

The experiences and skills that children develop during their early years are critically important to their success later in school. What children learn during the first few years of life helps lay the foundation for their future growth and development. It is important that teachers provide an environment and experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for three/four-year-olds.

Title: **TPS STEAM Early Years Foundation Program 3 - 5 Years**

Age Levels: **Three and Four**

Publisher: **TPS Publishing Inc.**

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

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. Complexity of Materials (Non-Negotiable)
	4. Quality of Materials (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.

<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)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>TIER 1 AND 2 NON-NEGOTIABLES</b>			
<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 type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL INTEGRATED CURRICULA:</b></p> <p><b>1a)</b> Large majority of materials and activities provide opportunities and experiences for children to meet the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> (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"> <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>	<b>No</b>	<p>The large majority of materials and activities do not provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards. There are insufficient activities within the curriculum to address a majority of the standards. In many cases, the activities are not developmentally appropriate for children of this age. For example, it is not developmentally appropriate to expect four-year olds to practice writing numerals to 30.</p> <p>There are limited activities and opportunities for children to:</p> <ul style="list-style-type: none"> <li>- build phonological awareness</li> <li>-engage in dramatic play</li> <li>-count and develop number sense</li> <li>-create free artistic works</li> </ul>
<p><b>2. APPROPRIATENESS OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>2a)</b> Materials and activities are provided through a balance of teacher-directed and child-initiated experiences.</p>	<b>No</b>	<p>The majority of materials and activities provided are teacher directed. "Brainsprouts" adult initiated and child initiated activity guides are provided; however, the implementation of the "child initiated" activities is done in a manner that is often teacher directed. For example, in the Child Initiated Guides document, Literacy Activities (Animal Alliteration), children are directed to play a letter matching game, trace animal picture cards and describe animal picture cards.</p> <p>Two 70-minute center-time blocks are present (one in the morning and one in the afternoon) that incorporate one teacher-initiated activity and 3 child initiated activities. However, children are assigned specific activities within each of the child initiated activities, for example, as noted in one of the sample short term plans (Color Week 2) children are assigned Outdoor Sounds, Self-Portrait and Tracking Numbers activities.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2b)</b> Materials and activities allow substantial opportunities for frequent and systematic practice of skills using interactive and hands-on approaches (i.e. does not typically support practice through the use of worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to games, dramatic play, investigations, etc.</p>	<p><b>No</b></p>	<p>The curriculum includes short term plans that reflect 60 minutes of instruction that is fully teacher directed, 95 minutes is dedicated to routine activities and transitions, and two 70 minute blocks (one in the morning and one in the afternoon) that incorporate both teacher initiated and child initiated activities.</p> <p>While there are numerous opportunities to practice skills, however, these opportunities provide practice that is not aligned to the Louisiana Birth to Five Early Learning and Development Standards.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2c)</b> Materials and activities are culturally sensitive and appropriate.</p>	<p><b>Yes</b></p>	<p>Materials and activities are culturally sensitive and appropriate.</p> <p>There are limited representations of racial and cultural diversity in the Reader Activity Books and in pictures from Bundle activities.</p>
<p><b>3. COMPLEXITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>3a)</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).</p>	<p><b>No</b></p>	<p>There are not enough materials and activities within the curriculum that address all of the standards. This lack of materials and activities also limits the ability of the curriculum to progress in complexity overtime.</p> <p>Transitional Kinder activities are available for children who are advanced in skills, and there are activities for younger children, but the layout of the activities does not lend itself to increasing levels of complexity across time.</p> <p>Long-term plans are included that provide a list of resources the teacher will use over the term of a year</p> <p>Live and Learn activities are flexible in terms of when they are introduced which makes it difficult to recognize how skills progress over time. .</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><b>4. QUALITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</b></p> <p><b>4a) Language development</b> is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• Significant time spent on reading appropriately complex books aloud to children, drawing from a balance of narrative and informational text</li> <li>• Regular read-alouds of informational text related to a theme or topic (i.e., animals, cities, weather) in order to accelerate background knowledge and vocabulary development</li> <li>• 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 about the text</li> </ul>	No	<p>Only 13 books are available with the curriculum and include Early Years Foundation Program Reader Activity Books, 4 storybooks, and 1 Say and Song Book.</p> <p>The quality and the limited number of books do not allow teachers to spend a significant amount of time reading appropriately complex books or facilitate repeated read -alouds.</p> <p>Supporting material for some of the book selections sometimes include activities that relate to word recognition or writing/tracing of letters in words.</p>
	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b></p> <p><b>4b) Math</b> 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>.</p>	No	<p>Although materials and activities are present that focus on math concepts, there are not enough materials and activities within the curriculum to enable children to develop an understanding of number, ways of representing number and relationships between number and quantities. There are some activities in the Bundles that support development of number sense (Thinking and Reasoning sections) but these are not consistently present within each of the activities</p>
	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b></p> <p><b>4c) Math</b> materials and activities adhere 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</li> <li>• Promote children’s development of perseverance and persistence in solving problems</li> </ul>	No	<p>Although materials and activities are present that focus on math concepts, there are not enough materials and activities to enable children to acquire conceptual understanding of math content. There are opportunities for children to learn math vocabulary such as those listed in Brainsprouts Adult Initiated Guides but there are limited supporting activities to promote conceptual understanding of the math content (for example: in the Col Box Adult Initiated guides Math Activities section children are to play the Crazy Fish Game. Match concepts only cover</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>4d)</b> Adequate, explanatory materials for teachers are provided.</p>	<p><b>No</b></p>	<p>matching of numbers of colors and similarities/differences in the fish. Math activities are also limited in these Adult Initiated Guides)</p> <p>Although several of the materials provided include explanations, there are also materials (especially those related to whole group instruction) that do not, or are very unclear.</p> <p>Instructions such as some of those in the Discussion Points (Live &amp; Learn) link discussions around abstract pictures created from the die-cut press rather than realistic representations of things (e.g. animal names based on picture cutouts). Numerous questions are posed to children without any linking materials such as books or real-life pictures or experiences making it difficult for teachers to know how to introduce new ideas or concepts.</p> <p>Speaking and listening activities in the Bundles tell teachers to create simple questions to ask children which may also pose a problem for some teachers. The Bundles most often provide a limited activity with a large number of Discussion Points and many of the questions contain abstract concepts, which may be difficult to explain to children.</p>
<b>ADDITIONAL INDICATORS OF QUALITY</b>			
<p><b>5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b></p> <p>Materials and activities reflect a wide range of experiences for skill development.</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>5a)</b> Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>5b)</b> Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.</p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>5c)</b> Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>6. ASSESSMENT</b>  Materials offer assessment opportunities that accurately and appropriately measure progress.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>6a)</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, and work samples).	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>6b)</b> Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, center/activity times, transitions, etc.) within the daily schedule.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>7. SCAFFOLDING AND SUPPORT</b>  Materials/activities provide all children with opportunities and support to meet the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>7a)</b> Appropriate suggestions are outlined for supporting varying needs of children (e.g. for English language learners, children with special needs, etc.) and are integrated throughout all materials and activities. Examples may include additional, alternate or modified activities or materials.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>7b)</b> Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION</b>  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>8a)</b> Provides a variety of activities to extend learning from the classroom into the home.	<b>Not Evaluated</b>	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
<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.			
<b>Compile the results of Sections I and II to make a final decision for the material under review</b>			
<b>I: Non-Negotiables</b>	1. Content Within the Parameters of the Standards	<b>No</b>	Materials and activities were limited and therefore did not provide enough experiences and activities that would enable children to meet the Louisiana Birth to Five Standards.
	2. Appropriateness of Curriculum Materials and Activities	<b>No</b>	The majority of activities were teacher directed, and child initiated activities were minimal; however, of the activities provided, there were substantial opportunities for frequent and systematic practice by the children.
	3. Complexity of Curriculum Materials and Activities	<b>No</b>	This amount of materials and activities provided does not assemble into a systematic curriculum that progresses in complexity over time.
	4. Quality of Curriculum Materials and Activities	<b>No</b>	There is no clear progression of read-aloud strategies, and teacher instructions are limited or in some cases difficult to understand.
<b>II: Additional Indicators of Quality</b>	5. Implementation Format of Materials and Activities	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	6. Assessment	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	7. Scaffolding and Support	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
	8. Activities/Materials Supporting Parental Participation	<b>Not Evaluated</b>	This section was not evaluated because the non-negotiable criteria were not met.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing quality</u></b>			

Appendix I.

Publisher Response

The experiences and skills that children develop during their early years are critically important to their success later in school. What children learn during the first few years of life helps lay the foundation for their future growth and development. It is important that teachers provide an environment and experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for three/four-year-olds.

Title: **TPS STEAM Early Years Foundation Program 3 - 5 Years**

Age Levels: **Three and Four**

Publisher: **TPS Publishing Inc.**

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

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. Complexity of Materials (Non-Negotiable)
	4. Quality of Materials (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.

<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)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<b>TIER 1 AND 2 NON-NEGOTIABLES</b>				
<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 type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL INTEGRATED CURRICULA:</b></p> <p><b>1a)</b> Large majority of materials and activities provide opportunities and experiences for children to meet the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> (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"> <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>	<b>No</b>	<p>The large majority of materials and activities do not provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards. There are insufficient activities within the curriculum to address a majority of the standards, In many cases, the activities are not developmentally appropriate for children of this age. For example, it is not developmentally appropriate to expect four-year olds to practice writing numerals to 30.</p> <p>There are limited activities and opportunities for children to:</p> <ul style="list-style-type: none"> <li>- build phonological awareness</li> <li>-engage in dramatic play</li> <li>-count and develop number sense</li> <li>-create free artistic works</li> </ul>	<p>TPS has provided enough activities for two years curriculum. It is very appropriate to have four year olds writing numbers to 30 when using STEAM program education. It may not be appropriate in the mindset of the reviewer as traditional programs do not allow for this to occur but three year olds using STEAM can write numerals to 30, the alphabet, their name and common words, plus build 2-and 3-D models. Did the reviewer look at each of Nursery Corner, Little League, Brainsprouts, TK and reader activities? When the reviewer says there are limited free artistic works, dramatic role play, counting and phonological awareness did he or she count the number of lessons containing each of these elements as he or she would see that there are more than can possibly fit in even a year round school.</p>
<p><b>2. APPROPRIATENESS OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b></p> <p><b>2a)</b> Materials and activities are provided through a balance of teacher-directed and child-initiated experiences.</p>	<b>No</b>	<p>The majority of materials and activities provided are teacher directed. "Brainsprouts" adult initiated and child initiated activity guides are provided; however, the implementation of the "child initiated" activities is done in a manner that is often teacher directed. For example, in the Child Initiated Guides document, Literacy Activities (Animal Alliteration), children are directed to play a letter matching game, trace animal picture cards and describe animal picture cards.</p> <p>Two 70-minute center-time blocks are present (one in the morning and one in the afternoon) that incorporate one teacher-initiated activity and 3 child initiated activities. However, children are assigned specific activities within each of the child initiated activities, for example, as noted in one of the sample short term plans (Color Week 2) children are assigned Outdoor Sounds, Self-Portrait and Tracking Numbers activities.</p>	<p>Does the reviewer know the term DAPIC? This is where the student defines, assesses, plans, implements and communicates. Yes, the adult is there to assist but most activities are DAPIC process based and are child initiated. Does the reviewer have STEAM experience? Although directions maybe provided the child then decides on their course of action and communicates with peers before completing tasks. Did the reviewer look at the reader activity books or STEM projects or labs?</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2b)</b> Materials and activities allow substantial opportunities for frequent and systematic practice of skills using interactive and hands-on approaches (i.e. does not typically support practice through the use of worksheets, etc.) Examples of interactive and hands-on approaches include but are not limited to games, dramatic play, investigations, etc.</p>	<p><b>No</b></p>	<p>The curriculum includes short term plans that reflect 60 minutes of instruction that is fully teacher directed, 95 minutes is dedicated to routine activities and transitions, and two 70 minute blocks (one in the morning and one in the afternoon) that incorporate both teacher initiated and child initiated activities.</p> <p>While there are numerous opportunities to practice skills, however, these opportunities provide practice that is not aligned to the Louisiana Birth to Five Early Learning and Development Standards.</p>	<p>The reviewer does not state why they do not meet the requirements? Is this because they feel the level is higher? A STEAM program drives skill sets and understanding upward and what a traditional text provides to a 5 year old is already known to a 3 year old who is receiving STEAM education.</p>
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>2c)</b> Materials and activities are culturally sensitive and appropriate.</p>	<p><b>Yes</b></p>	<p>Materials and activities are culturally sensitive and appropriate.</p> <p>There are limited representations of racial and cultural diversity in the Reader Activity Books and in pictures from Bundle activities.</p>	<p>Hurrah, we scored one point, thank you. Did the review look at Olympic 1 as the whole book is based upon worldwide countries and their people and includes paralympians too.</p>
<p><b>3. COMPLEXITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>3a)</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).</p>	<p><b>No</b></p>	<p>There are not enough materials and activities within the curriculum that address all of the standards. This lack of materials and activities also limits the ability of the curriculum to progress in complexity overtime.</p> <p>Transitional Kinder activities are available for children who are advanced in skills, and there are activities for younger children, but the layout of the activities does not lend itself to increasing levels of complexity across time.</p> <p>Long-term plans are included that provide a list of resources the teacher will use over the term of a year</p> <p>Live and Learn activities are flexible in terms of when they are introduced which makes it difficult to recognize how skills progress over time. .</p>	<p>The reviewer is again applying traditional skill levels. The materials are at aged appropriate levels. If a new STEAM program is not used then results in Louisiana are going to stay as they are and remain below the average in the States. Although pre enrollment is at a top 10 place, the results of educational performance are 44<sup>th</sup>. The STEAM approach is based upon lower text and high levels of inquiry based activities. The progression is obvious when used in classrooms and is present in test scores.</p> <p>Full training is provided to all users and a 24 hour helpline plus workshops for teachers and parents. It is not a traditional program.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
<p><b>4. QUALITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p>	<p><b>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</b></p> <p><b>4a) Language development</b> is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> <li>• Significant time spent on reading appropriately complex books aloud to children, drawing from a balance of narrative and informational text</li> <li>• Regular read-alouds of informational text related to a theme or topic (i.e., animals, cities, weather) in order to accelerate background knowledge and vocabulary development</li> <li>• 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 about the text</li> </ul>	<b>No</b>	<p>Only 13 books are available with the curriculum and include Early Years Foundation Program Reader Activity Books, 4 storybooks, and 1 Say and Song Book.</p> <p>The quality and the limited number of books do not allow teachers to spend a significant amount of time reading appropriately complex books or facilitate repeated read -alouds.</p> <p>Supporting material for some of the book selections sometimes include activities that relate to word recognition or writing/tracing of letters in words.</p>	<p>The program has STEAM activity reader books and read aloud sessions as you indicate. However, the progression is that the teacher initially reads, then the students and by the end of the course, all students are reading at Grade K level. This is because they make their own books using the starter kit approach that can be seen in the zig zag alphabet book. The child chooses and uses their common words.</p> <p>The children create their own characters and they work on poems and stories and scripts. This is a STEAM program not traditional. The word wall and collaborative work raise the children's vocabulary.</p>
	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b></p> <p><b>4b) Math</b> 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>.</p>	<b>No</b>	<p>Although materials and activities are present that focus on math concepts, there are not enough materials and activities within the curriculum to enable children to develop an understanding of number, ways of representing number and relationships between number and quantities. There are some activities in the Bundles that support development of number sense (Thinking and Reasoning sections) but these are not consistently present within each of the activities</p>	<p>TPS is adopted in six States and has developed their math programs from 0-18yr olds. It has 30 school districts using its products. Has the reviewer looked in Starter kit 1 and 2, Nursery Corner, Little League, Brainsprouts and TK and reader activity books? Has the reviewer thought about, in order to do many activities, the child has to be counting? Did they look at the teacher guide in TK? Did they look at the Didax early learning and recognition book? Did they look at Number poetry and all reader activity books? Did they look at the STEM project lesson plans? Most students, aged 3-4, using our program are counting to 30, writing to 30 and reading at Grade K level. Again, traditional comments not based upon STEAM learning.</p>
	<p><b>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</b></p> <p><b>4c) Math</b> materials and activities adhere 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> </ul>	<b>No</b>	<p>Although materials and activities are present that focus on math concepts, there are not enough materials and activities to enable children to acquire conceptual understanding of math content. There are opportunities for children to learn math vocabulary such as those listed in</p>	<p>Ditto above</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<ul style="list-style-type: none"> <li>Promote conceptual understanding of math content</li> <li>Promote children’s development of perseverance and persistence in solving problems</li> </ul>		<p>Brainsprouts Adult Initiated Guides but there are limited supporting activities to promote conceptual understanding of the math content (for example: in the Col Box Adult Initiated guides Math Activities section children are to play the Crazy Fish Game. Match concepts only cover matching of numbers of colors and similarities/differences in the fish. Math activities are also limited in these Adult Initiated Guides)</p>	
	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>4d) Adequate, explanatory materials for teachers are provided.</b></p>	<p><b>No</b></p>	<p>Although several of the materials provided include explanations, there are also materials (especially those related to whole group instruction) that do not, or are very unclear.</p> <p>Instructions such as some of those in the Discussion Points (Live &amp; Learn) link discussions around abstract pictures created from the die-cut press rather than realistic representations of things (e.g. animal names based on picture cutouts). Numerous questions are posed to children without any linking materials such as books or real-life pictures or experiences making it difficult for teachers to know how to introduce new ideas or concepts.</p> <p>Speaking and listening activities in the Bundles tell teachers to create simple questions to ask children which may also pose a problem for some teachers. The Bundles most often provide a limited activity with a large number of Discussion Points and many of the questions contain abstract concepts, which may be difficult to explain to children.</p>	<p>Has the reviewer been through the main teacher guide in TK? It is not mentioned. Only the supplemental works are being noted. The TK teacher guide is the main component. TPS also provide teacher training on an ongoing basis on site and via webinars and provide workshops and P.D. for all sites.</p>
<b>ADDITIONAL INDICATORS OF QUALITY</b>				
<p><b>5. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b></p> <p>Materials and activities reflect</p>	<p><b>FOR ALL CURRICULUM TYPES:</b>  <b>5a) Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</b></p>	<p><b>Not Evaluated</b></p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
a wide range of experiences for skill development.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>5b)</b> Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>FOR ALL CURRICULUM TYPES:</b> <b>5c)</b> Materials are available in 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.	
<b>6. ASSESSMENT</b>  Materials offer assessment opportunities that accurately and appropriately measure progress.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>6a)</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, and work samples).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>FOR ALL CURRICULUM TYPES:</b> <b>6b)</b> Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, center/activity times, transitions, etc.) within the daily schedule.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
<b>7. SCAFFOLDING AND SUPPORT</b>  Materials/activities provide all children with opportunities and support to meet the standards.  <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>FOR ALL CURRICULUM TYPES:</b> <b>7a)</b> Appropriate suggestions are outlined for supporting varying needs of children (e.g. for English language learners, children with special needs, etc.) and are integrated throughout all materials and activities. Examples may include additional, alternate or modified activities or materials.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<b>FOR ALL CURRICULUM TYPES:</b> <b>7b)</b> Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
<b>8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION</b>	<b>FOR ALL CURRICULUM TYPES:</b> <b>8a)</b> Provides a variety of activities to extend learning from the classroom into the home.	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
<input type="checkbox"/> Yes <input type="checkbox"/> No				
<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.				
<b>Compile the results of Sections I and II to make a final decision for the material under review</b>				
<b>I: Non-Negotiables</b>	1. Content Within the Parameters of the Standards	<b>No</b>	Materials and activities were limited and therefore did not provide enough experiences and activities that would enable children to meet the Louisiana Birth to Five Standards.	TPS has presented a STEAM program which has enough experiences for 2 years. TPS does not believe that this reviewer has looked at all resources and especially not at the TK Teacher edition, Number poetry and Starter kits 1 and 2 plus all reader activity books and Nursery Corner
	2. Appropriateness of Curriculum Materials and Activities	<b>No</b>	The majority of activities were teacher directed, and child initiated activities were minimal; however, of the activities provided, there were substantial opportunities for frequent and systematic practice by the children.	The STEAM program is built using DAPIC and most of the activities are approved by countries and other States and are appropriate. The content may not be recognized as such by traditional reviewers.
	3. Complexity of Curriculum Materials and Activities	<b>No</b>	This amount of materials and activities provided does not assemble into a systematic curriculum that progresses in complexity over time.	TPS is adopted in six States for math, science and forensic science and knows hot to progress complexity over time. It is built within the program in a STEAM design and not traditional.
	4. Quality of Curriculum Materials and Activities	<b>No</b>	There is no clear progression of read-aloud strategies, and teacher instructions are limited or in some cases difficult to understand.	It is wrong to fail a program due to it being STEAM based especially when children need to develop and achieve higher standards than are currently the results. There is clear progression but it is not shown as a traditional program because much occurs in the communication itself when carrying out activities. Children learn to read because they want to do so to be able to complete the activities. Children learn to use the equipment, study their math and master concepts because they want to when doing an activity.
<b>II: Additional Indicators of</b>	5. Implementation Format of Materials and Activities	<b>Not Evaluated</b>	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
Quality	6. Assessment	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	8. Activities/Materials Supporting Parental Participation	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: <b>Tier III, Not representing quality</b>				

Appendix II.

Public Comments

There were no public comments submitted.