

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: **Buttercups**

Age Levels: **Infant and Toddler**

Publisher: **FunShine Express**

Copyright: **2014**

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) | 3. Organization Of Materials (Non-Negotiable) |
| 2. Appropriateness of Materials (Non-Negotiable) | 4. Quality of Materials (Non-Negotiable) |
| 5. Supports Parent Participation (Non-Negotiable) | |
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To evaluate each set of submitted materials, begin by reviewing Column 2. If there is a “Yes” for all “Non-Negotiable” indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any “Non-Negotiable” indicators in Column 2, then the materials receive a “No” in Column 1. If an indicator has more than one component, a score of “Yes” must be received for every component in order to score an overall “Yes” on that indicator.

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

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

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

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES |
|---|---|----------------------|--|
| TIER 1 AND 2 NON-NEGOTIABLES | | | |
| <p>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>1a) Large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (i.e., appropriate for the age level for which they are suggested) across all domains of the standards:</p> <ul style="list-style-type: none"> • Approaches to Learning, • Cognitive Development/General Knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies, • Language and Literacy Development, • Physical Well-being and Motor Development, and • Social-Emotional Development | <p>Yes</p> | <p>All domains of the ELDS are addressed in the FunShine Buttercups Learning Goals and Objectives (and all activities are aligned to each domain): Language Development (Listening, Communicating, Emergent Literacy), Physical Development (Gross Motor, Fine Motor, Wellness), Approach to Learning (Curiosity, Persistence, Problem Solving), Social Emotional Development (Trust, Relationships, Self-Awareness, Self-Regulation), Cognitive Development (Exploration, Memory, Emergent Math, Dramatic Play, Art, Music and Movement).</p> <p>Each activity has objectives stated at the top.</p> <p>Examples include:</p> <p>Approaches to Learning: AL1. Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world; Whose Hat? activity (Sept/Oct)</p> <p>Cognitive Development and General Knowledge Creative Thinking and Expression: CC1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom - Imitate sounds and movements to favorite songs or music; Sledding We Will Go (Jan/Feb)</p> <p>Mathematics: CM 1: Understand the concepts of “more,” “all” or “none” (2.8); Which Has More (Jan/Feb)</p> <p>Science: CS: 2: Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.) (0.1); Clowning Around (Mar/Apr)</p> |

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| | | | <p>Language and Literacy Development: Language: Use gestures and sounds to communicate needs. (0.3); Happy or Sad (Sept/Oct)</p> <p>Physical Well-being and Motor Development: Move body in a variety of ways, (e.g., kicking feet, waving arms, or rolling over). (0.1); Upside Down (Mar/Apr)</p> <p>Social-Emotional Development: Self Regulation; All About Me: I Sleep (Nov/Dec)</p> |
| | <p>1b) Large majority of materials and activities foster integration of infant/toddler development across domains (e.g., language materials/activities require social interactions/relationships, cognitive skills, and physical/oral motor responses)</p> | <p>Yes</p> | <p>All themes spiral and integrate these goals and objectives. Activities generally feature goals and objectives from 2-3 domains. Cognitive Development and Language Development are heavily emphasized throughout all activities.</p> <p>Examples: - “Happy Birthday, Dr. Seuss” in March-April addresses Cognitive Development (Exploration, Music and Movement, Art), Physical Development (Fine Motor), and Language Development (Emergent Literacy). - “Sort Felt Leaves” in September - October addresses Cognitive Development (Emergent Math and Exploration) and Physical Development (Fine Motor) - “Daily Attendance” in January - February addresses Cognitive Development (Emergent Math, Music and Movement) and Social Emotional Development (Self-Awareness, Self-Regulation, Relationships)</p> |
| <p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>2a) Materials and activities focus on relationships, emotional connection and responsive caregiving</p> | <p>Yes</p> | <p>There is emphasis on building relationships with the caregiver and with other children. At the start of each unit is language indicating that the "activities are designed to promote strong relationships between children and the adults who care for them.</p> <p>Examples of relationship building within activities</p> |

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| | | | <p>from September - October, which also provides numerous tips for helping infants separate from families and building trust:</p> <ul style="list-style-type: none"> - "All My Friends" (pg. 8) - "Hello and Goodbye" (pg. 11) - "Puppet Play" (pg. 16) <p>Additionally, each Unit has a "Tips for Working with Young Infants" section that outlines how to incorporate relationship building into routines. See pg. 5 of the September - October Unit for an example or pg. 6 of the January - February curriculum.</p> <p>The Getting Started with FunShine Online handbook includes information about developing relationships within the environment, caregiver tips for managing behaviors, and an attachment and primary caregiver overview (pg. 8-11).</p> |
| | <p>2b) Materials and activities provide caregiving routines that support health and safety of children</p> | <p>Yes</p> | <p>To ensure that materials and activities provide caregiving routines that support health and safety, the beginning of each Unit provides the following (examples are from the September - October curriculum):</p> <ul style="list-style-type: none"> - "Prepare the Environment" indicates ways to ensure safety and how to organize space in a safe way (pg. 4) - "Tips for Working with Young Infants" outlines procedures for routines (pg. 5) <p>The "Getting Started with FunShine Online Handbook" has information for developing predictable routines (pg. 11).</p> <p>Tips for supporting health and safety are indicated within each activity.</p> <p>Examples:</p> <ul style="list-style-type: none"> - November - December: "Caution: Supervise the use of the stickers, which can be a choking hazard." (Pg. 11) |

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| | | | <p>- September - October: "Infants can hold one cup at a time. They may mouth it, pass it from hand to hand, or explore in other ways. Be sure to sanitize before passing to another child." (Pg. 17)</p> <p>- January - February: "Infants You may need to finely chop the pasta if children are just starting solids. Note: Be sure to work with each child's family and pediatrician as to when and how to introduce new foods." (Pg. 17)</p> <p>Tips for differentiation of materials are also provided. See pg. 17 of September - October: "The children may find it easier to use sponges instead of paintbrushes to spread the paint". The "Preparing the Environment" section of each curriculum indicates suggestions for developmentally appropriate and safe materials.</p> <p>There are instances, however, when children are asked to glue or use glue sticks to create craft items and to play with playdough, which may not be appropriate for many younger aged children.</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>Yes</p> | <p>The ongoing process for observation and documentation is outlined on pg. 12 of the "Getting Started with FunShine Online" manual for suggestions on scaffolding and monitoring development. An assessment pack is provided to help monitor skill acquisition on an ongoing basis.</p> <p>Scaffolding is highly emphasized in training guides at the beginning of each bi-monthly unit and note-taking sheets on each objective are offered. See pg. 2 of the January - February Unit for "Monitoring Development":</p> <p>- "A list of objectives for children up to 36 months is found in the center of this book. Learning domains (developmental areas) for infants and toddlers are divided into categories and objectives that you can use to monitor a child's growth throughout the year."</p> <p>- Teachers can download Observation Summary</p> |

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| | | | <p>forms to record notes when they see children achieve objectives, and can use these notes to plan for future activities.</p> <ul style="list-style-type: none"> - Teachers can also download “Watch Me Learn!” which is a quarterly checklist to keep families informed on their child’s progress. <p>Suggestions for observations, adaptations, and scaffolding are provided throughout the activities. Additionally, suggestions for older toddlers and/or younger infants are often indicated for scaffolding purposes. See the following examples from the September - October Unit:</p> <ul style="list-style-type: none"> - “Say Hello to Brodie Bear” (pg. 11) - “Apple Tree Vocabulary Card” (pg. 20) - “My Apple Tree” (pg. 22) |
| | <p>2d) Materials and activities are culturally and linguistically appropriate</p> | <p>Yes</p> | <p>Books and displays feature culturally diverse pictures (see pg. 43 in the September - October Unit for an example).</p> <p>Rhymes, songs and fingerplays are appropriate for the ages with which they are utilized. Books, charts, picture card, etc. are diverse and sensitive to differences and variations in cultures, ethnicities and abilities.</p> <p>Teachers are encouraged to look for books that reflect the children's cultures (see pg. 5 of the September - October Unit). They are encouraged to respect the individual differences of children (see pg. 6 of the January - February Unit).</p> <p>The “Getting Started with FunShine Online” manual includes information on holiday celebrations (pg. 23) and states that “they are a good way to incorporate multicultural education and teach cultural sensitivity” and that they take a “multicultural educational approach by offering a sample of different cultures and/or religions.”</p> |

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|--|--|----------------------|--|
| <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>Yes</p> | <p>Many activities have suggestions for how to scaffold for older toddlers, and there are suggestions for adjusting the activity for younger infants, taking into account that in many instances children of various ages will be participating in the same activities. There See examples from the January - February Unit:</p> <ul style="list-style-type: none"> - “Crazy Car Prop” (pg. 20) - “Snowman and Me” (pg. 28) - “Mail Slot” (pg. 41) <p>There is a heavy emphasis on relationship building for infants (security) and identity for older toddlers. See “All About Me: I Wave” (pg. 12) from the September - October Unit.</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>Activities change thematically over the course of the year, but there is limited coherent complexity of activities over time. The progression of complexity indicated within each activity offer suggestions for what to do with older vs. younger infants, although older vs. younger is not explicitly defined (i.e., by month). Many of these activities appear to be more appropriate for older toddlers. There is not an indicator outlining how the activities can be adapted for infants for many of the activities.</p> <p>There is limited evidence of increasing complexity in conversations between children and teachers. Many of the activities appear to present abstract concepts and ideas beyond the understanding of children at these early ages. Physical activities (gross and fine motor skills) as well as many of the Language Development activities are consistently similar in nature. Examples: Fine motor activities Grandparents' Day Hugs (Sept/Oct) and Babies in the Grass (May/June) and Language/Literacy: Say Hello to Brodie Bear (Sept/Oct) and Mothers and Babies (May/June)</p> <p>Daily routines demonstrate a change in theme</p> |

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| | | | but no logical or coherent progression of complexity over time: Attendance chart activities, weather chart routines, and Vocabulary Card activities. |
| <p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> | <p>4a) Language and literacy development is emphasized through resources and activities that support:</p> <ul style="list-style-type: none"> • Frequent talk and conversations during daily routines (e.g., diapering) • Social interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate • Open-ended questions that do not have a “yes” or “no” answer • Use of texts, including rhymes, finger plays, and music/songs, appropriate for each developmental stage • Regular and repeated read-alouds of texts related to a theme or topic (i.e., animals, cities, weather) to accelerate background knowledge and vocabulary development • Prewriting skills (e.g., holding objects and scribbling or drawing/painting to convey a message) • Print awareness and letter knowledge | <p>Yes</p> | <p>Activities aligned to the Language Development Goals and Objectives address language and literacy development. Through integration, language and literacy goals and objectives appear in a vast majority of activities.</p> <p>Tips for Working with Young Infants (featured at the beginning of each unit) encourages conversations during daily routines (see pg. 4 of the January - February unit for an example).</p> <p>There are numerous daily opportunities for children to engage in theme-related fingerplays and rhymes, for example: Wiggle your Body (Sept/October), Zoom, Zoom, Zoom Your Car (January/February)</p> <p>Additional examples of language and literacy development:</p> <ul style="list-style-type: none"> - “Snowflakes” (pg. 24, January - February unit) is a language activity, with social interactions embedded, that has a song accompanied by hand motions with encouragement to hold younger infants and move their body like a snowflake and to give older infants more explanation about snowflakes. - A majority of activities include suggestions for open-ended questions (see “Weather Feelings” on pg. 30 and “Flower Faces” on pg. 40 of the March - April unit for examples) - Book lists are provided for each theme (see “Thank You Time Book List” on pg. 19 of the November - December unit) and teachers are encouraged to do repeated read alouds - Prewriting skills are addressed in lessons with objective L12, including “Turkey Stick Puppet” (pg. 20 of the November - December unit) |

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| | | | <p>- Print awareness and letter knowledge are addressed in lessons with objectives L9 and L10, including "Hop A Little, Jump A Little" (pg. 31 of the November - December unit)</p> |
| | <p>4b) Social-emotional, executive function and cognitive development beyond language and literacy development is emphasized through resources and activities that support:</p> <ul style="list-style-type: none"> • Understanding of basic math concepts – (e.g., counting, comparing size, spatial relationships songs) • Development of science concepts (e.g., body parts, weather, plants, animals) • Perseverance and persistence to solve problems • Curiosity and exploration • Creative thinking (e.g., pretending, make-believe play, role playing) • Awareness of rules and responsibilities | <p>Yes</p> | <p>There is emphasis on cognitive development throughout the activities, with curiosity and exploration woven throughout most of the program. Each Unit has an extensive list of activities labeled "Creative Projects/Props". The themes support development of science concepts, with activities aligned to the below topics that support understanding and exploration. See below for examples of themes:</p> <p>-From September - October: "What Wiggles?"</p> <p>-From January - February: "Snowy Days" and "Healthy Me"</p> <p>-From March - April: "Changing Weather", "Bounce into Spring", and "Up in the Sky"</p> <p>See examples for each component below from the January - February Unit:</p> <p>-Understanding of basic math concepts: "Dolly</p> |

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| | | | <p>Rides" (pg. 14), "Making Tracks" (pg. 15), "Daily Attendance" (pg. 16), "Five Little Cars" (pg. 19)</p> <p>-Development of science concepts: "Wheel Prints" (pg. 14), "White as Snow" (pg. 17), "Hot and Cold Weather" (pg. 31)</p> <p>-Perseverance and persistence to solve problems: "White Socks" (pg. 14), "What Rolls?" (Pg. 20)</p> <p>-Curiosity and exploration: "Wheels" (pg. 12), "Sign for White" (pg. 13), "Crazy Car Prop" (pg. 20)</p> <p>-Creative thinking: see all activities labeled "Creative Projects and Props" listed in the Table of Contents on pg. 1</p> <p>There are some instances in which rules and responsibilities are referenced including Take a Tour (September/October) where children explore the different locations in the school and talk about rules and behaviors for those new spaces.</p> |
| | <p>4c) Adequate, explanatory instructions for teachers to use the materials and activities</p> | <p>No</p> | <p>There are many activities throughout that while the instructions are clear, it is not evident that the teacher is instructed about the skills addressed or given the language for interactions that should occur during these activities. Examples include Grandparents Day Hugs (Sept/Oct) and Wheel Prints (Jan/Feb). There is a suggested list of books but little or no instructions on appropriate methods to conduct read alouds for children. There are some references on how to adjust activities for infants, but this is not evident for the majority of activities</p> <p>Each activity has objectives, a materials list, a list of materials to collect, visuals of the manipulatives, and instructions including some for differentiating for older or younger infants that explain developmental progression to teachers.</p> |

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| | | | At the beginning of each Unit, resources are provided for teachers to prepare for instruction (materials lists, photos of manipulatives and visuals, bulletin boards, etc.) |
| <p>5. ACTIVITIES/MATERIALS SUPPORTING PARENTAL PARTICIPATION</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>5a) Provides a variety of parental engagement activities to strengthen children’s learning and development</p> | <p>Yes</p> | <p>A guiding principle of FunShine is that “the program will encourage involvement of family members in each child’s learning.”</p> <p>Many activities provide opportunities for familial involvement. In particular, there is a heavy emphasis on familial connections throughout the September - October Unit to promote positive relationships with the family and to ease separation anxiety (see “Caregiver Tips” on pg. 8). See the following examples from the May - June Unit:</p> <ul style="list-style-type: none"> - “I Love Mommy” (pg. 9) - “Mother’s Day Card” (pg. 10) - “Daddy, Daddy” (pg. 44) - “Father’s Day Bookmark” (pg. 46) <p>Newsletters inform families about what is happening in the classroom and suggest “Activities for Home”, books aligned to the theme to be read at home, and review activities that incorporate the theme of that Unit.</p> <p>The following resources are provided in the FunShine Getting Started Online Guide:</p> <ul style="list-style-type: none"> -Parent Communication Tools, Weekly Assessments (pg. 4) -FunShine Online Digital Curriculum Components (pg. 6); promotes efficient parental communication -Attachment and Primary Caregiver Relationship information (pg. 9) outlines effective ways to build relationships with children -Creating a Daily Routine (pg. 11) suggests that teachers work with parents to develop individual schedules |

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| | | | -General Materials to Have on Hand (pg. 24) provides a “wish list” to send home to involve parents in material collection |
| ADDITIONAL INDICATORS OF QUALITY | | | |
| 6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. <input type="checkbox"/> Yes <input type="checkbox"/> No | 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 | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. |
| | 6b) Activities include use of safe and appropriate toys and manipulatives (e.g., playdough, dolls, toy trucks/cars, stacking rings, nesting cups, blocks, puzzles, plastic animals, puppets, rattles and musical instruments, art materials, dress-up clothes, props, realistic-looking toys that represent items such as food) that can be used in a variety of ways to help children practice and develop new skills (e.g., fine motor, memory, listening, self-control, language, problem-solving, relationship-building, physical, spatial relations) and require the most action on the part of the child | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. |
| | 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. |

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| <p>8. SCAFFOLDING AND SUPPORT</p> <p>Materials/activities provide all children with opportunities and support to meet the standards.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>8a) Appropriate suggestions are outlined for supporting varying needs of children (e.g., English language learners and children with special needs, etc.) and are integrated throughout all materials and activities</p> <p>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</p> | <p>Not Evaluated</p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |
| <p>FINAL EVALUATION:</p> <p><i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality.</p> <p><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.</p> <p><i>Tier 3 ratings</i> receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.</p> | | | |
| <p>Compile the results of Sections I and II to make a final decision for the material under review</p> | | | |
| <p>I: Non-Negotiables</p> | <p>1. Content Within the Parameters of the Standards</p> | <p>Yes</p> | <p>Alignment guides are available. Each activity is aligned to an objective, which is then aligned to a LA ELDS.</p> |
| | <p>2. Appropriateness of Curriculum Materials and Activities</p> | <p>Yes</p> | <p>Assessment tools are varied. Responsive caregiving “tips” are woven throughout the themes. Health and safety instructions are embedded within activities.</p> |
| | <p>3. Organization Of Curriculum Materials & Activities</p> | <p>No</p> | <p>Activities change thematically over the course of the year, but there is limited coherent complexity of activities over time.</p> |
| | <p>4. Quality of Curriculum Materials and Activities</p> | <p>No</p> | <p>There are many activities throughout and while the instructions are clear, it is not evident that the teacher is instructed about the skills addressed or given the language for interactions that should occur during these activities.</p> |
| | <p>5. Activities/Materials Supporting Parental Participation</p> | <p>Yes</p> | <p>There are activities for involving parents as well as guiding principles aligned to familial involvement. Communication tools are available for communicating progress to parents.</p> |
| <p>II: Additional Indicators of Quality</p> | <p>6. Implementation Format of Materials and Activities</p> | <p>Not Evaluated</p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |
| | <p>7. Assessment</p> | <p>Not Evaluated</p> | <p>This section was not evaluated because the non-negotiable criteria were not met.</p> |

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|--|--------------------------------|----------------------|--|
| | 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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|---|---|----------------------|--|--------------------|
| 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>1a) Large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (i.e., appropriate for the age level for which they are suggested) across all domains of the standards:</p> <ul style="list-style-type: none"> • Approaches to Learning, • Cognitive Development/General Knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies, • Language and Literacy Development, • Physical Well-being and Motor Development, and • Social-Emotional Development | <p>Yes</p> | <p>All domains of the ELDS are addressed in the FunShine Buttercups Learning Goals and Objectives (and all activities are aligned to each domain): Language Development (Listening, Communicating, Emergent Literacy), Physical Development (Gross Motor, Fine Motor, Wellness), Approach to Learning (Curiosity, Persistence, Problem Solving), Social Emotional Development (Trust, Relationships, Self-Awareness, Self-Regulation), Cognitive Development (Exploration, Memory, Emergent Math, Dramatic Play, Art, Music and Movement).</p> <p>Each activity has objectives stated at the top.</p> <p>Examples include: Approaches to Learning: AL1. Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world; Whose Hat? activity (Sept/Oct)</p> <p>Cognitive Development and General Knowledge Creative Thinking and Expression: CC1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom - Imitate sounds and movements to favorite songs or music; Sledding We Will Go (Jan/Feb)</p> <p>Mathematics: CM 1: Understand the concepts of “more,” “all” or “none” (2.8); Which Has More (Jan/Feb)</p> <p>Science: CS: 2: Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.) (0.1); Clowning Around (Mar/Apr)</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| | | | <p>Language and Literacy Development: Language: Use gestures and sounds to communicate needs. (0.3); Happy or Sad (Sept/Oct)</p> <p>Physical Well-being and Motor Development: Move body in a variety of ways, (e.g., kicking feet, waving arms, or rolling over). (0.1); Upside Down (Mar/Apr)</p> <p>Social-Emotional Development: Self Regulation; All About Me: I Sleep (Nov/Dec)</p> | |
| | <p>1b) Large majority of materials and activities foster integration of infant/toddler development across domains (e.g., language materials/activities require social interactions/relationships, cognitive skills, and physical/oral motor responses)</p> | <p>Yes</p> | <p>All themes spiral and integrate these goals and objectives. Activities generally feature goals and objectives from 2-3 domains. Cognitive Development and Language Development are heavily emphasized throughout all activities.</p> <p>Examples: - “Happy Birthday, Dr. Seuss” in March-April addresses Cognitive Development (Exploration, Music and Movement, Art), Physical Development (Fine Motor), and Language Development (Emergent Literacy). - “Sort Felt Leaves” in September - October addresses Cognitive Development (Emergent Math and Exploration) and Physical Development (Fine Motor) - “Daily Attendance” in January - February addresses Cognitive Development (Emergent Math, Music and Movement) and Social Emotional Development (Self-Awareness, Self-Regulation, Relationships)</p> | |
| <p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>2a) Materials and activities focus on relationships, emotional connection and responsive caregiving</p> | <p>Yes</p> | <p>There is emphasis on building relationships with the caregiver and with other children. At the start of each unit is language indicating that the "activities are designed to promote strong relationships between children and the adults who care for them.</p> <p>Examples of relationship building within activities</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| | | | <p>from September - October, which also provides numerous tips for helping infants separate from families and building trust:</p> <ul style="list-style-type: none"> - "All My Friends" (pg. 8) - "Hello and Goodbye" (pg. 11) - "Puppet Play" (pg. 16) <p>Additionally, each Unit has a "Tips for Working with Young Infants" section that outlines how to incorporate relationship building into routines. See pg. 5 of the September - October Unit for an example or pg. 6 of the January - February curriculum.</p> <p>The Getting Started with FunShine Online handbook includes information about developing relationships within the environment, caregiver tips for managing behaviors, and an attachment and primary caregiver overview (pg. 8-11).</p> | |
| | <p>2b) Materials and activities provide caregiving routines that support health and safety of children</p> | <p>Yes</p> | <p>To ensure that materials and activities provide caregiving routines that support health and safety, the beginning of each Unit provides the following (examples are from the September - October curriculum):</p> <ul style="list-style-type: none"> - "Prepare the Environment" indicates ways to ensure safety and how to organize space in a safe way (pg. 4) - "Tips for Working with Young Infants" outlines procedures for routines (pg. 5) <p>The "Getting Started with FunShine Online Handbook" has information for developing predictable routines (pg. 11).</p> <p>Tips for supporting health and safety are indicated within each activity.</p> <p>Examples:</p> <ul style="list-style-type: none"> - November - December: "Caution: Supervise the use of the stickers, which can be a choking hazard." (Pg. 11) | |

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| | | | <p>- September - October: "Infants can hold one cup at a time. They may mouth it, pass it from hand to hand, or explore in other ways. Be sure to sanitize before passing to another child." (Pg. 17)</p> <p>- January - February: "Infants You may need to finely chop the pasta if children are just starting solids. Note: Be sure to work with each child's family and pediatrician as to when and how to introduce new foods." (Pg. 17)</p> <p>Tips for differentiation of materials are also provided. See pg. 17 of September - October: "The children may find it easier to use sponges instead of paintbrushes to spread the paint". The "Preparing the Environment" section of each curriculum indicates suggestions for developmentally appropriate and safe materials.</p> <p>There are instances, however, when children are asked to glue or use glue sticks to create craft items and to play with playdough, which may not be appropriate for many younger aged children.</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>Yes</p> | <p>The ongoing process for observation and documentation is outlined on pg. 12 of the "Getting Started with FunShine Online" manual for suggestions on scaffolding and monitoring development. An assessment pack is provided to help monitor skill acquisition on an ongoing basis.</p> <p>Scaffolding is highly emphasized in training guides at the beginning of each bi-monthly unit and note-taking sheets on each objective are offered. See pg. 2 of the January - February Unit for "Monitoring Development":</p> <p>- "A list of objectives for children up to 36 months is found in the center of this book. Learning domains (developmental areas) for infants and toddlers are divided into categories and objectives that you can use to monitor a child's growth throughout the year."</p> <p>- Teachers can download Observation Summary</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| | | | <p>forms to record notes when they see children achieve objectives, and can use these notes to plan for future activities.</p> <p>- Teachers can also download “Watch Me Learn!” which is a quarterly checklist to keep families informed on their child’s progress.</p> <p>Suggestions for observations, adaptations, and scaffolding are provided throughout the activities. Additionally, suggestions for older toddlers and/or younger infants are often indicated for scaffolding purposes. See the following examples from the September - October Unit:</p> <p>- “Say Hello to Brodie Bear” (pg. 11) - “Apple Tree Vocabulary Card” (pg. 20) - “My Apple Tree” (pg. 22)</p> | |
| | <p>2d) Materials and activities are culturally and linguistically appropriate</p> | <p>Yes</p> | <p>Books and displays feature culturally diverse pictures (see pg. 43 in the September - October Unit for an example).</p> <p>Rhymes, songs and fingerplays are appropriate for the ages with which they are utilized. Books, charts, picture card, etc. are diverse and sensitive to differences and variations in cultures, ethnicities and abilities.</p> <p>Teachers are encouraged to look for books that reflect the children's cultures (see pg. 5 of the September - October Unit). They are encouraged to respect the individual differences of children (see pg. 6 of the January - February Unit).</p> <p>The “Getting Started with FunShine Online” manual includes information on holiday celebrations (pg. 23) and states that “they are a good way to incorporate multicultural education and teach cultural sensitivity” and that they take a “multicultural educational approach by offering a sample of different cultures and/or religions.”</p> | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| <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>Yes</p> | <p>Many activities have suggestions for how to scaffold for older toddlers, and there are suggestions for adjusting the activity for younger infants, taking into account that in many instances children of various ages will be participating in the same activities. There See examples from the January - February Unit:</p> <ul style="list-style-type: none"> - “Crazy Car Prop” (pg. 20) - “Snowman and Me” (pg. 28) - “Mail Slot” (pg. 41) <p>There is a heavy emphasis on relationship building for infants (security) and identity for older toddlers. See “All About Me: I Wave” (pg. 12) from the September - October Unit.</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>Activities change thematically over the course of the year, but there is limited coherent complexity of activities over time. The progression of complexity indicated within each activity offer suggestions for what to do with older vs. younger infants, although older vs. younger is not explicitly defined (i.e., by month). Many of these activities appear to be more appropriate for older toddlers. There is not an indicator outlining how the activities can be adapted for infants for many of the activities.</p> <p>There is limited evidence of increasing complexity in conversations between children and teachers. Many of the activities appear to present abstract concepts and ideas beyond the understanding of children at these early ages. Physical activities (gross and fine motor skills) as well as many of the Language Development activities are consistently similar in nature. Examples: Fine motor activities Grandparents' Day Hugs (Sept/Oct) and Babies in the Grass (May/June) and Language/Literacy: Say Hello to Brodie Bear (Sept/Oct) and Mothers and Babies (May/June)</p> <p>Daily routines demonstrate a change in theme</p> | <p>This curriculum is designed to use with a mixed-age group. It does not show a linear progression because there is an expectation that children of different ages are likely to move in and out of the group. Also, infants and toddlers may need to frequently return to certain tasks as they refine their understanding and solidify their learning.</p> <p>It is true that activities are not labeled with chronological age ranges. Specific age ranges are not used as the emphasis is on the children's readiness and development rather than on chronological age.</p> <p>The evaluation questions whether or not conversations become more complex as children progress. Compare the discussion centered on the Apple Tree Vocabulary Card (p. 20 Sep/Oct) to Butterfly and Caterpillar Vocabulary Cards (p. 38) in the May/June 2015 guide. In the latter activity, much more challenging words and concepts are shared. In the examples cited in the evaluation, progression is also exhibited. For example, both Say Hello to Brodie Bear and Mothers and Babies introduce the stick puppet that will be used with the guide. Both have a song. However, the song</p> |

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| | | | <p>but no logical or coherent progression of complexity over time: Attendance chart activities, weather chart routines, and Vocabulary Card activities.</p> | <p>in May has more words and is more complex. Further, in May the activity is longer and includes reading a book. So while the activities follow a similar and familiar format, there is change over time. The Babies in the Grass activity in May/June has much greater child involvement than the Grandparents Day Hug activity. In the Babies in the Grass activity, the child uses both hands and a tool (a comb) to spread the paint. The child's actions in the earlier activity require less dexterity (making handprints with help, using glue with help, etc.) The children also make animal sounds as they add the stickers in May and counting is modeled for older children.</p> <p>This curriculum covers a wide age range and is suitable for multiage groupings. It is not expected that every child will participate in every activity. The teacher will offer activities that are appropriate for the children in the group. Because infants spend more time sleeping and eating, they will naturally do fewer planned activities than older toddlers. Those that are most suited to infants have suggestions for individualizing. The suggestions are intended as examples and the teacher is encouraged to further individualize. In many cases, the same activity can be beneficial to different ages without significant change to the way the materials are presented - we provide the same stimulus but expect different responses from children of different ages. For example, on p. 28 of SepOct 2014 there is a recipe for apple-scented playdough. Children at different levels of development can explore by poking and pounding, using cookie cutters, or attempting to shape the dough.</p> |

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| <p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> | <p>4a) Language and literacy development is emphasized through resources and activities that support:</p> <ul style="list-style-type: none"> • Frequent talk and conversations during daily routines (e.g., diapering) • Social interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate • Open-ended questions that do not have a “yes” or “no” answer • Use of texts, including rhymes, finger plays, and music/songs, appropriate for each developmental stage • Regular and repeated read-alouds of texts related to a theme or topic (i.e., animals, cities, weather) to accelerate background knowledge and vocabulary development • Prewriting skills (e.g., holding objects and scribbling or drawing/painting to convey a message) • Print awareness and letter knowledge | <p>Yes</p> | <p>Activities aligned to the Language Development Goals and Objectives address language and literacy development. Through integration, language and literacy goals and objectives appear in a vast majority of activities.</p> <p>Tips for Working with Young Infants (featured at the beginning of each unit) encourages conversations during daily routines (see pg. 4 of the January - February unit for an example).</p> <p>There are numerous daily opportunities for children to engage in theme-related fingerplays and rhymes, for example: Wiggle your Body (Sept/October), Zoom, Zoom, Zoom Your Car (January/February)</p> <p>Additional examples of language and literacy development:</p> <ul style="list-style-type: none"> - “Snowflakes” (pg. 24, January - February unit) is a language activity, with social interactions embedded, that has a song accompanied by hand motions with encouragement to hold younger infants and move their body like a snowflake and to give older infants more explanation about snowflakes. - A majority of activities include suggestions for open-ended questions (see “Weather Feelings” on pg. 30 and “Flower Faces” on pg. 40 of the March - April unit for examples) - Book lists are provided for each theme (see “Thank You Time Book List” on pg. 19 of the November - December unit) and teachers are encouraged to do repeated read alouds - Prewriting skills are addressed in lessons with objective L12, including “Turkey Stick Puppet” (pg. 20 of the November - December unit) - Print awareness and letter knowledge are addressed in lessons with objectives L9 and L10, including “Hop A Little, Jump A Little” (pg. 31 of the November - December unit) | |

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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:</p> <ul style="list-style-type: none"> • Understanding of basic math concepts – (e.g., counting, comparing size, spatial relationships songs) • Development of science concepts (e.g., body parts, weather, plants, animals) • Perseverance and persistence to solve problems • Curiosity and exploration • Creative thinking (e.g., pretending, make-believe play, role playing) • Awareness of rules and responsibilities | Yes | <p>There is emphasis on cognitive development throughout the activities, with curiosity and exploration woven throughout most of the program. Each Unit has an extensive list of activities labeled “Creative Projects/Props”. The themes support development of science concepts, with activities aligned to the below topics that support understanding and exploration. See below for examples of themes:</p> <p>-From September - October: “What Wiggles?”</p> <p>-From January - February: “Snowy Days” and “Healthy Me”</p> <p>-From March - April: “Changing Weather”, “Bounce into Spring”, and “Up in the Sky”</p> <p>See examples for each component below from the January - February Unit:</p> <p>-Understanding of basic math concepts: “Dolly</p> | |

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| | | | <p>Rides” (pg. 14), “Making Tracks” (pg. 15), “Daily Attendance” (pg. 16), “Five Little Cars” (pg. 19) -Development of science concepts: “Wheel Prints” (pg. 14), “White as Snow” (pg. 17), “Hot and Cold Weather” (pg. 31) -Perseverance and persistence to solve problems: “White Socks” (pg. 14), “What Rolls?” (Pg. 20) -Curiosity and exploration: “Wheels” (pg. 12), “Sign for White” (pg. 13), “Crazy Car Prop” (pg. 20) -Creative thinking: see all activities labeled “Creative Projects and Props” listed in the Table of Contents on pg. 1</p> <p>There are some instances in which rules and responsibilities are referenced including Take a Tour (September/October) where children explore the different locations in the school and talk about rules and behaviors for those new spaces.</p> | |
| | <p>4c) Adequate, explanatory instructions for teachers to use the materials and activities</p> | <p>No</p> | <p>There are many activities throughout that while the instructions are clear, it is not evident that the teacher is instructed about the skills addressed or given the language for interactions that should occur during these activities. Examples include Grandparents Day Hugs (Sept/Oct) and Wheel Prints (Jan/Feb). There is a suggested list of books but little or no instructions on appropriate methods to conduct read alouds for children. There are some references on how to adjust activities for infants, but this is not evident for the majority of activities</p> <p>Each activity has objectives, a materials list, a list of materials to collect, visuals of the manipulatives, and instructions including some for differentiating for older or younger infants that explain developmental progression to teachers.</p> | <p>FunShine seeks to avoid overscripting the activities. Our goal is for teachers to listen and respond to the children so that conversations are authentic and responsive. However a great deal of guidance is offered to encourage teachers to interact in positive ways during every activity. Concerns have been expressed about the guidance provided to teachers for the Grandparents Day Hugs activity and the Wheel Prints activity. Both of these are part of the Cognitive Domain. There are suggestions for conversation both activities. While there are other possible ideas that could be addressed, space was not available to include every possibility.</p> <p>In the Grandparent's Day Hugs the children are making gifts to give to their grandparents. In the activity, the teacher reads the words on the provided components to show the connection</p> |

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| | | | <p>At the beginning of each Unit, resources are provided for teachers to prepare for instruction (materials lists, photos of manipulatives and visuals, bulletin boards, etc.)</p> | <p>between written and spoken language. She is encouraged to talk with the children about their grandparents, the names they use, and the way they feel about each other. There are suggestions for addressing family situations in which children may not have contact with grandparents or where children may have multiple grandparents. For activities such as this that include materials, a Packet Content Slip is packaged directly with the materials to provide an immediate reminder for possible ways to interact during the activity. The PCS for this activity had these suggestions:</p> <ul style="list-style-type: none"> - Discuss how the ink or paint feels as children make handprints. Point to each finger on the handprint and count them for the child. - Talk with the child about who will receive the hugs. Encourage them to give a real hug too! <p>The Wheel Prints activity is part of a transportation theme. It offers the children the chance to explore art materials and observe cause and effect. Conversation suggestions include identifying the color white, comparing prints made with opposite sides of a plastic lid, and more. The teacher can ask the child to find the wheels on a picture of car, connecting the circular prints to the wheels that are being explored in other ways during the unit. There are suggestions for ways for infants to explore the materials in a significantly different way than their older peers. The teacher is advised to name the letters as she writes each child's name to build an early awareness of print. For this activity, the following suggestions are included on the Packet Content Slips:</p> <ul style="list-style-type: none"> - Encourage the children to explore the lids. What color are they? What shape? Do the lids feel the same on both sides or different? |

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| | | | | <p>- Talk about ways the lids are like wheels and ways they are different. Help the children remember places where they have seen wheels.</p> <p>- Make engine and honking noises with the children as they explore the race car notes.</p> <p>We have added an additional link to the Louisiana Review Homepage that contains the examples of PCS materials listed above. To see these examples, log in to the home page and click New! Packet Content Slip Examples.</p> <p>It was noted that not all activities are appropriate for infants or include suggestions for alternate age-appropriate activities for infants. While not every activity has a suggestion for infants, there are a great many. There are also activities included that naturally lend themselves to different levels. For example, on p. 14 of the JanFeb 2015 guide, there is an activity called White Socks. While it does not have separate sections for older toddlers and infants, there is text within the guide that illustrates how the different ages may respond to the materials.</p> <p>Because infants spend more time sleeping and eating than older toddlers, the curriculum does not assume they will participate in every activity. In addition, while repetition is encouraged for all the children, infants are likely to benefit more from repeating activities they enjoy than from doing too many different activities. This is addressed in A Daily Routine under Afternoon Play - Physical, Language, Social/Emotional, and Cognitive Development, at the beginning of every Buttercups curriculum guide, see Sept/Oct 2014 guide, page 6.</p> <p>A concern was also expressed regarding the guidance given for sharing books. Suggestions for</p> |

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| | | | | <p>Sharing Books with infants are included in the Tips for Working with Young Infants which is included in the opening material (see p. 5 Jan/Feb 2015). Reading is also suggested in the Daily Routine (see p. 6 Jan/Feb 2015).</p> <p>Some suggestions for read-alouds are included in the text preceding each book list. Additional information is periodically offered in other activities. For example, the activity Exploring Books on p. 27 of SepOct 2014 offers a number of suggestions for exploring at different age levels. Each of the included board books is used several times and the suggested interactions can serve as a model for sharing additional books from the book list.</p> |
| <p>5. ACTIVITIES/MATERIALS SUPPORTING PARENTAL PARTICIPATION</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>5a) Provides a variety of parental engagement activities to strengthen children’s learning and development</p> | <p>Yes</p> | <p>A guiding principle of FunShine is that “the program will encourage involvement of family members in each child’s learning.”</p> <p>Many activities provide opportunities for familial involvement. In particular, there is a heavy emphasis on familial connections throughout the September - October Unit to promote positive relationships with the family and to ease separation anxiety (see “Caregiver Tips” on pg. 8). See the following examples from the May - June Unit:</p> <ul style="list-style-type: none"> - “I Love Mommy” (pg. 9) - “Mother’s Day Card” (pg. 10) - “Daddy, Daddy” (pg. 44) - “Father’s Day Bookmark” (pg. 46) <p>Newsletters inform families about what is happening in the classroom and suggest “Activities for Home”, books aligned to the theme to be read at home, and review activities that incorporate the theme of that Unit.</p> <p>The following resources are provided in the FunShine Getting Started Online Guide:</p> | |

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| | | | -Parent Communication Tools, Weekly Assessments (pg. 4) -FunShine Online Digital Curriculum Components (pg. 6); promotes efficient parental communication -Attachment and Primary Caregiver Relationship information (pg. 9) outlines effective ways to build relationships with children -Creating a Daily Routine (pg. 11) suggests that teachers work with parents to develop individual schedules -General Materials to Have on Hand (pg. 24) provides a “wish list” to send home to involve parents in material collection | |
| ADDITIONAL INDICATORS OF QUALITY | | | | |
| 6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. <input type="checkbox"/> Yes <input type="checkbox"/> No | 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 | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. | |
| | 6b) Activities include use of safe and appropriate toys and manipulatives (e.g., playdough, dolls, toy trucks/cars, stacking rings, nesting cups, blocks, puzzles, plastic animals, puppets, rattles and musical instruments, art materials, dress-up clothes, props, realistic-looking toys that represent items such as food) that can be used in a variety of ways to help children practice and develop new skills (e.g., fine motor, memory, listening, self-control, language, problem-solving, relationship-building, physical, spatial relations) and require the most action on the part of the child | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. | |
| | 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. | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
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| 7. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress. <input type="checkbox"/> Yes <input type="checkbox"/> No | 7a) Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples, parent perspectives) | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. | |
| | 7b) Assessment occurs frequently to assure that knowledge of each child’s development is up-to-date and accurate | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. | |
| | 7c) Assessment attends to the child’s functional capacities in natural contexts | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. | |
| 8. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No | 8a) Appropriate suggestions are outlined for supporting varying needs of children (e.g., English language learners and children with special needs, etc.) and are integrated throughout all materials and activities Examples may include supportive language, ideas, or movements, or an open-ended question that prompt children to extend or expand their ideas and facilitate new and more complex thinking or exploration | Not Evaluated | This section was not evaluated because the non-negotiable criteria were not met. | |
| FINAL EVALUATION: <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality. <i>Tier 3 ratings</i> receive a “No” in Column 1 for one or more of the Non-Negotiable indicators. | | | | |
| Compile the results of Sections I and II to make a final decision for the material under review | | | | |
| I: Non-Negotiables | 1. Content Within the Parameters of the Standards | Yes | Alignment guides are available. Each activity is aligned to an objective, which is then aligned to a LA ELDS. | |
| | 2. Appropriateness of Curriculum Materials and Activities | Yes | Assessment tools are varied. Responsive caregiving “tips” are woven throughout the themes. Health and safety instructions are embedded within activities. | |
| | 3. Organization Of Curriculum Materials & Activities | No | Activities change thematically over the course of the year, but there is limited coherent complexity of activities over time. | |

| CRITERIA | INDICATORS OF SUPERIOR QUALITY | MEETS METRICS YES/NO | JUSTIFICATION/COMMENTS WITH EXAMPLES | PUBLISHER RESPONSE |
|---|---|----------------------|--|--------------------|
| | 4. Quality of Curriculum Materials and Activities | No | There are many activities throughout and while the instructions are clear, it is not evident that the teacher is instructed about the skills addressed or given the language for interactions that should occur during these activities. | |
| | 5. Activities/Materials Supporting Parental Participation | Yes | There are activities for involving parents as well as guiding principles aligned to familial involvement. Communication tools are available for communicating progress to parents. | |
| 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.