



Galileo® Pre-K Online: Assessment and Curriculum Fidelity Tool

Galileo Pre-K Online provides early childhood educators a complete curriculum, fully integrated into an assessment and reporting system that links curriculum, assessment, planning, individualization, and program outcomes. Galileo provides a data-driven, research-based, and standards-aligned approach to providing developmentally appropriate learning opportunities for infants, toddlers, and children ages 3 through 5.

An integrated assessment and curriculum system such as Galileo Pre-K is most effective in promoting children’s learning when implementation is consistent, managed and monitored. Fidelity of implementation occurs when programs use the Galileo Pre-K Online system in the way that ATI designed it to be used. To assist programs in evaluating the fidelity of implementation, ATI has created the *Galileo Pre-K Online: Assessment and Curriculum Fidelity Tool*. Through monitoring efforts and observational data collected with the *Galileo Pre-K Online: Assessment and Curriculum Fidelity Tool*, the use of the Galileo Pre-K Online assessment and curriculum tools can be verified. The administrator utilizing this *Galileo Pre-K Online: Assessment and Curriculum Fidelity Tool* can identify areas where support, feedback, training and professional development can further continuous improvement.

OVERVIEW

The *Galileo Pre-K Online: Assessment and Curriculum Fidelity Tool* is divided into four focus areas. Each focus area is made up of implementation areas that provide guiding questions for the administrator monitoring implementation. Each implementation area includes a *Specific Examples/Notes* section for documenting evidence, data sources, and special comments and notes. The focus areas and implementation areas are:

Curriculum

§1302.32 Curricula.

(a) Curricula. (1) Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula....

(2) A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.

Head Start Policy and
Regulations



Monitoring Galileo Use

- Child Data/ Demographics
- Assessment Data
- Curriculum

Physical Environment

- Signage
- Safety
- Physical Space
- Diversity

Professional Practices

- Professionalism
- Observations/ Assessment
- Curriculum Preparation
- Teacher Engagement
- Family Engagement

Management and Instruction

- Classroom Management, Schedules & Routines
- Learning Environment
- Use of Interest Centers/Activity Centers
- Instructional Time
- Use of Curriculum
- Individualize Curriculum

INSTRUCTIONS

In order to support staff in their ongoing implementation and use of the Galileo Pre-K Online system, ATI recommends you schedule three opportunities per staff member to explore your program’s fidelity of implementation. Plan to devote several hours to get an accurate sense of the successes and needs.

Each implementation area’s guiding question is to help you, as the administrator and observer, address each implementation area. You are not required to answer all the guiding questions and you are encouraged to add guiding question to any implementation area.

To ensure that the *Galileo Pre-K Online: Assessment and Curriculum and Fidelity Tool* reflects your organizations unique mission ATI has also included the ability for you to add your own implementation area and relevant guiding questions in each section.

Use the *Specific Examples/Notes* section provided with each implementation area to document evidence, data sources and special comments and notes. The final Comments at the end of the document is where overall implementation challenges and successes, special comments, and areas of improvement to focus upon for the next observational period may be documented. The last page (page 27) lists ATI-provided professional development opportunities to help address specific areas of improvement.

Curriculum is more than a collection of enjoyable activities. Curriculum is a complex idea containing multiple components, such as goals, content, pedagogy, or instructional practices.

Early Childhood Curriculum,
Assessment and Program
Evaluation, NAEYC Position
Statement (November 2003)



Educator: _____

AREA OF FOCUS: MONITORING GALILEO USE

Instructions: This section can be completed when no children are in the classroom. The evaluator reviews and documents the use of Galileo Pre-K Online.

CHILD DATA/DEMOGRAPHICS

(Information can be used for curriculum individualization.)

- Are the children records in Galileo Pre-K in a timely basis?
- Is accurate data being entered on Child Form Data Information?
- Are the children identified with key demographic information (e.g., special education, English Language Learner)?
- Guiding question: _____
- Guiding question: _____

	Observation #1	Observation #2	Observation #3
Date			
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

ASSESSMENT DATA

(FOCUS AREA: MONITORING GALILEO USE)

- Has the educator accessed the children in Galileo Pre-K? (Generate the User Activity report.)
- Did each new child have a baseline observation conducted and documented in Galileo Pre-K?^a
- Did each returning child have an initial observation conducted and documented in Galileo Pre-K?^a
- Are observational assessments being recorded in a timely and on a regular basis for the children on each G3 scale?^a
- Are observational assessments being recorded on the Galileo G3 3-5 Years: English Language Acquisition Scale for your DLL children?^a
- Are anecdotal notes being recorded in a timely and on a regular basis? (Generate the Anecdotal Notes report.)
- Are children leaving your program ready for kindergarten? (Generate reports using the Galileo G3 School Readiness scale and plan interventions if needed.)
- Guiding question: _____
- Guiding question: _____

Date	Observation #1	Observation #2	Observation #3
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

^a Generate the *Assessment History* and *Data Checker Inactive/Active* reports to gather this information.

CURRICULUM**(FOCUS AREA: MONITORING GALILEO USE)**

- *Is technology integrated into the learning environment? (Is the G3 Technology Scale utilized? Are Storyteller lesson plans/activities used?)*
- *Are the daily/weekly lesson plans/activities posted? (Posting can be done in the classroom, in the Pre-K Parent Center, and on the Galileo Class Calendar.)^b*
- *Are lesson plans/activities modified to meet the educational situation?*
- *Does the teacher create and save lesson plans in their Galileo library?^b*
- *Does the teacher create and save activities in their Galileo library?^b*
- *Guiding question:* _____
- *Guiding question:* _____

	Observation #1	Observation #2	Observation #3
Date			
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/Notes			

^b Use of this Galileo tool is not required for curriculum fidelity.

PROGRAM'S SPECIFIC IMPLEMENTATION AREA: _____
(FOCUS AREA: MONITORING GALILEO USE)

- Guiding question: _____
- Guiding question: _____

Date	Observation #1	Observation #2	Observation #3
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

AREA OF FOCUS: PHYSICAL ENVIRONMENT

Instructions: This section can be completed when no children are in the classroom. The evaluator documents the physical learning environment.

SIGNAGE

- Are the classroom rules displayed with child-friendly words and pictures? (Storyteller provides printable classroom labels.)
- Are teaching signs (e.g., job charts, alphabet, number) displayed at child height?
- Is the daily schedule displayed with child-friendly words and pictures?
- Are daily objectives displayed with child-friendly words and pictures?
- Is children's work displayed?
- Guiding question: _____
- Guiding question: _____

Date	Observation #1	Observation #2	Observation #3
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

SAFETY**(FOCUS AREA: PHYSICAL ENVIRONMENT)**

- *Is the room clean and in good repair?*
- *Is the environment void of tripping or slip hazards?*
- *Are emergency drills (e.g., earthquake, fire drill, hurricane, tornado, lockdown) posted and documented?*
- *Is a First Aid kit available and stocked appropriately?*
- *Guiding question:* _____
- *Guiding question:* _____

Date	Observation #1	Observation #2	Observation #3
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

PHYSICAL SPACE**(FOCUS AREA: PHYSICAL ENVIRONMENT)**

- *Is the room arranged so children can move around freely?*
- *Does the room setup enable supervision of children at all times?*
- *Do the interest centers/activity areas have clear and defined boundaries?*
- *Are there adequate number and variety of interest centers/activity areas to support the number of children? (Suggested interest areas include: art, cooking, cultural heritage, house and dramatic play, library, music and movement, nature and science, sand and water play, storyteller, and table toys/blocks and building.)*
- *Is there a technology interest center/activity area? (Galileo Pre-K Online Storyteller supplemental curriculum may be implemented.)*
- *Are there adequate supplies in each interest/center area to support the number of children?*
- *Are the materials (e.g., toys, boxes) labeled correctly and stored appropriately?*
- *Is the room well prepared prior to children's arrival (e.g., message on board is written, breakfast/lunch table set up, small and/or large group centers are ready)?*
- *Guiding question:* _____
- *Guiding question:* _____

	Observation #1	Observation #2	Observation #3
Date			
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/Notes			

DIVERSITY**(FOCUS AREA: PHYSICAL ENVIRONMENT)**

- Are the DLL, disabled, special needs children provided necessary materials (when applicable)?
- Are the interest centers/activity areas reflective of cultural diversity?
- Are the materials (e.g., books, toys) reflective of diversity?
- Guiding question: _____
- Guiding question: _____

Date	Observation #1	Observation #2	Observation #3
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

PROGRAM'S SPECIFIC IMPLEMENTATION AREA: _____
(FOCUS AREA: PHYSICAL ENVIRONMENT)

- Guiding question: _____
- Guiding question: _____

Date	Observation #1	Observation #2	Observation #3
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

AREA OF FOCUS: PROFESSIONAL PRACTICES

Instructions: Observation and/or interviews should be completed with the educator. The evaluator documents the educator's knowledge of the profession, performance of duties, and the execution of professional responsibilities.

PROFESSIONALISM

- *Is the educator's professional demeanor and behavior maintained?*
- *Does educator plan in conjunction with other classroom educators?*
- *Are child progress goals and expectations communicated to administrators and other staff as necessary?*
- *Guiding question:* _____
- *Guiding question:* _____

	Observation #1	Observation #2	Observation #3
Date			
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

OBSERVATIONS/ASSESSMENT**(FOCUS AREA: PROFESSIONAL PRACTICES)**

- Are child observations, both informal and formal, performed throughout the day?
- Do the children's portfolios and observational data include a variety of data sources (e.g, work samples, photos, anecdotal notes, parent input)?
- Are Planning Levels considered to identify the next goal to focus on any given Galileo G3 scale? (Generate the Development Profile or Class Observation Record report.)
- Guiding question: _____
- Guiding question: _____

	Observation #1	Observation #2	Observation #3
Date			
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

CURRICULUM PREPARATION**(FOCUS AREA: PROFESSIONAL PRACTICES)**

- *Is the program-approved Scope and Sequence being referenced?*
- *Is the educator familiar with the program's lesson plan format?*
- *Does the educator plan to differentiate instruction and individualize lesson plans to address DLL, disabled, and special needs children?*
- *Does the educator plan instruction with realistic time allotment and pacing?*
- *Do lesson plans and activities appropriately span the G3 goals (Galileo's Lesson Plan Map and Activities Map may be generated on teacher-created content housed in Galileo)*
- *Are the activities structured with clearly defined beginning, middle, and ending?*
- *Is scaffolding with supporting strategies being utilized (e.g., educator makes a variety of suggestions to the child to help solve the problem, asks probing questions)?*
- *Does educator link current Galileo G3 goals to past and future Galileo G3 goals (e.g., follows simple one-step directions, follows a small set of step-by-step directions)*
- *Does the educator identify where cross-curricular teaching can be applied?*
- *Is verification made confirming materials/centers are prepared prior to children arrival?*
- *Guiding question:* _____
- *Guiding question:* _____

	Observation #1	Observation #2	Observation #3
Date			
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

TEACHER ENGAGEMENT**(FOCUS AREA: PROFESSIONAL PRACTICES)**

- Are the children greeted and addressed by name throughout the day?
- Do children receive positive, descriptive feedback of their skills, behaviors, and completed activities?
- Are concepts taught connected to children's home life?
- Does the educator show enthusiasm, respectful language/tone, and verbal/physical affection?
- Does the educator physically lower themselves down to the child's level?
- Guiding question: _____
- Guiding question: _____

	Observation #1	Observation #2	Observation #3
Date			
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

FAMILY ENGAGEMENT**(FOCUS AREA: PROFESSIONAL PRACTICES)**

- Does the educator communicate and connect with all families (e.g., home visits, phone calls, classroom visits, notes, newsletter, Pre-K Parent Center)?
- Does the educator work with families to develop strategies and activities that can be used and done at home (e.g., reinforce goals introduced in the classroom, address challenging behaviors, or educational gaps)?
- Does the educator encourage parents to share observations of child's capabilities at home?
- Does the educator encourage families to read at home and in the classroom?
- Is the Galileo's Times for Learning At-Home activities shared with parents to support child's learning?
- Guiding question: _____
- Guiding question: _____

	Observation #1	Observation #2	Observation #3
Date			
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

PROGRAM'S SPECIFIC IMPLEMENTATION AREA: _____
(FOCUS AREA: PROFESSIONAL PRACTICES)

- Guiding question: _____
- Guiding question: _____

	Observation #1	Observation #2	Observation #3
Date			
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

AREA OF FOCUS: MANAGEMENT AND INSTRUCTION

Instructions: This section should be completed when children are in the room. The evaluator documents the educator's pedagogy and practices utilized on a regular basis.

CLASSROOM MANAGEMENT, SCHEDULES & ROUTINES

- Does the educator review the schedule with children, perhaps during Morning Meeting time?
- Does the educator refer to the schedule throughout the day? (Reviewing the schedule throughout the day can help with structured and smooth transitions.)
- Does the educator refer to class rules, and expectations throughout the day?
- Are segments of the day divided into sitting and movement times?
- Does the educator effectively guide individual children through transitions?
- Is the educator flexible in adapting lessons when necessary, to allow children opportunities to lead?
- Guiding question: _____
- Guiding question: _____

Date	Observation #1	Observation #2	Observation #3
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

LEARNING ENVIRONMENT**(FOCUS AREA: MANAGEMENT AND INSTRUCTION)**

- *Is a positive learning environment maintained?*
- *Does the environment promote and respect students' diversity?*
- *Does the educator maximize instructional learning time by working with students individually and in groups?*
- *Is instruction/activity modification done when children lose interest in activity?*
- *Does educator individualize directions for children who need additional support (e.g., additional prompt, nonverbal prompt, verbal direction, picture prompt)?*
- *Does educator monitor the children to ensure that they are engaged?*
- *Are the children's various learning styles (e.g., auditory, kinesthetic, logical, visual, etc.) addressed?*
- *Does the educator ensure there are few disruptions to the learning environment and lesson?*
- *Guiding question:* _____
- *Guiding question:* _____

Date	Observation #1	Observation #2	Observation #3
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

USE OF INTEREST CENTERS / ACTIVITY CENTERS

(FOCUS AREA: MANAGEMENT AND INSTRUCTION)

- What is the quality of each center (e.g., appropriate for the observational goal, correct material, materials are organized and in good condition)?^c
- Does each interest area/center operate in a manner that allows children participation and sets the stage for children’s independent exploration?
- Does the educator seek to engage children in conversation about the center’s activity during and after the focus time?
- Is there a variety of activity types (e.g., small group, large group, independent activities) in multiple areas such as both indoor and outdoor activities?
- Are there both teacher-led and child initiated activities?
- Guiding question: _____
- Guiding question: _____

	Observation #1	Observation #2	Observation #3
Date			
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

^c Administrator monitors

INSTRUCTIONAL TIME**(FOCUS AREA: MANAGEMENT AND INSTRUCTION)**

- *Is there a variety and balance of child-directed and teacher-directed activities?*
- *Does the educator model skills and strategies appropriately and with ease?*
- *Does the educator model skills and strategies with age- and domain-appropriate language?*
- *Is good pacing maintained?*
- *Are there follow-up discussions with content-related questions?*
- *Do guided questions assess children's understanding at various Depths of Knowledge (DOK)?*
- *Are children provided opportunities to respond and explain their thinking?*
- *Do children have many opportunities to respond?*
- *Guiding question:* _____
- *Guiding question:* _____

	Observation #1	Observation #2	Observation #3
Date			
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

USE OF CURRICULUM**(FOCUS AREA: MANAGEMENT AND INSTRUCTION)**

- Does educator use lesson plans as guides and not as scripts?
- Are there a variety of activities to support a lesson?
- Are appropriate interest centers utilized?
- Is the assessment's Planning Levels utilized in selecting the goals for the next lesson plan and activities?
- Does the educator scaffold learning with developmentally appropriate cues?
- Are all Galileo G3 Scales incorporated into the lesson plan and activities?
- Is the Storyteller Curriculum being utilized?
- Guiding question: _____
- Guiding question: _____

	Observation #1	Observation #2	Observation #3
Date			
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

INDIVIDUALIZE CURRICULUM**(FOCUS AREA: MANAGEMENT AND INSTRUCTION)**

- Are lesson plans identified and implemented for specific children based on their needs?
- Are activities identified and implemented for specific children based on their needs?
- Is the assessment's Planning Level utilized to individualize lesson plans/activities?
- Does the educator recognize if child is having difficulty and then adapts teaching to meet the child's needs?
- Does the educator differentiate instructional lesson/activity to address DLL, disabled, special needs children?
- Does the educator enrich the curriculum as instructed in the curriculum?
- Guiding question: _____
- Guiding question: _____

	Observation #1	Observation #2	Observation #3
Date			
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

PROGRAM'S SPECIFIC IMPLEMENTATION AREA: _____
(FOCUS AREA: MANAGEMENT AND INSTRUCTION)

- Guiding question: _____
- Guiding question: _____

Date	Observation #1	Observation #2	Observation #3
Evidence	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable	<input type="checkbox"/> Strongly evident <input type="checkbox"/> Partially evident <input type="checkbox"/> Not evident <input type="checkbox"/> Not applicable
Specific Examples/ Notes			

COMMENTS

Date	Observation #1	Observation #2	Observation #3
Implementation Challenges			
Implementation Successes			
Comments			
Areas of Improvement for next observation			
Evaluator Signature			
Educator Signature			

ATI PROFESSIONAL DEVELOPMENT OPPORTUNITIES

ATI offers a number resources to aid in using the Galileo curriculum. They include:

Professional Development Resource	Purpose
DL Score Level Ranges <ul style="list-style-type: none"> birth-3 years assessment scales 3-5 years assessment scales 	Development Level (DL) score ranges and achievement levels for each of the G3 assessment scales.
Galileo Pre-K Online Assessment Kit 3 Through 5 Years Galileo Pre-K Online Class Observation Records	Kit contains Class Observation Records for each Galileo G3 3-5 years scale. The kit can assist in documenting class observations.
Galileo Pre-K Online Assessment Kit 3 Through 5 Years Observation, Scoring, and Interpretation Using Galileo Pre-K Online: A Brief Guide	Guide provides useful tips to help enhance observations, including Galileo G3 3-5 years scale examples, and quick reference guides that walks through the process of recording and reporting on observational data.
Estimated Growth	Workbook assists with calculating estimated growth in your program.
Predicted Development Level (2015-16 program year)	Document assists with identifying predicted Development Level (DL) scores for children at different ages.
Inter-rater Reliability (IRR) online course ^d	Assists teachers and program staff to develop the knowledge and skills required to reliably conduct observational assessments.
Fundamentals of Galileo, Merlin, and Curriculum online courses ^d	Each online course offers users with the background needed to implement the observational data and manage curriculum.
On-site Custom Offerings ^d	ATI's Professional Development team offers customized sessions to best meet your professional development needs.
Learning on Demand	Complimentary topic-specific webinar to assist educators in becoming proficient users of Galileo Pre-K Online with the goal of enhancing children learning. Each session is recorded and available on demand in the online help files and in the Galileo Forum.
Small Group Webinar ^d	Live, customized webinar training are reflective of individual program needs. These complimentary, small group webinar training generally focus on a single topic.

^d Contact ATI's Professional Development team (ProfessionalDevelopment@ati-online.com or 800.367.4762) for details on this offering.