



Implementation Fidelity Checklist Assessing ScienceStart!/LiteraSci in the Classroom

Indicate 1, 2, 3	The Physical Classroom 3 = always present in classroom 2 = not present at time of observation 1 = not present; need to implement/obtain
	<i>Classroom Equipment</i>
	Easel/Flipchart with paper
	Listening Center with books and music on tape/cassette
	Extensive library of quality books within children's reach
	Books related to the ScienceStart! module being studied
	Comfortable areas for individual and small group reading
	Kidney Shaped Tables for small group work
	Dramatic/Housekeeping Center, well supplied
	Writing area with plenty of writing materials, including name cards for individual children, a word wall, the alphabet in both upper and lower case
	Sand and/or water table
	Large and small blocks
	Manipulatives – good supply and neatly stored where children can reach them
	Age appropriate jigsaw puzzles
	Labels with pictures are used to identify key objects in room
	Pocket chart for attendance and classroom jobs
	Most wall displays are created by the children, not commercial
	Fantasy characters and cartoons are not displayed on walls

	Supplies for the ScienceStart! Module, in sufficient quantity and in good repair
	<i>For teachers' use (may be shared across classrooms)</i>
	Computer
	Digital Camera with rechargeable batteries
	Color printer with plenty of ink
	Laminator with plenty of laminating film
	Way to bind classroom books (3 ring binders and hole punch is simplest)
Indicate 1,2,3	Teacher Style and Classroom Climate
	3 = always
	2 = sometimes
	1 = area of improvement
	Teacher has a calm and friendly demeanor
	Teacher greets and talks to individual children
	Classroom assistant has a calm and friendly demeanor
	Classroom assistant greets and talks to individual children
	Teacher and classroom assistant communicate well with each other and work cooperatively
	Classroom assistant's primary responsibility is to interact and talk with children.
	Transitions between activities are smooth, with most children moving to a new activity without disruption.
	The teacher actively facilitates transitions (modeling, fingerplays, redirection, etc.) and encourages children to take a leadership role
	Excessive wait times are avoided.
	Expectations are developmentally appropriate.
	The day has a predictable routine that meets children's needs
	There are ample large motor activities, especially before children are asked to sit for extended periods of time
	Children are engaged and happy.

Indicate 1,2,3	<p align="center">Support for Development of Language and Literacy Skills</p> <p>3 = always 2 = sometimes 1 = area of improvement</p>
	The teacher responds to children’s questions and initiatives
	The teacher comments on the children’s activities in a way that provides them with language that matches the activity
	The teacher encourages children’s use of language to discuss
	<ul style="list-style-type: none"> • The topic of the day
	<ul style="list-style-type: none"> • Reference to things and events not present (past, future, elsewhere)
	<ul style="list-style-type: none"> • How to solve social conflicts
	Less than 50% of the teacher’s language is directed toward behavior management/classroom management
	The teacher uses language for a variety of communicative purposes
	The teacher encourages children to use language for a variety of purposes
	The teacher calls attention to the sounds of words (rhyme, alliteration, syllabic segmentation)
	The teacher calls attention to the sounds of letters
	The teacher offers teacher-guided opportunities for journaling
	The teacher uses ‘attendance’ as a time to talk about the children’s names, what letter they start with, and how they sound
Indicate yes or no	Reading Aloud
	The book that is read aloud is age appropriate and of high quality
	The book that is read aloud is related to the ScienceStart! topic.
	The teacher sets the stage for reading by telling children the topic and inviting them to make links to their personal experience
	The teacher sets the stage for reading by linking the book to the ScienceStart! topic
	The teacher invites children’s questions and comments during reading.

	The teacher reads expressively and enthusiastically
	The teacher identifies words that may be new to the children and talks with the children about their meaning.
	The book remains available throughout the day for the children to look at individually or in small groups
	A time is set aside every day for children to select a book and to look at it individually or with friends
Indicate yes or no	Writing
	The teacher provides regular opportunities for the children to write and draw for a particular purpose (such as making class books or journal writing)
	The teacher regularly writes on the easel and talks about this writing
	The teacher mentions the distinction between upper and lower case letters
	The teacher mentions the names of <u>some</u> letters
	The teacher distinguishes between words and letters and sentences.
	The teacher asks questions and provides opportunities that encourage children to talk about writing
	The teacher regularly involves children in writing activities during the implementation of the Science Cycle.
	The teacher regularly provides activities that promote fine motor development and connect to the group lesson.
	Children ALWAYS write their own name on their papers (at whatever level they are able – any sort of mark is acceptable)
Indicate yes or no	Coherence and Integration
	The teacher is explicit about how today’s activities are related to yesterday’s activities
	Children are repeatedly asked to relate the day’s topic to earlier experiences in the classroom
	Activities across the curriculum are related to the day’s topic. <i>For example, if the topic is ‘mixing colors’ the paint easel may contain only two primary colors, the housekeeping area may contain net capes/skirts in primary colors (they can be layered) and there may be flashlights and colored paddles on the science table.</i>

Indicate yes or no	Guided Inquiry
	The teacher and children are exploring important and real content about the everyday world
	This content comes from or builds on <i>(circle one)</i> the ScienceStart! Curriculum
	The teacher invites and supports the children’s participation on a continuing basis
	Reading and writing are regular components of the science activities
	The teacher guides the children’s activities so that literacy concepts, language use, and math concepts are EMBEDDED WITHIN activities that are related to the science topic and meaningful to the children
	The teacher allows children to take initiative and act independently within the constraints of the activity.
	There is a connection between the large group activity and at least one small group activity.
	Teachers model and foster curiosity.
	Teachers respond to children’s ideas and extend them.
	Activities are sufficiently complex that children of different ability levels can participate in meaningful ways that support their development
Indicate yes or no	Science Cycle
	It is possible to identify some of the day’s activities as comprising the REFLECT AND ASK component of the science cycle.
	It is possible to identify some of the day’s activities as comprising the PLAN AND PREDICT component of the science cycle.
	It is possible to identify some of the day’s activities as comprising the ACT AND OBSERVE component of the science cycle.
	It is possible to identify some of the day’s activities as comprising the REPORT AND REFLECT component of the science cycle.
	Children are active participants in the opening discussion of the day’s activity, particularly in terms of responding to the questions about the prior day’s activities and the book that is being read aloud.

	Children are active participants in the planning phase.
	Children are encouraged to make predictions.
	Children participate in creating a report of the results of their inquiry.
	These reports can be found around the room in various forms (classroom books, charts, drawings).