

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: **The World at their Fingertips**

Age Levels: **Infant and Toddler**

Publisher: **Bright Horizons Children's Centers, LLC**

Copyright: **2016**

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

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

STRONG	WEAK
5. Supports Parent Participation (Non-Negotiable)	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)

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
SECTION I: 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) A 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 children’s developmental level across each of the domains listed below):</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>There are references to best practices, materials, and objectives aligned to the Louisiana Birth to Five Early Learning and Development Standards (see below for references), but the curriculum does not provide substantial activities aligned to the standards.</p> <p>There are eight content specific components in the curriculum: ArtSmart (AS), Caring Matters (CM), Language Works (LW), Math Counts (MC), Our World (OW), Projections, Science Rocks (SR), and Movement Matters for Infants and Toddlers (MMIT). Each section has associated objectives.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>Approaches to Learning ELDs are covered in OW (knowledge of self), and SR (problem solving). Persistence is not explicitly listed an MIT objective.</p> <p>Cognitive Development ELDS are covered in</p> <ul style="list-style-type: none"> - Creative Thinking and Expression - AS - Mathematics - MC - Science - SR and OW (care of the environment, life science) -Social Studies - OW (understanding people, change, knowledge of surroundings), MC (economic concepts). Past and present events and geography not explicitly listed in MIT objectives. <p>Language and Literacy Development are covered in LW. The LW program outlines objectives for listening, speaking, pre-reading, and pre-writing; objectives are broken down by 6 weeks - 24 months and 24 - 36 months.</p>

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			<p>Physical Well-Being and Motor Development are covered in AS and MMIT. Louisiana Motor Development standards are effectively covered in the MMIT program.</p> <p>Social Emotional Development is covered in CM, OW (self-identity). The social-emotional objectives for children outlined in CM come directly from Teaching Strategies GOLD (pg. 15 in CM).</p> <p>Math objectives outlined in the MC program are equally as detailed and comprehensive as those presented in Louisiana standards. (pgs. 12-29)</p> <p>The Our World programs covers self awareness and cultural diversity standards featured in Louisiana standards. (pgs. 7-19 of OW program)</p>
	<p>1b) A large majority of materials and activities foster integration of infant/toddler development across domains (e.g., language materials/activities promote social interactions/relationships, cognitive skills, and physical/oral motor responses).</p>	<p>No</p>	<p>There are references to best practices and materials that would foster integration across domains , but the curriculum does not provide substantial activities that outline integration across domains.</p> <p>The content specific components of LW, CM, OW, and WA integrate language, social, and physical activitie.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>AS provides an overview of how engaging in the arts promotes physical responses, cognitive skills, and emotional release (pg. 9 in AS). See pg. 15-16 of AS to see how integration of development across domains is encouraged in this particular component.</p>

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			<p>In CM, social emotional and cognitive development are intertwined to reinforce a focus on the whole child (pg. 9 in CM).</p> <p>The MMIT does not outline integration across domains, such as movement with math instruction or during read alouds.</p> <p>The OW section includes advice for teachers on how to include culturally sensitive materials in each center in the classroom and outdoors. (pg. 20-31).</p> <p>In GW, there is heavy emphasis on incorporating children’s literature to teach children about gardening. Each read aloud includes additional activities that integrate multiple domains.</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>There are references to best practices, resources, and materials that focus on relationships, emotional connection, and responsive caregiving (see below for references), but the curriculum does not provide substantial activities aligned to this indicator.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>The WIT Heart to Heart section emphasizes the importance of responsive caregiving in infant and toddler care: “It is responsive, language-rich attention that follows the child’s lead that is essential to optimize development.” (pg. 12) The WIT also goes into more depth about this in the 'What Infant and Toddlers need Most From the Program: Responsive, Nurturing Care' section (pg. 56).</p> <p>WIT overviews the World at our Fingertips program for Infants and Toddlers places a strong emphasis on relationships, emotional</p>

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			<p>connections, and responsive caregiving. The section called 'Prime Times: Caring and Learning are Inseparable' says, "Caring practices and interactions are as significant and educational as interactions and activities designed to 'promote learning'." WIT also goes into much more depth regarding the importance of Prime Times (pg. 118-179).</p> <p>In AS, "the focus is on the process, participation and enjoyment. Child-initiated endeavors are supported and encouraged." Art-rich adult-child interactions promote emotional connections and responsive caregiving (see pg. 19 of AS).</p> <p>In MC, the teacher information features a section on learning interactions that emphasizes the importance of everyday interactions (pg. 30-33).</p> <p>CM focuses on social-emotional development (pg. 30-31), building relationships and trust, teaching social skills, and positive guidance (pg. 34-38). The 'Intervention Toolbox' provides teachers with flexible approaches for problem solving, conflict mediation, guidance talks, and class meetings (pg. 47-51).</p> <p>OW presents detailed information on 'Learning Interactions' that are critical to student understanding of and comfort with this content (pg. 32- 36).</p> <p>SR also emphasizes the importance of quality interactions in order to support the mastery of science content (pg. 31-34).</p>
	<p>2b) Materials and activities provide caregiving routines that support health and safety of children.</p>	<p>No</p>	<p>There are references to best practices and resources that promote caregiving routines that support the healthy and safety of children, but the curriculum does not provide substantial activities to support this indicator; rather, it promotes this generally and in a limited way (see below):</p>

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			<p>In AS, children participate in the clean-up process of ‘messy’ activities. When outlining materials, teachers are reminded to check materials for safety (pg. 97).</p> <p>In CM, there is special attention paid to creating developmentally appropriate, calm and peaceful learning environments (pg. 28).</p> <p>In GW, healthy eating habits are incorporated (pg. 6). Teachers are reminded to ensure that everything children can touch is non-toxic and/or edible (pg. 8).</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 needs.</p>	<p>No</p>	<p>There are references to best practices and resources for ongoing observation, documentation, reflection, and adaptation (see below for references), but these best practices and resources are not aligned to specific activities.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>The “World Planning Cycle” includes Observing, Analyzing and Reflecting, Brainstorming, Planning, and Implementing. This cyclical process is laid out in detail in this section of the WIT. (pg. 71-79)</p> <p>AS accounts for children demonstrating a wide variety of artistic skills at different times and encourages teachers to use the objectives as guidelines for planning as opposed to absolute expectations (pg. 26).</p> <p>In MC, there are recommendations for tracking observations of student growth (pg. 32-33)</p>
	<p>2d) Materials and activities are included that are culturally sensitive.</p>	<p>No</p>	<p>There are references to best practices for and materials aligned to promoting cultural sensitivity (see below for references), but the curriculum does not provide substantial activities that</p>

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			<p>promote this indicator. In some instances, sample activities are provided.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>In AS, children are exposed to art from cultures and time periods (pg. 8 for an overview and pg. 53 for an example).</p> <p>CM outlines ways to support and promote cultural differences in the classroom (pg. 41).</p> <p>Bright Horizons features a whole program component, OW, that centers around appreciating diversity, emphasizing the importance of parental involvement in engaging in self awareness and cultural diversity activities with children. It presents information for teacher on how to create an “Anti-biased Multicultural Environment” (pg. 33).</p> <p>WIT outlines ways to address cultural differences within the context of parent-teacher relationships (pg. 217).</p>
<p>3. ORGANIZATION OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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).</p>	<p>No</p>	<p>There are references to best practices and research that supports children's learning at different stages, but the curriculum does not provide substantial activities or materials that support this indicator.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>WIT explains the difference necessary for the classroom environment for the different ages level in the 'My Place to Grow' section (pg. 13).</p>

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			<p>The 'Dance' component in AS suggests how children at different ages can participate (i.e. infants lying on their backs kicking, a toddler bouncing up and down, etc.). AS “allows for teachers to plan activities based on the emerging interests and skill development of children.” (pg. 46).</p> <p>MMIT movement activities are appropriately aligned to developmental expectations for each age group.</p> <p>Suggestions for science materials in the SR program are differentiated by age level (pg. 22-30).</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>There are references to best practices on how to make activities progress based on children's ages, but the curriculum does not provide substantial activities or materials that support this indicator. While there is mention of different ways to set up classroom environments based on developmental stages, there is not a clear progression of complexity within materials and activities over time within the infant and toddler program.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>MC recommends materials for infants and toddlers and more centralized math centers for preschool students (pg. 34-38) and objectives become more complex from infants and toddlers, twos, young preschoolers, older preschoolers, and kindergarteners (pg.19-29). Broad information is provided on how the environment, adult-child interactions, and daily experiences should change from infants and toddlers, preschool, and kindergarten (pg. 14-17).</p> <p>MMIT acknowledges that movement experiences</p>

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			<p>for young infants are unstructured but can become more structured over time beginning around 9 months of age (pg. 2).</p> <p>SR features more detailed information on how the environment, adult-child interactions, and daily experiences should change from infants and toddlers, preschool, and kindergarten (pg. 11-16).</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 (where age and developmentally appropriate):</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), and • Print awareness and letter knowledge. 	<p>No</p>	<p>There are references to best practices, materials, and resources that supports children's language and literacy development,, but the curriculum does not provide substantial activities or materials that support this indicator.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>The 'Dramatic Play' activities in AS include poetry, literature, plays, puppetry, finger plays, pantomime, etc. (pg. 10). Additionally in AS, students access simple picture books and post cards. Learning interactions in AS promote open-ended questioning (pg. 37).</p> <p>GW encourages teachers to introduce children to gardening through children’s literature, and outlines text selection; there are aligned activities, songs, and art projects for the readings (pg. 14-29). Appendix D includes a variety of garden songs (pg. 53-56).</p> <p>LW emphasizes “an environment rich in opportunities for listening, talking, reading, and beginning writing” and “language rich adult-child interactions” (pg. 13-14). There are suggestions for written language, language projects, and reading opportunities. There are guidelines for what to do before and after reading (pg. 53-56).</p>

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	<p>4b) Social-emotional, executive function and cognitive development beyond language and literacy development is emphasized through resources and activities that support (where age and developmentally appropriate):</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), and • Awareness of rules and responsibilities. 	No	<p>There are references to best practices, materials, and resources that support development beyond language and literacy development. While the curriculum does have the AS, OW, MMIT, SR, and CM programs, which reflect development outside of language and literacy, the curriculum does not provide substantial activities that support this indicator. In some components, there are example activities, but this is general and limited (see below):</p> <p>The AS component of the curriculum includes opportunities for hands-on engagement with visual art, music, dance and drama; there is an emphasis on creating an ‘art rich’ environment. Creative thinking is reinforced through all of AS. Learning interactions in AS provide guidelines for how teachers can model and promote creative thinking (see pg. 37-39 in AS for an example with Visual Arts; this is present in each component of AS).</p> <p>CM promotes problem solving and working collaboratively in groups.</p>
<p>5. ACTIVITIES/MATERIALS SUPPORTING PARENTAL PARTICIPATION</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>5a) Materials provide a variety of parental engagement activities to strengthen children’s learning and development.</p>	Yes	<p>In WIT, ‘Parents: Full Partners in Promoting Success’ (beginning on pg. 211) outlines ways to support parental involvement and foster effective parent-teacher relationships. The ‘10 Steps to Full Parent Partnerships’ (beginning on pg. 222) gives specific daily actions for teachers to increase parental partnerships (i.e. how to structure an effective parent conference). Additionally, ‘Learning at Home’ activities and resources are outlined (pg. 271).</p> <p>In AS, “teachers use art to connect each family’s interests and culture to the environment.” (pg. 17). Additionally, there is an overview of the parent-teacher partnership (pg. 19 of AS); there are ‘Learning at Home’ activities, and primary caregivers are encouraged to communicate to families daily. ‘The Family Partnership’ (pg. 60-65)</p>

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			<p>includes homebase and family activities, opportunities for family collaboration, and recommendations for a newsletter. There is a 'quick assessment' for families to determine the quality of 'arts in the homebase' (pg. 66).</p> <p>The 'Parental Partnership' section of MC and SR encourages teachers to include families in math content by labeling centers for adults, using a newsletter featuring classroom math events, making recommendations to parents of how to work with students at home, making notes when planning activities about how this activity can be reinforced at home, and clear communication with families (pg. 43-46 in MC and 38-40 in SR).</p> <p>In CM, one of expected program outcomes is to make 'parents partners'. The 'Family Partnerships' section of CM gives teachers strategies for how to communicate openly with families (pg. 60-65).</p> <p>OW emphasizes the importance of parental involvement in engaging in self awareness and cultural diversity activities with students (pg. 44-51).</p> <p>LW outlines parental partnerships (pg. 66-69), including ideas for newsletters, literacy nights, and at home learning.</p>
SECTION II: 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>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> <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</p>	<p>Not Evaluated</p> <p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p> <p>This section was not evaluated because the non-negotiable criteria were not met.</p>

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<input type="checkbox"/> Yes <input type="checkbox"/> No	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.		
	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 and sufficient instructions are provided to support the varying needs of children (e.g., English language learners and children with special needs, etc.). 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.
	8b) Sufficient instructions are provided for teachers to use the materials and activities.	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.			

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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	There are references to best practices, materials, and objectives aligned to the standards, but the curriculum does not provide substantial activities to demonstrate supporting content within the parameters of the standards.
	2. Appropriateness of Curriculum Materials and Activities	No	There are references to best practices, resources, and materials aligned to this indicator, but the curriculum does not provide enough activities that would indicate they were appropriate.
	3. Organization Of Curriculum Materials & Activities	No	The curriculum does not provide a list of activities or materials that reflect a logical progression over time for infants and toddlers, and there are not enough activities provided to indicate that all development stages are accounted for.
	4. Quality of Curriculum Materials and Activities	No	There are references to best practices, materials, and resources that supports children's language and literacy, social emotional, executive function, and cognitive development, but the curriculum does not provide enough activities that support this indicator.
	5. Activities/Materials Supporting Parental Participation	Yes	Each component of the curriculum provides multiple resources, materials, and suggestions for promoting parental participation.
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: <u>Tier III, Not representing quality</u>			

Appendix I.

Publisher Response

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.

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SECTION I: 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) A 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 children’s developmental level across each of the domains listed below):</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>There are references to best practices, materials, and objectives aligned to the Louisiana Birth to Five Early Learning and Development Standards (see below for references), but the curriculum does not provide substantial activities aligned to the standards.</p> <p>There are eight content specific components in the curriculum: ArtSmart (AS), Caring Matters (CM), Language Works (LW), Math Counts (MC), Our World (OW), Projections, Science Rocks (SR), and Movement Matters for Infants and Toddlers (MMIT). Each section has associated objectives.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>Approaches to Learning ELDs are covered in OW (knowledge of self), and SR (problem solving). Persistence is not explicitly listed an MIT objective.</p> <p>Cognitive Development ELDS are covered in</p> <ul style="list-style-type: none"> - Creative Thinking and Expression - AS - Mathematics - MC - Science - SR and OW (care of the environment, life science) -Social Studies - OW (understanding people, change, knowledge of surroundings), MC (economic concepts). Past and present events and geography not explicitly listed in MIT objectives. <p>Language and Literacy Development are covered in LW. The LW program outlines objectives for listening, speaking, pre-reading, and pre-writing; objectives are broken down by 6 weeks - 24 months and 24 - 36 months.</p>	<p>World incorporates an emphasis on appropriate child-centered environments with ample opportunities for child choice throughout the day. Teachers understand that play and exploration are children’s work. The environment is seen as “the third teacher” meaning that a well set-up classroom helps guide children to appropriate learning activities.</p> <p>Differentiated instruction is practiced through individualization of the program to meet the specific and separate needs of each child. World is an emergent curriculum. This means that teachers plan activities and projects based on the specific group of children they are working with, taking into account their skills, needs, and interests and the teacher’s knowledge of child development. In practice, two side-by-side preschool classrooms would not be carrying out the same activities and projects because the children in each classroom are different and hence what is planned and carried out in each is different</p> <p>Each teacher uses our curriculum to personalize the experiences and activities offered in their classrooms to meet the diverse learning needs of each student in each of the listed domains.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Physical Well-Being and Motor Development are covered in AS and MMIT. Louisiana Motor Development standards are effectively covered in the MMIT program.</p> <p>Social Emotional Development is covered in CM, OW (self-identity). The social-emotional objectives for children outlined in CM come directly from Teaching Strategies GOLD (pg. 15 in CM).</p> <p>Math objectives outlined in the MC program are equally as detailed and comprehensive as those presented in Louisiana standards. (pgs. 12-29)</p> <p>The Our World programs covers self awareness and cultural diversity standards featured in Louisiana standards. (pgs. 7-19 of OW program)</p>	
	<p>1b) A large majority of materials and activities foster integration of infant/toddler development across domains (e.g., language materials/activities promote social interactions/relationships, cognitive skills, and physical/oral motor responses).</p>	<p>No</p>	<p>There are references to best practices and materials that would foster integration across domains , but the curriculum does not provide substantial activities that outline integration across domains.</p> <p>The content specific components of LW, CM, OW, and WA integrate language, social, and physical activitie.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>AS provides an overview of how engaging in the arts promotes physical responses, cognitive skills, and emotional release (pg. 9 in AS). See pg. 15-16 of AS to see how integration of development across domains is encouraged in this particular component.</p>	<p>Infant & toddler learning is integrated through a focus on Prime Times Prime Times: The Importance of Adult-Child Interactions</p> <ul style="list-style-type: none"> Nurturing care and one-on-one interaction are critical. Prime Times are moments when a child has the full presence of another human being or is thoroughly engaged in a learning moment. A child’s cognitive and emotional intelligence and social competence are strengthened through Prime Times. <p>The World at Their Fingertips program for learning is designed for optimum comprehensive individual development at the child’s natural pace. Caring and learning are inseparable. In the program, children optimize their emerging physical, sensorimotor, perceptual, cognitive, and social skills. World takes into account that individual development is uneven and varies from child to child, and earlier is not better. We recognize that every child has his/her own</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>In CM, social emotional and cognitive development are intertwined to reinforce a focus on the whole child (pg. 9 in CM).</p> <p>The MMIT does not outline integration across domains, such as movement with math instruction or during read alouds.</p> <p>The OW section includes advice for teachers on how to include culturally sensitive materials in each center in the classroom and outdoors. (pg. 20-31).</p> <p>In GW, there is heavy emphasis on incorporating children’s literature to teach children about gardening. Each read aloud includes additional activities that integrate multiple domains.</p>	<p>developmental process and proceeds through milestones in different areas at different times.</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>There are references to best practices, resources, and materials that focus on relationships, emotional connection, and responsive caregiving (see below for references), but the curriculum does not provide substantial activities aligned to this indicator.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>The WIT Heart to Heart section emphasizes the importance of responsive caregiving in infant and toddler care: “It is responsive, language-rich attention that follows the child’s lead that is essential to optimize development.” (pg. 12) The WIT also goes into more depth about this in the ‘What Infant and Toddlers need Most From the Program: Responsive, Nurturing Care’ section (pg. 56).</p> <p>WIT overviews the World at our Fingertips program for Infants and Toddlers places a strong emphasis on relationships, emotional</p>	<p>The World at Their Fingertips: Education for Bright Horizons is a comprehensive, integrated curriculum based on understandings developed through the work of Jean Piaget, Erik Erikson, Lev Vygotsky, and other leading developmental theorists and educators, who emphasize the importance of active learning, language, and the need to extend beyond the artificial separation of learning and caring. The infant-toddler program is primarily based on Prime Times: A Handbook for Excellence in Infant and Toddler Care, 2nd Edition (by Jim Greenman, Anne Stonehouse, and Gigi Schweikert). The preschool/kindergarten prep and kindergarten programs are primarily based on The Creative Curriculum for Preschool, 5th Edition (by Diane Trister Dodge, Laura J. Colker, and Cate Heroman). World at Their Fingertips creates developmentally appropriate learning environments in which each child learns what the world is like, how it works, and what he/she is capable of in it. The World at Their Fingertips is both an approach and a sensibility that infuses interactions and the planned environment.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>connections, and responsive caregiving. The section called 'Prime Times: Caring and Learning are Inseparable' says, "Caring practices and interactions are as significant and educational as interactions and activities designed to 'promote learning'." WIT also goes into much more depth regarding the importance of Prime Times (pg. 118-179).</p> <p>In AS, "the focus is on the process, participation and enjoyment. Child-initiated endeavors are supported and encouraged." Art-rich adult-child interactions promote emotional connections and responsive caregiving (see pg. 19 of AS).</p> <p>In MC, the teacher information features a section on learning interactions that emphasizes the importance of everyday interactions (pg. 30-33).</p> <p>CM focuses on social-emotional development (pg. 30-31), building relationships and trust, teaching social skills, and positive guidance (pg. 34-38). The 'Intervention Toolbox' provides teachers with flexible approaches for problem solving, conflict mediation, guidance talks, and class meetings (pg. 47-51).</p> <p>OW presents detailed information on 'Learning Interactions' that are critical to student understanding of and comfort with this content (pg. 32- 36).</p> <p>SR also emphasizes the importance of quality interactions in order to support the mastery of science content (pg. 31-34).</p>	
	<p>2b) Materials and activities provide caregiving routines that support health and safety of children.</p>	<p>No</p>	<p>There are references to best practices and resources that promote caregiving routines that support the healthy and safety of children, but the curriculum does not provide substantial activities to support this indicator; rather, it promotes this generally and in a limited way (see below):</p>	<p>We have extensive health and safety practices that are applied to all care. These are listed in a separate document that can be shared.</p>

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			<p>In AS, children participate in the clean-up process of ‘messy’ activities. When outlining materials, teachers are reminded to check materials for safety (pg. 97).</p> <p>In CM, there is special attention paid to creating developmentally appropriate, calm and peaceful learning environments (pg. 28).</p> <p>In GW, healthy eating habits are incorporated (pg. 6). Teachers are reminded to ensure that everything children can touch is non-toxic and/or edible (pg. 8).</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 needs.</p>	<p>No</p>	<p>There are references to best practices and resources for ongoing observation, documentation, reflection, and adaptation (see below for references), but these best practices and resources are not aligned to specific activities.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>The “World Planning Cycle” includes Observing, Analyzing and Reflecting, Brainstorming, Planning, and Implementing. This cyclical process is laid out in detail in this section of the WIT. (pg. 71-79)</p> <p>AS accounts for children demonstrating a wide variety of artistic skills at different times and encourages teachers to use the objectives as guidelines for planning as opposed to absolute expectations (pg. 26).</p> <p>In MC, there are recommendations for tracking observations of student growth (pg. 32-33)</p>	<p>Our planning process begins with observation, and continues to include reflection, brainstorming, planning and documentation. Our planning guide maps out for teachers how to do this. The process is also aligned with</p>
	<p>2d) Materials and activities are included that are culturally sensitive.</p>	<p>No</p>	<p>There are references to best practices for and materials aligned to promoting cultural sensitivity (see below for references), but the curriculum does not provide substantial activities that</p>	<p>Our Toward a Better World curriculum provides a theoretical explanation of best practices that align with the standards. The curriculum reviews what are appropriate teacher interactions,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>promote this indicator. In some instances, sample activities are provided.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>In AS, children are exposed to art from cultures and time periods (pg. 8 for an overview and pg. 53 for an example).</p> <p>CM outlines ways to support and promote cultural differences in the classroom (pg. 41).</p> <p>Bright Horizons features a whole program component, OW, that centers around appreciating diversity, emphasizing the importance of parental involvement in engaging in self awareness and cultural diversity activities with children. It presents information for teacher on how to create an “Anti-biased Multicultural Environment” (pg. 33).</p> <p>WIT outlines ways to address cultural differences within the context of parent-teacher relationships (pg. 217).</p>	<p>classroom materials and activities to implement in the classroom. This is also infused across our whole curriculum.</p>
<p>3. ORGANIZATION OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>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).</p>	<p>No</p>	<p>There are references to best practices and research that supports children's learning at different stages, but the curriculum does not provide substantial activities or materials that support this indicator.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>WIT explains the difference necessary for the classroom environment for the different ages level in the 'My Place to Grow' section (pg. 13).</p>	<p>Teachers use the listed materials and experiences from each curriculum component in classrooms. Through child observation, they know what materials and experiences to offer for emerging skills.</p>

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			<p>The 'Dance' component in AS suggests how children at different ages can participate (i.e. infants lying on their backs kicking, a toddler bouncing up and down, etc.). AS “allows for teachers to plan activities based on the emerging interests and skill development of children.” (pg. 46).</p> <p>MMIT movement activities are appropriately aligned to developmental expectations for each age group.</p> <p>Suggestions for science materials in the SR program are differentiated by age level (pg. 22-30).</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>There are references to best practices on how to make activities progress based on children's ages, but the curriculum does not provide substantial activities or materials that support this indicator. While there is mention of different ways to set up classroom environments based on developmental stages, there is not a clear progression of complexity within materials and activities over time within the infant and toddler program.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>MC recommends materials for infants and toddlers and more centralized math centers for preschool students (pg. 34-38) and objectives become more complex from infants and toddlers, twos, young preschoolers, older preschoolers, and kindergarteners (pg.19-29). Broad information is provided on how the environment, adult-child interactions, and daily experiences should change from infants and toddlers, preschool, and kindergarten (pg. 14-17).</p> <p>MMIT acknowledges that movement experiences</p>	<p>All of our materials and experiences are meant to be scaffolded over time to meet the diverse needs of children in each classroom. Teachers make careful observation to adjust for each child. Our scope & sequence ensures that there is progression in content area.</p> <p>Teachers recognize for each child what Vygotsky calls the Zone of Proximal Development: the hypothetical, dynamic region where development takes place. It is the distance between what a child can accomplish during independent problem solving and what he or she can accomplish with the help of an adult or more competent member of the culture</p>

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			<p>for young infants are unstructured but can become more structured over time beginning around 9 months of age (pg. 2).</p> <p>SR features more detailed information on how the environment, adult-child interactions, and daily experiences should change from infants and toddlers, preschool, and kindergarten (pg. 11-16).</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 (where age and developmentally appropriate):</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), and • Print awareness and letter knowledge. 	<p>No</p>	<p>There are references to best practices, materials, and resources that supports children's language and literacy development, but the curriculum does not provide substantial activities or materials that support this indicator.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>The 'Dramatic Play' activities in AS include poetry, literature, plays, puppetry, finger plays, pantomime, etc. (pg. 10). Additionally in AS, students access simple picture books and post cards. Learning interactions in AS promote open-ended questioning (pg. 37).</p> <p>GW encourages teachers to introduce children to gardening through children’s literature, and outlines text selection; there are aligned activities, songs, and art projects for the readings (pg. 14-29). Appendix D includes a variety of garden songs (pg. 53-56).</p> <p>LW emphasizes “an environment rich in opportunities for listening, talking, reading, and beginning writing” and “language rich adult-child interactions” (pg. 13-14). There are suggestions for written language, language projects, and reading opportunities. There are guidelines for what to do before and after reading (pg. 53-56).</p>	<p>Infant and toddler language development is highly imbedded in Prime Times. All of these language experiences are intentionally imbedded. Teachers:</p> <p><input type="checkbox"/> Listens and responds: Take conversational turns that encourage give and take: talk with the child, not at the child; watch for times that the child initiates conversation, and then respond. Let the child control the interaction sometimes.</p> <p><input type="checkbox"/> Models: Babies need modeling, not correction. Use words instead of gestures, nouns instead of short-cut pronouns and adjectives like her or it. Say, “Take the ball” instead of “Take this”; “Find the red duck” instead of “Go get him”; “Come sit on the chair” instead of “Sit here.”</p> <p><input type="checkbox"/> Reads: Reading books with young infants connects sounds and words with pictures. Even young infants enjoy the interaction with the teacher, the sounds and the pictures, as well as the storyline. You cannot start to use books with babies too early.</p> <p><input type="checkbox"/> Labels: Give names to things and experiences. When a baby makes sounds or points, connect the experience to words. When the baby laughs at the sight of the biscuit, say, “You like the biscuit, don’t you?” When the older baby points and says, “Ba,” say something like, “Oh, yes, look at the ball.” When a baby is hungry, upset, or delighted, use language to label the emotions: “Oh that makes you so happy when you find the ball.” This is using language in a natural way to teach.</p>

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				<input type="checkbox"/> Extends: As babies combine sounds, teachers can extend their sounds into words without correcting them. When the nineteen-month-old says, "Kitty there," you can respond, "Yes, the kitty is right over there by the apple tree." <input type="checkbox"/> Plays with sounds and words: Language is a marvelously expressive tool. Whispers, squeaks, chants, rhymes, songs, and other playing with sounds encourage children to explore the range and pure fun of language. <input type="checkbox"/> Comforts with language: Use words to help children identify their strong feelings and to make them feel better. Language is a powerful tool that can affect our feelings quite dramatically. <input type="checkbox"/> Provides objects and experiences to talk about: Animals, people, familiar objects, and make-believe always spur language. <input type="checkbox"/> Uses directives carefully: "Come here," "Let's go out," "Time to eat," "Please clean up," and other phrases that direct children's activities often fill the environment with language. A high proportion of responsive comments and questions are characteristic of good caregiving. <input type="checkbox"/> Helps children listen to each other and ask each other questions: Help children attend to other children who are attempting to communicate with them, and encourage them to ask each other questions. <input type="checkbox"/> Knows when to be silent: Give children the "silent space" to experiment with language. "The more teachers talk, the better" is only true up to a point.

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	<p>4b) Social-emotional, executive function and cognitive development beyond language and literacy development is emphasized through resources and activities that support (where age and developmentally appropriate):</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), and • Awareness of rules and responsibilities. 	<p>No</p>	<p>There are references to best practices, materials, and resources that support development beyond language and literacy development. While the curriculum does have the AS, OW, MMIT, SR, and CM programs, which reflect development outside of language and literacy, the curriculum does not provide substantial activities that support this indicator. In some components, there are example activities, but this is general and limited (see below):</p> <p>The AS component of the curriculum includes opportunities for hands-on engagement with visual art, music, dance and drama; there is an emphasis on creating an ‘art rich’ environment. Creative thinking is reinforced through all of AS. Learning interactions in AS provide guidelines for how teachers can model and promote creative thinking (see pg. 37-39 in AS for an example with Visual Arts; this is present in each component of AS).</p> <p>CM promotes problem solving and working collaboratively in groups.</p>	<p>Children are active learners who learn best from activities they plan and carry out themselves. They are little scientists and builders, acrobats and artisans who need active experience with the world of people and things; who need opportunities to set goals, plan, reflect, and take responsibility. From birth, they are communicators who need a world filled with books, language experiences, and great conversation. Our The World at Their Fingertips curriculum offers each child a world rich with discovery opportunities guided by skilled and sensitive teachers who recognize each child’s individual strengths, optimum opportunities to learn, and what he or she needs to succeed in school and life.</p>
<p>5. ACTIVITIES/MATERIALS SUPPORTING PARENTAL PARTICIPATION</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>5a) Materials provide a variety of parental engagement activities to strengthen children’s learning and development.</p>	<p>Yes</p>	<p>In WIT, ‘Parents: Full Partners in Promoting Success’ (beginning on pg. 211) outlines ways to support parental involvement and foster effective parent-teacher relationships. The ‘10 Steps to Full Parent Partnerships’ (beginning on pg. 222) gives specific daily actions for teachers to increase parental partnerships (i.e. how to structure an effective parent conference). Additionally, ‘Learning at Home’ activities and resources are outlined (pg. 271).</p> <p>In AS, “teachers use art to connect each family’s interests and culture to the environment.” (pg. 17). Additionally, there is an overview of the parent-teacher partnership (pg. 19 of AS); there are ‘Learning at Home’ activities, and primary caregivers are encouraged to communicate to families daily. ‘The Family Partnership’ (pg. 60-65)</p>	

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			<p>includes homebase and family activities, opportunities for family collaboration, and recommendations for a newsletter. There is a 'quick assessment' for families to determine the quality of 'arts in the homebase' (pg. 66).</p> <p>The 'Parental Partnership' section of MC and SR encourages teachers to include families in math content by labeling centers for adults, using a newsletter featuring classroom math events, making recommendations to parents of how to work with students at home, making notes when planning activities about how this activity can be reinforced at home, and clear communication with families (pg. 43-46 in MC and 38-40 in SR).</p> <p>In CM, one of expected program outcomes is to make 'parents partners'. The 'Family Partnerships' section of CM gives teachers strategies for how to communicate openly with families (pg. 60-65).</p> <p>OW emphasizes the importance of parental involvement in engaging in self awareness and cultural diversity activities with students (pg. 44-51).</p> <p>LW outlines parental partnerships (pg. 66-69), including ideas for newsletters, literacy nights, and at home learning.</p>	
SECTION II: 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>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> <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</p>	<p>Not Evaluated</p> <p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</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
<input type="checkbox"/> Yes <input type="checkbox"/> No	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.			
	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 and sufficient instructions are provided to support the varying needs of children (e.g., English language learners and children with special needs, etc.). 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.	
	8b) Sufficient instructions are provided for teachers to use the materials and activities.	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.				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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	There are references to best practices, materials, and objectives aligned to the standards, but the curriculum does not provide substantial activities to demonstrate supporting content within the parameters of the standards.	
	2. Appropriateness of Curriculum Materials and Activities	No	There are references to best practices, resources, and materials aligned to this indicator, but the curriculum does not provide enough activities that would indicate they were appropriate.	
	3. Organization Of Curriculum Materials & Activities	No	The curriculum does not provide a list of activities or materials that reflect a logical progression over time for infants and toddlers, and there are not enough activities provided to indicate that all development stages are accounted for.	
	4. Quality of Curriculum Materials and Activities	No	There are references to best practices, materials, and resources that supports children's language and literacy, social emotional, executive function, and cognitive development, but the curriculum does not provide enough activities that support this indicator.	
	5. Activities/Materials Supporting Parental Participation	Yes	Each component of the curriculum provides multiple resources, materials, and suggestions for promoting parental participation.	
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 II.

Public Comments

There were no public comments submitted.