

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 2nd Edition**

Age Levels: **0-3**

Publisher: **Kaplan Early Learning Company**

Copyright: **2019**

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

[Tier I](#), [Tier II](#), [Tier III](#) Elements of this review:

STRONG	WEAK
1. Content Within the Parameters of the Standards (Non-negotiable)	
2. Appropriateness of Curriculum Materials & Activities (Non-negotiable)	
3. Complexities of Curriculum Materials & Activities (Non-negotiable)	
4. Quality of Curriculum Materials & Activities (Non-negotiable)	
5. Activities/Materials Supporting Family Participation (Non-negotiable)	
6. Implementation Format of Materials & Activities	
7. Assessment	
8. Scaffolding and Support	

To evaluate instructional materials for alignment with the [standards](#) and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**¹ Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** Criterion 1 for the review to continue to **Non-negotiable** Criterion 2. Materials must meet **Non-Negotiable** Criteria 1 and 2 for the review to continue to **Non-Negotiable** Criterion 3. Materials must meet **Non-Negotiable** Criteria 1-3 for the review to continue to **Non-Negotiable** Criterion 4. Materials must meet **Non-Negotiable** Criteria 1-4 for the review to continue to **Non-Negotiable** Criterion 5. Materials must meet all of the **Non-negotiable** Criteria 1-5 in order for the review to continue to Section II.
- If materials receive a “No” for any **Non-negotiable** Criterion, a rating of Tier 3 is assigned, and the review does not continue to Section II.

If all Non-negotiable Criteria are met, then continue to **Section II: Additional Criteria of Superior Quality**.

- Review the **required** Indicators of Superior Quality for each criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, then the materials receive a “Yes” for the additional criteria.
- If there is a “No” for any **required** Indicator of Superior Quality, then the materials receive a “No” for the additional criteria.

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.

¹ Required Indicators of Superior Quality are labeled “Required” and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: TIER 1 AND 2 NON-NEGOTIABLES Materials must meet Non-negotiable Criterion 1 for the review to continue to Non-negotiable Criteria 2-5. Materials must meet all of the Non-negotiable Criteria 1-5 in order for the review to continue to Section II.			
<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>Required</p> <p>1a) A large majority of materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (i.e., address each of the domains listed below):</p> <ul style="list-style-type: none"> • Approaches to Learning, • Cognitive Development/General knowledge which includes Creative Thinking and Expression, Mathematics, Science and Social Studies, • Language and Literacy Development, • Physical Well-being and Motor Development, and • Social-Emotional Development. 	<p>Yes</p>	<p>A large majority of the materials and activities provide substantial opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards. The materials consist of three volumes, each providing an introduction on how to appropriately set the stage for learning, followed by materials, activities, and assessment. Volume I begins with an introduction and an overview of the age groups: Newborn, Three-Month-Old, Six-Month-Old, and Eight-Month-Old. Information on the Responsive Caregiver and Interactive Environment is provided. The sections are separated by domains and corresponding activities. Activities are separated by age groups, birth to six months, six to nine months, and nine to twelve months. Each activity includes the following: Learning Objectives, Materials, What to Do, and Observations. Volume II consists of two parts. Part One sets the stage for toddlers and includes creating a developmentally appropriate learning environment, the importance of play, and learning spaces for young toddlers. Part Two is the Play, Explore, Grow, and</p>

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			<p>Experience phase and includes developmentally appropriate activities. Each activity includes the following: Learning Objectives, Materials, Preparations, What to Do, and Observations. Volume III consists of two parts. Part One sets the stage for older toddlers and twos, and includes creating a developmentally appropriate learning environment and learning spaces for older toddlers and twos. Part Two, the Exploration phase, consists of six major themes: My Friends and My School, Colors All Around Us, Farm Animals, Numbers Everywhere and Shapes Big and Small, Taking Care of My Green Earth, and Animals All Around the World. Each activity includes the following: Learning Objectives, Vocabulary, Materials, Preparation, What to Do, and Observation.</p> <p>Each volume includes materials and activities that provide opportunities for children to meet the standards. For example, in Volume I, p. 34, Activity Daydream Believer, infants from birth to 6 month learn to use downtime to learn about themselves and their environment (Approaches to Learning: AL 1: Infants are asked to engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world). In</p>

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			<p>Volume II, p. 42, Finger and Toe Copy Game, toddlers develop an awareness of patterns by mimicking the simple action with finger or toe (Cognitive Development and General Knowledge: CM 2: Infants are asked to understand basic patterns, concepts, and operations. Toddlers imitate simple movement patterns). In Volume I, p. 64, Feel the Sound, infants repeat sounds initiated by an adult and show increased interest in vocalizations and sounds through different consonant and vowel sounds (Language and Literacy Development: LL 1: Comprehend or understand and use language. Infants will look in the direction of sound and imitate different sounds). In Volume I, p. 139, Let's Make That Move, infants from birth to 6 months are encouraged to move freely by a trusted adult through the adult rolling an interesting toy for them to go after (Physical Well-being and Motor Development: PM 5: Infants are asked to demonstrate safe behaviors). In Volume II, pp. 242-243, Lots of TLC, toddlers increasingly use language to express feelings, imitate a trusted adult's language and behavior and respond to emotional cues (Social-Emotional Development: SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and</p>

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			<p>meeting goals. Toddlers will demonstrate a willingness to explore the environment and try experiences in the presence of a familiar caregiver). In Volume 3, Activity Plant a Garden, pp.131-132, students work with a teacher in a small group and follow directions and create a small garden together (Social Emotional Development: Standard SE 5: Regulate attention, impulses, and behavior).</p>
	<p>Required 1b) A large majority of materials and activities foster integration of infant/toddler development across domains (e.g., language materials/activities promote social interactions/relationships, cognitive skills, and physical/oral motor responses).</p>	<p>Yes</p>	<p>A large majority of materials and activities foster integration of infant/toddler development across domains. Within each volume, the activities are listed by age, birth to months, 6 months to toddlers, and then toddlers to twos. Learning objectives are attached to each activity. For example, Cognitive Development: CC 2 (Infants develop an appreciation for visual arts from different cultures and create various forms of visual arts) is addressed in Volume 1, pp. 39-40, Where Did I Go? During the activity, infants respond to or show interest in visual stimuli through the use of a brightly colored scarf. The AL 2 indicator (Demonstrate attention, engagement, and persistence in learning) is also achieved in this lesson as the infant attends briefly to different people, sights and sounds in the environment. The teacher completes the following steps: “Hold a brightly</p>

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			<p>colored scarf in front of the baby. Slowly move it around and talk about how bright it is. When you are sure that the baby is looking at the scarf, slowly move it to one side. Keep moving it back and forth to encourage him to follow it with his eyes. As with any game, watch for signs that the baby may be tired of the game and ready to rest or play something different. Play this game often. If the baby does not follow or track the movement of the scarf, try using a different scarf or a different object.” The CS 2 indicator (Acquire scientific knowledge related to physical science) is also achieved in this lesson as the infant shows interest and curiosity in objects. In Volume III, p. 83, Color Picnic, the learning objectives listed include: improve oral language skills, begin to identify colors, and engage with peers in simple activities that have shared meaning. The teacher displays a picnic basket full of items and takes them out, identifying what they are and their colors to the students. Several indicators are achieved and integrated throughout the lesson. SE 1 (Develop healthy relationships and interactions with peers and adults) is achieved when the toddler joins in with a small group of children during the activity. AL 2 (Demonstrate attention, engagement, and persistence in learning) is achieved when the toddler</p>

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			<p>actively engages with people, objects, or activities in the environment for a longer length of time. LL 1 (Comprehend or understand and use language) is achieved when the toddler listens and responds attentively to conversations. In Volume II, p. 242, Lots of TLC, the learning objectives include: increasingly use language to express feelings, imitate a trusted adult's language and behavior, and respond to emotional cues and social situations with increasing sensitivity. The teacher imitates loving and caring situations with a stuffed animal to model TLC with the student. Several indicators are achieved and integrated throughout the lesson. SE 4 (Regulate own emotions and behavior) is achieved as toddlers use the body to express emotions (e.g., hugging mother, throwing a toy when angry). CC 2 (Develop an appreciation for visual arts from different cultures and create various forms of visual arts) is achieved when an infant responds to or shows interest in visual stimuli (e.g., mobiles, stuffed animals, prints, art work, etc.). PM 1 (Develop large muscle control and coordinate movements in their upper and/or lower body) is achieved when a toddler controls and coordinates movement of arms, legs, and neck when using a variety of objects.</p>

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<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 2a) Materials and activities focus on relationships, emotional connection, and responsive caregiving.</p>	<p>Yes</p>	<p>Materials and activities focus on relationships, emotional connection, and responsive caregiving. Volume I, p. 1, states, "Nurturing and responsive relationships are essential for healthy growth and development. As an influence, the role of the caregiver is second only to that of the family. It is critical that caregivers nurture, respond, and interact with infants continuously during the day." Specific examples are evidenced throughout the materials. For example, in Volume I, p. 37, Hello, the activity focuses on relationships and emotional connections. The learning objectives are listed as follows: "Develop a secure attachment with adults; Focus on people around him; and Attend to an adult during reciprocal interaction." In Volume II, p. 246, Rock-a-bye Baby, the activity focuses on relationships, emotional connection, and responsive caregiving clearly defined with the learning objectives. The learning objectives are listed as follows: "Show preferences for people they know and trust; and Develop emotional skills." The activity asks the teacher to "Hold the child in your arms, and rock her back and forth as you sing lullabies and other soothing songs. If you do not know words to a song, just hum a soft melody. Rock the infant back and forth as you sing. This will usually calm the child and</p>

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			<p>will develop the child’s trust in you. At the end of the song, hold the toddler close, and give her a big hug.” In Volume III, p. 167, Bean Bag Toss, relationships are built through the activity. The learning objective is “Engage with peers in simple activities that have shared meaning.” The activity asks the child to engage in social play by showing them how to throw a beanbag into one of the numbered squares, name the number on which the beanbag lands, hop or jump to get the beanbag, and hop or jump back. The teacher gives the first child a beanbag and encourages her to throw it into one of the squares and encourages her to jump or hop from number to number to retrieve the beanbag. The children take turns doing this until every child has had a turn.</p>
	<p>Required 2b) Materials and activities provide caregiving routines that support health and safety of children.</p>	<p>Yes</p>	<p>Materials and activities provide caregiving routines that support health and safety of children. In Volume I, pp. 1-2, The Ten Terrific Tips for Teachers of Infants states that infants explore when they feel safe. It states, “Infants must feel secure and safe in order to develop self-confidence. Caregivers who consistently comfort a baby and respond to her cries in a positive way help her to be more secure and attached. When a child knows that she is loved, she is more confident. Confident babies are willing to explore and experiment with</p>

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			<p>their environment because they know someone is there who will keep them safe and secure.” In Volume II, p. 5, the Setting the Stage section states “Daily schedules for young toddlers help them learn that there are predictable patterns and routines every day.” Daily routines are learning experiences that provide multiple opportunities for toddlers to develop their expertise and independence. In Volume III, pp. 3-5, The Ten Terrific Tips for Teachers of Infants acknowledges that safety is a main priority. Within the Safety First section, the tip explains that “Sometimes, a toddler’s fierce need to be independent overshadows everything. As she explores, it is common for her to climb something, such as a bookcase or tall cabinet, or to wander outside without an adult to keep her safe. Encourage independence and exploration, but keep in mind that safety should always be your first goal, whether you are supervising one toddler or a whole group.”</p>
	<p>Required 2c) Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child (i.e. does not typically support practice through the use of worksheets, etc.). Examples of interactive and hands-on approaches include but are not limited to</p>	<p>Yes</p>	<p>Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches that directly connect to daily learning and are initiated by the child. In Volume I, areas of the room include: I Move, I See, I Touch, etc. For example, the I Move area provides infants with</p>

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	dramatic play, investigations, gross-motor toys, exploratory play, etc.		<p>the space, opportunity, and activities necessary to learn and practice motor skills. The I See area provides infants with the space to stimulate young infants' vision so that they may function effectively in exploring their environment. The I Touch area is designed to provide touch for young infants without over stimulation of too many inputs at once. Within the areas, the teacher provides safe objects for the infants to manipulate so they can pull, push, climb, stand, cruise, and walk. This provides kinesthetic and physical movement activities. In Volume II, areas of the classroom include: a Home Living Learning Space, a By Myself Learning Space, and a Music Learning Space. The Home Learning Space provides active toddlers with a well-designed space to imitate home living and try out props. They participate in beginning dramatic play and then move on to another learning space. The By Myself Learning Space provides toddlers with an area to be alone and calm down. The Music Learning Space is a planned environment where toddlers are free to experiment with sounds, create their own music, and enjoy the sounds they hear. Volume II provides information on the six generally recognized stages of play: Unoccupied play, Solitary play, Onlooker play, Parallel play, Associative</p>

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			<p>play, and Cooperative play. In Volume II, p. 27, the Hat Learning Space provides toddlers with the opportunity to select and play with hats that interest them. This encourages their participation in the very important activity of dramatic play. In Volume III, areas of the classroom include: the Library Center, the Construction Center, and the Art Center. The Library Center provides a special place for toddlers to examine books and literacy materials. The Construction Center is designed to encourage older toddlers to become active builders as they work alongside peers to pile, stack, push, carry and knock over building materials. The Art Center is a space designed to allow toddlers free exploration of materials and to do things in their own way. In Volume III, p. 164, Mystery Box, toddlers engage in tactile experiences and investigations by guessing the object placed inside a mystery box.</p>
	<p>REQUIRED 2d) Materials and activities are included that are culturally responsive and representative.</p>	<p>Yes</p>	<p>Materials and activities are included that are culturally responsive and representative. Materials include bilingual books, music from various cultures, garments from various cultures, and pictures from various countries. Within Volume I, the Introduction, p. 1, includes a section on developing within a culture and family. It states, "Each child develops within a</p>

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			<p>culture and a family. Every family has its own unique culture, with its own members, traditions, language, and values. Because families emphasize these elements to different degrees, each family has a different way of interacting with their child. When a caregiver honors a child’s culture it helps the child feel more secure.”</p> <p>Volume I also includes sections with information on modifications for infants with special needs. It states, “It is important that caregivers of young children with developmental delays provide services and support in natural and inclusive environments during daily routines and activities to promote the child’s access to and participation in learning experiences.”</p> <p>In Volume II, pp. 8-9, Ten Tips for Terrific Teachers, the section acknowledges the importance of cultural diversity. It states, "A Culturally Responsive Environment Is Important. Culture is essential for learning. It plays a role not only in communicating and receiving information but also in shaping the thinking processes of young children. An early childhood environment that accepts, responds to, and celebrates the cultures of the children in that classroom encourages not only acceptance of everyone but also an emotionally healthy environment in which toddlers and two-</p>

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			<p>year-olds can grow and develop. To create this environment, it is important for teachers to reflect on their own cultural experiences and work diligently to develop cross-cultural competence.” In Volume III, pp. 52-53, Bonjour and Buenos Dias, the teachers say “hello” to toddlers in a variety of languages, listen to songs in other languages, invite visitors of other cultural backgrounds to the classroom, and read multicultural books to the students to immerse them in other languages.</p>
	<p>2e) 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>Materials and activities are incorporated throughout a variety of settings, including individual and cooperative play, interest areas and centers, small group and individualized attention. For example, within Volume III, activities are grouped around broad themes or exploration units and divided into routines that naturally occur in most toddler classrooms, such as Morning Large-Group Time, Small-Group or Center Time, and Outdoor Play. In Volume III, pp. 200-201, Explore the Earth, the teacher takes the children outside for a nature walk. This is their time to explore. The teacher is asked to point out the sky, the clouds, and other natural features. In Volume III, p. 160, Clapping Game, toddlers begin developing number recognition during whole/small group time. The teacher</p>

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			<p>asks students to sit in a circle and models throwing a cube. The number indicated on top is the amount of claps the teacher will model and guide students to say. In Volume II, p. 39, Bee Pictures, individual time is acknowledged when the teacher sits with a child and looks through the bee book pointing out details in the photo. This develops print awareness and increases knowledge about nature. In Volume III, p. 117, Farm Animal Dress up, toddlers engage with peers in simple activities with shared meanings and participate in pretend play in the dramatic play center.</p>
<p>3. COMPLEXITIES OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 3a) Materials and activities optimally support children 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>Materials and activities optimally support children learning at different developmental stages. Within Volume I, p. 2 under the Ten Terrific Tips for Teachers of Infants, the tenth tip states the following in regards to security for infants: “Infants explore when they feel safe. Infants must feel secure and safe in order to develop self-confidence. Caregivers who consistently comfort a baby and respond to her cries in a positive way help her to be more secure and attached. When a child knows that she is loved, she is more confident. Confident babies are willing to explore and experiment with their environment because they know someone is there who will keep them safe and secure.”</p>

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			<p>Volume I, p. 246, Ah, Boo!, learning objectives ask infants to begin responding to familiar voices, be attentive to events occurring nearby, and enjoy a pleasurable activity with a trusted adult. Volume II focuses on exploration for mobile infants centered around play. Within the Importance of Play Section, techniques and tips describe how play assists young children in their learning. The following tip, p. 19, states, “They will investigate, experiment, and challenge themselves in their playful explorations, building skills as they go. Most toddlers learn by doing, so the best way to help a child learn something new is to help him do it himself. Although you may need to be there to assist children, get excited when they can accomplish something themselves. It is also important that when a toddler is exploring something new that you give him the opportunity to learn by trial and error. Learning new ways to solve a problem is an important cognitive step.” In Volume II, pp. 53-54, What’s in the Drawer?, learning objectives ask infants to cultivate natural curiosity, explore using the senses, develop a better understanding of physical properties. Volume III focuses on the identity of toddlers and setting the stage for learning through the nurturing of children’s emotional</p>

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			<p>and psychological well-being. Guidance states that “Supportive environments send children a variety of positive messages about their learning: This is a good place to be. You belong here. You can trust this place. There are places where you can be yourself when you want to be. You can do many things on your own here. This is a safe place to explore and try out your ideas.” In Volume III, pp. 45-46, Friendship Chain, learning objectives for infants include “Developing fine-motor skills; Identify themselves as belonging to one or more groups; and Engage each other in activities with shared goals.”</p>
	<p>Required 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>Materials and activities present a logical and coherent progression of complexity over time (i.e., increasingly complex play encounters, interactions and conversations, routines). In Volume I, pp. 1-2, The Ten Terrific Tips for Teachers of Infants, the seventh tip states, “Development occurs in predictable ages and stages. There are predictable timeframes or stages in which infants develop. Keep in mind that the time frames presented are averages, and although children may achieve various developmental milestones earlier or later than the average, they can still be within the normal developmental range. Stages of growth build one upon another, much</p>

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			<p>like a spiral. Each child grows according to her own genetic plan, moving forward toward the next stage.” The volumes within the program are set up with the activities progressing as the ages progress. Activities start with ages 0-6 months, 6-9 months, 9-12 months, and 12 months-two years. The activities progress from teacher led to more student engagement as well. Examples of an activity from each age level are as follows. For Birth-6 months, in Volume I, p. 33, The Blowing Game, the learning objectives are to advance cognitive skills through positive sensory experiences, encourage social interactions with adults, and develop the baby’s awareness of his body parts. While blowing on specific body parts the teacher identifies what the body parts are to the student. For 6-9 months, in Volume I, p. 68, The Animal Signing Game, the learning objectives are to build vocabulary, learn to communicate with body movements and gestures and to use hands either together or separately. The teacher uses sign language when communicating with a baby to help them connect with the pictures in the book. For 9-12 months, in Volume I, p. 76, Help Me Pack, the learning objectives are to begin to associate words with objects, enjoy social interactions with others, and</p>

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			recognize familiar objects. The teacher begins by putting objects inside a bag and indicates to the student that they need help. To further urge the student, the teacher may use a puppet to pack the bag and encourage the student to help pack. For 12 months -2 years, in Volume II, p. 41, Brain Clapping, the learning objectives are to develop fine-motor skills, promote an awareness of doing things in more than one way, learn novel concepts, and begin to recognize patterns. The teacher will show the student different ways to clap their hands. The teacher will play different songs and clap hands to the music.
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>4a) Infant and Toddler Language and literacy development is emphasized through resources and activities that support (where age and developmentally appropriate):</p> <ul style="list-style-type: none"> • Frequent talk and conversations during daily routines (e.g., diapering), • Social interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate, • Open-ended questions that do not have a “yes” or “no” answer, • Use of texts, including rhymes, finger plays, and music/songs, appropriate for each developmental stage, • Regular and repeated read-alouds (with close repetition) of texts related to a theme or topic (i.e., animals, cities, weather) to accelerate background knowledge and vocabulary development, 	<p>Yes</p>	<p>Infant and toddler language and literacy development is emphasized through resources and activities that support: frequent talk and conversations during daily routines (e.g., diapering), social interactions and use of gestures, sounds, words, phrases, or simple sentences to communicate, and open-ended questions that do not have a “yes” or “no” answer. The materials also emphasize activities that support use of texts, including rhymes, finger plays, and music/songs, appropriate for each developmental stage, regular and repeated read-alouds (with close repetition) of texts related to a theme or topic (i.e., animals, cities, weather) 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), and • Print awareness and letter knowledge. 		<p>accelerate background knowledge and vocabulary development, and prewriting skills, and print awareness and letter knowledge. For example, in Volume I, p. 3, Setting the Stage, What We Know, the third tip states that “To build language skills, teachers should interact with infants and talk to them throughout the day. Introducing new toys, showing and talking about pictures, reading books to them, and describing what is happening in the daily routine build the infant's ability to communicate.” In Volume I, p. 66, Talk to Me, teachers use every day experiences as opportunities to talk with the baby. For example, guidance states, “When you are changing his diaper, describe what you are doing. Show him the diaper. Smile and say, ‘This is your diaper. I am going to put it on you.’ When you are finished changing his diaper, say ‘All done!’ Or when you're changing his clothes, describe what you are doing.” Volume II, pp. 71-72, Mary had a Little Lamb, learning objectives ask toddlers to answer simple questions about a shared activity, develop vocabulary, and use language for increasingly complex purposes. Within the activity, the teacher introduces vocabulary words such as lamb and wool along with an explanation of each. The activity asks the toddlers to answer questions about the song. In Volume III,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>p. 224, Animals at the Zoo! teachers read books about the zoo and hold a discussion. After discussing the books, the activity allows retelling opportunities within the block area. The teacher lets the children play in the block area. If they wish, they can build a zoo and put animals in different areas of the zoo.</p>
	<p>Required 4b) Social-emotional, executive function and cognitive development beyond language and literacy development is emphasized through resources and activities that support (where age and developmentally appropriate):</p> <ul style="list-style-type: none"> • Understanding of basic math concepts – (e.g., counting, comparing size, spatial relationships songs), • Development of science concepts (e.g., body parts, weather, plants, animals), • Perseverance and persistence to solve problems, • Curiosity and exploration, Creative thinking (e.g., pretending, make-believe play, role playing), and • Awareness of rules and responsibilities. 	<p>Yes</p>	<p>Social-emotional, executive function, and cognitive development beyond language and literacy development is emphasized through resources and activities that support understanding of basic math concepts, development of science concepts, perseverance and persistence to solve problems, curiosity and exploration, creative thinking, and awareness of rules and responsibilities. The healthy development of social and emotional behavior crosses all other domains. In Volume I, p. 219, Blanket Fun, learning objectives include enjoy being outside, experience nature, and use senses to explore the outdoors. Materials include a blanket. The teacher is asked to take the babies outside, and put them on a large blanket, either on their backs or in baby seats. The teacher points out a few things they see or hear and perhaps read a book together. The teacher observes how the child responds to being outdoors. In Volume II, p. 102, All Things Creative!, the Open-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Ended Art, Music, and Movement Exploration section includes ways that teachers can encourage creativity in many ways. This includes, encourage children to explore different types of art media, use fingerplays and chants to capture a child’s attention, tell stories and sing with children, and use puppets for fun and encourage children to talk for the puppets. Guidance suggests that “the best way to encourage creativity in young children is to offer time for free exploration and play.” In Volume II, p. 106, Artistry, learning objectives include developing fine-motor skills, using basic materials to create an age-appropriate product, and beginning to understand turn-taking. This activity provides awareness of rules and responsibilities. In Volume II, p. 238, the Don’t Step on the Ants! activity asks toddlers to develop gross-motor skills, spend brief periods of time playing with peers, and try different strategies to complete a task. The teacher provides directions for toddlers. The teacher challenges the children to walk through the path without stepping on the “ants.” The teacher asks the children to pair up and hold hands and step along the path without stepping on the ants. As the children become more skilled at stepping around the ants, the teacher adds more ants to make the path more</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>difficult. The Volume III, p. 125, Animal Tails, learning objective asks toddlers to begin understanding the concepts of short and long, participate in a group activity with peers that has shared meaning, and develop fine-motor skills. Within the activity, the teachers hold out the tails side by side and point out that one tail is long and one tail is short. Toddlers hold out their arms wide for long and to bring their hands close together for short. Teachers place several more animals on the table and invite the children to compare the sizes such as big animal and smaller animal, short legs or long legs. In Volume III, p. 168, Hoop Games, awareness of rules and responsibilities, a component of executive functioning skills, is included in the activity. The learning objective asks toddlers to develop gross-motor skills, practice waiting and taking turns, and begin to identify shapes. Understanding of basic math concepts is introduced through vocabulary (circle, triangle, and square).</p>
<p>5. ACTIVITIES/MATERIALS SUPPORTING FAMILY PARTICIPATION</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 5a) Materials provide a variety of family engagement activities to strengthen children’s learning and development.</p>	<p>Yes</p>	<p>Materials provide a variety of family engagement activities to strengthen children’s learning and development. The Program Guide contains a wealth of knowledge, tips, and ideas on connecting with and engaging families. The Program Guide includes guidance for communication with parents,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>challenges the parent and caregivers will face, transitions from daycare/school as well as the separation anxiety for the child and the parents, and ways to develop a good rapport with families. Family engagement activities are also provided throughout all three volumes. For example, in Volume I, pp. 6-27, Responsive Caregiver and Interactive Environment, learning environments require parent-collected props for areas/spaces in the room. The volume also asks teachers to work collaboratively with the child’s family. Guidance states that families are the most informative collaborative partners teachers have and that teachers should develop ways to communicate with them about the child’s challenges as well as successes. Teachers are asked to encourage families to let them know what is going on at home and to make them aware of simple things, such as changes in sleep patterns or eating habits. Guidance states that “This information can have an enormous impact on how you can better understand and care for the child with special needs, as well as how the child responds to your care.” In Volume I, Take-Home Photo Album, p. 265, the activity consists of creating a small photo album for infants/toddlers to recognize pictures of familiar objects.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>This is to build a sense of belonging. The activity is shown to new families on orientation visits and then sent home with the new family to encourage them to read the book with their child. In Volume II, p. 1, the Introduction section states “The family is at the core of a toddler’s growth and development. With this in mind, family members must be partners in all aspects of a child’s education.” In Volume 3, pp. 17-29, See Me Explore! Learning Spaces for Older Toddlers and Twos, calls for family-provided props for the learning spaces of the classroom.</p>
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
<p>6. IMPLEMENTATION FORMAT OF MATERIALS & 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>Required</p> <p>6a) The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials provide guidance and support on how to manage transition time within the day.</p>	<p>Yes</p>	<p>The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials provide guidance and support on how to manage transition time within the day. The materials provide guidance on how to establish a daily schedule and developmentally appropriate routines. The materials include sample daily schedules for full- and part-day programs. Volume I contains activities that can be used to enhance the development of infants and are grouped by domains and focus areas. Volume II is designed for the mobile young toddler.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>The child-centered activities presented include the following areas: art, music, and movement; brain builders; fine- and gross-motor skills; language and communication; early literacy; outdoor and nature, explorations; sensory development; and social-emotional development. Volume III is designed for older toddlers and two-year-olds. The developmentally appropriate, themed activities support learning across all domains. Materials and activities are presented in a logical and coherent progression and are organized in a manner that allows for easy access and use of the materials.</p>
	<p>Required 6b) Activities include use of safe and appropriate toys and manipulatives (e.g., play dough, 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>Activities include use of safe and appropriate toys and manipulatives that can be used in a variety of ways to help children practice and develop new skills. Materials are described as safe and appropriate for the recommended age levels in each volume. For example, in Volume I, pp. 14-15, the I See Learning Space environment includes recommended props that are safe and appropriate for infants. They include a beach ball, blankets, brightly colored sheer material or scarves, brightly colored toys, bull's-eye and geometric designs (black-and-white or bright color contrasts), large mirrors, pictures of faces, family members, and infants in the group, rattles, shiny wrapping paper,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>simple picture books, tinsel, and yarn or string. In Volume II, p. 23, the I See Learning Space environment includes recommended props that can be manipulated in a variety of ways. These items include but are not limited to the following: bubble wands and bubbles, clear plastic containers, coffee cans and plastic lids, (tape any sharp edges), color beads, color blocks, fingerpaint, flashlights, paper, rings and ring stand, shape sorters, simple picture books, single-piece puzzles, sponges, sunglasses, and washable markers. In Volume III, pp. 21-22, the Art Center includes items that require most action to be initiated by the child. Within the art center, materials include: child-safe scissors, glue, newspaper, old brushes, old shirts or paint smocks, plastic sheeting for shower curtain, scraps of paper, foil, contact paper, trim, and so on, tempera paint, tools for painting: craft feathers, turkey baster, foam paint brushes, pastry, brush, sponges, deodorant roll-on bottles, paint rollers, variety of types of clay, and washable markers. Within the center, teachers are asked to evaluate the child on the following: “Is the older toddler experimenting with art materials and tools? Does the older toddler value his work and want it displayed or taken home? Are the older toddler’s fine-</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			motor coordination skills improving? Is the child demonstrating creativity? The art center places emphasis on creativity while evaluating fine-motor.”
	<p>Required 6c) Materials are available in appropriate formats (e.g., vinyl books and board books) and a variety of formats (e.g., print and non-print such as videos, art, music, charts, pictures, etc.).</p>	<p>Yes</p>	<p>Materials are available in appropriate formats and a variety of formats. Materials include the Teacher Edition of books and materials kits, which can be purchased separately. The activity materials adhere to the learning objectives. Volumes I, II, and III recommend the use of a variety of materials available in a variety of formats, including boardbooks, cloth books, and vinyl books for infants and typical books for toddlers and twos. Recommended book lists are provided. Resource lists are provided for books, music CDs, fingerplays, chants, songs, and rhymes. For example, Volume I, pp. 10-11, I Hear Learning Space, includes a variety of materials with the objective of identifying familiar voices. The following props are recommended for use in the center: audio devices, paper to rattle, rattles, recordings (downloads and CDs) of different types of rhythmic music, such as classical, country, or pop, and toys that make music and sounds. In Volume II, pp. 26-27, the Music Learning Space includes various formats of materials. The following props are recommended for use in the center: audio player, CDs</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>or downloads of music from a variety of cultures, such as Irish, African, Native American, Caribbean, Middle Eastern, and so on, CDs or downloads of music performed by a variety of artists, such as child and adult singers, bands, orchestras, drummers, and guitarists, drum, posters or pictures of musical events, rhythm instruments, such as rhythm sticks and shakers, soft items, such as pillows, rugs, fabric, and a triangle.</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>Required</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, family perspectives).</p>	<p>Yes</p>	<p>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, family perspectives) within the program. For example, in Volume I, pp. 6-25, the Responsive Caregiver and Interactive Environment section contains guidance for intentional opportunities in which a teacher can observe infants within the interactive environment. In the I Move environment, teachers are asked to observe young infants and note the following: “Is the young infant able to move his arms and legs while on his stomach? Is the young infant spending time on his stomach, back, and side? Is the young infant attempting to move to get objects or in response to stimuli,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>such as a sound?" In Volume II, pp. 21-30, the Hear I Come! Learning Spaces for Toddlers includes evaluations within the learning environments. For example, young infants in the I See environment are evaluated on the following: "Is the toddler able to place rings on a ring stand (in no particular order)? Is the toddler able to locate familiar objects in the room? Is the toddler attempting to scribble on paper? Is the toddler able to place one shape into a simple shape sorter?" In Volume III, pp. 12-13, the Using Observation Skills to Guide Instruction section describes ways in which an observer can record observations using easy to use and convenient guides for documentation purposes. For example, one of the tips provided states that the observer should write down observations as close to the time they occur as possible.</p>
	<p>Required 7b) 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>Materials and activities promote an ongoing process that includes observation, documentation, reflection, and adaptation to meet each child's interests and developmental needs. For example, in Volume I, pp. 6-25, Responsive Caregiver and Interactive Environment, there is intentional observation guidance within the interactive environment. In the I Hear section, pp. 10-11, teachers perform the following observations: "Does the young</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>infant demonstrate a like or dislike for particular sounds or music? Is the young infant turning his head toward loud sounds? Does the young infant focus on your face when you are talking or singing to him?" In Volume II, pp. 21-30, the Hear I Come! Learning Spaces for Toddlers includes evaluations within the learning environments. For example, in Home Living Learning Space, pp. 24-25, teachers evaluate the following: "Is the young toddler involved in pretend play in the home living learning space? Is the young toddler returning to the learning space? Is the young toddler interested in communicating with others in the learning space? Is the young toddler observed participating in cleanup on any occasion?" Volume III includes observations and reflections that are embedded at the end of every lesson. For example, on p. 197, Composite Pile Experiment, teachers observe the following: "Does the child help with filling the jars? Does the child cooperate with others during this activity?" Additionally, on pp. 171-182 of the Program Guide, assessment forms are provided in checklist form from ages Birth to 3 years. The forms are filled out three times during each school year and have an area for notes. The students are scored as emerging, practicing, and mastering. They are scored in all areas</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			of the Louisiana Birth to Five Early Learning and Development Standards. As teachers encourage learning, notes are taken and put into portfolios and recorded.
	<p>Required 7c) Assessment occurs frequently to assure that knowledge of each child’s development is up-to-date and accurate.</p>	<p>Yes</p>	<p>The materials provide assessments at a regular frequency. Assessments, both formal and informal, are promoted through activities and occur within the natural context of the child’s daily activities. Assessments assure that knowledge of each child’s development is up-to-date and accurate. The materials offer assessment guidance at appropriate intervals. The program is broken into the volumes, and all the activities are separated into age groups. The age groups are as follows: Birth to 6 months, 6 months to 9 months, 9 months, 12 months, infants, and twos. Within Volume I, additional development guidance is offered. For example, on pp. 10-11, I Hear learning environment, tips are provided and include: “Observe how different infants react to sound and musical experiences. Positive signs that show the infant is responding to sounds in the room include opening his eyes wide, turning his head to the sound, smiling, babbling, or cooing. Negative signs that show the infant dislikes a sound in the room include closing his eyes, crying, or turning away from the sound. Be careful</p>

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			<p>not to overstimulate young infants with too many sounds or sights at one time. For example, it may be too much to play music as you are reading the baby a book and giving him a bottle, while other babies are crying in the room.” In Volume III, pp. 13-14, The Importance of Play for Toddlers and Twos with Special Needs, a Play Observation chart is provided. The Play Chart resembles the style “If and Then.” For example, “If the observer observes and notices the young toddler prefers a toy or an object, then a question to ask would be does she just watch while it moves?”</p>
	<p>Required 7d) Assessment attends to the child’s functional capacities in natural contexts.</p>	<p>Yes</p>	<p>Assessments are embedded within the natural setting as children learn and play. Assessments are on-going, closely related to the daily program, use the child’s natural play environments, measure developmentally appropriate skills, and cover all domains and learning styles. Assessments are embedded within the lesson. Questions that guide observation are found at the end of each activity. For example, Volume I, p. 34, Daydream Believer, the activity asks teachers to observe the following: “When is the baby most alert? Does the baby seem to have certain times of the day when he wants to play or interact with the environment? Does the baby fuss when given some downtime?” In Volume II, p. 138, Sing out, the teacher</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>is asked to observe the following: “Is the child able to copy your actions or repeat them after you? Is the child able to do the actions without assistance?” In Volume III, pp. 14-16, General Suggestions for Teaching Play Strategies, suggestions are provided for observation within the learning environment. For example, when trying to encourage a child with special needs to play, the materials suggest to keep these points in mind: “Focus on the interests of the child. Make interactions with others as natural as possible. Recognize that children with special needs may have difficulty adjusting to new play situations and new play materials.”</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>Required</p> <p>8a) Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children (e.g., dual 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.</p>	<p>Yes</p>	<p>Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children (e.g., dual language learners and children with special needs, etc.). Materials are provided to support diverse learning. Within the materials, modified activities are provided for special needs students with generalized and specific suggestions. Part Three of the Program guide has two sessions about infants, toddlers, and twos that have diverse needs. The first section addresses special needs. It begins by helping teachers familiarize themselves in the terminology needed when dealing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>with special needs students. It continues by discussing early intervention services, explaining types of developmental delays, types of assessments for developmental delays, and things that can be done following the assessments and diagnosis. The second section addresses English Language Learners and includes tips to focus on oral language, integration of second language learners, using dual principles, promotion of reflection among dual learners, and more. Volume III, pp. 5-8, Environments for Toddlers and Twos with Special Needs includes the following sections: Setting the Stage for Success and Arranging Physical Spaces for Accessibility by All Children. Setting the Stage for Success provides tips on how to optimize development across all domains. With the section, instructional strategies are provided. For example: “If instruction is intentional, planned, and allows adequate time for a child to practice and learn a new skill before another is introduced, a child is more likely to acquire new skills. To facilitate a child’s learning and development, you must not only understand her needs but also must be aware of her interests. For example, what does she like to play with? What types of stories does she like to hear? What is her favorite activity at school? Does she enjoy music? If so,</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>what is her favorite song?" The Arrange the Physical Space for Accessibility for All Children section provides tips on how to go beyond just meeting a child's physical needs. It includes meeting the child's communication, emotional, cognitive, and social needs across all domains. Guidance states that "a responsive environment for toddlers and two-year-olds with special needs includes materials designed to be challenging and provide feedback and a physical setting that is not too crowded or overwhelming." The section also provides alternatives and suggestions for items accepted for special needs children.</p>
	<p>Required FOR ALL CURRICULUM TYPES: 8b) Schedule or time for activities are flexible and allow for adjustments according to children's needs/interests.</p>	<p>Yes</p>	<p>Schedule or time for activities are flexible and allow for adjustments according to children's needs/interests. Schedules and activities are written as instructional guidance for the teacher. The teacher follows the suggestions providing a wide variety of materials in different learning centers throughout the day. This allows for children to discover, choose, and carry out the activities that hold the greatest interest for them. Daily routines are learning experiences that provide multiple opportunities for toddlers to develop their expertise and independence. Suggested/Sample schedules are provided in Volume II, pp. 6-8. Flexibility</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			with the daily schedule accommodates the developmental levels of the children. Moreover, in Volume III, pp. 33-35, sample schedules are provided for teachers. Lessons include transitional ideas and suggestions for allowing toddlers to determine their own learning path. During arrival time, for example, the teacher prompts the student to pretend to be his favorite animal as he arrives and selects a place to enjoy some free-play time.
FINAL EVALUATION: <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for all Non-negotiable indicators AND Additional Indicators of Quality. <i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all Non-negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality. <i>Tier 3 ratings</i> receive a “No” in Column 1 for one or more of the Non-negotiable indicators.			
Compile the results of Sections I and II to make a final decision for the material under review			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiables	1. Content Within the Parameters of the Standards	Yes	Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards. The materials consist of three volumes, each providing an introduction on how to appropriately set the stage for learning, followed by materials, activities, and assessment.
	2. Appropriateness of Curriculum Materials & Activities	Yes	Materials and activities focus on relationships, emotional connection, and responsive caregiving while providing routines that support the health and safety of children. Materials and activities allow substantial

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			opportunities for frequent practice of skills using interactive and hands-on approaches that are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention. Materials and activities that are included are culturally sensitive.
	3. Complexities of Curriculum Materials & Activities	Yes	Materials and activities optimally support children learning at different developmental stages and are presented in a logical and coherent progression of complexity over time (i.e., increasingly complex play encounters, interactions and conversations, routines).
	4. Quality of Curriculum Materials & Activities	Yes	Materials, resources, and activities support infant and toddler language and literacy development. Materials, resources, and activities also support infant and toddler social-emotional, executive function and cognitive development beyond language and literacy development.
	5. Activities/Materials Supporting Family Participation	Yes	Materials provide a variety of family engagement activities to strengthen children’s learning and development. Strategies are provided for methods of daily communication between caregiver and family.
II: Additional Indicators of Quality	6. Implementation Format of Materials & Activities	Yes	The materials are easy to use and well organized for students and teachers. Teacher editions are concise and easy to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>manage with clear connections between teacher resources. Materials provide guidance and support on how to manage transition time within the day. Activities include use of safe and appropriate toys and manipulatives that can be used in a variety of ways to help children practice and develop new skills. Materials are available in appropriate formats (e.g., vinyl books and board books) and a variety of formats (e.g., print and non-print such as videos, art, music, charts, pictures, etc.). Materials include the Teacher Edition of books and materials kits, which can be purchased separately as well.</p>
	7. Assessment	Yes	<p>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, family perspectives) within the program. Materials and activities promote an ongoing process that includes observation, documentation, reflection, and adaptation to meet each child's interests and developmental needs. Assessment occurs frequently to assure that knowledge of each child's development is up-to-date and accurate.</p>
	8. Scaffolding and Support	Yes	<p>Appropriate suggestions and sufficient instructions are provided to support the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>varying developmental levels of children (e.g., dual language learners and children with special needs, etc.) Materials are provided to support diverse learning. Within Learn Everyday, modified activities are provided for special needs students with generalized and specific suggestions. Schedule or time for activities are flexible and allow for adjustments according to children's needs/interests.</p>
<p>FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u></p>			

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The [2020-2021 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. This review represents the work of current classroom teachers with experience in Early Childhood Education.

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.