Instructional Materials Evaluation Tool for Alignment in Resources for Infants and Toddlers, Ages Birth to Three

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: **Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings** Copyright: **2011**

Publisher: **HighScope Educational Research Foundation** Age Levels: **Infant and Toddler**

Overall Rating: **Tier II, Approaching quality**

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

STRONG	WEAK
1. Within Parameters of Stnds. (Non-Negotiable)	8. Scaffolding and Support
2. Appropriateness of Materials (Non-Negotiable)	
3. Organization Of Materials (Non-Negotiable)	
4. Quality of Materials (Non-Negotiable)	
5. Supports Parent Participation (Non-Negotiable)	
6. Implementation Format of Materials, Activities	
7. Assessment	

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			
1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS Materials and activities are consistent with the *Louisiana Birth to Five Early Learning and Development Standards*. ☒ Yes ☐ No	**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): • 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.	**Yes**	In the Tender Care and Early Learning (TCEL) book the authors describe "HighScope Infant-Toddler Key Developmental Indicators." The chart is on PDF pg. 48/pg. 33 and correlates to the LA Birth to Five Early Learning Developmental Standards. Approaches to Learning-Tender Care and Early Learning (TCEL) PDF pg. 50/pg. 35- Gives information to caregivers in regards to the importance of fostering initiative in young children by allowing them opportunities to engage with caregivers and objects in the environment. They also give examples/scenarios of how children should be able to move freely and explore their environments with persistence until the child reaches caregivers or objects that interest them. Explanations are also given that Toddlers will begin to express independence and begin to say "No" to caregivers. TCEL PDF pg. 50/pg. 35 Give examples of how infants and toddlers begin to help themselves by crying to express needs, will hold their own bottle or hold a clean diaper while being changed, children will also begin to feed themselves by finger eating. Language- 30-Day LP PDF pg. 71/pg. 63 Provide information regarding the importance of language and communication and how development of these skills aid in the development of literacy skills. Physical Well-being and Motor Development TCEL PDF pg. 54/pg. 39 Discuss the importance how babies learn through movement. TCEL PDF pg. 55/pg. 40 Explain how children use their bodies to create effects at first by accident and later with intention. TCEL PDF pg. 56/ pg. 41 Explains the importance of caregivers providing the space and freedom to move without

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			constraints will allow children to learn their physical strength and limitations and allow them opportunities to practice movement patterns and maximize the quality of movement experiences. Social Emotional Development-TCEL PDF pg. 52/pg. 37 Infants begin to distinguish themselves from others. Examples given explain how during this time infants become interested in their images in a mirror. Infants will move closer to mirror and reach out to touch reflection in the mirror. Toddlers will begin to claim toys in their environment as "Mine". TCEL PDF pg. 53/pg. 38 Children will form attachments and relationships with primary caregivers. Toddlers will ask primary caregivers to read books example given was “Mimi read book" or child will bring a specific toy and start a conversation with another adult. Lesson Plan for Strong Start First 30-Days (30-Day LP) Activities provided in the 30-Day Framework provide opportunities for children to meet the standards, but activities and suggestions to incorporate the materials provided are limited to the first 30-Day framework. Caregivers will need to plan further standard based activities based on observations of individuals. Caregivers may need to use the TCEL component as a resource to ensure the standards are being addressed when planning activities for individuals and small groups.
	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).	**Yes**	The songbook and CD's in the supplemental materials can be used to encourage language, social interactions and oral motor responses. (Pictured on supplemental PDF page) 30-Day LP- The activities throughout the 30-Day lesson plan activities offered and integrate across all domains. For example, 30-Day LP PDF pg. 43/pg. 38 integrates music opportunities with physical movement opportunities.

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			30-Day LP- PDF pg. 48/pg. 40 Activity Exploring Water integrates science, math and fine motor skills. Children are encouraged to use scoops and a variety of containers to explore capacity. 30-Day LP PDF pg. 157/pg. 149-Exploring Sound- Uses fine and large motor skills while experimenting with different sounds objects make. Integrates music by exploring the different sounds of musical instruments. 30-Day LP-PDF pg. 166/pg. 158-Body Imitation- Integrates social and emotional development while working on listening skills and building relationships.
2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES ☒ Yes ☐ No	**2a)** Materials and activities focus on relationships, emotional connection, and responsive caregiving.	**Yes**	TCEL-PDF pg128/pg. 113. Chapter 3 Supportive Adult/Child Interactions- Chapter focuses on caregiver/adult and child interactions. 30-Day LP-PDF pg. 36/pg. 28 Activity Twinkle Twinkle Little Star encourages relationships and emotional connections. Observing children's reactions, facial expressions as they respond to caregiver's voice. 30-Day LP PDF pg. 183/pg. 175- Bodily Care and Mealtime routines - Adults and children are building relationships during these activities by talking and having conversations. 30-Day LP-PDF pg. 38-39/pg. 29- 30 Questions are provided for caregivers to ask themselves when interacting with children with focus being on children's nonverbal cues.
	2b) Materials and activities provide caregiving routines that support health and safety of children.	**Yes**	TCEL provides information in chapter 5 on making schedules and routines that support the health and safety of children. 30-Day LP- PDF pg. 18/pg. 26 Tips for caregivers regarding checking the environment for health and safety concerns for example, make sure furniture is stable because older infants are

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			beginning to move and pull themselves up and using items in the environment, make sure outlets are covered etc. The importance of viewing the environment from the perspectives of the child was stated. 30-Day LP-PDF pg. 33/pg. 25 Bodily Care Routines- Builds relationships with child and caregiver and adults have opportunities to describe how things feel when touching for example, dampness of wet wipe, the feel of the cold water when washing hands etc. 30-Day LP PDF 35/pg. 27 Group Time with Materials- Exploring Books- Gives instructions to provide a variety of different types of books like non-toxic plastic, board books, and cloth books. 30-Day LP PDF pg. 48/pg. 40- Safety precautions are stated during Exploring Water Activity.
	2c) Materials and activities promote an ongoing process that includes observation, documentation, reflection, and adaptation to meet each child's interests and developmental needs.	**Yes**	TCEL and 30-Day LP state using anecdotal notes to record observations and scoring them on the COR assessment tool. They further state the importance of having meetings and planning in order to take each child further in their development. 30-Day LP- PDF 39/pg. 30 Encourage caregivers to take notes in order to make adjustments to lessons and activities or make accommodations in order to meet individuals needs.
	2d) Materials and activities are included that are culturally sensitive.	**Yes**	The program supports cultural sensitivity although there are not references to specific book titles and materials. Materials shown in the Infant Toddler Supplemental Kits have toys/dolls that appear to be culturally diverse. In the 30-Day LP- Exploring Books Activity -The materials needed recommends that culturally diverse books be implemented, but there are no suggested titles given. It is also recommended in TCEL that diverse materials such as dress-up clothes, eating and cooking utensils, family figures, community blocks etc. be used throughout all areas of the

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			classroom but do not specifically incorporate these items in the activities provided. Items mentioned would have to be collected by the teachers and caregivers. The program provides information regarding the importance of respecting families cultures and traditions, but teachers and caregivers are expected to use information provided by families as the main resource in order to plan activities and lessons that include children's cultures and traditions. Accommodations or examples are not provided. Examples of information included in program regarding cultural sensitivity are as follows: TCEL pg. 92 has information on cultural sensitivity and how it affects a caregiver's relationships with parents and avoiding bias based on a caregiver's own cultural upbringing. TCEL PDF pg. 400/pg. 385- Establishing schedules and routines section promotes the use of traditional songs and rhymes is encouraged as well as including traditional songs and rhymes from the cultures of the children and families. Parents are asked to teach caregivers songs and are encouraged to invite parents to join children during group time to teach them songs and share traditions. 30-Day LP PDF pg. 35/pg. 27- Exploring Books- Recommends that culturally diverse books be used during the group activity. 30-Day LP PDF pg. 272 Appendix C Questionnaire specifically asks parents for information regarding the family culture and unique traditions.

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3. ORGANIZATION OF CURRICULUM MATERIALS & ACTIVITIES ☒ Yes ☐ No	**3a)** Materials and activities optimally support children's learning at different developmental stages (e.g., *security* for **infants**, *exploration* for **mobile infants**, and *identity* for **toddlers**).	**Yes**	The toddler supplemental kit has materials for community helper pretend play. They are made of soft materials for toddler exploration. Supplemental Materials are listed for both infant and toddlers. Items appear to be appropriate for children at many levels of development. 30-Day LP-PDF pg. 30/pg. 21 Things for caregivers to keep in mind- Discusses and explains the different temperaments of individuals. Gives information on how children respond to new environments for example, children's sleeping and eating patterns may increase or decrease, some children may cry more frequently etc. 30-Day LP- Notes regarding accommodating non-mobile infants and ways to modify group activities and change these to individual experiences in order to meet the needs of these infants. In the 30-Day LP Scaffolding Learning at Each Developmental Level Charts are provided after each activity. Information identifying characteristics students may exhibit during these activities and also examples of what adults can do to assist these children are provided.
	3b) Materials and activities present a logical and coherent progression of complexity over time (i.e., increasingly complex play encounters, interactions and conversations, routines).	**Yes**	The two supplemental kits pictured appear to have age appropriate materials. The Infant set has materials for 18 months and up and the toddler set has materials for 24 months and up. The materials in the infant kit are larger and made of plastic, cloth, rubber, and vinyl. The materials in the toddler set have some smaller objects and have board books instead of vinyl or cloth. The toddler materials also have materials for pretend play. Activities provided in the 30-Day LP are limited and is a framework for caregivers to use to plan for and meet the needs of individuals. High Scope does focus on the process of learning through discovery, which is referred to as active

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			participatory learning. Caregivers observe individuals and plan accordingly based on observations. TCEL PDF pg. 56/pg. 41- Information given regarding the importance of allowing children the opportunities to explore their environment by not confining them in seats, swings, or stationary play centers and providing a variety of mobile experiences so children can learn their physical strengths and limitations while allowing them time to practice these newly learned skills and providing them time to master movements. Frequent opportunities to explore the environment also allows children the chance to move to the next physical challenge once the current skill is mastered. TCEL PDF pg. 56/pg. 41 Sensory motor learning fosters later development of explorations with people, objects, actions, and ideas TCEL PDF pg. 369 /pg. 354 Information on how older toddlers begin to communicate more freely and can explain their intentions so they should be given opportunities to plan or think about what they are going to do during free choice centers. 30-Day LP- The activities provided do become more complex over the 30-day period. Activities and materials used become more complex. Time on activities may be longer, toddlers choose materials to explore etc.

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4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES ☒ Yes ☐ No	**4a) Language and literacy development** is emphasized through resources and activities that support (where age and developmentally appropriate): • 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.	**Yes**	30-Day LP- PDF pg. 35/pg. 27- Caregivers are encourage to talk frequently with infants and toddlers about the pictures seen in books. Open-ended questioning-30-Day LP-PDF pg. 42/pg. 34 Scaffolding Learning at Each Developmental Level- Sample Question " I wonder what will happen if you knock the blocks down?" TCEL PDF pg. 403/pg. 388 Preparations for Group Time- Example question- "What can we do with these blocks? TCEL PDF pg. 330/pg. 315 Gives caregivers possible questions that may be going through the mind of a toddler as the repeatedly knock over a spouted cup during mealtime. Example of question/ thoughts- What happens to the milk in the spouted cup when it tips over? Why doesn't milk come out? Songbook and CD's are included with supplemental resources. Several of the activities provided in the 30-Day LP use songs and familiar rhymes. Read-alouds- 30-Day LP- PDF pg. 30/pg. 22- rational is given regarding the importance of reading stories more than once. 30-Day LP PDF pg. 206/pg. 198 - Squishy Bags- Children explore the feeling of different ingredients in each bag. The squishing of the different ingredients in the bag will help strengthen hand and finger muscles, which will help, develop small motor skills needed later for writing. Children also have opportunities to explore using paints, art materials, handle small objects such as shells, rocks etc. which will also aid in the refinement of small motor skills needed for holding writing instruments, Print Awareness- TCEL- PDF pg. 59/pg. 44- Discusses the importance of exposing children to environmental print Discuss the importance of using print props in play centers and situations. Information is also given with the importance of

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			giving children opportunities to explore books. 30-Day PDF pg188/ pg. 180 - First Books for Infants- Gives information on how infants initially handle books, print awareness, tips to selecting books for infants and toddlers.
	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): • 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.	**Yes**	Math Concepts- 30-Day LP-PDF pg. 208/pg. 200- Cups, scoops, and Bowls- Exploring the capacity of different containers. 30-Day LP- PDF pg. 215/pg. 207 Squishy Bags- Children have the opportunity to explore the way different ingredients feel when squished and mixed in a bag. Perseverance and persistence- 30-Day PDF pg. 250/pg. 242 Choice Time- Exploring play space- activities to develop problem solving -object permanence. TCEL-PDF pg. 50/pg. 35 -Examples and scenarios given which explain how children will repeat an action to make something happen for example, A child will move and object or themselves to find someone or something that has disappeared from sight 30-Day LP PDF pg. 46/pg. 38- Activity Exploring Canisters and shapes- children are encouraged to explore items located in the canister. Activities provided in 30-Day LP provide students with time to explore the world around them.
5. ACTIVITIES/MATERIALS SUPPORTING PARENTAL PARTICIPATION	**5a)** Materials provide a variety of parental engagement activities to strengthen children's learning and development.	**Yes**	Tender Care & Early Learning: Supporting Infants and Toddlers in Child Care Settings as well as the HighScope Program resources provide guidance for communication with families which focuses daily routines and transitions from home to

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☒ Yes ☐ No			school. These resources include Guidelines for Effective Caregiver-Parent Partnerships, Daily Planning Forms and Strategies for Engaging Parents as Partners. Additional the 30-Day Lesson Plans include parental engagement opportunities such as: 30-Day LP PDF pg. 155/pg. 147 A recommendation is given to inquire with parents about their child's development regarding developmental milestones such as new movements are vocal expression. Parents are asked to share information regarding their child's daily routines such as sleeping and bodily care routine. 30-Day LP PDF pg. 30/pg. 22 - Information to Exchange with Families- Ask families to bring child's favorite toy, blanket, or family photo in order to make the transition from home to school a positive experience for their children. Information is also given in regards to the importance of sharing children's eating, sleeping and bodily care routines. 30-Day LP Appendix D PDF pg. 274/ pg. 266- Developing an Infant Care Plan- This information is gained from parent input about the child's sleep patterns, feeding and eating information. This information is collected in order to better plan for the daily care of each child.
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development.	**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.	**Yes**	30-Day LP on page 29 in Lesson Plans for a Strong Start suggests going outside to explore. TCEL PDF pages 261-272/pgs. 246-257 Outdoor play area location and equipment as well as safety information is provided. More information addressing "Learning about Nature" is provided. On PDF pg. 268/pg. 253 Examples of activities are given for each content area.

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☒ Yes ☐ No			TCEL chapter 4 on PDF pgs.277-293/ pgs. 262 - 278 have lists of suggested, appropriate materials for centers, eating areas and changing areas.
	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.	**Yes**	The supplemental manipulative kit is only viewed in a picture but appear to be age appropriate and progressive. The infant books are vinyl and cloth and then change to using board books for toddlers. The dolls in the infant kit are sized and shaped for easy grasp with all sewn parts and the toddler dolls have moveable arms and legs. The infant kit has materials for stacking and mouthing and the toddler kit has more items for pretend play. 30-Day LP-PDF pg. 249/pg. 241- Documents the importance of open-ended materials and examples of how these materials can be used in a variety of ways in order to stimulate children's thinking.
	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.).	**Yes**	The supplemental kits have materials and books that are made of vinyl and cloth and the toddler books are board books. There are song cards and CD's for music and movement. In the supplemental materials there are also center cards with pictures and words.
7. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress. ☒ Yes ☐ 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).	**Yes**	30-Day LP PDF pg. 264/ pg. 256 indicate taking anecdotal notes daily. 30-Day LP PDF 265/pg. 257- Evidence to support the use of photographs and work sample for maintaining partnerships with parents is briefly mentioned. For example, "Share stories and work samples: During your interactions with parents at drop-off and pickup times, remember to share stories about their child's day. Consider taking pictures of activities their child engages in and sending the photos home. Photographs can really help parents visualize what their child does during the day and the kinds of materials that are available to him or her while in your care." Evidence of using photographs and children's' work samples to use as assessment/portfolio

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			collection to chart individuals progress is not mentioned. The use of checklists as an assessment tool was also not mentioned 30-Day LP- PDF 39/pg. 30 Encourage caregivers to take notes in order to make adjustments to lessons and activities or make accommodations in order to meet individuals needs. Authentic assessments are encouraged and include objective assessments, portfolios of children's work and parent teacher ratings. Anecdotal notes are encouraged and samples of these types of notes are provided in TCEL PDF pg. 415/pg. 400.
	7b) Assessment occurs frequently to assure that knowledge of each child's development is up-to-date and accurate.	**Yes**	The 30-Day LP PDF pg. 264/ pg. 256 indicate taking anecdotal notes daily. Wheel of Learning/ Key Development Cards stress the importance of daily anecdotal note taking and planning.
	7c) Assessment attends to the child's functional capacities in natural contexts.	**Yes**	TCEL- PDF pg. 411/pg. 396 an emphasis is put on the importance of assessing children in their natural environment to give an accurate picture of a child's abilities and skills acquired. Attention is focused on observing the whole child. The COR, Tender Care and Early Learning and Lesson Plans for a Strong Start all state that assessment is to be done by observation in the child's natural environment.
8. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. ☐ Yes ☒ 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.	**Yes**	Appendix B in 30-Day LP for a Strong Start states that in the lesson plan where it provides scaffolding for earlier, middle, and later developmental stages is to accommodate ELL learners and special needs. For example, "Scaffolding is an essential component of early education because young children develop along a continuum; children, even those at the same chronological age, vary in their development and ability levels. Scaffolding charts acknowledge this variability and help you foster learning for all children, including dual-language learners and

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			those with special needs." Throughout the 30-Day LP scaffolding of activities are given for developmental levels/. In TCEL PDF pg. 272/ pg. 257-259, the authors suggest ways to alter the environment for children with special needs. TCEL PDF pg. 274/pg. 258 Examples are given regarding the adaptation of available materials in the learning environment and ideas for accommodating wheel chairs. 30-Day LP- PDF pg. 32/pg. 24- Scaffolding Examples for Choice Time. Gives examples of three different levels of children and gives suggestions for adults to assist them in order to explore their environment.
	8b) Sufficient instructions are provided for teachers to use the materials and activities.	**No**	The 30-Day LP gives specific instructions in regards to the activities provided but only for that period of time and not for anything beyond that point. As a result, teachers only have this framework as well as the TCEL resource to guide them in the planning of lessons and activities beyond the 30-Day plans. Teachers are encouraged to use individuals anecdotal notes to develop plans to meet the needs of the individual child beyond that point, but because there are no specific instructions relative to any activities or experiences, it may be difficult for a teacher to appropriately plan to meet those needs There are some generalized resources to help with planning beyond the 30-Day period including the Idea book- PDF 20/ pg. 10- Sample of Daily Schedule aids teachers with planning and on PDF pg. 32/ pg. 24 of 30-Day LP A Strong Start books provides explanations on how to differentiate for three different levels of development.

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FINAL EVALUATION: ***Tier 1 ratings*** receive a "Yes" in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality. ***Tier 2 ratings*** receive a "Yes" in Column 1 for all Non-Negotiable indicators but may receive "No" rating(s) for the Additional Indicators of Quality. ***Tier 3 ratings*** receive a "No" in Column 1 for one or more of the Non-Negotiable indicators.			
Compile the results of Sections I and II to make a final decision for the material under review			
I: Non-Negotiables	1. Content Within the Parameters of the Standards	**Yes**	There is an alignment between the curriculum components provided and the Louisiana Early Learning and Development Standards.
	2. Appropriateness of Curriculum Materials and Activities	**Yes**	Although culturally diverse activities and materials are not provided the program provides guidance and strategies for fostering a culturally sensitive approach to care and learning.
	3. Organization Of Curriculum Materials & Activities	**Yes**	Materials and activities provided are organized and sequential.
	4. Quality of Curriculum Materials and Activities	**Yes**	The activities and materials provided are appropriate for infants and toddlers.
	5. Activities/Materials Supporting Parental Participation	**Yes**	There are multiple examples of strategies for parental engagement and participation although there is limited evidence of specific extension of literacy and language development.
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	**Yes**	Materials and activities are used in a variety of settings.
	7. Assessment	**Yes**	Assessment are consistent with the standards and occur in the child's natural learning environment.
	8. Scaffolding and Support	**No**	Sufficient instructions, activities and materials are not provided beyond the 30-Day Lesson Plan.
FINAL DECISION FOR THIS MATERIAL: **Tier II, Approaching quality**			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.