

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: **Learn Every Day - The Program for Infants, Toddlers and Twos Curriculum (includes three components "Infants," "Toddlers," and "Foundations")**

Publisher: **Kaplan Early Learning Company**

Age Levels: **Infant to Toddler**

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Overall Rating: **Tier I, Exemplifies quality**

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

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

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 development are represented for young children to meet the Louisiana standards from Birth to 36 months through relevant materials, activities, and assessment.</p> <p>Part 4 of Foundations, Exploring the Developmental Domains, gives information regarding Infant and Toddler development and behaviors and how the development and behaviors change and grow over time in each domain.</p> <p>Infant -The sections and activities are separated by the domains and are divided by age groups, birth to 6 months, six to nine months, and nine months. Infant activities are organized into various sections such as Learning Spaces, Brain Builders, and Talk to Me.</p> <p>Toddler - The program is broken down into three large parts and with all necessary domains visible. There is transparent integration across the activities which include Brain Builders (cognitive development skills such as size, problem-solving, visual discrimination, etc.), Talk, Read, Listen (supports communication skills such as vocabulary building, oral language, pre-literacy, letter recognition, print awareness, etc.), All Things Creative (open-ended art, music and movement activities), Moving Along (building gross and fine motor skills), Exploring My Wonderful World (sensory experiences), Exploring the Natural World (develop observation skills, learn about the natural world, develop an appreciation for nature), Making Friends (development of social skills, cooperation and sharing, sense of independence and health self-concept). There are also six main themes for older toddlers to address higher levels of content learning through small and large group activities</p>

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			<p>(e.g. colors all around us, farm animals, numbers everywhere, etc.)</p> <p>Within more broad domains such as language and literacy are smaller boxes or resource lists that summarize key points or allow teachers to find information needed in an efficient way. In these embedded resources, caregivers can see details that target smaller milestones across children's learning trajectory.</p> <p>Specific examples of standards addressed include:</p> <p>Approaches to Learning AL2 Infants are asked to attend to faces of caring adults and to visually discriminate family members by photos (pgs. 67, 77); for toddlers to engage in dramatic play, maintaining attention to complete a short, simple task with adult support (pg. 229).</p> <p>Cognitive Development CM1 Infants use materials to develop one to one correspondence (pgs. 72, 76) and toddlers are playing clapping games to support the same skill (pg. 330). CS4 Infants experience changes in the weather firsthand and toddlers explore through multisensory activities within their environment (pgs. 226, 231, 269). LL3 Infants build vocabulary and understanding what a book is for by looking at books with familiar people, places, and things (pg. 119) and toddlers expand vocabulary and discover print awareness by using sets of cards depicting different categories of things (pg. 117).</p> <p>Physical well-being and Motor Development PM2 Infants grasp objects (pg. 156) and young toddlers develop a pincer grasp by stacking</p>

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			<p>plastic cups (pg. 165).</p> <p>Social-Emotional Development SE4 Infants feel secure and calm down when held ("Nurturing rituals", pg. 246) and toddlers use their body to express emotions ("Silly Antics", pg. 255).</p> <p>Appendix A gives strategies to develop Infants/Toddlers senses in both indoor and outdoor environments (exploring nature)</p> <p>Appendix A also gives strategies for caregivers to reinforce social connections and social skills;</p> <p>Social Studies standards are discussed throughout the Foundations documents and focus on Social Connections with others in the environment and through daily routines.</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>A large majority of materials and activities foster integration of development across two or more domains.</p> <p>Examples for Infants: Cognitive Brain Builders combine language and social interactions and implement strategies that support children's Approaches to Learning. Chants and rhymes (e.g. Itsy Bitsy Spider) align language and cognitive development.</p> <p>In the construction area, infants can see and touch building materials, learn the properties of objects, and focus on new vocabulary (pgs. 44-45). In "Hold the Toy" (pg. 77), the curriculum integrates motor, language, social and emotional domains. In "Help Me Pack" (pg. 100), the infant associates words with objects and enjoys social interactions with others. All five areas of development are addressed. Specific activities for integrating music and movement are included, including: "Shake the Rattle and Roll (pg. 169),</p>

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			<p>and there are activities for integrating listening and cognitive skills through sensory exploration activities such as "Drum Up Some Fun (pg. 212).</p> <p>Examples for Toddlers: Titles of each section are open-ended in a way that makes the integration visible to readers. In "Exploring the Natural World" heavily promotes science, and science is also found in the "Learning Spaces" section through activities about colors and animals. In "Learning through the Senses", toddlers have opportunities for fine and gross motor developmental as well as to learn mathematical and spatial awareness. This trend continues throughout all sections of the toddler resource and also resurfaces in the observation questions listed at the end of each activity (i.e.: "Does the child do the motions with you?" is asked at the end of a literacy activity, but can easily be viewed as a motor or social skill).</p> <p>Appendix A gives specific strategies to encourage development in each domain. Most of the strategies integrate language and social interactions across all domains. Physical development integrates gross and fine motor development through exploring environments (both indoors and outdoors) and also fosters the development of social connections.</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>The foundations section contains planning guidelines for infants and toddlers that state, "While a center-based environment is not by its nature a home, it should be as homelike as possible, which means it should also be a place where a young child feels supported by those around him, safe to explore his world, and as unscheduled as possible." The importance of emotional connections and responsive caregiving is addressed in the introductions to domains and each program and is often accompanied by</p>

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			<p>research citations.</p> <p>Infant section: The Observation Questions after each activity strengthen responsive caregiving. Questions are designed so caregivers closely observe the child's response to an activity and how they respond to materials that are being used during the activity. For example "Snuggle Buggle, I Love You (Pg. 69)</p> <p>Toddler section - Contains specific narratives, and questions for evaluation require both physical and emotional proximity to the child, as well as attention and responsiveness to what the child is doing. Often, when a caregiver is cued to make an observation, (i.e.: "Does the child look at the book with you or by himself?") it is within a responsive scenario. Additionally, there is an emphasis on caregivers to getting to know the children through activities designed to foster relationship building.</p> <p>The curriculum suggests ways to handle common behavior and separation issues (pgs. 39-41).</p> <p>"Ten Terrific Tips" (pgs. 9-12), are offered to help the caregiver reflect on the principles for quality programming, including: nurturing relationships, cultural diversity, predictability of development and other points.</p> <p>Techniques that build social-interaction skills can be found in Toddlers and Twos, (pg. 278).</p>
	<p>2b) Materials and activities provide caregiving routines that support health and safety of children</p>	<p>Yes</p>	<p>Safety procedures are evident throughout Part 4 of Exploring Development Domains /Foundations. Sanitizing and Cleaning Tips and Cleaning Chart for the classroom environment, toilet/diapering area etc. are located in Part 4: Exploring Development Domains/Foundations. There are many references on how teachers can effectively stabilize environments for safety purposes</p>

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			<p>Safety tips are also included with activities and lessons in the Infant section when activities include objects that hang such as mobiles, objects infants may explore orally, water activities etc. Other safety practices emphasize the importance of safety when learning from objects including being nontoxic, washable, and non-flammable, not a choking hazard. Statements of "concerns" are embedded in many activities when applicable. Teachers are reminded to recheck objects periodically to see if they are still safe for infants and toddlers." (pg. 119). Healthy Habits' section outlines a protocol for hand-washing, diapering, assisting with toilet training, oral health, and sanitation (this includes a helpful 'Cleaning Guidelines' chart).</p> <p>At the end of each activity, there is a "Safety Note" indicated, listing real cautions to consider. Safety is also discussed as a particular consideration for children with special needs.</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>Infant All activities/lessons are followed with observation questions caregivers should ask themselves in regards to infant responses to the activities and infant reactions to materials being used during and after the activity. Anecdotal note taking is also suggested in order to document the infant's responses for some of the activities. Teachers are reminded of the importance of the uniqueness of each individual child in order to understand and promote their development.</p> <p>In Foundations, Appendix B includes sample weekly planning forms, a sample basic assessment schedule (for the varying age groups), a survey for parents to tell about their child, and an assessment instrument outlining developmental milestones for Social/Emotional, Gross Motor, Fine Motor and Language</p>

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			<p>Development. There is also information on developing a child portfolio.</p> <p>In both the infant and toddler section, each activity is followed by an "Observations" section that provides questions for reflection to determine how the infant/toddler responded during the activity. The Infant manual contains aligned observation questions (pg. 66). Often, guidance is provided to the caregiver regarding what to look for and how to modify the activity if the child responds or does not respond to the task.</p> <p>Toddler - One of the add-on resources in the front of this program is a detailed description of what should be in each center of the toddler classroom/learning space along with a list of materials and learning objectives, supplemental props, observation questions for evaluation, vocabulary to promote within that center.</p>
	<p>2d) Materials and activities are culturally and linguistically appropriate</p>	<p>Yes</p>	<p>The curriculum offers materials and activities that are culturally and linguistically appropriate. In Foundations are discussions regarding students who are at risk and those who have an identified disability, (pgs. 86 - 99). The Program for Infants mentions that all children develop within a culture and family: "Every family has its own unique culture, with its own members, traditions, language and values. Because families emphasize these elements to a different degree, each family has a different way of interacting with their child." (pg. 9)</p> <p>Infant: Activities recommend that if caregivers speak other languages then use their home language when speaking to children during routine parts of the day and also suggest the use of rhymes, fingerplays and songs that are cross-generational.</p>

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			<p>In Infants and Toddlers and Twos, there are sections that contain information about how to adapt activities for children with developmental delays.</p> <p>Foundations offers insight into Dual Language Learners (pg. 100). Ten Tips for Working With Infants, Toddlers and Twos are offered to help caregivers working with dual language learners.</p> <p>There are no insensitive portrayals of different cultures, ethnicities, gender, abilities or race. Examples: “Second Language Sing-Along”, (Infants, pg. 182), and “Bonjour and Buenos Dias”, (Toddler and Twos, pg. 82), discussion of home Living Spaces (includes clothes that depict the children's cultures (pg. 144).</p>
<p>3. ORGANIZATION OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input 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>The curriculum has two separate programs, one for Infants and one for Toddlers.</p> <p>Appendix A of Foundations offers strategies for supporting infant and toddler development. Each developmental domain is broken down into component parts with descriptors of behaviors exhibited by infants, young toddlers, and by older toddlers. Following the descriptors, suggestions are given to encourage each area of development. Also included is an outline for setting up developmentally appropriate learning spaces (pgs. 129-132), the general sequence of gross motor development (pg. 163) and information on how communication progresses (pg. 190).</p> <p>Infant - The program suggests setting up the classrooms in areas that accommodate both mobile and non-mobile infants to promote exploration of these areas.</p>

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			<p>Toddlers - The suggested materials for toddlers and twos are much different than those recommended for infants.</p> <p>Both programs describe the organization of the classroom (pg. 22) to facilitate an optimal learning environment, to support children at different developmental stages. For example: For infants, areas of the room might include: I Move, I See, I Touch, etc. For Toddlers and Twos, areas of the classroom might include: a Home Living Learning Space, a By Myself Learning Space, and a Music Learning Space. For Older Toddlers and Twos, areas of the classroom might include: the Library Center, the Construction Center, and the Art Center.</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>Yes</p>	<p>In Foundations: Part 4, there are multiple references to address each domain in a logical progression. Example: See 'Tips for Talking with Nonspeakers', 'Tips for Working with Beginning Speakers', etc. (pg. 135).</p> <p>Infants- The activities in each section are scaffolded (Birth to 6 months, 6 to 9 months, and 9 to 12 months) (pg. 65). Pages. 88-94 give examples of logical progressions for Language and Communication activities.</p> <p>Toddler- The activities vary in complexity and are aligned with and show a clear progression from the program for infants. As the different spaces are introduced, there are increased and more complex spaces and materials suggested for younger toddlers and older toddlers.</p> <p>Foundations - Guidance states that as the caregiver(s) show a growing understanding and ever-intensifying bond with the children, they should in turn take notice when a child gains or loses interest in a toy or theme, and that the</p>

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			<p>materials in the learning space should be adjusted accordingly. In Foundations (pg. 121), stages of development for each domain are outlined. The curriculum offers a detailed description of each stage. In the area of Language, the curriculum provides activities that first build on gestures and body language of infants to building vocabulary in young toddlers to using sentences in older toddlers .</p> <p>Materials pictured are developmentally appropriate and designed to enhance the development of senses. The infant materials include toys that will strengthen fine and gross motor development. Materials included in the Toddler Activity kit promote more advanced fine motor development.</p> <p>The program recommends materials of different textures, soft and hard, created to make different types of sounds.</p>
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input 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 	<p>Yes</p>	<p>Foundations - Teachers are encouraged to be sensitive to the fact that facilitating early literacy activities must remain flexible and child-led, and that infants and toddlers are not yet preschoolers and should be respected as such. Frequent conversations are encouraged at all times of the day, not just in the predictable “reading” times of a learning day.</p> <p>Infant - (Including Appendix A) offer activities and strategies that highlight frequent opportunities for conversations and talk during routines. Many examples of self-and parallel talk are provided for caretakers to reference, for example, "I am unpacking your diaper bag," and "Here is your bottle" (Infants, pg. 87). Activities are provided to encourage the use of gestures, sign language, and common sounds that infants produce first. The use of language from the phoneme level to</p>

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	<ul style="list-style-type: none"> • Prewriting skills (e.g., holding objects and scribbling or drawing/painting to convey a message) • Print awareness and letter knowledge 		<p>simple sentences is evident in many lessons. Later, the curriculum moves towards developing vocabulary and preliteracy skills in activities like "Fun With Words", (Toddlers and Twos, pg. 86)</p> <p>Activities for literacy begin with familiarizing infants with books and the sounds of language (pg. 116). Exposing babies to how words can be combined to make a rhyme (pg. 121) follows. Toddlers and Twos can work to develop print awareness and emergent literacy skills with the "ABC Matching Game" (pg. 110)</p> <p>Infant Literacy: Books! Books! Books!- Give suggestions of book titles and types of books (Cloth books, Family Photo Albums, Board Books etc.). The Books! section promotes the use of chants, rhymes, songs, and the use of "Made Books".</p> <p>In the section: 'And the Cow Jumped Over the Moon: Music in Early Childhood' from Foundations: Part 4 (pg. 134), tips for communicating with children based on their speaking capabilities are provided. Songs, chants, and rhymes have follow-up questions, language enrichment opportunities which also address comprehension, story time suggestions, and aligned cognitive, fine motor, and social-emotional development opportunities (see pg. 142 for an example with Itsy Bitsy Spider).</p> <p>Many pre-writing activities encourage infants to grasp, reach and hold objects. Toddler manual contains very specific developmentally appropriate prewriting skills indicating possible ways they might be manifested in toddlers' behaviors. An importance of early print awareness is emphasized, along with the ways in which these activities foster pre-reading skills Other fine motor activities are included such as</p>

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			<p>eye-hand coordination, hand and wrist muscle development and pincer muscle movement.</p> <p>Both the Infant and Toddlers and Twos Program provide activities for music and movement that include rhymes, fingerplays, and songs matching the developmental level of the child. For example: For Infants, "Learning with Classics" (pg. 174) develops music appreciation, "Second Language Sing Along" (pg. 182). "Rhythm Sticks" (Toddlers and Twos, pg. 177), "Sing Out" (Toddlers and Twos, pg. 178). A music CD is offered for both the Infant and the Toddlers and Twos Program.</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>Foundations - Reinforces the need for interactions to be open-ended and child directed, rather than having a rigid objective in mind.</p> <p>In both Infant and Toddler resources, there is a Cognitive Development section with activities designed to promote cognitive development (pg. 58)</p> <p>In Part 4: Foundations, the Cognitive Development section (pg. 147) includes five key findings from brain research as well as information from neuroscience to provide additional context for instructors. Other topics explored within this section include sensory exploration, cause and effect, using tools, object permanence, size/shape/space, using symbols, math concepts, and concept of time. Additionally, 3 important aspects of cognitive development are referenced - imitation, curiosity, and classification (see pg. 159). 'Let Me Think About It: Cognitive Development' (pg. 154), Social and Emotional Development: 'Socially Strong, Emotionally Secure Infants, Toddlers, and Twos' (pg. 202), 'Behaviors of Infants, Toddlers, and Twos in Group Settings' (pg. 208), and Health and</p>

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			<p>Physical Development: 'Healthy Habits' (pg. 168).</p> <p>In the cognitive skills section of the Toddler Program, users learn about common cognitive skills that toddlers are working on including pretend games, sharing, asserting themselves, imitating, wanting help, getting frustrated, and being naturally curious. This sections explains how play helps toddlers learn these skills. Social emotional skills are integrated throughout many different types of activities. There are also many activities provided in the Making Friends section that giving information and context for encouraging social emotional skills.</p> <p>Basic math concepts are taught through music and physical development activities. Math activities address comparing sizes and spatial relations (Infants). The Compartments activity (p. 72) supports development of awareness of size and building one-to-one correspondence. The High and Low Swing activity helps with the development of spatial relationships.</p> <p>Science - There is a section on nature which builds a child's awareness of the world around them. Activities include Talk Walks to explore the outside world. In "Texture Crawl", (Infants, pg. 218). In "Shadow Play", (Toddlers and Twos, pg. 178) children explore the concepts of light and dark. Curiosity and exploration are addressed with activities that promote body awareness and exploration of different textures. Activities for caring for the Earth and animals are included.</p> <p>Many of the primary learning objectives listed in the toddler activities include problem-solving activities. "Musical Tuffets" (Toddlers and Twos, pg. 178) is a group game that teaches following the rules of the game.</p>

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			<p>Creative thinking is expressed in "Bundle Scribble Box" (Toddlers and Twos, pg. 134). In the same book, (pg. 135) toddlers are provided with materials to create a collage. Curiosity and exploration are developed in games like "What is Under the Material" (Infants, pg. 75). The curriculum also describes Spaces for Learning.</p> <p>Infant- Suggested areas include I Move, I See, I Touch, etc. where children learn skills of turn taking, communication, persistence and discovery and exploration alongside other children. Centers for Toddlers and Twos include Library Center, Construction Center, Transportation Center and Grocery Center.</p> <p>Toddler - A curiosity and exploration section is dedicated to open-ended exploration (All Things Creative! Open-ended Art, Music, Movement and Exploration."</p>
	<p>4c) Adequate, explanatory instructions for teachers to use the materials and activities</p>	<p>Yes</p>	<p>NOTE: Background information and directions are provided in the Foundations book and are important for successful use with this curricular resource. In addition, explanations to teachers are written as if dealing with an individual child, but it is also implied that these activities are designed for use in group settings.</p> <p>Information, is in an easy to read format, is consistent throughout all parts of the curriculum. Clearly written text provides the necessary background and rationale for the sequence of activities. Instructions for activities are adequate for successful implementation. Each chapter is broken into three sections (1) Introduction (2) Accommodations/considerations for students with special needs or developmental delays, and (3) Program Planning for Infants: This section gives teachers helpful information about optimal</p>

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			<p>groupings of children including same-age, mixed age, and flexible age groupings. It includes information on scheduling, advice on planning toward program goals, daily evaluation, and creating a primary caregiving model for infants. There is also information on setting up the learning space for infants (pg. 19). Directions are clear and specific; and, Program Planning for Toddlers: This section includes information for the teacher on how to support learning for this age group with specific scenarios for review. This section also gives information on how to best deal with toddler behavior and information about negative behaviors that are age appropriate. The literature and music chapter contains a section that references other resources such as book lists and CDs.</p> <p>Ten Terrific Tips for Teachers of Infants are provided. Each section of the Infant program begins with an introduction for each domain that offers important developmental information. Tips for setting up the environment, teacher-collected props and observation questions for reflections are provided. Suggestions for materials prepared by the caregiver are given in a step by step approach. Many of the activity formats also include a "Safety Note" to the caregiver.</p> <p>Toddler - Standards-aligned objectives, materials, safety and accommodation considerations, assessment guidelines and activities are provided.</p> <p>Appendix B Foundations: Includes a variety of planning tools for teachers including weekly planning forms.</p>
5. ACTIVITIES/MATERIALS SUPPORTING PARENTAL	5a) Provides a variety of parental engagement activities to strengthen children’s learning and development	Yes	Foundations contain guidance on offering routines for infants that closely mirror what is experienced in the home. There is a section (Part

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<p>PARTICIPATION</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>2) devoted to Family Engagement which suggest ways to establish good rapport with families. Included are suggestions such as, developing warm trusting relationships; being sensitive to the feelings of family members; being considerate with sharing milestones. This section also discusses the Pre-Enrollment Conference, how to prepare for it and how to put families at ease (pgs. 62-64). The next section focuses on Family Engagement and Communication (pg. 79). Supporting forms can be located in Appendix B. The curriculum also provides a sample daily communication form, which allows for parent input and that of the caregiver as well.</p> <p>Another level of parent engagement is offered in both the Infant and Toddler and Twos Program by getting parents involved in collecting classroom props. Several activities are suggested in both guides (Infants, Toddlers, & Twos) to involve the family in the child's learning process, "Family Faces, (Infants, pg. 125)</p> <p>In the Program for Infants, one of the Learning Spaces is a 'Family Area'; its goal is to 'learn that the center and caregivers value the child's family' and 'to identify the pictures of family members that are on display'. See the 'Family Faces' activity on pg. 125.</p> <p>Appendix B of Foundations includes a weekly planning tool for families that has a box for 'involving families.' This section also includes a 'Daily Chart' for teachers to communicate updates to parents, and a 'Daily Update' that has a space for notes from family members and notes from the caregiver.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
ADDITIONAL INDICATORS OF QUALITY			
<p>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>6a) Materials and activities are incorporated throughout a variety of settings (both indoor and outdoor), including individual and cooperative play, interest areas and centers, small group and individualized attention</p>	<p>Yes</p>	<p>The Infant Program provides an entire section on Exploring the Natural World-Nurture the Love of Nature and includes activities that can be conducted both indoors and outdoors.</p> <p>Sixteen activities are offered for the out of doors from "Wind Socks" (pg. 228) to "No-Mess Painting" (pg. 233). In "Listen to the Sound" (Toddler and Twos, pg. 231), the learning objectives of exploring the sense of sound and developing auditory discrimination skills can occur indoors or outside. The curriculum offers ideas for learning spaces that provide opportunities for individual and cooperative play.</p> <p>Foundations: Part 4 emphasizes the importance of play: "During play, children learn and enjoy active participation. In playful activity, infants and toddlers find pleasure in repeating an action (practice play) or experimenting with a novel toy. Dramatic play allows toddlers to begin to take on roles..." (pg. 120).</p> <p>Appendix B of Foundations includes a weekly planning tool that outlines differentiating indoor vs. outdoor activities, with an equal emphasis on both.</p> <p>"Here I Come! Learning spaces for Young Toddlers" suggests an "I Move" space for physical development, an "I See" space for visual acuity, an "I Touch" space for exploration and experimentation, a "Home Living" space for dramatic play, a "By Myself Learning" space for emotional development, a "Music Learning" space for music experimentation, a "Hat Learning" space for additional dramatic play, a "Ball Learning" space for additional physical development, and a "Friends Learning" space for social development.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>As the toddler curriculum moves to working with older toddlers, it depicts the additional spaces needed for this age. The spaces include Library, Construction, Science and Nature, Transportation, Grocery Store, and Gardening. The Exploring My Wonderful World (pg. 22) and Exploring the Natural World (pg. 249) sections expose children to learning across different settings to explore different sensory and natural experiences.</p>
	<p>6b) Activities include use of safe and appropriate toys and manipulatives (e.g., playdough, dolls, toy trucks/cars, stacking rings, nesting cups, blocks, puzzles, plastic animals, puppets, rattles and musical instruments, art materials, dress-up clothes, props, realistic-looking toys that represent items such as food) that can be used in a variety of ways to help children practice and develop new skills (e.g., fine motor, memory, listening, self-control, language, problem-solving, relationship-building, physical, spatial relations) and require the most action on the part of the child</p>	<p>Yes</p>	<p>Infant section - includes a list of developmentally appropriate materials and props.</p> <p>Materials described are safe and appropriate for the various age levels represented. They offer open-ended experiences to bring about optimal learning opportunities for children, focusing on the learning process and not on an end product. For example, infant's materials include such things as washable blankets, black and white toys, soft balls, foam wedges, brightly colored play mats, bumpy balls, and board books. Toddler toys include such things as bristle blocks, large plastic toy bolts and screws, small wooden blocks, sponges, child-safe scissors, washable markers, clear plastic jars with lids, large magnifying glasses, wagons, miniature cars, trucks, and buses, plastic fruit and vegetables, scales, grocery cart, cash register, paper bags, empty containers of pasta, cereal, crackers, cookies, etc., and a telephone.</p> <p>The materials provided appear to have a few books, but there is a list of different types of books given as well as appropriate titles and authors.</p> <p>Activities for language development provide ideas for use of many different types of</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>manipulatives. For example, the Itsy Bitsy Spider chant. Materials referenced include read aloud books, a masking tape line, puppets, jars filled with oil and glue, plastic toys, pipe cleaners, etc.</p> <p>Infants- There is extensive information provided as to how to most effectively set up the learning environment for infants. This includes how to organize physical space as well as the most developmentally appropriate visuals and materials to use. It is recommended to divide the room into 'areas'.</p> <p>Toddlers- The materials are developmentally appropriate and encourage the development of relevant skills. The introduction of the spaces in the classroom includes extensive lists of materials for these spaces. In 'Here I Come! Learning Spaces for Young Toddlers;' 'See me Explore! Learning Spaces for Older Toddlers and Twos' adds more complex materials including cardboard books, hand puppets, bristle blocks, cardboard blocks, camera, tools, Lego bricks, small wooden blocks, child-safe scissors, glue, clay, additional tools for painting, aquarium. gloves, magnifying glasses, scale, fabrics, miniature cars, trucks, and buses, wagon, cash register, coupons, plastic food, play money, shopping carts, clipboards, computer, flower seeds, gardening tools, and soil.</p>
	<p>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.).</p>	<p>Yes</p>	<p>The curriculum includes such things as board books, cloth books, and vinyl books for infants and typical books for toddlers and twos. An additional book list is provided. Resource lists are provided for books, music CDs, finger plays, chants, songs, and rhymes.</p> <p>Placement of posters and objects on the wall and around the room was discussed within some activities.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Details on possible accommodations for children with special needs are also included.</p> <p>Infants- It is recommended that the 'Communicate' area has board books (pg. 32) and that the 'Hear' space has recordings on MP3's or CD's (pg. 30).</p> <p>Toddlers- A recommended book list (see pg. 105)and list of songs (see pg. 183) are available.</p>
<p>7. ASSESSMENT</p> <p>Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>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)</p>	<p>Yes</p>	<p>A basic assessment schedule is provided along with guidance on collecting and using data; however, the Sample Assessment Instrument (broken down by standards area) is available only up to 18 months. There is no sample for the older toddler to age two population.</p> <p>The curriculum recommends portfolio development or planned activity assessments, which is in keeping with the Louisiana Standards. Authors describe in careful detail: portfolios, planned activity assessments (performance tasks), contexts in which a teacher can capture the maximum amount of information and data on a child, and then what to do once results are gathered. The appendix offers many templates for teachers to work from when assessing both infants and toddlers and are organized by developmental stage.</p> <p>In Appendix B the following are provided: A Weekly Planning Form; Sample Basic Assessment Schedule; Family Questionnaire- (to include information about family, me, and the child's daily routines); Assessment Instrument (divided by ages Birth to 6 months, 6 to 12 months, 12 to 18 months and which assesses milestones/standards in the areas of Social Emotional, Gross, Motor, Fine Motor, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Language Development/3 assessment windows); Assessment Instrument form; Portfolio documentation form; Daily Chart (to record feeding, napping, and toileting information); and Daily Update form (for Family/Caregiver communication).</p> <p>Best Practices for Assessments of Infants, Toddlers and Twos section suggests different assessments types and gives implementation suggestions including individual child portfolios and Planned Activity Assessments. There is advice on how to schedule assessments and use assessment data for planning purposes and program improvement.</p> <p>In the Program for Toddlers, each classroom space has opportunities for evaluation suggested.</p>
	<p>7b) Assessment occurs frequently to assure that knowledge of each child’s development is up-to-date and accurate</p>	<p>Yes</p>	<p>Foundations - recommends (and defines) daily anecdotal notes and how to use them, poses typical questions a teacher might ask herself while observing a child and how to plan ahead when preparing to document progress on a child. More skill-specific guidance is found in the infant/toddler manuals themselves.</p> <p>Appendix B Includes an Assessment Instrument Form, encourages documentation of development with anecdotal notes. The Assessment Instruments provides space for three different observations of specific milestones/standards.</p> <p>Questions designed to guide observations follow each learning activity. In the "Learning Spaces", questions for child evaluations are listed. For example: In the young toddlers' space identified as "I Touch", the evaluation questions are: Is the toddler exploring the materials and textures with his hands and/or feet? Is the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>toddler improving fine motor coordination as he plays with materials? Is the toddler attempting to use tools to manipulate materials? and Is the toddler making sounds or gestures to accompany his play in the learning space?</p> <p>Pg. 49 prompts teachers to allow up to 6 week for an assessment of each child. The 'Creating an Assessment Plan' sections suggest to consider the timeline for the program. Pg. 275 of the Appendix suggests a beginning, middle, and end of year planned activity as well as ongoing collection of portfolio pieces. Each space/center description in the toddler curriculum gives suggestions for evaluation opportunities in each space/center aligned to the objectives listed for that area.</p> <p>Activities in the curriculum have observation opportunities listed for teacher to gather data about children's mastery of the objectives for that activity.</p> <p>Appendix B in Foundations includes a sample monthly assessment schedule and guidance that each component should be observed and or demonstrated three times.</p>
	<p>7c) Assessment attends to the child's functional capacities in natural contexts</p>	<p>Yes</p>	<p>"Part I – Program Planning and Assessment" of Foundations, discusses "authentic best assessment practices" verses "forced" assessment situations (pg. 43). Teachers are reminded not to anticipate closed-ended results and that assessment should happen naturally with teachers taking advantage of natural learning experiences.</p> <p>It is recommended that families are included as an important source of information in the assessment process (pg. 44). Assessment occurs within the natural setting as children learn and play.</p>

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			<p>An example for toddlers and twos involves the activity "Clay Tray" (pg. 135). In this activity the child is given clay and materials such as spoons, blocks, plastic molds, cookie sheets, sticks, dowel rods, etc.</p> <p>Best Practices for Assessments of Infants, Toddlers and Twos section indicates that assessment should be on-going, closely related to the daily program, use the child's natural play environments, measure developmentally appropriate skills., cover all domains and learning styles, and include the family. There are Observation Questions for each learning area (Infants). Appendix B in Foundations includes Assessment Instruments differentiated for children's' ages. The Instrument includes places for teachers to indicate dates of observed milestone/standard. Additionally, the Instrument allows for teachers to outline skills demonstrated in 'Portfolio Pieces'.</p>
<p>8. SCAFFOLDING AND SUPPORT</p> <p>Materials/activities provide all children with opportunities and support to meet the standards.</p> <p><input checked="" 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>Yes</p>	<p>The Learning Every Day Foundations curriculum materials discuss students who are at risk and those who have an identified disability (pgs. 86-99). Background information is provided to caregivers regarding commonly used terms and established "processes for identification."</p> <p>In each curriculum resource, there are sections that contain information about how to adapt activities for children with developmental delays.</p> <p>Foundations devotes an entire section with insights to working with Dual Language Learners (pg. 100). "Ten Tips" help caregivers working with dual language learners. The curriculum section (Toddlers and Twos, pgs. 277-278) discusses ways to facilitate social skill development in children with special needs.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Infant - Information regarding children with developmental delays and special needs students is provided in each section.</p> <p>Toddler- There is a section designed for infants and twos with special needs in every chapter.</p> <p>Modifications for children with Sensory Integration Issues are also included. Information is given to help identify the sensory issue and gives characteristics of these issues and gives modifications for caregivers to use.</p> <p>Foundations includes information on their approach to supporting children with developmental delays: “In addition, a child with developmental delays may not sit unsupported until much later.</p> <p>In Foundations: Part 4, Information is provided to help teachers know when to be concerned about a child’s language development (pg. 185).</p> <p>The ‘Diverse Needs’ section of the Program gives thorough information about students with special needs and early intervention services. This section suggests that teachers model a belief that every child in the classroom is important, help typically developing children to accept their peers with special needs, look for ways for the child with social needs to participate in everyday activities, read stories that feature people with special needs, and remember that all children can learn.</p>
<p>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.</p>			
<p>Compile the results of Sections I and II to make a final decision for the material under review</p>			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS YES/NO	JUSTIFICATION/COMMENTS WITH EXAMPLES
I: Non-Negotiables	1. Content Within the Parameters of the Standards	Yes	The curriculum contains activities, materials and experiences, which would allow children to meet the Louisiana Birth to Five Standards.
	2. Appropriateness of Curriculum Materials and Activities	Yes	Materials and activities are appropriate to the needs of infants, toddlers and twos and integrated across developmental domains.
	3. Organization Of Curriculum Materials & Activities	Yes	The activities and use of materials that promote development across the developmental domains increases in complexity over time.
	4. Quality of Curriculum Materials and Activities	Yes	Activities are hands-on and focus on “process” not “product.” Foundations provides an abundance of background knowledge to the caregiver across developmental domains, developmental milestones, educational vocabulary, and strategies for adjusting activities/situations.
	5. Activities/Materials Supporting Parental Participation	Yes	Families are actively involved from the registration process and initial meeting, through the assessment process. Strategies are provided for methods of daily communication between caregiver and family.
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	Yes	Activities occur in a variety of settings (indoor/outdoor), and provide for individual and small group learning. Materials are suggested in a variety of formats and are open-ended.
	7. Assessment	Yes	Appropriate and frequent assessment practices are consistent with the Early Learning Developmental Standards and are promoted through activities occurring within the natural context of daily activities.
	8. Scaffolding and Support	Yes	The curriculum includes a variety of strategies for meeting the individual needs of diverse learners.
FINAL DECISION FOR THIS MATERIAL: Tier I Exemplifies quality			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.