

Introduction to the *Implementation Checklist*

The *Creative Curriculum® for Preschool Implementation Checklist* is designed to assess how well the Curriculum is being implemented as intended.

The *Implementation Checklist* may be used alone or with its related forms:

- *Classroom Profile*
- *Progress and Planning Form*

The *Implementation Checklist* is a tool designed for various uses by teachers, administrators/supervisors, and trainers. The *Classroom Profile* enables administrators/supervisors to maintain records on individual classrooms. The *Progress and Planning Form* can be used to guide teachers in their implementation of the Curriculum.

Development of the *Implementation Checklist* began shortly after the publication of the most recent edition of the Curriculum in 2002. Developers field tested the instrument in a variety of programs (e.g., Head Start, public school pre-K, child care) in six different states. Teachers, trainers, consultants, and researchers provided feedback. Each time the instrument was used by development teams and data collectors, it was refined to increase clarity and inter-rater reliability.

How to Use the *Implementation Checklist* and Related Forms

If you are a **teacher**, you can use the *Implementation Checklist* in an ongoing manner to inform your work. Early in the year, the *Checklist* may help you to set up your classroom environment. Later in the year, it can help you evaluate your work with children. Individual sections can help you implement what you learn in a training session.

If you are an **administrator/supervisor** you can use the *Implementation Checklist* to gain information as part of your program's ongoing self-assessment and continuous improvement process, as well as to supervise and evaluate teachers. It will help you to support teachers, purchase materials, plan staff development, and improve the overall program.

If you are a **trainer**, you have different needs and time constraints. You can use different sections to follow up on training sessions, to help teachers reflect on how they are implementing what they have learned. You can introduce it to teachers as a self-assessment instrument. You can also use it to create an overall staff development plan for the program.

The more familiar you are with the *Checklist*, the more likely it is that your results will be accurate and reliable. Practice using the tool with another colleague and compare your findings. This helps you make sure you understand each item. Strive to be in agreement at least 85% of the time.

The *Implementation Checklist* is divided into five sections:

- I. Physical Environment (pp. 1–17)
- II. Structure (pp. 18–22)
- III. Teacher-Child Interactions (pp. 23–32)
- IV. Assessment (pp. 33–35)
- V. Family Involvement (p. 36)

Each section includes descriptions of what to observe in the classroom. **Note: the examples are given only for clarification—not as requirements.**

While all of the items in the *Checklist* are observable, unless you are the classroom teacher, you may not be able to observe them all in one visit. You will see an **I** (interview) or a **D** (documentation) symbol next to some items, which guides you to ask specific questions or request documentation. Interview questions appear at the end of the *Classroom Profile*. They are organized by section numbers (see illustration below). Sometimes one question enables you to assess multiple items.

Section numbers

Implementation Checklist

III. Teacher-Child Interactions
C. Guiding Children's Learning
2. LITERACY

Do Teachers:

1.	D Read books to individuals as well as to large and small groups of children at least twice every day ³⁵ , and prompt children to interact and respond (e.g., take a picture walk through the story before reading, leave out a word so children can fill it in, ask open-ended questions, relate the story to prior experiences)?
2.	I Engage children in retelling a story using puppets, flannel board figures, or props?
3.	I Draw children's attention to the sounds of language through playful songs, stories, rhymes, and chants to help develop <i>phonological awareness</i> ?
4.	Draw children's attention to concepts of print (e.g., left to right, top to bottom) and books (e.g., author, illustrator, book-handling skills, turning pages)?
5.	Draw children's attention to letters and words (e.g., reading big books and pointing to words, taking a walk to look for signs, writing a group thank-you letter)?
6.	Talk with children throughout the day, modeling correct grammar, introducing new vocabulary, and asking questions to encourage children to express their ideas in words?

children (e.g., record their ideas and stories, write experience charts, write a thank-you note to a visitor) and encourage write (e.g., put their names on artwork, create a shopping list in dramatic play, make signs for a block structure)?

Interview questions appear on page 13 of the related *Classroom Profile* booklet.

For items that require documentation, you must actually see examples such as a Weekly Planning Form or daily schedule in the classroom. For some items, such as assessment portfolios, you must ask the teacher to show them to you. You can do this just before you begin your interview.

Some words in the *Checklist* are underlined and in italics. This tells you that the word is defined in the Glossary at the back. Footnotes give further explanation or clarification of particular items.

Classroom Profile

Administrators/supervisors may find it helpful to use the related *Classroom Profile* booklet to record observations and notes. In the *Classroom Profile*, place a check mark in the “yes” box for each item that you observe to be in place, or a check mark in the “no” box if not. There are spaces to record subtotal scores and summary scores for two different observations.

A sample “Program/Center Profile Form” is included in the back of the *Classroom Profile*. This is meant to suggest a way for administrators/supervisors to create records for multiple teachers or classrooms using a spreadsheet program.

III. Teacher-Child Interactions
C. Guiding Children’s Learning

2. Literacy (p. 26)

		Observation 1		Observation 2	
		YES	NO	YES	NO
D	1				
I	2				
I	3				
	4				
	5				
	6				
	7				

Subtotal: _____

Comments _____

Progress and Planning Form

Teacher: _____ Date: _____

Physical Environment	Structure
Teacher-Child Interactions	Assessment

Administrators/supervisors may want to use the *Progress and Planning Form* to summarize findings and, together with the teacher, plan next steps.

Guidelines for Using the *Implementation Checklist*

These guidelines may help you conduct an observation, ask any necessary interview questions, and look at documentation.

■ During the Observation

1. Be at the classroom prior to the children's arrival.
2. Walk around the classroom first to get the “big picture.”
3. Only look in places where children have access to materials, e.g., dramatic play cabinets, the inside of a sand table, etc. Do not open closet doors, file cabinets, desk drawers, etc.
4. Begin by assessing the physical environment. This can be done prior to the children's arrival.
5. As children arrive, observe how they are greeted and the teacher's interactions with the families.
6. Be as unobtrusive as possible. Do not interact with the children, the teacher, or other staff members unless it is a dangerous situation. Avoid making eye contact with the children.
7. If you need more information before marking an item, make a note to ask the teacher during the interview.
8. Examples listed on the *Checklist* may not be exactly what you see in the classroom, but they should be comparable.

■ During the Interview

The purpose of the interview is to collect data, NOT to provide feedback to the teacher. A feedback conference should occur at another time.

1. Conduct the interview in a quiet place away from the children.
2. Ask the teacher to bring the assessment information collected for 5 children.
3. Use the interview questions as cues or prompts. It is not necessary to read them word-for-word.
4. Record the teacher's responses on the interview sheet. Do not share your ratings with the teacher at this time.

■ After the Observation

1. Be sure that you have marked all items before leaving the site.
2. Calculate subtotals for each subsection, as well as the total score, on the *Classroom Profile*.

III. Teacher-Child Interactions

B. Guiding Children’s Behavior³³

Do Teachers:

1. Guide children’s behavior in positive ways (e.g., offer positive reminders; establish a few rules and state them in positive ways; remind children of the rule; teach children how to cooperate, negotiate, and make and keep friends; redirect children from unacceptable to acceptable behavior)?
2. Maintain a positive social atmosphere and order while teaching children social problem-solving skills (e.g., how to talk about a problem, express their feelings in words, come up with solutions for a problem, and then implement the solution)?
Note: Check “Y” (yes) if no problems requiring intervention occurred.
3. Help children interpret their own feelings and the feelings of others (e.g., give children the words to describe their feelings; read and discuss stories about feelings; explain, “Look at his face. Can you see he is angry?”)?

Footnotes:

³³ In this section, consider the “predominate mode” of the teacher; that is, does the teacher demonstrate this behavior 50% or more of the time?