

Children who engage in meaningful experiences and develop skills that help lay the foundation for their future growth and development have an increased opportunity for success in school and life. Teachers of infants and toddlers play a critical role in developing relationships through high-quality interactions and observational skills in order to support their learning and developmental process. Additionally, a high-quality curriculum enables the teacher to cultivate an environment and set of individualized and integrated experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for children ages birth-5.

Title: **The Creative Curriculum for Infants, Toddlers, and Twos**

Age Levels: **0-3**

Publisher: **Teaching Strategies, LLC**

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Curriculum Type (Language/Literacy, Math, Integrated<sup>1</sup>): **Integrated**

Overall Rating: **Tier 1, Exemplifies quality**

**Tier 1, Tier 2, Tier 3** Elements of this review:

STRONG	WEAK
1. Content Within the Parameters of the Standards (Non-negotiable)	
2. Appropriateness of Curriculum Materials and Activities (Non-negotiable)	
3. Complexity of Curriculum Materials and Activities (Non-negotiable)	
4. Quality of Curriculum Materials and Activities (Non-negotiable)	
5. Activities/Materials Supporting Family Participation (Non-negotiable)	
6. Implementation Format of Materials and Activities	
7. Assessment	
8. Scaffolding and Support	

<sup>1</sup> **Integrated Curriculum:** Resources designed to help children gain knowledge and skills in a variety of developmental areas and make connections across those areas. For the purpose of this review, to meet the criteria for an “Integrated Curriculum”, resource(s) must cover each domain of the [Louisiana Birth to Five Early Learning and Development Standards](#) (e.g. include Approaches to Learning, Cognitive Development and General Knowledge, Language and Literacy Development, Physical Well-Being and Motor Development and Social-Emotional Development)

To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**<sup>2</sup> Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criterion 2. Materials must meet **Non-Negotiable** Criteria 1 and 2 for the review to continue to **Non-Negotiable** Criterion 3. Materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to **Non-Negotiable** Criterion 4. Materials must meet **Non-Negotiable** Criteria 1-4 for the review to continue to **Non-Negotiable** Criterion 5. Materials must meet all of the **Non-negotiable** Criteria 1-5 in order for the review to continue to Section II.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue to Section II.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

**Tier 1 ratings** receive a “Yes” in Column 1 for all Non-negotiable indicators AND Additional Indicators of Quality.

**Tier 2 ratings** receive a “Yes” in Column 1 for all Non-negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality.

**Tier 3 ratings** receive a “No” in Column 1 for one or more of the Non-negotiable indicators.

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<sup>2</sup> Required Indicators of Superior Quality are labeled “Required” and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>SECTION I: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY</b></p> <p>Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criterion 2. Materials must meet Non-Negotiable Criteria 1 and 2 for the review to continue to Non-Negotiable Criterion 3. Materials must meet Non-Negotiable Criteria 1-3 for the review to continue to Non-Negotiable Criterion 4. Materials must meet Non-Negotiable Criteria 1-4 for the review to continue to Non-Negotiable Criterion 5. Materials must meet all of the Non-negotiable Criteria 1-5 in order for the review to continue to Section II.</p>			
<p><b>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</b></p> <p>Materials and activities are consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>1a)</b> A large majority of materials and activities provide substantial opportunities and experiences for children to meet the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> while fostering integration of development across domains (i.e., address each of the domains listed below):</p> <ul style="list-style-type: none"> <li>• Approaches to Learning;</li> <li>• Cognitive Development/General Knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies;</li> <li>• Language and Literacy Development;</li> <li>• Physical Well-Being and Motor Development; and</li> <li>• Social-Emotional Development.</li> </ul>	<p><b>Yes</b></p>	<p>A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards while fostering integration of development across domains. For example, Approaches to Learning Standard 1, is obtained when children demonstrate a willingness to try new activities and experiences. In Mighty Minutes, 07, The Hungry Crane, the caregiver scatters several objects on the floor, such as a soft ball or toy, as children recite a rhyme and demonstrate the movements. The caregiver repeats the rhyme using different animal/treat combinations as he or she demonstrates the movements and invites two-year-olds and toddlers to copy. For infants, caregiver guidance suggests holding the child in front of the caregiver facing outward, supporting the infant’s body as needed as the caregiver places an object in front of the infant. Further guidance recommends that the caregiver guides the infant’s hand to reach out and grasp the object as the</p>

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			<p>caregiver recites the rhyme. Cognitive Development General Knowledge, Mathematics, Standard 2, is obtained when young children begin to understand patterns in their everyday environment. In Intentional Teaching Card, Mathematics, M03: All Routines, Everyday Patterns, children engage with patterns from a daily schedule within the structured day. The caregiver draws attention to and talks about patterns. The caregiver uses language that emphasizes a pattern that occurs within the schedule. For example, the caregiver may say, "Roger, after I change your diaper, it will be time for our morning walk." Language and Literacy Development, Standard 3, is obtained as children look at picture books with interest and point at objects. In Intentional Teaching Cards, Language and Literacy, LL02, Enjoying Stories and Books, Reading Wordless Books, the caregiver chooses a wordless book to share with a child as he or she sits comfortably with the child and talks about the book they will read together. As the caregiver reads, he or she encourages the child to examine each page and point out familiar people or objects. Guidance directs the caregiver to talk slowly about the events on each page and point to and identify people, animals, and objects that they see. The</p>

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			<p>caregiver follows the child's lead when reading, for example, when they reread a favorite page or skip ahead to a familiar illustration. The caregiver takes cues from the child's gestures, sounds, or words. Physical Well Being and Motor Development, Standard 3, is obtained when children participate in a variety of indoor and outdoor play activities. In Intentional Teaching Card, Physical, P04: Playing with Toys, Throwing Plush Balls, children demonstrate gross motor manipulative skills. The caregiver introduces children to lightweight balls and models correct use through grasping, holds, and body movements. The caregiver invites the children to use the balls and provides support as needed. As children's gross motor skills improve, the caregiver introduces more challenging items, such as a large basket for the children to throw the balls into during the activity. Social and Emotional Development, Standard 1, is obtained when young children attend and respond to familiar adults. In the Intentional Teaching Card, Social Emotional, SE22: Hellos and Good-byes, Hello Activities, children establish and maintain positive relationships with adults. The caregiver develops and explains the importance of a welcome routine with family members and encourages family members to</p>

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			<p>implement this routine regularly. The caregiver allows time for the child to separate from the family member and invites him or her to stay for a few moments to ease the child into an activity. If the child becomes upset, the caregiver soothes and calms the child by letting him or her know that they understand what he or she is feeling. The caregiver continues to attend to the needs of the child until the child is ready to begin the day.</p>
<p><b>2. APPROPRIATENESS OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>2a)</b> Materials and activities focus on responsive caregiving, relationships and emotional connection.</p>	<p><b>Yes</b></p>	<p>Materials and activities focus on responsive caregiving, relationships, and emotional connections. In Volume I, Foundations, Chapter 1: Knowing Infants, Toddlers, and Twos, the materials provide a detailed look at the progression of development and learning throughout the first chapter. The chapter is divided into two sections: What Infants, Toddlers, and Twos Are Like and Individual Differences. Chapter 1: What Infant, Toddlers, and Twos Are Like lists child development information, including the four areas of social-emotional, physical, cognitive, and language. Caregivers focus on these four developments, which overlap and influence each other, to help build positive relationships with children. In Volume II, Routines and Experiences, Chapter 6: Hellos and Good-byes, Supporting Children Emotionally</p>

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			<p>Throughout the Day, caregivers take time and interact with each child during the day to help children feel connected to their families and make them feel more comfortable with the program. Interacting with the children and reminding them that it's okay to think about their families throughout the day helps build secure attachments. In Intentional Teaching Cards, Social Emotional, SE17: All Routines and Experiences, Calm-Down Place, caregivers focus on responsive caregiving by creating a cozy and quiet calm-down space in the classroom. The calm-down space can be in a corner, near a window, or in another area that is away from the louder, more active areas of the classroom. Guidance directs the caregiver to include pillows, soft music, stuffed animals, books, soft toys, a rocking chair for adults to sit with children, and other materials that can be used during quiet activities. Further direction explains that, throughout the day, the caregiver should watch for children who are becoming overstimulated, frustrated, or upset and encourage these children to take some alone time in the calm-down place, while supporting each child as needed. Additional guidance explains that the caregiver should focus on helping the children recognize and manage their strong feelings and</p>

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			to use the calm-down place as a way to redirect children who may need to take a break in a quiet place.
	<p><b>Required</b>  <b>2b) Materials and activities provide guidance for routines that support the health and safety of children.</b></p>	<p><b>Yes</b></p>	<p>Materials and activities provide guidance for routines that support health and safety of children. The materials and activities include guidance for creating a safe environment including physical and emotional safety, as well as routines that help children develop appropriate health and hygiene skills while demonstrating safe behaviors. For example, Volume 1: Foundations, Chapter 2: Creating a Responsive Environment, Keeping Children Safe and Healthy addresses the concept of safety and staying safe through cleaning and sanitizing. The guidance focuses on keeping children safe while allowing them the opportunity to explore freely. The caregiver conducts safety checks of both the indoor and outdoor environment each day. The materials direct the caregiver to pay special attention to the floor area and what is within reach of the child. Further guidance explains that caregivers should keep the environment as hygienic as possible, keeping bedding and soft toys laundered and sanitizing hard surfaces and toys. In Volume 2: Routines and Expectations, Chapter 11, Playing With</p>

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			<p>Toys, Keeping Children Safe and Healthy, guidance for selecting toys for infants, toddlers, and twos lists a series of questions for caregivers to ask themselves regarding the well-being of all children. Examples of questions include, “Is it solid and without breakable parts; sharp or jagged edges, or exposed nails, wires, pins, or splinters?” “Is it made of washable, nontoxic materials?” and “Is it too large to be swallowed (at least 1 ½ inches in diameter) and free of parts that might break off and become lodged in noses, ears, or windpipes?”</p> <p>Materials also include specific questions about the safety of dolls such as, “Are dolls’ heads and limbs secure?” “Are facial features molded, rather than sewn on?” and “Is it free of cords and strings that could become wound around a child’s neck?”</p> <p>Additional guidance explains that all cords and strings must be less than eight inches long, that tables and shelving must be free of parts that could pinch or pierce children or trap their hair or clothing, that hinges and joints should be covered, and that any cloth materials must be non-flammable or flame-retardant and not just flame-resistant.</p>

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	<p><b>Required</b>  <b>2c)</b> Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., children are given substantial opportunities to choose interest areas/learning centers and activities within each).</p>	<p><b>Yes</b></p>	<p>Materials and activities are provided through both caregiver-directed and child-initiated experiences. Intentional Reading Cards, Physical, P09: Playing with Toys, Balance on a Beam, children participate in caregiver-directed/caregiver-led instruction. The caregiver lays a balance beam on the floor and places a large dot on the far end of the beam. The caregiver demonstrates how to step on the beam and walk slowly to the dot on the far end while controlling his or her body. The caregiver uses simple and concise directions and models the movement slowly. In Intentional Teaching Cards, Language and Literacy, LL21, Enjoying Stories and Books, Will You Read to Me?, caregivers sit with the child as they choose a book to read. The caregiver then engages with the child as they look at pictures, turn the pages, or pretend to read. The caregiver talks about the book with the child and notices if he or she engages in reading behavior while watching for cues that the child is no longer interested. When the caregiver notices the child losing interest, he or she should thank the child for reading and tell the child how much he or she enjoyed it. In the Intentional Teaching Card, Math, M6: Playing with Toys, Construction Zones, children are invited to build and play freely with</p>

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			<p>plastic/foam blocks, cardboard boxes, and additional building materials provided by the caregiver. The caregiver documents the child's building constructions with photos or videos.</p>
	<p><b>Required</b>  <b>2d)</b> Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child (i.e., does not support practice through the use of worksheets, etc.).</p>	<p><b>Yes</b></p>	<p>Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child. In Intentional Teaching Card, Physical, P13: Going Outdoors, 1, 2, 3, Hops, young children participate in physical movement and gross motor play. Young children hop, jump, step, and crawl to improve the strength, balance, and stability they need to develop more advanced skills. The caregiver suggests challenges such as adding "two hops" or "three little tiptoe steps." In Mighty Minutes, 09, The Answer Is No!, children engage in oral interaction. The caregiver asks toddlers and two-year-olds a silly question with "no" as the obvious answer, such as "Do our shoes go on our ears?" "Did a tiny, flying purple elephant move our paint brushes" and "Is it raining outside today?" The caregiver then encourages children to ask their own silly "no" questions. Guidance states that saying or shouting "No!" helps children learn about their own abilities and their power to affect</p>

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			<p>the world around them, supporting self-regulation and children’s growing autonomy. Further guidance directs caregivers to ask a “yes” question after asking a few “no” questions to encourage children to pay attention to the questions being asked. In Intentional Reading Cards, Language and Literacy, LL07: Imitating and Pretending, Pretend Phone Calls, children participate in child-initiated activities. The caregiver provides several toy phones for children to explore. The caregiver models what talking on the phone looks like and then provides children with the phones. The children speak to one another on the phone as long as the activity interests them. In Book Conversation Cards, Hello Highlights: Card 10, Guidance for Sharing with Mobile Infants, Find It, the caregiver encourages the child to notice the illustrations in the picture. The caregiver talks with the child about the picture and asks the child to locate three items found within the picture.</p>
	<p><b>Required</b>  <b>2e)</b> Materials and activities are included that are culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms.</p> <ul style="list-style-type: none"> <li>• Literature</li> <li>• Posters</li> </ul>	<p><b>Yes</b></p>	<p>Materials and activities are included that are culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms. Materials also encourage caregivers to allow sufficient time for families to say hello</p>

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	<ul style="list-style-type: none"> <li>• Music</li> <li>• Art</li> <li>• Thematic units</li> <li>• Family engagement activities</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Teacher materials provide guidance for culturally responsive teaching.</li> <li>• Curriculum builds in times throughout the unit/year for families to share their cultures.</li> </ul>		<p>or good-bye in the child’s home language to meet the individual needs of children who are learning English as a second language. Within Volume I: Foundations, Chapter 5: Partnering with Families, Creating a Welcoming Environment, the materials prepare caregivers for creating a healthy classroom environment that welcomes children and families from various cultural backgrounds. The caregiver prepares the room with books from diverse cultures, especially books that include participants’ cultures. The caregiver also provides various signage around the room to reflect English and any additional languages that participants in the program may speak. In Volume II: Routines and Experiences, Chapter 14: Connecting with Music and Movement, the children listen to music and play instruments from a variety of different cultures. The caregiver exposes children to various styles of music, such as jazz, opera, reggae, classical, and country, including music from a variety of cultures so that children can experience different beats, melodies, and rhythms. The caregiver also consults families on which types of music they listen to in their own home and supplies supplemental items if needed. In addition, the Highlights Hello publications provide culturally diverse</p>

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			materials and address diversity and representation by featuring children of different races, ethnicities, and genders throughout the publications.
	<p><b>Required 2f)</b>  Materials and activities are incorporated throughout a variety of settings (both indoor and outdoor), including whole group time, centers/activity or interest areas, cooperative play, small group and individualized attention.</p>	<b>Yes</b>	Materials and activities are incorporated throughout a variety of settings (both indoor and outdoor), including whole group time, centers/activity or interest areas, cooperative play, small group and individualized attention. Volume I: Foundations, Chapter 2, Creating a Responsive Environment includes a reference chart titled “Characteristics of an Appropriate Schedule.” Guidance includes a schedule that is flexible and adaptable to meet individual needs. The schedule sets an unhurried, child-directed pace for the routines and experiences of the day. There is sufficient time for routines, play experiences, and transitions and a balance between active and quiet times. Children have opportunities to spend time alone, although supervised, with a familiar caregiver, or in small groups of two-three children. Children go outdoors twice a day in full-day programs. The Volume III: Objectives for Development and Learning, Objective 3, provides strategies and suggestions to incorporate in the small group setting. The caregiver reads books, sings songs, and performs finger plays in small group settings. The

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			<p>activities are short in order to hold the children’s interest. In Conversation Cards, Hello Highlights: Card 16, Guidance for Sharing with Twos, <i>Baby Bunny and the Storm</i>, the caregiver provides individualized attention during the day. The caregiver invites the child to name the items he or she sees on each page. The caregiver says, “I see Baby Bunny playing in her room. What do you see?” The caregiver invites the child to point to the weather he or she sees outside Baby Bunny’s window in the story.</p>
<p><b>3. COMPLEXITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b>  <b>3a)</b> Materials and activities optimally support children learning at different developmental stages (e.g., <i>security</i> for infants, <i>exploration</i> for mobile infants, <i>identity</i> for toddlers, <i>language and literacy</i> for preschool).</p>	<p><b>Yes</b></p>	<p>Materials and activities optimally support children learning at different developmental stages. Materials include thirty-eight research-based objectives that are categorized by age and ability. Volume 3: Objectives for Development &amp; Learning targets and defines each objective and provides guidance for caregivers to support children learning at different levels or stages of development. For example, under the Scaffolding Children’s Learning subheading, a caregiver might notice a child meeting Objective 12, Level 2 (children relate objects to events) by looking for a familiar person when named. Guidance suggests looking ahead to Level 4 and using the provided strategies to “Explain how different routine experiences relate.” The example explains, “Your sweater</p>

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			<p>goes over your head, just as your T-shirt goes over your head.” Volume I: Foundations, Theory and Research, Meeting Child’s Basic Needs includes research stating that one of the basic needs that must be met is security. Safety involves security and the freedom from danger. When a child feels protected and believes that no harm will come to him or her, then he or she is better able to interact with others and explore his or her environment. On Intentional Teaching Cards, Social Emotional, SE01: All Routines and Experiences, Actively Listening to Children, the caregiver gets to know the child better through actively listening to let the child know that the caregiver cares about him or her. The Intentional Teaching Cards, Physical P06: Connecting with Music and Movement, Rocking on a Roller activity pairs a simple song with gross motor movements which encourage children to practice improving balance. The caregiver invites one child at a time to sit on the foam roller while the caregiver gently rocks the child to the tune of the song. The caregiver offers support and guidance as the child moves off the rocker and at the end of the song. If appropriate, the caregiver leaves the foam roller in a safe and open environment for the child to explore further. In Mighty Minutes, 13,</p>

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			<p>This Way or That, the activity contains supports for infants, toddlers, and two-year-olds. For infants, the caregiver sits near the infant and says, “I’m going to pick you up to dance” as they hold the infant in their arms, chant the rhyme, and perform the movements. For toddlers and two-year-olds, the caregiver invites children to follow their movements as he or she chants and demonstrates the motions.</p>
	<p><b>Required</b>  <b>3b)</b> Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way; play encounters, interactions and routines become increasingly complex).</p>	<p><b>Yes</b></p>	<p>Materials and activities present a logical and coherent progression of complexity over time. Read-aloud complexity increases over time from young infants to twos. For example, in the Hello Book Conversation Cards, Hello Highlights: Card 20, Rain, when reading to young infants, the caregiver creates the feeling of rain by gently tapping with her fingertips on the child’s arm. The caregiver also discusses the illustrations found on each page while pointing or drawing the infant’s attention to the objects found in the illustration, such as car, tree, and puppy. Complexity continues for mobile infants when the caregiver prompts the child to notice the types of clothing the characters in the illustrations are wearing to stay dry and warm. The caregiver also directs the child to point out the type of weather he or she can see out of the window within the story. Lastly, when</p>

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			<p>reading to twos, the caregiver asks the child to point to any familiar weather he or she sees outside the classroom window and to describe what he or she sees. Math concepts build upon each other in a meaningful way. In the Intentional Teaching Cards, Math, M12: Playing with Toys, Where's the Bear, the caregiver starts by inviting children to observe, examine, and interact with the location of a plain teddy bear. The caregiver introduces the teddy bear to the children and points out various places around the classroom before moving the teddy bear to several locations. The children respond with the location of the bear. Over the course of the year, the caregiver continues to build upon this objective. For example, the caregiver progresses to introducing relative position to the children by integrating spatial awareness in the lesson and placing the teddy bear next to the pillow in the reading center. The Intentional Teaching Cards include a color-coded teaching sequence for each activity. The color-coded chart allows the caregiver to match an activity to each child's strengths and needs. For example, Intentional Teaching Cards, Language and Literacy, LL29, Eating and Mealtimes, Describing Food provides caregiver guidance for four different levels of children's</p>

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			<p>development. At the red (lowest) level, the caregiver observes the child through communication such as showing excitement about his or her bottle, turning his or her head away to indicate not wanting something, or using signs that indicate more or all done. At the green (highest) level, the caregiver talks with the child about what he or she is eating as the caregiver builds on the child's phrase and encourages him or her to expand on his or her ideas by saying things such as, "Mmm, I love these carrots. You said that they are orange and crunchy. What part of lunch do you like the most today? Oh, you like the green beans most. What do they taste like?"</p>
<p><b>4. QUALITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b> <i>Applicable to Ages 0-3</i></p> <p><b>4a)</b> Infant and toddler language and literacy development is emphasized through resources and activities that support (where developmentally appropriate):</p> <ul style="list-style-type: none"> <li>• Frequent talk and conversations during daily routines (e.g., diapering and transitions);</li> <li>• Social interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate;</li> <li>• Open-ended questions that do not have a "yes" or "no" answer;</li> <li>• Use of texts, including rhymes, finger plays, and music/songs, that are appropriate for each developmental stage;</li> <li>• Regular and repeated read-alouds (with close repetition) of texts related to a theme or topic (i.e.,</li> </ul>	<p><b>Yes</b></p>	<p>Language and literacy development is emphasized through resources and activities that support reading comprehension and build vocabulary knowledge. The materials include regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic. Frequent use of a repeated-reading approach for texts read aloud range from child interest and enjoyment of the story with basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding. The materials include phonological awareness activities that demonstrate</p>

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	<p>animals, cities, weather) in order to accelerate background knowledge and vocabulary development;</p> <ul style="list-style-type: none"> <li>• Pre-writing skills (e.g., holding objects and scribbling or drawing/painting to convey a message); and</li> <li>• Print awareness and letter knowledge.</li> </ul> <p><b>Applicable to Ages 3-4</b></p> <p><b>4a)</b> Language and literacy development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• Regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development;</li> <li>• Frequent use of a repeated-reading approach (i.e., with close repetition) for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding;</li> <li>• Pacing and time-estimate of the given literacy lessons appropriate for the targeted age group;</li> <li>• Phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by <a href="#">Louisiana’s Early Learning and Development Standards</a>;</li> <li>• Early stages of writing (e.g., form shapes and letter like symbols) using a variety of tools, materials, and surfaces; and</li> <li>• Regular opportunities to communicate through written representation, symbols, and letters.</li> </ul>		<p>understanding of different units of sound and language and develop early stages of writing using a variety of tools, materials, and surfaces. The materials provide the opportunity for children to communicate through written representation, symbols, and letters. Infants, toddlers, and twos are exposed to frequent talks and conversations during daily routines. In the Intentional Teaching Cards, Reading Rhyming Books, LL 26: Enjoying Stories and Books, the caregiver chooses a book to read, such as <i>Barnyard Dance!</i>, and lets the child engage in the book by turning the page or asking questions. The caregiver points out rhymes in the book and invites children to repeat rhyming phrases with him or her. If children are still interested, the caregiver reads the book again. The materials provide guidance for social interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate. Intentional Teaching Cards, Language and Literacy, LL57: Exploring Sand and Water, Waterworks, the caregiver invites the children to explore the watering cans while explaining how to correctly use them. The children experiment with the watering cans at the play center, water table, or sand box. Children talk and describe how water looks and feels and how it</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>changes areas around it, such as the sandbox. The materials include texts, including rhymes, finger plays, and music/songs that are appropriate for each developmental stage. In Hello Book Conversation Cards, Hello Highlights: Card 13, <i>Snowflake Kisses</i>, the caregiver emphasizes the rhyming words “eyes” and “skies” while reading the story and encourages children to repeat the words within the story. During the third reading, the caregiver asks the children to say the missing words, using regular and repeated read-alouds of text to accelerate background knowledge and vocabulary development. In Book Conversation Cards, Hello Highlights: Card 03, <i>Moon Cake</i>, the caregiver invites children to name the animals in the pictures and expands vocabulary by using descriptive language to increase complexity. For example, the caregiver says, “Yes, that baby deer has white spots.”</p>
	<p><b>Required</b>  <b>4b)</b> Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that support:</p> <ul style="list-style-type: none"> <li>• Understanding of basic math concepts (e.g., counting, comparing size, spatial relationships songs);</li> <li>• Development of science concepts (e.g., body parts, weather, plants, animals);</li> <li>• Perseverance and persistence to solve problems;</li> <li>• Curiosity and exploration;</li> </ul>	<b>Yes</b>	<p>Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that support understanding of basic math concepts, development of science concepts, perseverance and persistence, curiosity and exploration, creative thinking and awareness of rules and responsibilities. In Intentional Reading Cards, Math,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> <li>• Creative thinking (e.g., pretending, make-believe play, role playing); and</li> <li>• Awareness of rules and responsibilities.</li> </ul>		<p>M09: Playing with Toys, Let’s Make Two, the caregiver introduces the concept of counting to two by showing children pairs of objects and pointing to one object and saying “one” before moving to the second object and saying “two.” The caregiver encourages children to count along as he or she continues counting pairs of objects. The caregiver extends the activity by counting things that can be heard, such as claps and taps. In Mighty Minutes, 78, Hello Toes, the caregiver invites children to recognize and name parts of their bodies by saying hello to the body parts. They may say, “I see your knees peeking out of your shorts. Let’s say, “Hello, knees.” Further guidance prompts the caregiver to encourage two-year-olds to use the particular body part to wave hello. For example, the caregiver may say, “Oh, hello, elbow. Can your elbow wave hello?” The materials suggest that the activity could also be used to engage children in the routine of getting dressed by saying something like, “Let’s say, ‘Hello, feet.’ Now we’ll put on your socks.” Volume 1: Foundations, Chapter 3: What Are Children Learning, Exploring Like Scientists includes five objectives for science and technology development and learning. Activities within scientific exploration include the physical, natural, and social worlds.</p>

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			<p>Infants, toddlers, and twos experiment and discover how things work, what things do, and what they can make happen, while the activities within the curriculum support this notion. In the Intentional Teaching Cards, Math, M14: Playing with Toys, Ramp Experiments, the caregiver invites children to investigate and make predictions about how everyday objects act when they are placed on a ramp. The caregiver introduces the experiment to the children and explains how the ramps work while modeling playing with a ball or a car on the ramp. The caregiver then models using ramps of various heights before discussing the children’s predictions of what will happen to an object rolled at various heights.</p>
	<p><b>Required</b>  <b><i>Applicable to Ages 3-4</i></b>  <b>4c)</b> Math materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> and adhering to the following indicators of quality:</p> <ul style="list-style-type: none"> <li>• Promote children’s acquisition and use of the language and vocabulary of math,</li> <li>• Promote conceptual understanding of math content, and</li> <li>• Promote children’s development of perseverance and persistence in solving problems.</li> </ul>	<b>Yes</b>	<p>Math materials and activities devote a large majority of time to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards and adhering to indicators of quality. Volume I: The Foundation, Chapter 3: What Children Are Learning, Discovering Mathematical Relationships promotes conceptual understanding of math content for caregivers to provide opportunities</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>for children to learn mathematical language and thinking. Infants, toddlers, and twos discover these concepts when they explore space, compare amounts, and sort and match objects. For example, the caregiver uses mathematical language when putting socks on an infant, such as “One sock for one foot and one sock for your other foot. Two feet, two socks.” Intentional teaching cards and Mighty Minutes provide guidance for purposefully planning mathematical experiences and events during the week for individuals and small groups. In Intentional Teaching Cards, Math, M21: Playing with Toys, Build a Zoo, the caregiver invites children to build a zoo by placing shapes on the floor and lining blocks up beside them. As the children build with shapes, the caregiver helps children identify them by saying the names of each shape. In the Intentional Teaching Cards, M09: Playing with Toys, the caregiver introduces numbers and quantities. Primary Objective 20 focuses on the use of number concepts and operations. The Let’s Make Two lesson directs caregivers to “look for opportunities to find pairs and use one-to-one correspondences, such as when children are putting on shoes, playing with toys and blocks, eating, or preparing for nap time.” The caregiver</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			models counting the pairs as children use the materials, which can be everyday objects that the caregiver provides in the learning space, such as blocks, cars, balls, or books, and encourages children to count. Then, children pick up or point to items as the caregiver counts along. This activity is repeated throughout the day.
	<p><b>Required</b>  <b>4d)</b> Social-emotional learning is emphasized through resources and activities that support:</p> <ul style="list-style-type: none"> <li>• Developing healthy relationships and interactions with peers and adults;</li> <li>• Developing a positive self-identify and sense of belonging;</li> <li>• Expressing feelings and beliefs that lead to successfully making decisions, accomplishing tasks, and meeting goals;</li> <li>• Regulating one’s own emotions and behavior;</li> <li>• Regulating one’s attention, impulses, and behavior;</li> </ul> <p>and</p> <p>Indicators consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p>	<b>Yes</b>	Social-emotional learning is emphasized through resources and activities that support developing healthy relationships and interactions with peers and adults, developing a positive self-identity and sense of belonging, expressing feelings and beliefs, and regulating one’s own emotions, attention, impulses and behavior. All three volumes of the materials discuss aspects of providing responsive care, including developing healthy relationships and interactions with peers and adults. For example, in Intentional Teaching Cards, Social Emotional, SE08: Playing with Toys, Playful Interactions, the children build positive relationships by establishing and maintaining positive attitudes with peers. Children learn that the ability to successfully engage in group interactions is an important social skill. The caregiver places multiple toys next to each other and encourages the children to play side-by-side. The caregiver interacts with each child,

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			<p>talks about what each child is doing, and suggests ways children can play safely with each other. In the Book Conversation Cards, Hello Highlights: 06, Find It!, the caregiver helps the child express beliefs that lead to accomplishing tasks and meeting goals. The caregiver begins by saying, "Let's look at the picture. There are one, two, three things to find in the picture." The caregiver then asks the child to find items on the page. In Volume II: Routines and Experiences, Chapter 12: Imitating and Pretending, Developing and Learning While Imitating and Pretending, the caregiver aids children's learning by encouraging play and providing props when necessary. The caregiver also talks about experiences as they are happening, plays pretend with children, and supports children with dress up choices. In the Intentional Teaching Cards, Social Emotional, SE12, All Routines, Playful Routines, the primary objective is for children to regulate their own emotions and behaviors in addition to following routines and expectations. When the caregiver notices a child who is not engaging in or completing a daily routine, the caregiver guidance suggests ways to make the routines more fun for the child. As the caregiver completes the routine with the child, they may</p>

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			<p>suggest an age-appropriate modification to capture his or her interest, such as singing a familiar song, changing the pace, or pretending to be an animal or object. The caregiver continues to talk with the child and support him or her as needed to complete the routine.</p>
<p><b>5. ACTIVITIES/MATERIALS SUPPORTING FAMILY PARTICIPATION</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>5a)</b> Materials provide a variety of family engagement activities to strengthen children’s learning and development, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Aligned activities;</li> <li>• Virtual portals;</li> <li>• Stories/books; and</li> <li>• Learning extensions to be completed at home.</li> </ul>	<p><b>Yes</b></p>	<p>Materials provide a variety of family engagement activities to strengthen children’s learning and development. The materials include responsive planning to involve families in Volume III: Objectives for Developing and Learning. Under the Group Planning Form, Family Involvement tab, the caregiver can find the opportunity to add reminders asking families for their thoughts on which materials, activities, and ideas to include in classroom lessons. For example, in Volume III: Objective for Developing and Learning, Objective 14: Use symbols and images to represent something not present, caregivers use props that match children’s backgrounds and may include special props provided by families. The Hello Book Conversation Cards offer suggestions for encouraging families to participate. For example, in Book Conversation Card, Hello Highlights, Card 10, Lullabies All Around, families invite their children to hum or sing familiar lullabies to their own stuffed animals</p>

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			<p>and babies at bedtime after reading the story. Volume 2: Routines and Experiences, Chapter 8, Eating and Mealtimes suggests inviting families to join their children for snacks and meals whenever they can. The suggestion is followed by the rationale that having family members present not only helps each child receive more attention, but can also ease separation difficulties and help children enjoy eating at the program as much as they enjoy meals at home.</p>
<b>SECTION II: ADDITIONAL INDICATORS OF QUALITY</b>			
<p><b>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b></p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>6a)</b> The materials are easy to use and well organized for children and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials provide guidance and support on how to manage transition time within the day.</p>	<p><b>Yes</b></p>	<p>The materials are easy to use and well-organized for children and caregivers. Caregiver editions are concise and easy to manage with clear connections between caregiver resources. Materials provide guidance and support on how to manage transition time within the day. The materials offer three volumes that discuss in detail the latest theory and research, show caregivers how to plan for the day to best support the needs of the children, and help caregivers understand how each routine and experience supports development and learning. In Volume III: Objectives for Development and Learning, Objective 12: Remembers and Connects Experiences, the caregiver notes the child’s current level, such as Level 2, relates objects to events, then looks</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>ahead to Level 4, drawing on everyday experiences and activities then applying knowledge to a similar situation, and makes a plan to scaffold and support the child with strategies aimed at moving the child toward the developmentally appropriate level. Volume III provides information that aids the caregiver in implementing a wide range of caring and teaching strategies and making informed curriculum decisions. In addition to the volumes, the materials provide daily resources and guidance for routines, experiences, and transitional time management. In Volume I: The Foundations, Chapter 2: Creating a Responsive Classroom, Creating a Structure for Each Day, the caregiver provides daily schedules that include routines and a variety of activities and experiences for the children. The materials provide flexible and adaptable samples of these daily schedules for caregiver use. The materials also provide strategies for the caregiver to plan schedules and routines around meeting the individual needs of each child. Materials within these schedules include: daily schedule, individual care plans, weekly routines, and weekly experiences. The online materials are organized across five separate sections on the Teaching Strategies virtual platform: 1. The Foundation (Volumes), 2. Intentional</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Teaching Cards, 3. Book Conversation Cards, 4. Mighty Minutes, and 5. Curriculum Guide. Within each section, materials are concise and easy to navigate.
	<p><b>Required</b>  <b>6b)</b> Materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.</p>	<p><b>Yes</b></p>	<p>Materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning. Intentional Teaching Cards help promote child engagement to deepen understanding of a topic by including manipulatives that are age and developmentally appropriate. For example, in the Intentional Teaching Cards, Language and Literacy, LL51: Exploring Music and Movement, Dance and Remember, children move to music in different ways by responding to the rhythm and beat of the music while the caregiver gives children the chance to express themselves as they wish. In the Intentional Teaching Cards, Math, M06: Playing With Toys, Construction Zone, the Background section of the activity explains that a favorite activity of young children is “building, knocking down, and building again.” The Background section continues by suggesting that large plastic blocks or cardboard boxes are appropriate construction materials and additions to the outdoor play space, and children are likely to use construction materials as play settings and for climbing on, sitting inside, and pretending with. Further guidance</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>explains that “These materials are readily/typically available in most ECE settings, promote child interest and enjoyment, support the instructional focus/theme/topic, and promote child engagement to deepen understanding.” Topics in the Mighty Minute Card Collection promote child engagement and interest. For Mighty Minute Cards, Card 28: Animals in the Barn, children sing about the various animals they may see on the farm to the tune of “Mary Had a Little Lamb.” The caregiver invites children to dance around the classroom and use stuffed farm animals as props during the activity.</p>
	<p><b>Required</b>  <b>6c)</b> Activities include use of safe and appropriate toys and manipulatives (e.g., play dough, dolls, toy trucks/cars, stacking rings, nesting cups, blocks, puzzles, plastic animals, puppets, rattles and musical instruments, art materials, dress-up clothes, props, realistic-looking toys that represent items such as food) that can be used in a variety of ways to help children practice and develop new skills (e.g., fine motor, memory, listening, self-control, language, problem-solving, relationship-building, physical, spatial relations) and require the most action on the part of the child.</p>	<p><b>Yes</b></p>	<p>Activities include use of safe and appropriate toys and manipulatives that can be used in a variety of ways to help children practice and develop new skills and require the most action on the part of the child. In Mighty Minutes, Activity 80, Follow That Toy, the caregiver sits with the child in his or her lap and shows the child an interesting toy that makes noise, such as a musical instrument or rattle, and asks, “Do you see my fun toy?” The caregiver lifts the objects up high over the child’s head, watches him or her track it, and asks, “Where is it going?” The caregiver guidance suggests keeping the toy just out of the child’s reach and slowly shaking or rattling it as the caregiver moves it down and touches it to the child’s toes. The</p>

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			<p>caregiver then offers the toy to the child for him or her to explore. With mobile infants, toddlers, and two-year-olds, caregivers say, "Let's find objects around the room!" as they place familiar items up high, down low, and at eye level around the room. The caregiver then invites children to see if they can find the objects by saying things such as, "Where is the red basket?" and "Who can find the red ball?" The materials recommend using toys which are safe and appropriate and can be used in a variety of ways to help children practice and develop new skills. In Intentional Teaching Experiences, Language and Literacy, LL52, Tasting and Preparing Foods, Fruit Smoothies, children explore a variety of tastes and textures while making fruit smoothies. The caregiver provides various fruits, adaptable cups, and other materials for making the smoothies, such as a blender, spoons, and straws. The caregiver invites children to assist in developmentally appropriate tasks such as peeling the fruit, pressing the control button on the blender, and passing out cups. Children engage with age appropriate materials within the activity. In Intentional Teaching Experiences, Physical, P02: Creating with Art, Nature Painting, children demonstrate fine-motor strength and coordination as they use items from nature to create an art</p>

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			<p>fixture and/or painting. The caregiver provides children a safe area to gather items from nature such as pinecones, leaves, and sticks. Then, the caregiver provides a safe area for children to work and supplies additional materials such as paintbrushes, paints, and paper. Children are encouraged to “freely express themselves using the materials gathered from nature to create an art piece.” In Volume II: Routines and Experiences, Chapter 17: Exploring Sand and Water, Creating an Environment for Sand and Water Play, the caregiver provides appropriate toys and manipulatives based on the child’s age group. For example, the materials direct the caregiver not to provide sand to young infants, as they often place it in their mouths, deeming it unsafe. Caregivers may provide mobile infants with cups, pails, and rubber toys to keep them engaged; however, the caregiver restricts the depth of sand or water and reduces it to half an inch to an inch to maintain safety. Caregivers may provide toddlers and twos with rakes, shovels, pails, straws, scoops, and ladles to encourage play and develop fine motor skills. The caregiver suggests activities within the sand and water areas to encourage problem solving.</p>

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	<p><b>Required</b>  <b>6d)</b> Materials are available in appropriate formats (e.g., vinyl books and board books) and a variety of formats (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).</p>	<p><b>Yes</b></p>	<p>Materials are available in appropriate formats and a variety of formats. In Volume I: Foundations, Chapter 3: What Children Are Learning, Language and Literacy, materials include cloth and soft plastic books for young infants to easily manipulate, grasp, and chew. For mobile infants, the materials include sturdier board books for easier grasping and page turning. For toddlers and twos, materials include a range of stories and content that appeals to the interest of children, while the format of the materials appeals to the needs of all learning styles. For example, in Volume 3: Objectives for Development and Learning, Objective 14: Uses symbols and images to represent something not present, strategies encourage the caregiver to utilize photographs, drawings, models, maps, graphs, webs, and video clips to support visual learners. Kinesthetic learner accommodations include intentional teaching cards. In Intentional Teaching Cards, Physical Movement, P08: Playing with Toys, Beach Ball Bowling, children roll various-sized balls towards bottles or boxes in an effort to knock down the items. Children develop gross motor skills by using their bodies to sit, crawl, and stand while using the balls to push, roll, and bounce. Mighty Minutes activities feature many different musical and movement activities appealing to</p>

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			the needs of all learners. For example, in <i>Mighty Minutes</i> , 81, <i>Where Are Baby's Ears?</i> , the caregiver sings to the tune of "Mary Had a Little Lamb." The caregiver continues by repeating the song using a different part of the child's body, e.g., fingers, cheeks, and knees.
<p><b>7. ASSESSMENT</b></p> <p>Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>Required</b></p> <p><b>7a)</b> Assessments consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, work samples and family perspectives).</p>	<p><b>Yes</b></p>	<p>Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods. The materials provide assessment guidance in the Intentional Teaching Cards through Teaching Sequences that align with the GOLD Assessment, allowing the caregiver the ability to identify an individual child's knowledge, skill, and ability levels. Volume I: Foundations, Chapter 4: Caring and Teaching, <i>Assessing Children's Learning</i> offers guidance for observing children in order to get to know and understand them. This section explains why and how to observe children, what to look for, how to use this information to guide instruction, and how to share information with families. There are four steps in the assessment process: observing and collecting facts; analyzing and responding; evaluating; and summarizing, planning, and communicating. In Intentional Teaching Cards, Math, M22: Connecting with Music and Movement, Jump Counting,</p>

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			<p>the caregiver responds to the first step of observing and collecting facts of the assessment process by answering questions to guide observation. Questions include, “Was the child able to count? If so, how high?” “In what ways did the child interact with you as you jumped together?” and “How did the child jump and move his body in the experience?”</p>
	<p><b>Required</b>  <b>7b)</b> Materials and activities promote an ongoing process that includes observation, documentation, reflection and adaptation to meet each child’s interests and developmental needs in a variety of settings within the daily schedule.</p>	<p><b>Yes</b></p>	<p>Materials and activities promote an ongoing process that includes observation, documentation, reflection and adaptation to meet each child’s interests and developmental needs in a variety of settings within the daily schedule. Volume 1: Foundation, Chapter 4, Caring and Teaching, includes a section titled, “Documenting Your Observations.” This section provides guidance to specifically ensure that documentation of observations are objective and factual. The guidance provides words connected to interpretations, impressions, or assumptions to avoid, as well as examples of observations that are objective and include only the facts of what the caregiver sees and hears. Volume 1, Foundation, Chapter 4, Caring and Teaching includes a section titled “Planning.” This section explains that the assessment information the caregiver collects about each child is only meaningful if the caregiver</p>

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			<p>connects it to decisions about how best to support the child’s development and learning. The section further details that caregivers should use the information they collect to plan for the needs of individual children individually and for the group as a whole. The “Child Planning Form” and “Group Planning Form” are resources for caregivers to use in incorporating assessment data while planning learning for children. Assessments are included and embedded within the lessons. For example, in Intentional Teaching Cards, Language and Literacy, LL54: Enjoying Stories and Books, Sharing Storybooks, the caregiver observes the ways a child interacts with the storybook experience. The caregiver asks questions to guide observations, such as “Did the child understand the language of the story?” The caregiver also documents how long the child attended to and engaged in the storybook experience. In the Book Discussion Cards, Hello Highlights, Card 19: Little Birdie, For toddlers and Twos, the caregiver reads the story and follows up by asking questions about the story. Questions include: “Do you see the baby bird? It’s so tiny.” “Where is the bird’s mom?” and “Do you see any other babies in the picture?” When reading the same story to mobile infants, the caregiver asks the infants to find the boy and mama in the picture. As the child</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>Required</b>  <b>7c)</b> Assessment occurs frequently to assure that current knowledge of each child’s development is accurate.</p>	<p><b>Yes</b></p>	<p>engages, the caregiver documents the results.</p> <p>Assessment occurs frequently to assure that current knowledge of each child’s development is accurate. Assessment occurs frequently within the activities built into the materials. In Volume 1: Foundations, Chapter 4: Caring and Teaching, Assessing Children’s Learning, the guide provides information for ongoing assessments and examples as children grow and develop. The guide provides additional support, such as guidance for developing a system of using notes or short phrases to document child observations. The guide also suggests using sticky notes and keeping notes readily available within the home to assist with the process of assessment and documentation. In Volume II: Routines and Experiences, Chapter 11: Playing with Toys, Caring and Teaching: Mobile Infants, the caregiver provides ongoing assessment and actionable next steps through the monitoring of mobile infants in the play center. The caregiver takes the time to watch, observe, and think about what the child is experiencing, as well as how and when the child will respond. When playing with blocks, the caregiver describes what is happening and what would happen if an event occurs, such as stacking blocks and moving the middle block. This illustrates a cause and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>effect situation for the child. The caregiver monitors the child’s reaction and moves forward to provide additional, enriching language or to explain cause and effect relationships again. In Volume III: Objectives for Development &amp; Learning, each learning objective includes guidance for assessing the objective at appropriate developmental levels. For example, guidance for Objective 9a explains that caregivers assess an infant’s progression toward the objective by recognizing when the child begins babbling strings of single consonant sounds and combines sounds, such as “M-m-m,” “D-d-d,” and “Ba-ba-ba,” or babbles with sentence-like formation. Assessment occurs during each Intentional Teaching Card activity across all domains: Language and Literacy, Math, Physical, and Social Emotional. All Intentional Teaching Cards contain a section titled “Questions to Guide Your Observations,” which specific guiding questions to assess each objective within the activity. Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. For example, Volume I: Foundations, Chapter 4: Caring and Teaching, Talking with Infants, Toddlers, and Twos provides information on supporting children with open-ended questions that prompt children to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>expand their thinking. For example, to promote exploration, the caregiver can ask, “What do you see, hear, feel?” The caregiver can also promote thinking about cause and effect by asking, “What do you think will happen if you drop this spoon into the water?” Learning styles are addressed with differentiated activities. Intentional Teaching Cards, Math, M15: Imitating and Pretending, Goodnight, Toys addresses tactile learners though prompting children to act out familiar bedtime routines by finding appropriately lengthened beds for the dolls and stuffed animals of various sizes. The children measure the dolls and stuffed animals and compare measurements to the lengths of the beds to determine if they can fit accordingly. Dual Language learners are supported in various activities, as well. In Intentional Teaching Cards, Language and Literacy, LL55: Enjoying stories and books, Silly Names, the caregiver points out the animals in the story, emphasizing the first sound in each animal’s name. The caregiver then introduces the English sound and any first-language sounds to show how these sounds have similarities within the language.</p>
<b>8. SCAFFOLDING AND SUPPORT</b>	<b>Required 8a)</b> Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of	<b>Yes</b>	Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. For example, Volume I:

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Materials and activities provide all children with opportunities and support to meet the standards.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p>children (e.g., dual language learners and children with disabilities, etc.). Examples may include:</p> <ul style="list-style-type: none"> <li>• Supportive language;</li> <li>• Movements or non-verbal cues; and</li> <li>• Open-ended questions that prompt children to expand complex thinking or exploration.</li> </ul>		<p>Foundations, Chapter 4: Caring and Teaching, Talking with Infants, Toddlers, and Twos provides information on supporting children with open-ended questions that prompt children to expand their thinking. For example, to promote exploration, the caregiver can ask, “What do you see, hear, feel?” The caregiver can also promote thinking about cause and effect by asking, “What do you think will happen if you drop this spoon into the water?” Learning styles are addressed with differentiated activities. Intentional Teaching Cards, Math, M15: Imitating and Pretending, Goodnight, Toys addresses tactile learners though prompting children to act out familiar bedtime routines by finding appropriately lengthened beds for the dolls and stuffed animals of various sizes. The children measure the dolls and stuffed animals and compare measurements to the lengths of the beds to determine if they can fit accordingly. Dual Language learners are supported in various activities, as well. In Intentional Teaching Cards, Language and Literacy, LL55: Enjoying stories and books, Silly Names, the caregiver points out the animals in the story, emphasizing the first sound in each animal’s name. The caregiver then introduces the English sound and any first-language sounds to show how</p>

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	<p><b>Required</b>  <b>8b)</b> Activities are flexible and allow for adjustments according to children’s needs and interests.</p>	<p><b>Yes</b></p>	<p>these sounds have similarities within the language.</p> <p>Activities are flexible and allow for adjustments according to children’s needs and interests. The materials provide time for children to take the lead in the learning process while maintaining the overall focus of the lesson. The lessons provide extension modifications for children who wish to continue their learning in their own time. For example, in Intentional Teaching Cards, Language and Literacy, LL45: Enjoying stories and books, Animal Books, the caregiver provides children with various animal storybooks. The children engage with the books by naming the animals and imitating the behaviors typical of each animal. The books vary in difficulty and style, including those with texture and sounds. Children continue this activity on their own and as long as it interests them. In each Intentional Teaching Card, a color-coded Teaching Sequence provides caregiver guidance for adapting the activity to meet the needs of children on different learning levels. For example, in Intentional Teaching Cards, Physical, P15, Let’s Practice Dressing, the activity instructs caregivers to adjust the activity to five different levels, with complexity increasing across the levels. In the first level, red, guidance suggests that the caregiver gathers pieces of fabric with</p>

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			<p>different textures, then holds the child in his or her lap while showing the child the fabric. The caregiver touches the fabric to the child’s hands and feet while talking about the texture of the fabric. At the highest level, green, the caregiver encourages the child to attempt a variety of closures and offers assistance if needed. Guidance is provided with instructional routines and allows for adjustments to meet the needs of children. For example, in Volume III: Objectives for Development and Learning, Language, Objective 8: Listen to and understand increasingly complex language, strategies are provided for the caregiver to adapt and adjust the lessons to meet the needs of children, such as using language that is easy to understand then increasing the complexity of the language as the child begins to understand.</p>
<p><b>FINAL EVALUATION:</b>  <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-negotiable indicators AND Additional Indicators of Quality.  <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all Non-negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality.  <i>Tier 3 ratings</i> receive a “No” in Column 1 for one or more of the Non-negotiable indicators.</p>			
<p><b>Compile the results of Sections I and II to make a final decision for the material under review</b></p>			
Section	Criteria	Yes/No	Final Justification/Comments
<p><b>I: Non-negotiables</b></p>	<p>1. Content Within the Parameters of the Standards</p>	<p><b>Yes</b></p>	<p>A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Standards while fostering integration of development across domains.
	2. Appropriateness of Curriculum Materials & Activities	Yes	Materials and activities focus on responsive caregiving, relationships, and emotional connections. Materials and activities provide guidance for routines that support the health and safety of children. Materials and activities are provided through both caregiver-directed and child-initiated experiences (e.g., children are given substantial opportunities to choose interest areas/learning centers and activities within each). Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child (i.e., does not support practice through the use of worksheets, etc.). Materials and activities are included that are culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms.
	3. Complexity of Curriculum Materials & Activities	Yes	Materials and activities optimally support children learning at different developmental stages. Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon

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	4. Quality of Curriculum Materials & Activities	Yes	<p>each other in a meaningful way; play encounters, interactions and routines become increasingly complex).</p> <p>Language and literacy development is emphasized through resources and activities that support the following:            Regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic;            Frequent use of a repeated-reading approach for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding;            Pacing and time-estimate of the given literacy lessons appropriate for the targeted age group;            Phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by Louisiana’s Early Learning and Development Standards;            Early stages of writing using a variety of tools, materials, and surfaces; and            Regular opportunities to communicate through written representation, symbols, and letters. Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that support understanding of basic math concepts, development of science concepts,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>perseverance and persistence, curiosity and exploration, creative thinking and awareness of rules and responsibilities. Math materials and activities devote a large majority of time to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards and adhering to the following indicators of quality. Social-emotional learning is emphasized through resources and activities that support developing healthy relationships and interactions with peers and adults, developing a positive self-identity and sense of belonging, expressing feelings and beliefs, and regulating one’s own emotions, attention, impulses and behavior.</p>
	5. Activities/Materials Supporting Family Participation	<b>Yes</b>	Materials provide a variety of family engagement activities to strengthen children’s learning and development.
<b>II: Additional Indicators of Quality</b>	6. Implementation Format of Materials & Activities	<b>Yes</b>	The materials are easy to use and well-organized for children and caregivers. Caregiver editions are concise and easy to manage with clear connections between caregiver resources. Materials provide guidance and support on how to manage transition time within the day. Materials and activities are suggested that appeal to children’s interests in order to deepen

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			<p>motivation, enjoyment and learning. Activities include use of safe and appropriate toys and manipulatives (e.g., play dough, dolls, toy trucks/cars, stacking rings, nesting cups, blocks, puzzles, plastic animals, puppets, rattles and musical instruments, art materials, dress-up clothes, props, realistic-looking toys that represent items such as food) that can be used in a variety of ways to help children practice and develop new skills (e.g., fine motor, memory, listening, self-control, language, problem-solving, relationship-building, physical, spatial relations) and require the most action on the part of the child. Materials are available in appropriate formats (e.g., vinyl books and board books) and a variety of formats (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).</p>
	7. Assessment	<b>Yes</b>	<p>Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, work samples and family perspectives). Materials and activities promote an ongoing process that includes observation, documentation, reflection and adaptation to meet each child's interests and developmental needs in a variety of settings within the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			daily schedule. Assessment occurs frequently to assure that current knowledge of each child's development is accurate.
	8. Scaffolding and Support	<b>Yes</b>	Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children (e.g., dual language learners and children with disabilities, etc.). Activities are flexible and allow for adjustments according to children's needs and interests.
FINAL DECISION FOR THIS MATERIAL: <b><u>Tier I, Exemplifies quality</u></b>			

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The [2021-2022 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Baton Rouge Diocese, Beauregard, Bossier, Calcasieu, Central Community, City of Monroe, Desoto, East Baton Rouge, East Feliciana, Evangeline, Franklin, Iberia, Jefferson, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Orleans, Ouachita, Rapides, Regina Coeli Child Development Center, Richland, Special School District, St. Charles, St. John, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, Vermillion, West Baton Rouge, and West Feliciana. This review represents the work of current classroom teachers with experience in ECE and grades K-2.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.