

The experiences children have and the skills they develop during their early years help lay the foundation for their future growth and development, increasing their opportunity for success in school and in life. With infants and toddlers, the teacher's role is not to teach in a traditional sense per se but to observe and react on what infants and toddlers are experiencing and how they learn – and then to support this learning and development process through interactions, the relationship with the child and the provision of experiences in an environment that contributes to the child's success. . In short, an excellent infant/toddler curriculum enables the teacher to provide 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 infants and toddlers.

Title: **TPS STEAM Early Years Foundation Program 0 - 3 Years**

Age Levels: **Infant and Toddler**

Publisher: **TPS Publishing Inc.**

Copyright: **2015**

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
	1. Within Parameters of Stnds. (Non-Negotiable)
	2. Appropriateness of Materials (Non-Negotiable)
	3. Organization Of Materials (Non-Negotiable)
	4. Quality of Materials (Non-Negotiable)
	5. Supports Parent Participation (Non-Negotiable)

To evaluate each set of submitted materials, begin by reviewing Column 2. If there is a “Yes” for all “Non-Negotiable” indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any “Non-Negotiable” indicators in Column 2, then the materials receive a “No” in Column 1. If an indicator has more than one component, a score of “Yes” must be received for every component in order to score an overall “Yes” on that indicator.

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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
TIER 1 AND 2 NON-NEGOTIABLES			
<p>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>1a) Large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (i.e., appropriate for the age level for which they are suggested) across all domains of the standards:</p> <ul style="list-style-type: none"> • Approaches to Learning, • Cognitive Development/General Knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies, • Language and Literacy Development, • Physical Well-being and Motor Development, and • Social-Emotional Development 	<p>No</p>	<p>The Teachers Parents Students (TPS) STEAM Early Years Foundation Program offers many components for multiple ages including: a Program Overview (PO); Little League (LL); Brainsprouts (BS) and Transitional Kindergarten (TK). In the (PO), "Setting Up A Nursery", the focus is directed toward providing guidance for adults to create program based policies and procedures rather than content.</p> <p>According to TPS the (LL) "50 Extended Ideas" section provides many activities in which infants through age three can participate. Activities offered in this section appear to be above the developmental range of infants and young toddlers. For example:</p> <p>Social Studies and Fine Motor activities, Activity #55, "Flags of the World", children are expected to copy their favorite country's flag on to a small die cut cutout or to cut colors from magazines to create the flag. Activity #56, "3D Learning", children are directed to manipulate and attach several die cutouts to create a 3D shape.</p> <p>In the Language/Literacy: "Helping Hands and Feet" activity, children are encouraged to read labels frequently. In "Animal Uses", children look at animal pictures matched with a product obtained from that animal (e.g. duck-feathers, chicken-eggs, etc.). Children are to role-play and ask each animal how the product is used. the background knowledge and speaking/listening skills necessary for completing these activities are not appropriate for infants and toddlers and do not align with the Birth to Three age span of the standards.</p>
	<p>1b) Large majority of materials and activities foster integration of infant/toddler development across domains (e.g., language materials/activities require social interactions/relationships,</p>	<p>No</p>	<p>Many of the activities in the (LL) "50 Extended Ideas" promote integration across developmental domains but most of the activities are not designed to accommodate infants and</p>

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	<p>cognitive skills, and physical/oral motor responses)</p>		<p>toddlers. For example, (LL) Activity #96, "Create a Listening Picture", integrates listening and speaking with math, pre-writing, and creativity. Children are asked to draw themselves in the middle of the page and paste three clouds above their drawing. Many multistep directions are given during this one activity, which would be difficult for even older toddlers to complete. Integration across domains is also evident in the (LL) "Live and Learn Activity Guide", "Understanding Shape Bundle." In one activity, children are asked to work with a partner to give and receive directions to produce a 3D object. In (BS), the adult is directed to "sit with the children in a circle and to talk about feeling blue". In "Quiet Activities-Animal Families", adults are guided to create animal family picture cards for children to match categories of males, females, young, and baby animals.</p> <p>The (NC) Activity Guide "I Love My Life", integrates citizenship, history of birthdays, math, and geography. In one lesson children are asked to calculate how many months old they are. Although these activities provide for the integration of many domains, they are not in alignment with expectations for children birth to three years of age.</p>
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>2a) Materials and activities focus on relationships, emotional connection and responsive caregiving</p>	<p>No</p>	<p>The (PO) summary briefly discusses the importance of caregiver/child relationships, as well as, peer/peer relationships. In this summary they acknowledge the importance of establishing relations between caregivers and children and how these relationships are key to a child's development. For example, the (PO) summary, pgs. 6-7, "have the carers look at the child and talk to them in soothing tones. Make sure that the infant feels the warmth and care of an adult and is not stressed." However, when reviewing the activities, very little attention is directed toward the focus of establishing any emotional</p>

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			connections for the infant/toddler age groups. For example, the activity guide "Emotions" in (LL) gives opportunities for parents/caregivers to discuss different emotions but activates and discussion points do not focus on forming bonds and relations. They only offer discussions as to what emotions are and how they are expressed.
	<p>2b) Materials and activities provide caregiving routines that support health and safety of children</p>	No	<p>In the (PO) summary pgs. 4-5, general safety routines are addressed briefly. For example, "Washing hands is vital and many children do not know how to wash their hands. Follow the information in the video and also use Ella Violet storybook to reinforce how important it is to wash hands and teeth well." For diapering, the (PO) summary states, "if possible, set up an area for personal hygiene where staff can carry out diapering duties in a personal hygiene space with all relevant materials for diapering kept safely in that same space." For mealtimes, the (PO) summary states, "Ensure you have a record for each child about any food and adhere to it. Ensure all staff are meticulous in planning and preparing food. This is especially true for allergies, such as nut allergies." With regard to activities, in (LL) "Healthy Me", week one "Healthy Bones", the objective of the week is "to think about the skeletal system and how to look after bones through a balanced diet and exercise". In week four, "Putting it all Together", the objective is "to think about what was learned and put together an action plan for the future." These activity guides are available in both (LL) and (NC). Again, the materials and activities provided are not developmentally appropriate for infants and toddlers, and explanations of keeping the children safe within the environment are vague.</p>
	<p>2c) Materials and activities promote an ongoing process that includes observation, documentation, reflection, and adaptation to meet each child's interests and developmental</p>	No	<p>A section of the (PO) "Starter Kit Manual", was dedicated to: "Observing Children", the cycle of observation, assessment, and planning. Six different types of observation are explained:</p>

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	needs		<p>spontaneous, skill focused, area focused, group focused, student focused, and time focused. Guidance is provided regarding "when, why and how" to observe in addition to "analyzing the observations". The (BS) "Starter Kit Manual" gives physical, social emotional, problem solving, and creative milestones with developmental needs information for caregivers to use when observing children engaged in lessons and activities. The milestones addressed start at 30 to 60+ months. Infant milestones and developmental needs of infants do not appear to be addressed. The "Short Term Week Plans" 1-4 provide space at the bottom of the page for the teacher to plan lessons and specific skills to observe. There is also space provided to target specific children the teacher wishes to observe more closely each day. Space for lesson reflection is not provided on this plan. There are both adult-initiated and child-initiated activities. An example of a child-initiated activity is, (PO), "A Typical Day", where children use the number tracing cards from the starter kits to practice their number formation. Multiple activities are provided and children are allowed to participate if they desire. Over a period of weeks, children will be able to participate in all activities. (LL) and (NC) both provide guides and within each guide there are additional ideas and activities to accommodate children who have been identified as having special needs and who are gifted. For example, pg. 10, "Stay Safe" week 2, states, "Help the special needs student to die cut the appropriate uniform and support them when adding the additional parts of the uniform. Students could use photographs of faces from magazines instead of drawing them. Gifted and talented students could make several different puppets and write a play involving these characters. They could perform their play to other students." The curriculum provides some aspects of observation, documentation, and</p>

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			adaptation but again, not at a level consistent with the needs of infant and toddlers. There is no clear direction on what teachers should do with the information they gain from observing children nor how to adapt activities to meet the varying needs of children in the class.
	2d) Materials and activities are culturally and linguistically appropriate	No	The (LL) "Community Activity Guide" does address school, local, national, and global communities but the activities and discussion points are not appropriate for infants and many of the activities are not appropriate for toddlers. For example, in week 3, the objective is for children "to understand that we are part of the United States and embrace the diversity of our citizens". In (LL), "50 Extended Ideas", Activity #55 "Flags of the World", children are expected to copy their favorite countries flag on to a small die cutout or cut colors from magazines to create the flag. This objective/activity is not developmentally appropriate for infants and toddlers. The curriculum has many British spellings and phrases that would require adjustments prior to utilization. In the (RAB) "Fire Fighters", the text contains complex reading passages and directs children to call "999 in an emergency". In the same book, it is stated that, "The dangerous colour is RED." however, children may have prior experience with seeing fire engines that are red and should not associate these vehicles with danger.
3. ORGANIZATION OF CURRICULUM MATERIALS & ACTIVITIES <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	3a) Materials and activities optimally support children's learning at different developmental stages (e.g., <i>security</i> for infants , <i>exploration</i> for mobile infants , and <i>identity</i> for toddlers)	No	(LL) was "designed for bridging the gap between babies, toddlers, TK student" however, using the "ECD- Farm Animal Bundle", the skills required for completing the tasks include such things as: coordination and movements (where children reach into a bag to secure the animal cutout that comes next in the song Old MacDonald); pencil grip, cutting and pasting (where children trace around a die-cut shape and cut them out); and auditory seriation (where children clap out the number of syllables in each of the animal names).

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			<p>All thirteen bundles offer similar activities. Also in the "Little League Club", the first activity "Puppets" is to create a puppet from die-cuts to have students "participate in storytelling as a group". (BS) were "written to provide required content for 3 year old children and transition them into the next stage of older toddlers/transitional Kindergarten." The first child-initiated activity suggested is "snake printing" where children gather small items that can be used for printing such as pencils, bottle caps, stones, and other natural materials. These identified activities, and the materials needed to complete them, would not optimally support infants and toddlers at their level of learning. In the overview of the curriculum, TPS states that (BS) is aimed at children 30-50 months and 40-60+ months. In the (PO), the materials listed as the "Base Kit" in the "Skills Training Manual" appear to be the same materials for all age groups and therefore do not provide optimal support for the ever-changing needs and development of infants and toddlers. Materials provided include a die cutting machine, dies, stock paper, glitter, etc. These items could be appropriate and safe for older children and possibly some 3 year old children but not for the infant/toddler group.</p>
	<p>3b) Materials and activities present a logical and coherent progression of complexity over time (i.e., increasingly complex play encounters, interactions and conversations, routines)</p>	<p>No</p>	<p>In the (PO), (LL) was referenced as the component of the curriculum bridging the gap between babies and toddlers and (BS) served to provide content for children of 30-50 months and 40-60 months. (A), (RAB), (NC), and (RS) addressed all levels. (LL) provides "bundles" for 13 themes. The bundles provide activities for gross motor, fine motor, visual and auditory perception, sensory integration, thinking and reasoning skills, etc. Some of the activities within the bundles are recommended for younger groups and middle groups but the skills do not appear to be progressive. For example, in the</p>

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			<p>"Insect Bundle", the younger group should be able to "describe a caterpillar, repeat a rhyme in the correct sequence, and use the actions to explain the rhyme." The middle group should be able to "identify the connections between each object and the creature and complete a sequence of objects in various orders from memory."</p> <p>Although the activities from younger to middle seem to be more challenging, there is no apparent progression. Moving from rhyming to sequencing by memory does not represent a logical progression of skills. Another example is taken from the "Food Bundle". The younger group should be able to "sing farm song with actions and complete a sequence of 5 animals correctly." The middle group should "repeat the list of items which have been put in a shopping bag and classify the list of items which have been put into a shopping bag." (NC) provides 11 "Activity Guides". Each guide provides math, science, and religious education. The "Food Bundle" begins with solving problems involving counting, adding, subtracting, doubling or halving in the context of numbers and more. For citizenship, children work to develop a healthy, safe lifestyle. The second activity in the same guide has the outcome stated as "At the end of the lesson students should be able to: explain the importance of sharing and give an example of when they have shared something." For the third lesson, the outcome is "At the end of the lesson students should be able to: say what their favorite foods are and explain why they are favorites." It is through these examples that a logical and coherent progression of complexity over time cannot be substantiated. In the (PO) summary, pg.2, the TPS states "For infants we are expecting teachers/carers to use the matrix of questions in the correlations area to link with each ECD, (NC) and (LL) activity". The activities themselves do not offer suggestions as to which</p>

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			matrix questions to use or how to incorporate the questions into the lesson nor does the curriculum give information on how to redesign the activity to meet the needs of infants and toddlers. There are six pages of matrix questions identified with no logical organization. The inexperienced teacher would have difficulty navigating the matrix and deciding which questions to integrate into each activity.
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>4a) Language and literacy development is emphasized through resources and activities that support:</p> <ul style="list-style-type: none"> • Frequent talk and conversations during daily routines (e.g., diapering) • Social interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate • Open-ended questions that do not have a “yes” or “no” answer • Use of texts, including rhymes, finger plays, and music/songs, appropriate for each developmental stage • Regular and repeated read-alouds of texts related to a theme or topic (i.e., animals, cities, weather) to accelerate background knowledge and vocabulary development • Prewriting skills (e.g., holding objects and scribbling or drawing/painting to convey a message) • Print awareness and letter knowledge 	<p>No</p>	<p>The "Typical Day" as suggested in the (PO) provides structured blocks of time to conduct large group and small group activities. This is not conducive to the kind of schedule that would best serve infants and toddlers. Consequently, the curriculum does not address conversations during daily routines. However, there is an expectation throughout the curriculum for adult/child conversations but there is no mention of the use of gestures or sounds for communication, which would be the early stages of language for infants. There are discussion points across many of the activity guides. For example, in (BS), "Adult Initiated Flower Shop", there are many discussion points listed for the teacher to engage children. Examples of statements/questions include: "Tell us about some flowers that you have seen"; "Where might you see flowers?"; and "How many petals will your flowers have?" The Early Years Foundation (RAB) can be used for read-alouds however, there is no indication that read-alouds are repeated or theme related in this curriculum. Additionally, there was no evidence found linking the (RAB) titles provided to the activity guides. Most of the (RAB) titles are designated for (TK). Five titles are coded for the Early Years Foundation level but several contain complex text. In (BS) "Color Mixing", children are given the opportunity to paint, which addresses prewriting skills. In (LL) "50 Extended Ideas, Activity #96 "Creating a Listening Picture", toddlers are asked to draw a picture of themselves. No information</p>

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			<p>is provided to caregivers regarding prewriting developmental stages. There is a period of the day in the daily schedule when singing takes place. In the (RS) component "Animal Songs", there are eight pages of songs and fingerplays and in "Color Songs and Poems" there are an additional four pages of songs that can be used with children. In one activity of (BS) "Adult Initiated Guides", children create a spider and sing the song "Incy, Wincy Spider". In another activity, children act out and sing "Five Little Speckled Frogs". These activities are designed for three year olds who are getting ready to transition to the four-year-old program but the songs could be used with infants and toddlers.</p>
	<p>4b) Social-emotional, executive function and cognitive development beyond language and literacy development is emphasized through resources and activities that support:</p> <ul style="list-style-type: none"> • Understanding of basic math concepts – (e.g., counting, comparing size, spatial relationships songs) • Development of science concepts (e.g., body parts, weather, plants, animals) • Perseverance and persistence to solve problems • Curiosity and exploration • Creative thinking (e.g., pretending, make-believe play, role playing) • Awareness of rules and responsibilities 	No	<p>The TPS curriculum provides (NC) "Activity Guides" that are thematic in nature and focused on the instruction of math, science, and literacy. For example, "Activity Guide Baby Science" focuses on objectives such as : Week 2-farm animals, mothers, and babies; week 3-fathers and children; and week 4-farm animals growing up. Week 3 of part 2 of the guide discusses "Animals-Spiders and Dragonflies". In (LL) the "Maths Bundle", children explore tangram creations and skills of classification and counting. In (BS) , the "Adult Initiated Monster Game", provides opportunities for children to play a game cooperatively and understand the importance of turn taking. Also in (BS), the "Child Initiated Guides", there are musical and drama opportunities. For example, on pg. 7 of the guide it is stated, "Once children have gained confidence in making animal movements, they can be encouraged to recreate other animal movements and work under their own initiative." Continuing with (BS), "Nature Walk" is listed as one activity that supports curiosity and exploration by having children "engage with their</p>

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			local environments". Though these activities represent development beyond language and literacy, they are not in keeping with the expectations or developmental functioning of infants and toddlers.
	4c) Adequate, explanatory instructions for teachers to use the materials and activities	No	Formatting throughout the components was consistent. For example, in the (BS) activities, a consistent format was used for each activity including: the objective, preparation, parental involvement, key words, resources, lesson guide, outcome, and reference links to foundational stages beginning at 30 months. (NC) and (LL) components included: objectives, outcomes, additional links, resources, step-by-step guides, dies required, discussion points, and additional ideas and activities for special education and gifted children. A Training Manual and Starter Kit are provided for the teacher. Also provided are videos to help teachers navigate through the materials. British terminology of materials needed may require additional research for clarification. Overall, instructions for teachers were inadequate. There was a lack of cohesiveness, connectivity, and lesson delivery across all curriculum components for infants and toddlers.
5. ACTIVITIES/MATERIALS SUPPORTING PARENTAL PARTICIPATION <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	5a) Provides a variety of parental engagement activities to strengthen children’s learning and development	No	The TPS (PO) "Skills Starter Kit" Manual includes two sections, one entitled "Parents as Partners" and another entitled "Information for Parents". The first section suggests that the caregiver should work in partnership with parents to support the development of their child. The second, one page section includes appropriate procedures to share with parents and a recommended list of items a parent could be asked to provide. For example, on pg. 83, recommendations are provided to share with parents: daily routines, activities, and staffing. There are also suggestions as to what parents need to supply: contact details, dietary

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			<p>requirements, health issues and changes in the home situation. Parental involvement suggestions are evident in each adult initiated (BS) activity guide across the thematic units, but these suggestions are not always infant and toddler appropriate. For example, in (BS) "Recycled Animals", parents are encouraged to make their own animals at home from recycled materials. In "Incy, Wincy Spider", the parental involvement component encourages children to talk about the weather and how this affects animals. The (NC) and (LL) Activity Guides contain a section entitled "Additional Ideas and Activates" that provide suggestions to engage parents with what their children are learning. In the (LL) "ECD Boys and Girls Clothes Bundle" there are activities to spark parent involvement, such as sorting clothes on a line by gender, color, and texture. Again, even though there are parent involvement activities, they do not support the developmental growth of infants and toddlers.</p>
ADDITIONAL INDICATORS OF QUALITY			
<p>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>6a) Materials and activities are incorporated throughout a variety of settings (both indoor and outdoor), including individual and cooperative play, interest areas and centers, small group and individualized attention</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>6b) Activities include use of safe and appropriate toys and manipulatives (e.g., playdough, 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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

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	6c) Materials are available in appropriate formats (e.g., vinyl books and board books) and different formats (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
7. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress. <input type="checkbox"/> Yes <input type="checkbox"/> No	7a) 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, and work samples, parent perspectives)	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7b) Assessment occurs frequently to assure that knowledge of each child’s development is up-to-date and accurate	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7c) Assessment attends to the child’s functional capacities in natural contexts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
8. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	8a) Appropriate suggestions are outlined for supporting varying needs of children (e.g., English language learners and children with special needs, etc.) and are integrated throughout all materials and activities Examples may include supportive language, ideas, or movements, or an open-ended question that prompt children to extend or expand their ideas and facilitate new and more complex thinking or exploration	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL EVALUATION: <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.			
Compile the results of Sections I and II to make a final decision for the material under review			
I: Non-Negotiables	1. Content Within the Parameters of the Standards	No	Many of the activities in the TPS curriculum promote integration across developmental domains but most of the activities are not designed to accommodate infants and toddlers.
	2. Appropriateness of Curriculum Materials and Activities	No	Curriculum materials and activates were written well beyond the developmental expectations of infants and toddlers.

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	3. Organization Of Curriculum Materials & Activities	No	The TPS curriculum did not support and scaffold learning for the different developmental stages of infants and toddlers.
	4. Quality of Curriculum Materials and Activities	No	There was a lack of cohesiveness, connectivity, and lesson delivery across all curriculum components for infants and toddlers.
	5. Activities/Materials Supporting Parental Participation	No	Parent involvement activities do not support the developmental growth of infants and toddlers.
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7. Assessment	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality			

Appendix I.

Publisher Response

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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
TIER 1 AND 2 NON-NEGOTIABLES				
<p>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>1a) Large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (i.e., appropriate for the age level for which they are suggested) across all domains of the standards:</p> <ul style="list-style-type: none"> • Approaches to Learning, • Cognitive Development/General Knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies, • Language and Literacy Development, • Physical Well-being and Motor Development, and • Social-Emotional Development 	<p>No</p>	<p>The Teachers Parents Students (TPS) STEAM Early Years Foundation Program offers many components for multiple ages including: a Program Overview (PO); Little League (LL); Brainsprouts (BS) and Transitional Kindergarten (TK). In the (PO), "Setting Up A Nursery", the focus is directed toward providing guidance for adults to create program based policies and procedures rather than content.</p> <p>According to TPS the (LL) "50 Extended Ideas" section provides many activities in which infants through age three can participate. Activities offered in this section appear to be above the developmental range of infants and young toddlers. For example: Social Studies and Fine Motor activities, Activity #55, "Flags of the World", children are expected to copy their favorite country's flag on to a small die cut cutout or to cut colors from magazines to create the flag. Activity #56, "3D Learning", children are directed to manipulate and attach several die cutouts to create a 3D shape.</p> <p>In the Language/Literacy: "Helping Hands and Feet" activity, children are encouraged to read labels frequently. In "Animal Uses", children look at animal pictures matched with a product obtained from that animal (e.g. duck-feathers, chicken-eggs, etc.). Children are to role-play and ask each animal how the product is used. the background knowledge and speaking/listening skills necessary for completing these activities are not appropriate for infants and toddlers and do not align with the Birth to Three age span of the standards.</p>	<p>TPS does not concur with the reviewer's comments. TPS does provide excellent information for adults and training too, however the child initiated content is purely children focussed. Did the reviewers look at Child initiated activities as well as adult initiated? Did the reviewer look at the 'Nursery Corner' lesson plan content that is separate to 'Setting up A Nursery'?</p> <p>Did the reviewer look at all of the Child initiated content in Brainsprouts which includes a full year's content for 0-5 year olds built by topic and including math, literacy, arts and social sciences?</p> <p>It sounds as though large chunks of the program have not been reviewed. It has a high amount of content for children and TPS believes the reviewer has focussed time on the adult content.</p> <p>For 0-3 TPS provided 'nursery' content which then leads to little league and brainsprouts and then moves to the extended ideas to allow advanced children to progress. Children progress at different speeds and a three year old can be capable of the flags activity. Several three year olds have made the flags and other models. In our teacher training we step teachers/parents through how to navigate the course and the varying levels that can be achieved. In the same way for literacy, many activities have low requirements of children and adults read to them. In Nursery corner, children talk about what they can see whereas in Brainsprouts children are tracing letters 'Animal tracing letters'. In starter kits 1 and 2 children die cut letters and make an alphabet zig zag booklet and hang a number washing line. The childrens activities from 0-3 include enough work for 2 years curriculum and are aligned and applicable for the age group.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>1b) Large majority of materials and activities foster integration of infant/toddler development across domains (e.g., language materials/activities require social interactions/relationships, cognitive skills, and physical/oral motor responses)</p>	<p>No</p>	<p>Many of the activities in the (LL) "50 Extended Ideas" promote integration across developmental domains but most of the activities are not designed to accommodate infants and toddlers. For example, (LL) Activity #96, "Create a Listening Picture", integrates listening and speaking with math, pre-writing, and creativity. Children are asked to draw themselves in the middle of the page and paste three clouds above their drawing. Many multistep directions are given during this one activity, which would be difficult for even older toddlers to complete. Integration across domains is also evident in the (LL) "Live and Learn Activity Guide", "Understanding Shape Bundle." In one activity, children are asked to work with a partner to give and receive directions to produce a 3D object. In (BS), the adult is directed to "sit with the children in a circle and to talk about feeling blue". In "Quiet Activities-Animal Families", adults are guided to create animal family picture cards for children to match categories of males, females, young, and baby animals.</p> <p>The (NC) Activity Guide "I Love My Life", integrates citizenship, history of birthdays, math, and geography. In one lesson children are asked to calculate how many months old they are. Although these activities provide for the integration of many domains, they are not in alignment with expectations for children birth to three years of age.</p>	<p>The reviewer is only commenting on extended ideas which are for advanced learners and are not the main offering for 0-3. Again, has reviewer looked at all of the Nursery corner lesson plan content, then little league lesson plan content, and then the brainsprouts child and adult initiated activities? These are the main components and yet they are not referred to at all? The extensions for advanced students are extended ideas and live and learn activity guides, and many advanced learners who have been educated at home are able to complete the activities. This reviewer appears to only have reviewed the advanced content? If the nursery does not have any advanced students they would not use these materials at all. Where are the comments about the main curriculum for 0-3? For example, what is not at level in Nursery Corner and Brainsprouts?</p>
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>2a) Materials and activities focus on relationships, emotional connection and responsive caregiving</p>	<p>No</p>	<p>The (PO) summary briefly discusses the importance of caregiver/child relationships, as well as, peer/peer relationships. In this summary they acknowledge the importance of establishing relations between caregivers and children and how these relationships are key to a child's development. For example, the (PO) summary, pgs. 6-7, "have the carers look at the child and talk to them in soothing tones. Make sure that</p>	<p>The reviewer may feel that the level of information is too little but the content is visible. TPS has found that their training courses using role play work far better for this area than simply using text. The basic information is present and aligned to the requirements and the P.D. provides more depth when provided on site.</p>

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			<p>the infant feels the warmth and care of an adult and is not stressed." However, when reviewing the activities, very little attention is directed toward the focus of establishing any emotional connections for the infant/toddler age groups. For example, the activity guide "Emotions" in (LL) gives opportunities for parents/caregivers to discuss different emotions but activates and discussion points do not focus on forming bonds and relations. They only offer discussions as to what emotions are and how they are expressed.</p>	
	<p>2b) Materials and activities provide caregiving routines that support health and safety of children</p>	<p>No</p>	<p>In the (PO) summary pgs. 4-5, general safety routines are addressed briefly. For example, "Washing hands is vital and many children do not know how to wash their hands. Follow the information in the video and also use Ella Violet storybook to reinforce how important it is to wash hands and teeth well." For diapering, the (PO) summary states, "if possible, set up an area for personal hygiene where staff can carry out diapering duties in a personal hygiene space with all relevant materials for diapering kept safely in that same space." For mealtimes, the (PO) summary states, "Ensure you have a record for each child about any food and adhere to it. Ensure all staff are meticulous in planning and preparing food. This is especially true for allergies, such as nut allergies." With regard to activities, in (LL) "Healthy Me", week one "Healthy Bones", the objective of the week is "to think about the skeletal system and how to look after bones through a balanced diet and exercise". In week four, "Putting it all Together", the objective is "to think about what was learned and put together an action plan for the future." These activity guides are available in both (LL) and (NC). Again, the materials and activities provided are not developmentally appropriate for infants and toddlers, and explanations of keeping the children safe within the environment are vague.</p>	<p>TPS disagrees with the reviewer. TPS believe the reviewer is only considering the content using a traditional view. This is a STEAM activity program. The comments made are the basic requirements and are aligned and it is during the activities that follow in P.D. that more depth is provided. The practical approach of workshops is far better, in TPS's opinion, than all text based content. TPS ask what is not mentioned that should be. There are other components not mentioned such as Staying Safe.</p>

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	<p>2c) Materials and activities promote an ongoing process that includes observation, documentation, reflection, and adaptation to meet each child’s interests and developmental needs</p>	<p>No</p>	<p>A section of the (PO) "Starter Kit Manual", was dedicated to: "Observing Children", the cycle of observation, assessment, and planning. Six different types of observation are explained: spontaneous, skill focused, area focused, group focused, student focused, and time focused. Guidance is provided regarding "when, why and how" to observe in addition to "analyzing the observations". The (BS) "Starter Kit Manual" gives physical, social emotional, problem solving, and creative milestones with developmental needs information for caregivers to use when observing children engaged in lessons and activities. The milestones addressed start at 30 to 60+ months. Infant milestones and developmental needs of infants do not appear to be addressed. The "Short Term Week Plans" 1-4 provide space at the bottom of the page for the teacher to plan lessons and specific skills to observe. There is also space provided to target specific children the teacher wishes to observe more closely each day. Space for lesson reflection is not provided on this plan. There are both adult-initiated and child-initiated activities. An example of a child-initiated activity is, (PO), "A Typical Day", where children use the number tracing cards from the starter kits to practice their number formation. Multiple activities are provided and children are allowed to participate if they desire. Over a period of weeks, children will be able to participate in all activities. (LL) and (NC) both provide guides and within each guide there are additional ideas and activities to accommodate children who have been identified as having special needs and who are gifted. For example, pg. 10, "Stay Safe" week 2, states, "Help the special needs student to die cut the appropriate uniform and support them when adding the additional parts of the uniform. Students could use photographs of faces from magazines instead of drawing them. Gifted and talented students could make several different</p>	<p>Again, TPS believes it has met the requirements by providing the basic information that must be covered and within the workshop training provided by TPS and role play activities TPS covers these areas in more depth.</p>

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			<p>puppets and write a play involving these characters. They could perform their play to other students." The curriculum provides some aspects of observation, documentation, and adaptation but again, not at a level consistent with the needs of infant and toddlers. There is no clear direction on what teachers should do with the information they gain from observing children nor how to adapt activities to meet the varying needs of children in the class.</p>	
	<p>2d) Materials and activities are culturally and linguistically appropriate</p>	<p>No</p>	<p>The (LL) "Community Activity Guide" does address school, local, national, and global communities but the activities and discussion points are not appropriate for infants and many of the activities are not appropriate for toddlers. For example, in week 3, the objective is for children "to understand that we are part of the United States and embrace the diversity of our citizens". In (LL), "50 Extended Ideas", Activity #55 "Flags of the World", children are expected to copy their favorite countries flag on to a small die cutout or cut colors from magazines to create the flag. This objective/activity is not developmentally appropriate for infants and toddlers. The curriculum has many British spellings and phrases that would require adjustments prior to utilization. In the (RAB) "Fire Fighters", the text contains complex reading passages and directs children to call "999 in an emergency". In the same book, it is stated that, "The dangerous colour is RED." however, children may have prior experience with seeing fire engines that are red and should not associate these vehicles with danger.</p>	<p>The reviewer seems to have a very set view of what infants can or cannot do. Flags of the world works well with infants and toddlers. When did the reviewer try it out? Expectations of traditional teachers is low and perhaps, in turn, that leads to student results being low. It is true we have brought some British activities into the program and we apologize we did not capture all spelling changes that need to be made and these will be completed this Summer. The reason for using them is that most children in England arrive in Grade K being able to count to 30, write their names and common words, read common words and build 2D and 3D shapes. TPS want to bring this goodness to the children in the States who currently often arrive in Grade K without the skills of a three year old in the U.K. This does not mean that the content is inappropriate; it means that educators need to raise their expectations and use STEAM program content rather than text. Children need to understand the dual meaning of colors. Red is used for danger and also for fire engines as they are attending emergencies. We are finding the comments of the reviewer to be outdated. Pink is in the I CAN Sing a rainbow song but is not in a rainbow. Does the reviewer remove the word pink from the rainbow song or explain it?</p>
<p>3. ORGANIZATION OF CURRICULUM MATERIALS &</p>	<p>3a) Materials and activities optimally support children's learning at different developmental stages (e.g., <i>security</i> for</p>	<p>No</p>	<p>(LL) was "designed for bridging the gap between babies, toddlers, TK student" however, using the "ECD- Farm Animal Bundle", the skills required</p>	<p>The reviewer is wrong. The equipment is appropriate for all age groups with adult supervision and is used throughout many</p>

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<p>ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>infants, exploration for mobile infants, and identity for toddlers)</p>		<p>for completing the tasks include such things as: coordination and movements (where children reach into a bag to secure the animal cutout that comes next in the song Old MacDonald); pencil grip, cutting and pasting (where children trace around a die-cut shape and cut them out); and auditory seriation (where children clap out the number of syllables in each of the animal names). All thirteen bundles offer similar activities. Also in the "Little League Club", the first activity "Puppets" is to create a puppet from die-cuts to have students "participate in storytelling as a group". (BS) were "written to provide required content for 3 year old children and transition them into the next stage of older toddlers/transitional Kindergarten." The first child-initiated activity suggested is "snake printing" where children gather small items that can be used for printing such as pencils, bottle caps, stones, and other natural materials. These identified activities, and the materials needed to complete them, would not optimally support infants and toddlers at their level of learning. In the overview of the curriculum, TPS states that (BS) is aimed at children 30-50 months and 40-60+ months. In the (PO), the materials listed as the "Base Kit" in the "Skills Training Manual" appear to be the same materials for all age groups and therefore do not provide optimal support for the ever-changing needs and development of infants and toddlers. Materials provided include a die cutting machine, dies, stock paper, glitter, etc. These items could be appropriate and safe for older children and possibly some 3 year old children but not for the infant/toddler group.</p>	<p>countries in nursery schools. Babies aged one clap, and can pull out objects from a bag. Most children aged 1-3 trace well. Children, when given direction, can collect objects.</p> <p>This is a mind set issue for the reviewer. The traditional approach will not ever change the current poor results of education in the State. Louisiana was recently ranked 44th in the States for overall education performance, scoring a D versus the average of C in the rest of the States; expectations, attitudes and education approach need to change. The State is 10th for its pre school enrollment and if STEAM programs were used and not only pure text, every child entering Grade K would have a higher starting point than occurs now. The student achievement index reported a D versus States average of C. TPS really wants to assist states where many children are below grade and this starts in the early years. Rather than think our content as being inappropriate just from reading it, let schools have a choice as to whether to use it and the watch as it really does work in a classroom. TPS is not, in anyway, being disrespectful to the reviewer, as many of the TPS writers have had to transition from traditional to STEAM learning, but these activities are appropriate and do work.</p>
	<p>3b) Materials and activities present a logical and coherent progression of complexity over time (i.e., increasingly complex play encounters, interactions and conversations, routines)</p>	<p>No</p>	<p>In the (PO), (LL) was referenced as the component of the curriculum bridging the gap between babies and toddlers and (BS) served to provide content for children of 30-50 months and 40-60 months. (A), (RAB), (NC), and (RS)</p>	<p>Everything required to deliver the course is present. Training for how to deliver a STEAM program is required and a traditional reviewer may not understand how it all fits together. This is why the CeMaST professors provide training</p>

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			<p>addressed all levels. (LL) provides "bundles" for 13 themes. The bundles provide activities for gross motor, fine motor, visual and auditory perception, sensory integration, thinking and reasoning skills, etc. Some of the activities within the bundles are recommended for younger groups and middle groups but the skills do not appear to be progressive. For example, in the "Insect Bundle", the younger group should be able to "describe a caterpillar, repeat a rhyme in the correct sequence, and use the actions to explain the rhyme." The middle group should be able to "identify the connections between each object and the creature and complete a sequence of objects in various orders from memory." Although the activities from younger to middle seem to be more challenging, there is no apparent progression. Moving from rhyming to sequencing by memory does not represent a logical progression of skills. Another example is taken from the "Food Bundle". The younger group should be able to "sing farm song with actions and complete a sequence of 5 animals correctly." The middle group should "repeat the list of items which have been put in a shopping bag and classify the list of items which have been put into a shopping bag." (NC) provides 11 "Activity Guides". Each guide provides math, science, and religious education. The "Food Bundle" begins with solving problems involving counting, adding, subtracting, doubling or halving in the context of numbers and more. For citizenship, children work to develop a healthy, safe lifestyle. The second activity in the same guide has the outcome stated as "At the end of the lesson students should be able to: explain the importance of sharing and give an example of when they have shared something." For the third lesson, the outcome is "At the end of the lesson students should be able to: say what their favorite foods are and explain why they are</p>	<p>alongside TPS experienced coaches. There is a logical and coherent STEAM program journey, not traditional.</p>

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			<p>favorites." It is through these examples that a logical and coherent progression of complexity over time cannot be substantiated. In the (PO) summary, pg.2, the TPS states "For infants we are expecting teachers/carers to use the matrix of questions in the correlations area to link with each ECD, (NC) and (LL) activity". The activities themselves do not offer suggestions as to which matrix questions to use or how to incorporate the questions into the lesson nor does the curriculum give information on how to redesign the activity to meet the needs of infants and toddlers. There are six pages of matrix questions identified with no logical organization. The inexperienced teacher would have difficulty navigating the matrix and deciding which questions to integrate into each activity.</p>	
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>4a) Language and literacy development is emphasized through resources and activities that support:</p> <ul style="list-style-type: none"> • Frequent talk and conversations during daily routines (e.g., diapering) • Social interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate • Open-ended questions that do not have a "yes" or "no" answer • Use of texts, including rhymes, finger plays, and music/songs, appropriate for each developmental stage • Regular and repeated read-alouds of texts related to a theme or topic (i.e., animals, cities, weather) to accelerate background knowledge and vocabulary development • Prewriting skills (e.g., holding objects and scribbling or drawing/painting to convey a message) • Print awareness and letter knowledge 	<p>No</p>	<p>The "Typical Day" as suggested in the (PO) provides structured blocks of time to conduct large group and small group activities. This is not conducive to the kind of schedule that would best serve infants and toddlers. Consequently, the curriculum does not address conversations during daily routines. However, there is an expectation throughout the curriculum for adult/child conversations but there is no mention of the use of gestures or sounds for communication, which would be the early stages of language for infants. There are discussion points across many of the activity guides. For example, in (BS), "Adult Initiated Flower Shop", there are many discussion points listed for the teacher to engage children. Examples of statements/questions include: "Tell us about some flowers that you have seen"; "Where might you see flowers?"; and "How many petals will your flowers have?" The Early Years Foundation (RAB) can be used for read-alouds however, there is no indication that read-alouds are repeated or theme related in this curriculum. Additionally, there was no evidence found linking the (RAB) titles provided to the activity guides.</p>	<p>TPS totally disagree, again traditional versus STEAM. Is one reviewer permitted to discount a whole program based upon their view? The reviewer is judging the content level on history and not on what should be possible. TPS is trying to move the low scores to high scores not have status quo.</p>

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			<p>Most of the (RAB) titles are designated for (TK). Five titles are coded for the Early Years Foundation level but several contain complex text. In (BS) "Color Mixing", children are given the opportunity to paint, which addresses prewriting skills. In (LL) "50 Extended Ideas, Activity #96 "Creating a Listening Picture", toddlers are asked to draw a picture of themselves. No information is provided to caregivers regarding prewriting developmental stages. There is a period of the day in the daily schedule when singing takes place. In the (RS) component "Animal Songs", there are eight pages of songs and fingerplays and in "Color Songs and Poems" there are an additional four pages of songs that can be used with children. In one activity of (BS) "Adult Initiated Guides", children create a spider and sing the song "Incy, Wincy Spider". In another activity, children act out and sing "Five Little Speckled Frogs". These activities are designed for three year olds who are getting ready to transition to the four-year-old program but the songs could be used with infants and toddlers.</p>	
	<p>4b) Social-emotional, executive function and cognitive development beyond language and literacy development is emphasized through resources and activities that support:</p> <ul style="list-style-type: none"> • Understanding of basic math concepts – (e.g., counting, comparing size, spatial relationships songs) • Development of science concepts (e.g., body parts, weather, plants, animals) • Perseverance and persistence to solve problems • Curiosity and exploration • Creative thinking (e.g., pretending, make-believe play, role playing) • Awareness of rules and responsibilities 	No	<p>The TPS curriculum provides (NC) "Activity Guides" that are thematic in nature and focused on the instruction of math, science, and literacy. For example, "Activity Guide Baby Science" focuses on objectives such as : Week 2-farm animals, mothers, and babies; week 3-fathers and children; and week 4-farm animals growing up. Week 3 of part 2 of the guide discusses "Animals-Spiders and Dragonflies". In (LL) the "Maths Bundle", children explore tangram creations and skills of classification and counting. In (BS) , the "Adult Initiated Monster Game", provides opportunities for children to play a game cooperatively and understand the importance of turn taking. Also in (BS), the "Child Initiated Guides", there are musical and drama opportunities. For example, on pg. 7 of the guide it is stated, "Once children have gained</p>	<p>Nursery Corner has not been mentioned at all? Perhaps if the reviewer looked at that section they would see how the content progresses and again the requirements and outcomes are indeed in keeping with progression of infants and toddlers in successful regions, perhaps not with history of reviewer's locality?</p>

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			<p>confidence in making animal movements, they can be encouraged to recreate other animal movements and work under their own initiative." Continuing with (BS), "Nature Walk" is listed as one activity that supports curiosity and exploration by having children "engage with their local environments". Though these activities represent development beyond language and literacy, they are not in keeping with the expectations or developmental functioning of infants and toddlers.</p>	
<p>5. ACTIVITIES/MATERIALS SUPPORTING PARENTAL PARTICIPATION</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>4c) Adequate, explanatory instructions for teachers to use the materials and activities</p> <p>5a) Provides a variety of parental engagement activities to strengthen children’s learning and development</p>	<p>No</p>	<p>Formatting throughout the components was consistent. For example, in the (BS) activities, a consistent format was used for each activity including: the objective, preparation, parental involvement, key words, resources, lesson guide, outcome, and reference links to foundational stages beginning at 30 months. (NC) and (LL) components included: objectives, outcomes, additional links, resources, step-by-step guides, dies required, discussion points, and additional ideas and activities for special education and gifted children. A Training Manual and Starter Kit are provided for the teacher. Also provided are videos to help teachers navigate through the materials. British terminology of materials needed may require additional research for clarification. Overall, instructions for teachers were inadequate. There was a lack of cohesiveness, connectivity, and lesson delivery across all curriculum components for infants and toddlers.</p> <p>The TPS (PO) "Skills Starter Kit" Manual includes two sections, one entitled "Parents as Partners" and another entitled "Information for Parents". The first section suggests that the caregiver should work in partnership with parents to support the development of their child. The second, one page section includes appropriate procedures to share with parents and a recommended list of items a parent could be</p>	<p>A STEAM program may not make sense to a traditional reviewer but it does make sense to professors, teachers and parents using STEAM learning.</p> <p>The reviewer misses the STEAM philosophy. The developmental growth of infants and toddlers is enhanced when the child uses inquiry based activities and is not only having to adhere to traditional methods. These activities work and have children learning at far greater speeds than traditional texts.</p>

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			<p>asked to provide. For example, on pg. 83, recommendations are provided to share with parents: daily routines, activities, and staffing. There are also suggestions as to what parents need to supply: contact details, dietary requirements, health issues and changes in the home situation. Parental involvement suggestions are evident in each adult initiated (BS) activity guide across the thematic units, but these suggestions are not always infant and toddler appropriate. For example, in (BS) "Recycled Animals", parents are encouraged to make their own animals at home from recycled materials. In "Incy, Wincy Spider", the parental involvement component encourages children to talk about the weather and how this affects animals. The (NC) and (LL) Activity Guides contain a section entitled "Additional Ideas and Activates" that provide suggestions to engage parents with what their children are learning. In the (LL) "ECD Boys and Girls Clothes Bundle" there are activities to spark parent involvement, such as sorting clothes on a line by gender, color, and texture. Again, even though there are parent involvement activities, they do not support the developmental growth of infants and toddlers.</p>	
ADDITIONAL INDICATORS OF QUALITY				
<p>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>6a) Materials and activities are incorporated throughout a variety of settings (both indoor and outdoor), including individual and cooperative play, interest areas and centers, small group and individualized attention</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>6b) Activities include use of safe and appropriate toys and manipulatives (e.g., playdough, 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,</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

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	listening, self-control, language, problem-solving, relationship-building, physical, spatial relations) and require the most action on the part of the child			
	6c) Materials are available in appropriate formats (e.g., vinyl books and board books) and different formats (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
7. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress. <input type="checkbox"/> Yes <input type="checkbox"/> No	7a) 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, and work samples, parent perspectives)	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7b) Assessment occurs frequently to assure that knowledge of each child’s development is up-to-date and accurate	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7c) Assessment attends to the child’s functional capacities in natural contexts	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
8. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	8a) Appropriate suggestions are outlined for supporting varying needs of children (e.g., English language learners and children with special needs, etc.) and are integrated throughout all materials and activities Examples may include supportive language, ideas, or movements, or an open-ended question that prompt children to extend or expand their ideas and facilitate new and more complex thinking or exploration	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL EVALUATION: 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.				
Compile the results of Sections I and II to make a final decision for the material under review				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
I: Non-Negotiables	1. Content Within the Parameters of the Standards	No	Many of the activities in the TPS curriculum promote integration across developmental domains but most of the activities are not designed to accommodate infants and toddlers.	All activities are consistent with STEAM education for infants and toddlers and the reviewer is clearly looking for traditional benchmarks only; STEAM works in a different manner.
	2. Appropriateness of Curriculum Materials and Activities	No	Curriculum materials and activities were written well beyond the developmental expectations of infants and toddlers.	TPS content is written at level and provides for advanced learners. The reviewer has not mentioned Nursery Corner content at all. Also, the reviewer is applying his or her historic knowledge of what is appropriate in traditional learning methods. STEAM is proven to provide better results and using DAPIC model will bring improved performance which is really needed in the State
	3. Organization Of Curriculum Materials & Activities	No	The TPS curriculum did not support and scaffold learning for the different developmental stages of infants and toddlers.	TPS did provide scaffolding and support from 0-3 but the reviewer is clearly not STEAM based and is not experienced in how development is greatly enhanced using the different methods contained in the program. Most UK students arrive in Grade K with far higher levels of achievement as they are educated using STEAM. A three year old can often count to 30, read and write their name and common words and build 2D and 3D models and recognize dual meanings of colors
	4. Quality of Curriculum Materials and Activities	No	There was a lack of cohesiveness, connectivity, and lesson delivery across all curriculum components for infants and toddlers.	When did this reviewer ever use our STEAM program to be able to make this comment? Clearly they have not and also full training is provided by TPS and pacing plans are personalized at training
	5. Activities/Materials Supporting Parental Participation	No	Parent involvement activities do not support the developmental growth of infants and toddlers.	TPS stands for teachers, parents and students. All TPS programs have a parent component and TPS runs workshops and training for parents. There are plenty of activities for parental involvement.
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Assessment	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	8. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u>				

Appendix II.

Public Comments

There were no public comments submitted.