volume 2, pg. 146)
- ☐ SAND AND WATER area includes sufficient sand and water 3-4 inches deep and a variety of materials for digging, molding, pouring, and sifting (Volume 2, pg. 169)
- ☐ MUSIC AND MOVEMENT area includes a variety of musical instruments and dance and movement props at children's level (e.g., scarves, streamers, fans from several cultures) (Volume 2, pg. 169)
- ☐ COOKING area includes basic items children can use to complete food-related projects safely (Volume 2, pg. 211)
- ☐ TECHNOLOGY area includes equipment and developmentally appropriate software or apps that children can use collaboratively and safely (e.g., two chairs at the computer, power cords in back and out of children's reach, protective cases for mobile devices) (Volume 2, pg. 237)
- ☐ OUTDOORS includes a variety of surfaces and equipment for large-muscle activities and materials for nature exploration (Volume 2, pg. 259)
- ☐ Provide a Cozy Area/Safe Space with soft toys and soft furnishings

[Complete checklist of CC Interest Area materials](#)

Supportive Environment BOY Fidelity Check

Indicators

7. The materials, furnishings, equipment, and displays enhance learning in the content areas (literacy, math, science, social studies, the arts, and technology). (ECERS Scale)

- ☐ The environment is print-rich and includes print that labels materials and storage places, identified classroom practices, gives information, and provides narrative descriptions (e.g., dictation about artwork, a chart story about a walk around the block) (Volume 3, pg. 43)
 - ☐ Display photos of children & families and student work
 - ☐ Label cubbies/lockers with children's photo and first name
- ☐ Children's names are displayed in a variety of locations throughout the classroom (Volume 3, pg. 44)
 - ☐ Prepare five sets of photo-name cards and place them around the room (1 for circle, 4 sets for other centers).
- ☐ There are at least 25 books inclusive of all categories (story, informational, alphabet, predictable, number and counting, and nursery rhymes) spread throughout at least five different interest areas (Volume 3, pg. 44)
- ☐ Other texts (e.g., magazines, signs, charts, cookbooks) are included in at least three different interest areas (Volume 3, pg. 20)
- ☐ Materials for writing are included in at least five interest areas (Volume 3, pg. 22)
- ☐ An alphabet (with related pictures and/or children's names) is displayed at the children's eye level (Volume 3, pg. 27)
- ☐ Materials for exploring mathematical concepts (e.g., number and operations, patterns, geometry and spatial relationships; measurement; collecting, organizing, and representing data) are included (Volume 4, pg. 67)
- ☐ A variety of materials for investigating life sciences, physical sciences, and Earth and environment are included (Volume 5, pg. 82)
- ☐ Materials to help children learn about people and how they live and to expand their geographic thinking are included (Volume 5, pg. 119)
- ☐ Materials for spontaneous exploration and appreciation of the arts (visual arts, music, dance and movement, and drama) are included (Volume 5, pg. 184)
- ☐ Tools and technology to perform tasks, including adaptive tools for any children with disabilities, are included (e.g., funnels, magnifying lenses, balances, tape measure, cameras, computers) (Volume 5, pg. 82)

Supportive Environment BOY Fidelity Check

Indicators

8. The environment reflects the language(s), family background(s), home culture(s), and exceptionalities of the children in the classroom and beyond. (Arte y mas; ECERS Scale)

- ☐ 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) (Volume 1, pg. 64)
- ☐ Books and music with lyrics in children's first language(s) are included (Volume 1, pg. 172)
- ☐ Labels are written in children's first language(s), and the languages are color-coded throughout the classroom (e.g., English in blue and Spanish in red) (Volume 1, pg. 57)
- ☐ Materials in interest areas reflect the diversity of the families in the classroom and community (Volume 1, pg. 199)

Indicators

9. The environment is healthy, safe, and clean. (ECERS Scale items 1-14)

- ☐ Child-size furnishings are available (Volume 1, pg. 65)
- ☐ Materials are well-maintained and in good condition (Volume 1, pg. 57)
- ☐ Materials, equipment, and displays are included to help children care for the classroom environment (e.g., job charts, small brooms, dustpans) (Volume 1, pg. 62)
 - ☐ Display job chart. Every child has a job daily
- ☐ Features and practices that promote safety and health are included (e.g., handwashing charts, food and safety procedures, arrival and departure procedures, proper storage of chemicals and medicines)(Volume 2, pg. 215)
 - ☐ Post hand washing chart(s) showing proper technique.
 - ☐ Plan to instruct staff, parents, and children about proper hand washing practices, at arrival entering from outside, before and after sand and water play, before meals, after bathroom, etc.
 - ☐ Post a sign outside the door to remind visitors to wash upon entering.
 - ☐ Add a sign may to the water and sand table as a reminder to wash before/after this play.
- ☐ The outdoor space is safe(e.g., protected from traffic, free from debris, with cushioning materials under the equipment, with no sharp edges) and arranged so that children can be seen and supervised from all vantage points (Volume 2, pg. 259)
- ☐ Furnishing are arranged for good visual supervision (Volume 1, pg. 56)
- ☐ Create Mat Map for rest time
 - ☐ Ensure mats are 36 in apart
 - ☐ Assign mats to students
- ☐ Prepare Rest Time activities for students who don't sleep

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Structure

Indicators

10. The daily schedule and weekly plans include a balance of types of experiences and settings. (ECERS Scale pg 64 item 34; score sheet pg. 12 for substantial portion of day table)

- ☐ A detailed daily schedule and weekly plans are posted for adult use and information (displayed for families and visitors) (Volume 1, pg. 77)
 - ☐ Create daily schedule
 - ☐ Ensure Large Group meetings are kept short (10-20 minutes depending on the age of the students) (Vol. 1 pg. 73-75; 87 sample schedule). Refer to Guidelines for Developing a Schedule.
 - ☐ Include on posted schedule three to five minutes of music/movement between 2 components.
 - ☐ Create parent board
- ☐ An interactive schedule with pictures and words is displayed at the children's eye level (Volume 1, pg. 77)
- ☐ Alternating active times and quiet times are included (Volume 1, pg. 78)
- ☐ Opportunities for individual and large- and small-group activities are included (Volume 1, pg. 77)
- ☐ Child-initiated and teacher-planned activities are included (Volume 1, pg. 77)
- ☐ The daily schedule and weekly plans are flexible (e.g., the teacher extends choice time when children are involved in elaborate play or shortens large-group time when children become restless)
- ☐ At least one hour of choice time, exclusive of cleanup, is included in the morning and again in the afternoon (Volume 1, pg. 72)
- ☐ At least 30-60 minutes is allocated daily for outdoor play in the morning and again in the afternoon for full-day programs (weather permitting) (Volume 1, pg. 78)
 - ☐ Ensure outside time is 60 minutes.

Indicators

11. Large and small group activities are planned flexibly to address the individual strengths, needs, and interests of children

- ☐ Observes children's interest and engagement and adjusts group times accordingly (Volume 1, pg. 70)
- ☐ Uses planned, intentional, small group settings to meet particular instructional goals (e.g., to introduce a new concept or teach a specific skill) (Volume 1, pg. 70)
- ☐ Makes accommodations for children who choose not to participate (Volume 1, pg. 70)
- ☐ Engages children in interactive experiences (e.g., discussions, cooperative games; story retellings and dramatizations, cooking experiences, music and movement) (Volume 1, pg. 70)
- ☐ Uses flexible groupings so the size and makeup of small groups are not the same every day (Volume 1, pg. 71)
- ☐ Selects the setting that is most appropriate for each experience (e.g., indoors vs. outdoors; small group vs. large group) (Volume 1, pg. 71)

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12. Transitions between activities are smooth and used as opportunities to teach skills and concepts. (ECERS Scale pg. 63 item 34)

- ☐ Give notice before cleanup time or transitioning to other activities (Volume 1, pg. 74)
- ☐ Minimizes wait time and has materials ready for the next activity (Volume 1, pg. 74)
- ☐ Transitions children individually and in small groups as much as possible (Volume 1, pg. 74)
- ☐ Uses transitions as learning opportunities (Volume 1, pg. 74)

OTHER

- ☐ Choose a 'good morning' song to start large group
- ☐ Choose a 'goodbye' song to end large group round-up
- ☐ Review lesson plans for [Building a Classroom Community](#) & [Building a Classroom Community SCRIPT](#)
- ☐ Develop a plan for collecting and recording documentation of student learning - [TSG & Foundations Alignment](#)
- ☐ Prepare student assessment folders/notebook
- ☐ Prepare Take Home Reader bags and system

Before Staggered Entry

- ☐ Prepare for home visits - [Meet & Greet \(Home Visit\) Guidelines](#) & [Meet & Greet Tips](#)
- ☐ Determine procedures, routines, and transitions for each part of the day. Review with your co-teacher so that both teachers are clear about their roles for each part of the day – [Team Planning Document](#)
- ☐ Discuss cleaning routines with your co-teacher and make a plan for your classroom – [Planning for Routines and Procedures](#)
- ☐ Address discipline, roles, and responsibilities with your co-teacher. (Vol 1, pg. 150) – **Planning for Routines and Procedures**

Before the First Day with All Students

- ☐ Designate seating for group times based on the information you gathered during staggered entry
- ☐ Revisit plans for procedures, routines and transitions for each part of the day
- ☐ Revise Mat Map for quiet time
 - ☐ Ensure mats are 36 inches apart
 - ☐ Identify which mat belongs to who (mats are numbered – mat space and actual mat, child given a number, etc.).

Supportive Environment BOY Fidelity Check

Sections 5-10 & OTHER section are complete by September 1

We verify that the BOY checklist is complete:

Teacher Signature:	Co-teacher Signature:	Success Coach Signature:
Date:	Date:	Date: