

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: **Early Foundations® Infant-Toddler**

Age Levels: **Infant and 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
<b>SECTION I: TIER 1 AND 2 NON-NEGOTIABLES</b>			
<p><b>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</b></p> <p>Materials and activities are consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a>.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>1a)</b> A large majority of materials and activities provide opportunities and experiences for children to meet the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> (i.e., appropriate for the children’s developmental level across each of the domains listed below):</p> <ul style="list-style-type: none"> <li>• Approaches to Learning,</li> <li>• Cognitive Development/General Knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies,</li> <li>• Language and Literacy Development,</li> <li>• Physical Well-being and Motor Development, and</li> <li>• Social-Emotional Development.</li> </ul>	<p><b>Yes</b></p>	<p>Infant, Toddler, and Preschool programs are aligned to Louisiana ELDS.</p> <p>All center activities have associated standards and suggestions of scripted questions and statements/explanations to drive infants and toddlers toward mastery of those standards (example: Toddler Teacher’s Manual 1, pg. 29).</p> <p>Each program is designed to meet specific, age-appropriate learning standards that are mapped across six developmental focus areas (Cognitive Development, Creative Expression, Executive Function, Language and Literacy Development, Physical Development and Wellness, and Social and Emotional Development), and are aligned with Louisiana’s Birth to Five ELDS.</p> <p>Appendix B of the Teacher’s Manuals include overviews of the standards and levels of development. The provided scopes and sequences identify a typical infant/toddler’s development across multiple developmental domains and content areas.</p> <p>Approaches to Learning: AL 1 (Engages in play based experiences) Infant Manual pg. 81 - Round and Square- The teacher plays with the infant while moving, rolling or pushing objects across the floor (e.g. ball, block, etc.); Toddler Manual pg. 114 - At A Restaurant - the teacher creates a restaurant in the dramatic play area and invites children to role play</p> <p>Creative Thinking and Expression CC1 (Music): Infant Manual August pg. 276 - I Like to Move- The teacher helps child to move various parts of his/her body to the music and describes what he/she is doing</p>

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			<p>Math:            CM1 (Understand Number): Toddler Manual pg. 124 - Measuring and More Measuring- the children are asked to fill various size containers with pom-poms and talk about which holds more/less and how many; Preschool Manual pg. 339 "Five Little Apples" rhyming and counting activity using real or fake apples</p> <p>Cognitive Science:            CS 3 (Life Science) Infant Manual-August pg. 96- What Are Parts of My Body: the teacher reads a book about parts of our bodies and names them asks: Do you have a ___? Where is your ___?; Preschool Manual pg. 274 - Garden Helpers - children discuss garden helpers and things they would see in a garden</p> <p>Social Studies            CSS3:(Awareness of locations) Infant Manual pg. 314 - Center Tour - The teacher takes the children around the center to introduce them to different staff members talking about their jobs and what they do; in the Toddler Manual, the same activity is done but children are asked to find which areas are light/dark, what is outside, participate in a guest read-aloud, etc.</p> <p>Language/Literacy            LL1 (Comprehend/use Language) Infant Manual pg. 301 What Are You Wearing - Teacher has child sit in her lap and describes what the child is wearing and how that may change if they go outdoors or if the weather change            LL3 (Interest in Books) Preschool Manual pg. 269 - Read-Aloud - Children identify different things they have learned about plants and gardens and new things they learned or saw in the book            LL2 (Comprehend/use vocabulary) Toddler Manual pg. 226 - Building Ramps with Others- several open-ended questions are provided such</p>

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			<p>as "How could you build a longer ramp? What toys will you roll down this ramp?"</p> <p>Physical Well-Being and Motor Development PM1 (Gross Motor) Toddler Manual pg. 53: let's Get Moving - the teacher creates a tunnel from a large box and children crawl through it PM3 (Strength/Stamina) pg. 340 - Children play Red Rover, Red Rover game</p> <p>Social-Emotional SE 1 (Develop relationships) All age Manuals- In the explanation of Community Time, the teacher is encouraged to gather all the children together for a brief whole-group Community Time (for only a few minutes)</p>
	<p><b>1b)</b> A large majority of materials and activities foster <b>integration</b> of infant/toddler development across domains (e.g., <b>language</b> materials/activities promote <b>social</b> interactions/relationships, <b>cognitive</b> skills, and <b>physical</b>/oral motor responses).</p>	<p><b>Yes</b></p>	<p>All Infant, Toddler and Preschool curriculum activities in the Teacher's Manuals are broken up into monthly themes. For each theme in the Infant program, activities are aligned to the following four developmental domains and content areas: Cognitive Development, Creative Expression, Executive Function, and Language and Literacy Development. Also in the infant activities, physical development and social/emotional development have separate sections that outline how teachers can include these in their classrooms. All toddler curriculum activities outlined in the Teacher's Manuals align to the following six developmental domains and content areas: Cognitive Development, Creative Expression, Executive Function, Language and Literacy Development, Physical Development and Wellness, and Social and Emotional Development.</p> <p>Daily Focus Activities in the Toddler Program support the learning center activities by highlighting areas/skills not regularly addressed; these focus activities include "Making Music", "All Around Our Center", "Let's Get Moving",</p>

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			"Exploring Food", and "Teacher's Choice"; these occur daily.
<p><b>2. APPROPRIATENESS OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>2a)</b> Materials and activities focus on relationships, emotional connection, and responsive caregiving.</p>	<p><b>Yes</b></p>	<p>The Educational Excellence (A Companion Guide to Accreditation) document includes information on elements of a quality classroom and best practices for teachers (pg. 5-14); this section outlines best practices for interactions, daily routines, caregiving routines, and child guidance.</p> <p>The "Caring for Infants" section of the Infant Teacher's Manual (pg. 13) introduces opportunities to build relationships and have one-on-one time during classroom routines including transitions, feeding, diapering, and rest time.</p> <p>Learning Center Activities in the Toddler and Preschool Program include conversation prompts for facilitating children's learning (example: Toddler Teacher's Manual 1, pg. 27).</p>
	<p><b>2b)</b> Materials and activities provide caregiving routines that support health and safety of children.</p>	<p><b>Yes</b></p>	<p>The Educational Excellence (A Companion Guide to Accreditation) document includes information on elements of a quality classroom and best practices for teachers (pg. 5-14); this section outlines best practices for supervision, transitions, mealtime and nutrition, safe sleep/napping/rest time, outdoor play and activities, transitioning to a new age group, best practices for multi-age classrooms, and acknowledging special events and holidays.</p> <p>The "Caring for Infants" section of the Infant Teacher's Manual (pg. 13) introduces the importance of responsive caregiving in the infant classroom, reflected through classroom environment, caregiving routines, transitions, feeding infants, rest time, and language in infant classrooms.</p> <p>The Physical Development and Wellness domain/content area provides activities that encompass gross-motor development, physical</p>

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	<p><b>2c) Materials and activities promote an ongoing process that includes observation, documentation, reflection, and adaptation to meet each child’s interests and developmental needs.</b></p>	<p><b>Yes</b></p>	<p>activity, fine-motor development, energy and physical-activity level, self-care, and nutrition.</p> <p>Learning Activity Centers include specific “Caution!” recommendations (example: Toddler Teacher’s Manual 1, pg. 33).</p> <p>The November - Food and Flavors Thematic Unit in the Toddler program supports health (example: “Fruits and Vegetables in Water” learning center activity in Toddler Teacher’s Manual 1, pg. 128), as well as some of the Thursday Daily Focus Activities aligned to Exploring Food.</p> <p>In the Infant Teacher’s Manual (pg. 9), observation and portfolio building are suggested means of assessments.</p> <p>The Early Foundations Infant Portfolio document provides a basic observations form for teachers to use with teachers. The Early Foundations Developmental Profile also gives teachers a tool to use to track infant progress on standards at three points in the year. This form can also be used for family communication.</p> <p>The Toddler Teacher’s Manual 1 outlines assessment as “a process of looking at a child’s progress over time toward typical and developmentally appropriate behaviors and skills” (pg. 11). Teachers are encouraged to create a Portfolio for each child that provides an ongoing picture of each child’s development.</p> <p>Learning Center Activities in the Toddler Program include guidelines for observing children in the centers (example: Toddler Teacher’s Manual 1, pg. 28).</p> <p>The Toddler Portfolio provides a section for Observation Notes and a checklist organized by Fall, Winter, and Spring; evidence of skills</p>

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			<p>includes photographs, artifacts, anecdotal notes, and samples of a child's work</p> <p>The Preschool Manual pg. 13 describe assessment practices which include guidance on use of observation-based practices, managing portfolios and use of Developmental assessment tools.</p>
	<p><b>2d)</b> Materials and activities are included that are culturally sensitive.</p>	<p><b>Yes</b></p>	<p>The Educational Excellence (A Companion Guide to Accreditation) document includes information on elements of a quality classroom and best practices for teachers (pg. 5-14); this section outlines best practices for acknowledging special events and holidays.</p> <p>The "Caring for Infants" section of the Infant Manual (page 14) introduces dual language learning. It explains what that term means and the suggested best says to support those children.</p> <p>There is guidance for approaches to use with Dual Language Learners through activities and experiences that involve positive interactions with adults.</p>
<p><b>3. ORGANIZATION OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>3a)</b> Materials and activities optimally support children's learning at different developmental stages (e.g., <i>security</i> for <b>infants</b>, <i>exploration</i> for <b>mobile infants</b>, and <i>identity</i> for <b>toddlers</b>).</p>	<p><b>Yes</b></p>	<p>Early Foundations age groups are as follows - Infant (6 weeks to 1 year) and Toddler (1-2 years) and the Preschool (Ages 2-3); each age group has its own teacher's manuals, materials lists, and activities.</p> <p>The Educational Excellence (A Companion Guide to Accreditation) document includes information on elements of a quality classroom and best practices for teachers (pg. 5-14); this section outlines best practices for transitioning to a new age group and best practices for multi-age classrooms.</p> <p>Some activities provide scaffolds for different age levels (example: Toddler Teacher Manual 1, pg.</p>

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	<p><b>3b)</b> 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><b>Yes</b></p>	<p>36) in the “Observing Children in the Learning Center” sections.</p> <p>In the Infant Manual, content of curriculum activities is presented for 0-6-month-old infants (pg. 21), and 6-12-month-old infants (pg. 201). Both age groups reflect the same themes with appropriately activities that increase in complexity for the older infants. For example, in the Amazing Animals theme for 0-6, one of the activities suggested that the infant be placed on his/her belly with some pictures of animals or play animals within their reach that the teacher will talk about as they reach for them. For the 6-12 month olds, an activity in this theme is to imitate movement actions of the teacher.</p> <p>The Curriculum Companion Guide to Social and Emotional Development includes a section on social and emotional development by age group (pg. 10-19).</p> <p>Appendix A in the Infant and Toddler Teacher’s Manuals outlines Standards and Levels of Development, broken into 0-6 months, 6-12 months, 12-18 months and 18-24 months groups.</p> <p>Scaffolds for different age groups and developmental levels are provided within activities in the Toddler Program.</p>
<p><b>4. QUALITY OF CURRICULUM MATERIALS &amp; ACTIVITIES</b></p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>4a) Language and literacy development</b> is emphasized through resources and activities that support (where age and developmentally appropriate):</p> <ul style="list-style-type: none"> <li>• Frequent talk and conversations during daily routines (e.g., diapering),</li> <li>• Social interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate,</li> <li>• Open-ended questions that do not have a “yes” or “no” answer,</li> </ul>	<p><b>Yes</b></p>	<p>The Learning Centers (pg. 29-45) section of the Educational Excellence (A Companion Guide to Accreditation) document provides guidelines for dramatic play and library centers. The Language and Literacy Development domain/content area provides activities that encompass speaking and listening, language, early reading, and early writing.</p> <p>The Infant Manual introduces the importance of language and literacy opportunities in the “Language and Literacy in Infant Classrooms” section (pg. 13).</p>

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	<ul style="list-style-type: none"> <li>• Use of texts, including rhymes, finger plays, and music/songs, appropriate for each developmental stage,</li> <li>• 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,</li> <li>• Prewriting skills (e.g., holding objects and scribbling or drawing/painting to convey a message), and</li> <li>• Print awareness and letter knowledge.</li> </ul>		<p>Each theme outlined in the Infant and Toddler Manuals has a section that explains how Language and Literacy can be integrated in this theme, often suggesting that the teacher have books and toys associated with that book. In each month's Theme, teachers are encouraged to check out books that align to that particular theme.</p> <p>Children are offered opportunities to participate in repeated read-alouds with opportunities to discuss what was read. For example, in the Preschool Summer Manual Unit 10, Week 1 Itsy Bitsy Spider is read and discussed (e.g. where the spider climbed), and then again on Thursday using a spider finger puppet and flannel board items, the story is read using the story props.</p> <p>"Community Time" in the Toddler Program occurs twice a day and has three components aligned to language and literacy development: "Talking Together", "Books", and "Songs and Finger play".</p> <p>A variety of learning center activates embed language and literacy development in each thematic unit (example: "Library - Books About the Fall Season, pg. 78 in the Toddler Teacher's Manual 1)</p>
	<p><b>4b) Social-emotional, executive function and cognitive development</b> beyond language and literacy development is emphasized through resources and activities that support (where age and developmentally appropriate):</p> <ul style="list-style-type: none"> <li>• Understanding of basic math concepts – (e.g., counting, comparing size, spatial relationships songs),</li> <li>• Development of science concepts (e.g., body parts, weather, plants, animals),</li> <li>• Perseverance and persistence to solve problems,</li> <li>• Curiosity and exploration,</li> </ul>	<b>Yes</b>	<p>The Cognitive Development domain/content area provides activities that encompass representational thought, mathematics, and technology. The Creative Expression domain/content area provides activities that encompass visual arts, creative movement, drama, and music. The Executive Function domain/content area provides activities that encompass memory, problem solving and completing tasks, and impulse control. The Social and Emotional Development domain/content area provides activities that encompass social</p>

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	<ul style="list-style-type: none"> <li>• Creative thinking (e.g., pretending, make-believe play, role playing), and</li> <li>• Awareness of rules and responsibilities.</li> </ul>		<p>((including relationships, rule usage and social understanding, conflict resolution, appreciating diversity, and play) and emotional (including expression and regulation of emotions, self-concept and self-efficacy, and empathy) domains.</p> <p>The Learning Centers (pg. 29-45) section of the Educational Excellence (A Companion Guide to Accreditation) document provides guidelines for blocks, creative arts, dramatic play, math and manipulatives, and science and sensory centers.</p> <p>The Curriculum Companion Guide to Social and Emotional Development includes an overview of social and emotional development in early childhood, teaching practices that support this development, and overviews of social and emotional development by age group.</p> <p>The following Infant and Toddler Thematic Units support social-emotional, executive function, and cognitive development: April - Growing Gardens, May - Colors and Shapes, June - Wonderful Water, July - What's the Weather?, August - All About Me, September - Spaces and Places, and October - Change is All Around.</p>
<p><b>5. ACTIVITIES/MATERIALS SUPPORTING PARENTAL PARTICIPATION</b></p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p>	<p><b>5a)</b> Materials provide a variety of parental engagement activities to strengthen children's learning and development.</p>	<p><b>Yes</b></p>	<p>The Educational Excellence (A Companion Guide to Accreditation) document includes a section on Classroom Environments (pg. 15-28); this includes recommendations for a family communication board.</p> <p>Teachers are encouraged to communicate with families through morning drop off, afternoon departure, program communication materials, and parent -teacher conferences (examples on pg. 10 of the Infant Manual in the Communication with Families section and pg. 12-13 in the Toddler Teacher's Manual).</p> <p>The Toddler Program contains twelve monthly thematic units; "themes are intended to help</p>

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			<p>teachers more clearly articulate the program for families, and may provide opportunities for furthering family engagement and a sense of community both in and out of the classroom” (Toddler Manual 1, pg. 10).</p> <p>Family communication materials are provided within each program. For example, the “Toddler Family Notes - Fall” document outlines the learning center and daily focus activities for parents, so they’re aware of what children are working on each month.</p> <p>The provided Daily Information Form consumable allows teachers to communicate with families each day.</p> <p>The December - Family and Friends Thematic Unit in the Infant and Toddler Programs supports familial engagement.</p>
<b>SECTION II: ADDITIONAL INDICATORS OF QUALITY</b>			
<p><b>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</b></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><b>6a)</b> 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><b>Yes</b></p>	<p>The Educational Excellence (A Companion Guide to Accreditation) document includes a section on Classroom Environments (pg. 15-28) which emphasizes a least-restrictive environment. The Learning Centers (pg. 29-45) section of this document provides guidelines for a variety of interest areas and centers.</p> <p>Each theme in the Infant and Toddler Manuals has a section entitled ‘Taking it Outside’ that gives teachers suggestions for ways to incorporate the theme/unit in outdoor activities.</p> <p>Each program emphasizes a combination of whole-group, small-group, and child-directed learning activities.</p> <p>The recommended Toddler Schedule (Toddler Teacher’s Manual 1, pg. 17-18) includes time for whole-group community time, learning center</p>

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	<p><b>6b)</b> 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><b>Yes</b></p>	<p>activities (whole-group, small-group, and child-directed exploration and play), and 'Take It Outdoors and Outdoor Play'. The recommended Infant Schedule (Infant Teacher's Guide, pg. 14) includes time for whole-group community time and 'Take It Outdoors'.</p> <p>Cautions are included following most activities to advise teachers on appropriate materials for activities (example: pg. 31 in the Infant Manual).</p> <p>Discovery Baskets in the Infant Program provide a wide variety of recommended materials (example: Infant Teacher's Guide, pg. 40). Each Learning Center Activity outlined in the Toddler Program provides a wide variety of recommended materials (example: Toddler Teacher's Manual 1, pg. 30 and 34).</p> <p>The Learning Centers (pg. 29-45) section of the Educational Excellence (A Companion Guide to Accreditation) document provides guidelines for blocks, creative arts, dramatic play, library, math and manipulatives, and science and sensory centers..</p>
	<p><b>6c)</b> 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><b>Yes</b></p>	<p>Suggestions for materials are extremely varied and versatile to expose infants and toddlers to many different textures, pictures, lights, hardness, etc.</p> <p>For example, a Language and Literacy activity in the Infant Program includes family photographs (Infant Teacher's Guide, pg. 150) and Physical Development and Wellness activities include a rattle or noisemaker (Infant Teacher's Guide, pg. 154) and touch-and-feel and board books (Infant Teacher's Guide, pg. 156).</p> <p>Enhancements to each Learning Center Activity allow for a variety of materials to be incorporated into each activity. For example, a Dramatic Play Learning Center that requires dress-up clothing and props related to different community</p>

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			workers includes Enhancement activities that incorporate child-size brooms, washcloths, buckets, empty water bottles, paper, envelopes, stickers, and writing and drawing tools (Toddler Teacher's Manual 1, pg. 12-14).
<p><b>7. ASSESSMENT</b></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><b>7a)</b> Assessments consistent with the <a href="#">Louisiana Birth to Five Early Learning and Development Standards</a> are provided through a variety of appropriate methods (e.g. anecdotal observations/notes, photographs, checklists, and work samples, parent perspectives).</p>	<p><b>Yes</b></p>	<p>Observation and portfolio building are suggested means of assessment in both programs (Infant Teacher's Guide, pg. 9-10 and Toddler Teacher's Manual 1, pg. 11-12).</p> <p>The Toddler Development Assessment consumable allows teachers to observe, record, and evaluate each child's skills, knowledge, behaviors, and accomplishments. Assessments are aligned to the program's standards..</p>
	<p><b>7b)</b> Assessment occurs frequently to assure that knowledge of each child's development is up-to-date and accurate.</p>	<p><b>Yes</b></p>	<p>Teachers are encouraged to observe often. The manual states that portfolios must be maintained on an ongoing basis. The Toddler Portfolio Collection Inventory allows for a skill to be 'checked off' in the Fall, Winter, and Spring and recommends sharing assessment information with parents at conferences in the Fall, Winter, and Spring (Infant Teacher's Guide, pg. 9).</p> <p>The Early Foundations Infant Portfolio document provides a basic observations form for teachers to use with teachers. The Early Foundations Developmental Profile also gives teachers a tool to use to track infant progress on standards at 3 points in the year. This form can also be used for family communication.</p> <p>The Toddler Teacher's Manuals indicate standards after each learning center that could be observed in that center (example: Toddler Teacher's Manual 1, pg. 33).</p>
	<p><b>7c)</b> Assessment attends to the child's functional capacities in natural contexts.</p>	<p><b>Yes</b></p>	<p>The programs recommend using Observations and Portfolios as the two means for assessment. All observation and portfolio material gathering is done during children's natural play and interaction. Best practices are provided for recording observation notes and for creating</p>

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			<p>authentic portfolios (example: Toddler Teacher's Manual 1, pg. 11-12).</p> <p>The Infant Developmental Profile and Toddler Development Assessment consumables allow teachers to observe, record, and evaluate each child's skills, knowledge, behaviors, and accomplishments..</p>
<p><b>8. SCAFFOLDING AND SUPPORT</b></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><b>8a)</b> 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.).</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><b>8b)</b> Sufficient instructions are provided for teachers to use the materials and activities.</p>	<p><b>Yes</b></p> <p><b>Yes</b></p>	<p>The 'Caring for Infants' section of the Infant Manual (pg. 14) introduces dual language learning. It explains what that term means and the suggested best ways to support those children.</p> <p>The Curriculum Companion Guide to Social and Emotional Development includes a section on Understanding and Responding to Challenging Behaviors (pg. 20-25).</p> <p>While there are not specific suggestions or instructions for supporting children with special needs, activities and interactions provide for children to extend their understanding of new concepts, and they have many opportunities for exploration at a pace and level that meets their needs. .</p> <p>Each activity has scripted suggestions of questions and statements to use with infants and toddlers during that activity to encourage mastery of the presented standards.</p> <p>Cautions are included following most activities to advise teachers on appropriate materials for activities (example: Infant Teacher's Guide, pg. 31).</p> <p>The Toddler program includes Program Manuals, curriculum support and materials and consumables, assessment tools, and family communication materials.</p>

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			The Early Foundations Toddler Curriculum Companion outlines each component of the curriculum, with helpful visuals, to assist teachers with navigating the providing resources.
<b>FINAL EVALUATION:</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality. <i>Tier 3 ratings</i> receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.			
<b>Compile the results of Sections I and II to make a final decision for the material under review</b>			
<b>I: Non-Negotiables</b>	1. Content Within the Parameters of the Standards	<b>Yes</b>	Each Learning Center Activity lists aligned standards. Each Thematic Unit incorporates the developmental focus areas. The recommended daily schedule, the structure of the thematic units, and the diverse learning center activities allow for integration of development across domains.
	2. Appropriateness of Curriculum Materials and Activities	<b>Yes</b>	Evidence for 2(a) and 2(b) is well represented in The Educational Excellence (A Companion Guide to Accreditation) document. Teachers are encouraged to “observe often” although there are no specifications or timelines are provided outside of the Fall, Winter, and Spring checkpoints in children's portfolios. The manual states that portfolios must be maintained on an “ongoing” basis.  Each Learning Activity Center’s aligned standards and questions for facilitating conversation provide guidance for what should be observed. The questions for facilitating conversation within centers foster responsive caregiving. There were global recommendations for materials, learning center activities, or thematic units that supported the curriculum providing opportunities for culturally sensitive learning.
	3. Organization Of Curriculum Materials & Activities	<b>Yes</b>	The overarching breakdown of the curriculum into Infants and Toddlers allows for optimal support of children at different developmental stages, and there is either a clear increase in complexity in activities within a Unit or

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			recommendations for differentiation based on developmental stages embedded in activities. Additionally, a strong component of the program was its organization and accessibility; the Toddler program includes Program Manuals, curriculum support and materials and consumables, assessment tools, and family communication materials. The Early Foundations Toddler Curriculum Companion outlines each component of the curriculum, with helpful visuals, to assist teachers with navigating the providing resources.
	4. Quality of Curriculum Materials and Activities	Yes	Thematic Units and the components of the recommended daily schedule support a strong emphasis on language and literacy development and social-emotional, executive function, and cognitive development. The 4-6 developmental focus areas are well represented in each Unit through the Learning Center Activities. Some materials require very close adults supervision; however, a "caution" is included in these activities to increase awareness.
	5. Activities/Materials Supporting Parental Participation	Yes	Parental communication is addressed through the Family Communication Board, seasonal Family Notes, and Daily Information Form.
<b>II: Additional Indicators of Quality</b>	6. Implementation Format of Materials and Activities	Yes	Materials and activities reflect a variety of formats and implementation strategies.
	7. Assessment	Yes	Assessment guidance is offered through a variety of resources. Suggestions for assessment children during daily routines and activities are included.
	8. Scaffolding and Support	Yes	There are suggestions for adjusting the activities and materials to meet varying needs of children.
FINAL DECISION FOR THIS MATERIAL: <b>Tier I, Exemplifies quality</b>			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.