

Children who engage in meaningful experiences and develop skills that help lay the foundation for their future growth and development have an increased opportunity for success in school and life. Teachers of infants and toddlers play a critical role in developing relationships through high-quality interactions and observational skills in order to support their learning and developmental process. Additionally, a high-quality curriculum enables the teacher to cultivate 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 children ages birth-5.

Title: **The Creative Curriculum for Family Childcare**

Age Levels: **Birth to Five**

Publisher: **Teaching Strategies, LLC**

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Curriculum Type (Language/Literacy, Math, Integrated¹): **Integrated**

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 and Activities (Non-negotiable)	
3. Complexity of Curriculum Materials and Activities (Non-negotiable)	
4. Quality of Curriculum Materials and Activities (Non-negotiable)	
5. Activities/Materials Supporting Family Participation (Non-negotiable)	
6. Implementation Format of Materials and Activities	
7. Assessment	
8. Scaffolding and Support	

¹ **Integrated Curriculum:** Resources designed to help children gain knowledge and skills in a variety of developmental areas and make connections across those areas. For the purpose of this review, to meet the criteria for an “Integrated Curriculum”, resource(s) must cover each domain of the [Louisiana Birth to Five Early Learning and Development Standards](#) (e.g. include Approaches to Learning, Cognitive Development and General Knowledge, Language and Literacy Development, Physical Well-Being and Motor Development and Social-Emotional Development)

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

- Review the **required**² 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.

² 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: NON-NEGOTIABLE CRITERIA OF SUPERIOR QUALITY 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.			
1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards . <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Required 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 while fostering integration of development across domains (i.e., address each of the domains listed below): <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. 	Yes	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 while fostering integration of development across domains. For example, Approaches to Learning, AL2: Demonstrate attention, engagement, and persistence in learning, is obtained as children interact with people, objects, or activities for short periods of time. The materials include Intentional Teaching Cards that describe learning experiences that can be implemented throughout the day. The cards include an objective, teacher actions, suggestions to reach all children, and a teaching sequence. In Intentional Teaching Card, Social Emotional, SE03: Going Outdoors, Picnic, children engage with peers in pretend play in order to establish and sustain positive relationships. Children explore items in a picnic basket together, and the caregiver invites students to add to the basket as they discuss the items and the items' uses. Cognitive Development General Knowledge Mathematics, CM1,

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			<p>Understand numbers, ways of representing numbers, and relationships between number and quantities, is obtained as the children participate in simple counting activities. For example, Intentional Teaching Card, Mathematics, M05: Toys and Games, Let's Make Two, children look for opportunities to find pairs and count using one-to-one correspondence, such as when children put on shoes, play with blocks, eat, and prepare for nap. The caregiver models counting as children use materials. The caregiver also encourages the children to count while picking up objects.</p> <p>Language and Literacy Development, LL2, Comprehend and use increasingly complex and varied vocabulary, is obtained as the children use simple sentences and questions that incorporate expanding vocabulary. For example, Intentional Teaching Card, Language and Literacy, LL02: Dramatic Play, Pretend Phone Calls, children acquire language and knowledge by participating in frequent, meaningful conversations with responsive adults. The caregiver provides several phones for the children. The caregiver models talking on the phone and invites the children to participate in play conversations.</p> <p>Physical Well Being and Motor Development, PM1, Develop large muscle control and coordinate movements in their upper and/or lower</p>

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			<p>body, is obtained as children combine and coordinate arm and leg movements when engaged in active play with objects and equipment. For example, Intentional Teaching Card, Physical, P11: Toys and Games, Pushing and Pulling, children increase balance, stability, and strength. The caregiver introduces the children to push and pull toys and models how to correctly use them. The caregiver invites the children to use the toys and provides support when needed. As children's gross motor skills improve, the teacher introduces more challenging push and pull toys. Social and Emotional Development, SE4, Regulate own emotions and behavior, is obtained as children calm down when held, rocked, or talked to by a familiar adult. For example, Intentional Teaching Card, Social Emotional, SE25: All Experiences and Routines, Supporting Children to Use Their Words, children are coached on how to practice the important skill of being able to explain their feelings, wants, and needs. When noticing a young child experiencing strong emotions, the caregiver steps in, lowers her body to be on level with the child, and coaches the child on how to express what he or she needs in the moment. The teacher suggests simple language to use and how to effectively communicate those needs.</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</p> <p>2a) Materials and activities focus on responsive caregiving, relationships and emotional connection.</p>	<p>Yes</p>	<p>Materials and activities focus on responsive caregiving, relationships, and emotional connections. In Volume 1: The Foundation, Introduction: Fundamental Beliefs, the materials include the foundational beliefs of the program. The beliefs focus on responsive, individualized care, safety and health as a critical program component, care and learning environments that support and encourage play and exploration, relationships formed by the child care providers and the children’s families, and children’s social emotional development, noted as the primary goal of the program. In Volume 2: Routines and Experiences, Chapter 3: Diapering and Toileting, caregivers take time and interact with each child during diapering rather than rushing through the routine as quickly as possible. The materials emphasize that Interacting with the child during diapering and toileting helps build secure attachments which fulfills Objective 2: Establish and sustain positive attachments, of the 36 objectives outlined in the materials. The materials also provide strategies for partnering with families on diapering and toileting. In Intentional Teaching Cards, Social Emotional, SE01: All Routines and Experiences, Actively Listening to Children, caregivers are guided to notice when children are</p>

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			experiencing strong emotions, such as frustration, anger, excitement, sadness, and elation. Caregivers are then given guidance to name and explain children's feelings by using descriptive words such as frustrated, annoyed, disappointed, excited, proud, and embarrassed to accurately describe children's feelings. Finally, caregivers are reminded that children frequently express strong emotions because their biological needs are not being met. Caregivers are reminded to notice subtle physical and verbal cues to determine whether a child is hungry, hot, cold, or tired in order to meet the child's needs. Lastly, caregivers are guided to make a note of how the child expressed himself to anticipate their needs in the future.
	Required 2b) Materials and activities provide guidance for routines that support the health and safety of children.	Yes	Materials and activities provide guidance for routines that support health and safety of children. In Volume 1: The Foundation, Chapter 4: Caring and Teaching, Developing Rules, the concept of safety and staying safe is addressed as caregivers discuss and make rules with the children. Although the children participate in developing rules in order to have ownership of the rules, the materials state that younger children still "need clear, age-appropriate limits and an adult close by at all times to communicate which behaviors are acceptable and which are not." The Intentional Teaching Card,

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			<p>Social Emotional, SE15: All Rules and Experiences, Big Rule, Little Rule, provides guidance and a teaching sequence for caregivers to help children meet the expectation of following limits and expectations that will keep them safe from physical and emotional harm. In Volume 2: Routines and Experience, Chapter 2: Eating and Meal Times, the materials include guidance to make handwashing a part of every meal and snack for all children, including the youngest infants. Caregivers are instructed to wash their own hands before touching, preparing, and serving food. The materials also suggest putting out a timer or teaching the children to sing a particular song to make sure they spend enough time washing their hands. In Chapter 11: Exploring Sand and Water, the caregiver is instructed to sanitize water tubs and props after each use, using a mild bleach solution of one tablespoon of liquid chlorine bleach to one gallon of water. It is also noted not to add bleach solution directly to the water in the tub or table. In Intentional Teaching Cards, Language and Literacy, LL03: Yummy Foods, caregivers are instructed to avoid serving foods that can be choking hazards. Hot dogs, raw carrots, raisins and other dried fruits, popcorn, whole grapes, blueberries, whole olives, corn, uncooked peas, nuts, nuts, peanut butter, crumbly cookies or</p>

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			crackers, jelly beans, and hard candy are all listed as foods that common cause choking in children.
	Required 2c) Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., children are given substantial opportunities to choose interest areas/learning centers and activities within each).	Yes	Materials and activities are provided through both teacher-directed and child-initiated experiences. For example, in Volume 1: The Foundation, Chapter 2: Organizing Your Home and Your Day, guides caregivers in establishing “Experience Areas” with a variety of materials to offer children a range of choices. Areas can be set up with books, art supplies, toys, and games are suggested to allow students to engage with these quiet activities. Areas can also be set aside for dramatic play, building with blocks, and woodworking are suggested for children to choose a more physical experience. Daily events are described in the same chapter. When students arrive, it is suggested to plan something interesting for children to choose to do independently. During small group time, students who are not participating in an assigned task are directed toward “some materials to explore, or asked to choose from a variety of quiet activities.” In addition, during choice time, children have the opportunity to choose what they would like to do, who to play with, and what materials they would like to use. A sample daily schedule is provided and includes a seventy minute choice time.

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			<p>The activities included in the materials also offer both teacher-directed and child initiated experience. For example, In Intentional Reading Cards, Physical, P17: Going Outdoors, Kick High, children engage in kicking a ball. The caregiver demonstrates how to kick a ball and discusses each step and then the children begin kicking the ball independently or with caregiver guidance, if needed. The caregiver asks the students to retrieve their ball and continue the activity as long as the children are interested and engaged. In Intentional Teaching Cards, Math, M03: Toys and Games, Construction Zone, the caregiver displays building materials, such as large plastic or foam blocks, cardboard boxes, in a protected, grassy or cushioned area for the children to build and play freely. Next, the caregiver invites the children to explore as the caregiver demonstrates how to stack and build. Further guidance is given for the caregiver to model, encourage, and emphasize the use of positional words as children explore. For example, caregivers are instructed to “describe aloud how children are moving in, through, and out of the materials or stacking blocks on or next to each other.” Intentional Reading Cards, Language and Literacy, LL45: Creating with Art, Sticky Table, children participate in child initiated art activities</p>

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			as they create new art design patterns on their own accord. When completed, the caregiver asks the children to describe their patterns to their peers.
	Required 2d) 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 support practice through the use of worksheets, etc.).	Yes	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. For example, In Intentional Teaching Card, Physical, P18: Going Outdoors, Jumping Rope, children participate in physical movement and gross motor play. Children are invited to participate in jumping rope in an open outdoor or large indoor space. In Intentional Teaching Card, Language and Literacy, LL34: Creating with Art, What Was For Breakfast, children participate in oral interaction and active engagement. The caregiver invites the children to sit at the table with paper and crayons. The caregiver tells the children that they will draw or write what they ate for breakfast. The teacher prompts the children to describe what they ate using their picture as a guide. In Intentional Teaching Cards, Language and Literacy, LL26: Enjoying Stories and Books, Bookmaking, children engage in hands-on kinesthetic activities, interactive engagement, and oral interaction as they make a book. The caregiver is guided to provide the child with materials such as paper, crayons, and

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			<p>markers. If developmentally appropriate, the caregiver will encourage the child to write or dictate words that the child identifies as important. For example, the caregiver can say, "I see that you have drawn your family. Would you like to write about them in your book?" The caregiver is given further guidance to make comments and ask simple questions to determine what the child wants to add to the book. The caregiver tells the child what the caregiver is writing and makes sure that the child agrees with it. Intentional Teaching Card, Math, M25: Exploring Sand and Water, Sink or Float, children are invited to participate in investigations to determine if an item will sink or float when placed in a tub of water. The caregiver provides a tub of water and a tray of various items. The children sort the items by determining if the item will sink or float. The children then place the item in the correct sorting group.</p>
	<p>Required 2e) Materials and activities are included that are culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms.</p> <ul style="list-style-type: none"> • Literature • Posters • Music • Art 	Yes	<p>Materials and activities are included that are culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms. In Volume 2: Routines and Experiences, Chapter 13: Connecting with Music and Movement, children listen to music and play instruments from a variety of different cultures which help them</p>

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	<ul style="list-style-type: none"> • Thematic units • Family engagement activities <p>Examples:</p> <ul style="list-style-type: none"> • Teacher materials provide guidance for culturally responsive teaching. • Curriculum builds in times throughout the unit/year for families to share their cultures. 		<p>develop preferences for the type of music they want to listen to. Another example includes Intentional Reading Cards: Language and Literacy, LL09: Enjoying Literacy and Books, The Book of Faces, children are exposed to faces of people from various cultures, including their own, as they create a book of photos. Caregivers are instructed to choose photos that reflect the cultures of the children and include labels of the children's home language. Within Volume 3: Objectives for Development and Learning, Objective 8: Language, the materials prepare caregivers for the role of helping children build a strong foundation in language based on cultural background. The guide provides background information and strategies to assist caregivers in understanding the concept that family culture and backgrounds play a significant role in child developed language. For example, the materials point out that there are differences in how mothers talk to their children and what they talk about with their children. Some cultures focus language on social norms such as turn-taking, while other cultures focus on feelings and thinking. In the Children's Book Collection, the World of Families text features real-life pictures of diverse families from different cultures including food, sports, traditions, and holidays. In High Five</p>

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			Bilingue Books, there are ten books that contain multiple stories, poems, and comics in each. There are stories in Spanish, English, and a combination of Spanish and English. In the stories, the characters are reflective of different races, ethnicities, and genders.
	Required 2f) Materials and activities are incorporated throughout a variety of settings (both indoor and outdoor), including whole group time, centers/activity or interest areas, cooperative play, small group and individualized attention.	Yes	Materials and activities are incorporated throughout a variety of settings (both indoor and outdoor), including whole group time, centers/activity or interest areas, cooperative play, small group and individualized attention. Guidance is included for all areas of the schedule including arrival, group meeting, choice time, small groups, mealtimes, rest time, end of the day, and transitions. In Volume 1: The Foundation, Objectives for Development and Learning, Chapter 2, Organizing Your Home and Your Day, the section titled The Daily Schedule, gives guidance on how to develop a daily schedule and also provides a sample schedule broken down into daily events, times allotted for each event, and what happens in event. The guidance takes into consideration varied ages and different strengths and needs of the children. For example, caregivers should be aware of children's individual needs, include time for active and quiet play, offer individual and small group play and the opportunity to work one on one with the caregiver, plan at least an hour a day in which students choose

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			<p>their play experience, allow enough time for daily routines, schedule morning and afternoon outdoor play, if possible, schedule naptime after lunch, include time to intentionally teach literacy and math skills, and provide materials for children to use quietly after naptime. In Mighty Minute, 30: Where is Teddy?, "The caregiver sings the song to the tune of 'Are You Sleeping?' while hiding and bringing back the teddy bear to emulate the words of the song. The caregiver encourages children to hug and greet the teddy bear when it returns. The materials suggest having the children play a hiding game using a stuffed bear. Small group activities are found within the materials under the topics of interest areas. For example, in Volume 2: Routines and Experiences, Chapter 8: Creating with Art, children are encouraged to undertake a group project to increase social skills and work to improve resolution skills which can be observed and measured for documentation purposes towards assessments. The art project idea is based on previous observations made by the caregiver during the art interest group times. In Intentional Teaching Cards, Social Emotional, SE02: All Routines and Experiences, Let's Try This Instead, the teacher works with individual children who are engaged in inappropriate behaviors. The teacher</p>

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			redirects the behavior by offering two alternative solutions to provide the child with a choice that is considered his/her own.
3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	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, <i>identity</i> for toddlers, <i>language and literacy</i> for preschool).	Yes	Materials and activities optimally support children learning at different developmental stages. In Volume 2: Routines and Experiences, Chapter 2: Eating and Mealtimes, guidance is provided for caregivers to “encourage children to help in whatever ways are appropriate for their levels of development.” Additional guidance is provided for children depending on their level of development. For infants, the caregiver seats the infant on his/her lap to watch the other children. For a mobile infant, the caregiver offers the infant a chance to feed himself. The caregiver provides easy to hold spoons for the toddlers who want to feed themselves. The caregiver encourages school-age children to prepare snacks for their group. The Intentional Teaching Cards provide learning experiences that are implemented throughout the day. Each card includes a color coded Teaching Sequence that supports caregivers in meeting each child’s needs in a developmentally appropriate way. Each card also includes guidance to ensure the activity includes all children. For example, in Intentional Teaching Cards, Physical P20: Going Outdoors, Obstacle Course, children safely explore

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			<p>various obstacle course equipment pieces throughout the lesson. The teacher reminds the children that directionality and rule following play a major part in safely completing an obstacle course. The Including All Children section includes guidance such as, "Limit the number of actions in a sequence."; "Pair the children."; "Repeat positional words as you demonstrate each movement."; and "Show pictures or point to objects that illustrate or explain unfamiliar words." The Teaching Sequence includes differentiated instruction for students at different developmental stages. Beginning with the yellow level, the caregiver is instructed to "Encourage the child to walk carefully through the obstacle course. Encourage the child to pause at each obstacle and stand on one foot while holding your hand." As the teaching sequence increases, so does the complexity level. In the green level, the caregiver introduces a low, wide beam to the obstacle course for the child to walk on. In the green/blue level, the caregiver encourages the child to gallop from one obstacle to the next. In the blue/purple level, the caregiver encourages the child to pause and stand on one foot for ten seconds at various points in the obstacle course. In the purple level, the caregiver is instructed to provide a jump rope area or</p>

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			<p>encourage the child to pause and hop on one foot up to ten times at various points in the obstacle course. In Mighty Minutes, 06: From Seed to Tree, the caregiver sits with a group of children and recites the rhyme, “As a seed I’m rather small. I barely can be seen at all. But once the raindrops water me, I grow into a great big tree.” Further guidance is given to invite toddlers, 2-year-olds, and preschoolers to copy the movements as the caregiver recites the rhyme. For infants, caregivers are guided to hold the infant’s body as the caregiver recites the rhyme, tucking their arms in close to their bodies, and then gently stretching their arms to be a tree. In Intentional Teaching Cards, Social Emotional, SE24: All Routines and Experiences, I Statements, children use statements including “I” as a way to communicate feelings that they are experiencing in a moment. The activity supports students in learning how to express their feelings and guide their behavior. The activity is intended to provide a sense of sense assurance and self-worth for getting validation of their feelings. In Intentional Teaching Cards, Literacy, LL23: Exploring Sand and Water, the caregiver introduces watering cans and demonstrates how to use them. The children experiment with the watering cans and learn how to refill the can with water. The caregiver talks</p>

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			with the children about how the water looks, feels, and affects the things it touches. The Teaching Sequence scaffolds the instructional activities to meet the developmentally appropriate needs of the children. For example, in the red level, the lowest level, the caregiver holds the child in their lap and allows the child to watch as he/she sprinkles the water in the child's hands or feet. In the orange/yellow level, the caregiver asks the child to name the items that he/she is watering. In the green level, the highest level, the caregiver talks with the child about why plants need water and how they get it.
	Required 3b) Materials and activities present a logical and coherent progression of complexity over time (i.e., read-aloud text complexity increases over time; math concepts and vocabulary build upon each other in a meaningful way; play encounters, interactions and routines become increasingly complex).	Yes	Materials and activities present a logical and coherent progression of complexity over time. Read aloud complexity increases over time from young infants to mobile toddler. For example, in Hello Book Conversation Cards, Five Little Ducks, while reading to young infants, the caregiver talks about the illustrations found on each page and points or draws the infant's attention to the object found in the illustration, such as a stroller or a branch in the tree. Complexity continues for mobile infants when the caregiver prompts the child to notice the illustrations within the reading and find three items suggested by the caregiver. Lastly, when reading to toddlers, the caregiver asks the child to point to any familiar objects in the

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			<p>illustration and name them. In the Book Discussion Cards, 03: The Three Billy Goats Gruff, caregivers are guided to read the book aloud three times. Each reading increases in complexity. For the first reading, the caregiver introduces the characters and the problem. In the second reading, the caregiver recalls the characters and the problem. For the third reading, the caregiver encourages the children to recall the problem and solution. The materials explain that math concepts build upon each other in a meaningful way, as stated, “More so than in other subjects, mathematics is a sequential discipline in which earlier understandings provide an essential foundation on which later skills and concepts build.” Lessons and activities within the material progress from: counting (may or may not be in the correct order), quantifying numbers (understanding concepts of “one”, “two...”), connecting numerals with their quantities, understanding and using place value and base ten, applying properties of mathematical operations and relationship, to applying number combinations and mental number strategies in mathematical operations. For example, mathematical progression is observed in Mighty Minutes, 21, Ten Little Toes. The caregiver is instructed to recite the rhyme “You have ten little toes. As sweet as they can be. Your ten</p>

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			little toes... Can you count them with me?" Then the caregiver counts the child's toes as they recite the rhyme again which touches each toes as they count. As children progress the rhyme does as well. The rhyme is changed from counting toes to fingers and from one child to groups of children. Progression continues as children begin to count ears, eyes, arms, etc., to no longer using the rhyme and counting manipulatives. Intentional Teaching Cards, M01: Toys and Games, Matching Shapes, p. 1, the teacher starts by inviting children to observe, examine, and interact with shapes. Over the course of the year, the teacher continues to build upon this objective. For example, the teacher would progress to introducing shape attributes to the children and having the children match the wooden shape block to felt blocks. Progression continues when the teacher then allows children to sort shapes by the attribute.
4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Required <i>Applicable to Ages 0-3</i> 4a) Infant and toddler language and literacy development is emphasized through resources and activities that support (where developmentally appropriate): <ul style="list-style-type: none"> • Frequent talk and conversations during daily routines (e.g., diapering and transitions); • 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; 	Yes	Language and literacy development is emphasized through resources and activities that support reading comprehension and build vocabulary knowledge. Infants are exposed to frequent social interactions and use of gestures, sounds, words, phrases or simple sentences to communicate. In Hello Book Conversation Cards, Who Says Boo?, the caregiver uses a "sing-song voice" to read the story. She also

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	<ul style="list-style-type: none"> • Use of texts, including rhymes, finger plays, and music/songs, that are 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) in order to accelerate background knowledge and vocabulary development; • Pre-writing skills (e.g., holding objects and scribbling or drawing/painting to convey a message); and • Print awareness and letter knowledge. <p>Applicable to Ages 3-4</p> <p>4a) Language and literacy development is emphasized through resources and activities that support the following:</p> <ul style="list-style-type: none"> • Regular read-alouds of appropriately complex narrative and informational texts related to a theme or topic (i.e., animals, cities, weather) in order to accelerate children’s background knowledge and vocabulary development; • Frequent use of a repeated-reading approach (i.e., with close repetition) for texts read aloud, building from enjoyment of the story and basic/literal comprehension to discussion of inferential questions and drawing or writing to express understanding; • Pacing and time-estimate of the given literacy lessons appropriate for the targeted age group; • Phonological awareness activities that demonstrate understanding of different units of sound and language to the appropriate degree as stated by Louisiana’s Early Learning and Development Standards; • Early stages of writing (e.g., form shapes and letter like symbols) using a variety of tools, materials, and surfaces; and 		<p>uses a silly voice to emphasize the word “boo” throughout the read-aloud. The caregiver then points to the pumpkins in the story, while holding fingers up to three while counting. To emphasize language and literacy development, the caregiver is provided guidance to support children in identifying information within the read-aloud. In Book Discussion Cards, Little Red Hen, the caregiver prompts the child to identify information in the read-aloud by asking the child why dog, goose, and cat keep telling little red hen no in the story. The caregiver also invites the child to make explanations and expansions, and to ask follow up questions for the story, if needed. In the Intentional Teaching Cards, Language and Literacy, LL29: Enjoying Books and Stories, Rhyming Riddles, the learning objective is for children to demonstrate phonological awareness, phonics skills, and word recognition. The caregiver invites the children to join in a game called “Rhyming Riddles” and explains that rhyming words sound alike at the end of the word. The caregiver offers examples and then asks the child to say some rhyming words they know while the caregiver writes the words on chart paper. The caregiver then explains that a riddle is a word puzzle or word problem that the child must figure out. The caregiver poses a riddle that prompts</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<ul style="list-style-type: none"> Regular opportunities to communicate through written representation, symbols, and letters. 		<p>the children to supply a rhyming word. Lastly, the caregiver uses riddles to help children transition from one activity to the next. In the Hello Book Conversation Cards, 04, caregivers are given guidance for sharing with young infants, sharing with mobile infants, sharing with toddlers, and sharing with twos. In Guidance for Sharing With Toddlers, Big and Little, caregivers are given guidance to enhance the development of vocabulary by first using their voice to emphasize the words small, big, and biggest. Next, they are guided to use their hands to show small, big, biggest, and up. The caregiver holds the child and gently lifts the child up as they read, "But then he lifts me up." Last, the caregiver offers the child two similar toys and asks them to show which toy is bigger.</p>
	<p>Required 4b) Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that support:</p> <ul style="list-style-type: none"> Understanding of basic math concepts (e.g., counting, comparing size, spatial relationships songs); Development of science concepts (e.g., body parts, weather, plants, animals); Perseverance and persistence to solve problems; Curiosity and exploration; Creative thinking (e.g., pretending, make-believe play, role playing); and Awareness of rules and responsibilities. 	Yes	<p>Cognitive development and executive functioning is emphasized, where developmentally appropriate, through resources and activities that support understanding of basic math concepts, development of science concepts, perseverance and persistence, curiosity and exploration, creative thinking, and awareness of rules and responsibilities. Strategies within Volume III: Objectives for Development and Learning, Objective 25, help children demonstrate knowledge of characteristics of living things. For example, opportunities are</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>provided for children to learn about the life cycle of living things by singing, reciting fingerplays, and reading stories about how animals grow and change. In Highlights Hello books, Volume 1, Issue 6, Read Me a Poem, there is a poem titled "Rainy Day." The poem reads, "Plip, plop, plip, plop. The rain is falling drop by drop. Ducks and frogs come out to play on this puddle splashing day." The poem shows pictures of rain, frogs, and ducks to support the development of science concepts. In the Children's Book Collection, there is a book titled "Trees Count." The book shows real pictures in a sequence of 1-10 as such: 1 trunk, 2 seeds, 3 pecans, 4 knotholes, 5 leaves, 6 buds, 7 cones, 8 apples, 9 nuts, and 10 flowers. Each page shows the numeral and each number of items along with a short poem. At the end, the book then counts the items backward from 10-1. This book integrates math and science concepts, vocabulary instructions, and guidance to support conceptual understanding of math content. In Intentional Reading Cards, M05: Toys and Games, Let's Make Two, the activity invites children to use number concepts and operations to count. The caregiver introduces the concept of counting to two by showing the children pairs of objects. The caregiver then points to one object and says "one" before moving to the second</p>

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			object and saying “two.” The children are then encouraged to count with her as she continues counting pairs of objects. The teacher can also extend the activity by counting things that can be heard such as claps and taps.
	<p>Required <i>Applicable to Ages 3-4</i> 4c) Math materials and activities devote a large majority of time (75% or more) to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards and adhering to the following indicators of quality:</p> <ul style="list-style-type: none"> Promote children’s acquisition and use of the language and vocabulary of math, Promote conceptual understanding of math content, and Promote children’s development of perseverance and persistence in solving problems. 	Yes	<p>Math materials and activities devote a large majority of time to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards. Volume 1: The Foundation, Chapter 3: What Children Are Learning, Sorting and Classifying, promotes conceptual understanding of math content as caregivers provide opportunities for children to sort and classify objects. For example, the caregiver provides objects within the area for the child to sort and classify such as soft blocks, balls, and books. The caregiver also places labeled bins for toy storage on shelves for children to appropriately sort toys during cleanup. This activity also supports independence and routine.</p> <p>Volume 3: Objectives for Development and Learning, Mathematics, includes the following mathematical objectives: Uses of number concepts and operations, Explores and describes spatial relationships and shapes, Compares and measures, and Demonstrates knowledge</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>of patterns. Strategies and growth progression are also included in this volume. Some of the strategies listed include: copying simple repeating patterns such as beating a drum loud, soft, loud, soft; identifying basic shapes by naming shapes from the shapes bin including square, triangle, circle, and square; and solving simple addition and subtraction problems by counting how many objects are left over from a problem presented in a read aloud. In Intentional Teaching Cards, Math, M24: Toys and Games, Marble Mat, the activity targets Objective 20c: Uses number concepts and operations; Connects numerals with their quantities. In this activity, the caregiver provides a bath mat with suction cups aligned in rows, numeral cards 1-20, marbles, and masking tape. The caregiver invites the children over and shows the children the bath mat and marbles while demonstrating how to balance one marble on each suction cup of the overturned bath mat. Then, the caregiver explains that they will take turns drawing numeral cards and adding that many marbles to the mat. Once the mat is full, the caregiver is guided to invite the children to count all of the marbles with them.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>Required</p> <p>4d) Social-emotional learning is emphasized through resources and activities that support:</p> <ul style="list-style-type: none"> • Developing healthy relationships and interactions with peers and adults; • Developing a positive self-identify and sense of belonging; • Expressing feelings and beliefs that lead to successfully making decisions, accomplishing tasks, and meeting goals; • Regulating one’s own emotions and behavior; • Regulating one’s attention, impulses, and behavior; and <p>Indicators consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p>	Yes	<p>Social-emotional learning is emphasized through resources and activities that support developing healthy relationships and interactions with peers and adults, developing a positive self-identity and sense of belonging, expressing feelings and beliefs, and regulating one’s own emotions, attention, impulses and behavior. Children develop healthy relationships and interactions with peers and adults in Independent Teaching Cards, SE20: Enjoying Stories and Books, Character Feelings. The caregiver invites the children to join her for a story and explains that the focus will be on the character’s emotions. When reading the story, the caregiver prompts the children to show how the character is feeling while acting out the emotions. The caregiver also asks the children to respond to how the character may feel and why they feel that way. Guidance in the materials emphasizes that learning to identify and respond to emotions is critical in establishing and maintaining healthy relationships while also developing empathy for others. In Volume 3: Objectives for Development and Learning, Social Emotional, the caregiver provides opportunities for the children to regulate their attentions, impulses, and behaviors. The child indicates needs and wants as the teacher attends to the needs. For</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>example, the child may cry to show discomfort, so the teacher will model taking deep breaths, counting to five, and moving to a safe area to calm one's body. In Intentional Teaching Cards, Social Emotional, SE02: All Routines and Experiences, Let's Try This Instead, the activity focuses on Objective 1b: Regulates own emotions and behaviors; Follows limits and expectations. Guidance is provided for the caregiver to notice when a child is engaged in inappropriate behavior that requires redirection. The caregiver is given further guidance to use a neutral tone of voice and clear, simple language while explaining what they see, validate the child's desire, and then explain why the child's behavior is not acceptable. The caregiver then offers a similar, alternative activity for the child to engage in. If no similar alternative is available, the caregiver offers the child a choice between two acceptable alternatives. The caregiver pays close attention to the child's actions after redirection to determine whether the child is engaged with the new activity or needs further guidance.</p>
5. ACTIVITIES/MATERIALS SUPPORTING FAMILY PARTICIPATION <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Required 5a) Materials provide a variety of family engagement activities to strengthen children's learning and development, including but not limited to: <ul style="list-style-type: none"> • Aligned activities; • Virtual portals; 	Yes	Materials provide a variety of family engagement activities to strengthen children's learning and development. In Volume 2: Routines and Experiences, Chapter 14: Tasting and Preparing Foods, Partnering with Families, the

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	<ul style="list-style-type: none"> • Stories/books; and • Learning extensions to be completed at home. 		<p>caregiver builds partnerships with families by sending home information about Learning Games for Tasting and Preparing Foods. The letter provides activities and information for preparing and tasting foods at home. For example, Game 59: Beginning to Share, encourages families to help their child share by holding two crackers and asking the child to give one to a family member while keeping the other for himself. Another example includes Chapter 5: Building Partnerships With Families, Inviting Families to Participate, in which caregivers are encouraged to invite families to visit and participate in the program as much as possible. Some possible ways for families to participate are listed as: gathering materials, helping with special projects, participating in celebrations, accompanying the caregiver and children on a field trip, joining the caregiver and children for a meal. Each Hello Book Conversation Card offers suggestions to encourage families to participate. For example, on Card 12, families are encouraged to discuss their favorite meals after reading “Papa’s Making Pancakes,” discuss the games they enjoy playing at home after reading “Knock Knock,” and dance with their child after reading “Let’s Dance.”</p>
SECTION II: ADDITIONAL INDICATORS OF QUALITY			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p> <p>Materials and activities reflect a wide range of experiences for skill development.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>6a) The materials are easy to use and well organized for children 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 children 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 include three foundational volumes that discuss in detail the latest theory and research, show caregivers how to plan for the day to best support the needs of the children, and help caregivers understand how each routine and experience supports development and learning. For example, Volume 1: The Foundation, introduces and explains the role of the caregiver, how the materials are organized, and how to get started with implementation of the materials. In this volume, caretakers develop an understanding for how children develop and learn, how to organize their home and day, how to care and teach children, and how to build partnerships with families. In Chapter 2: Organizing Your Home and Your Day, in the Setting Up Your Home section, caregivers are informed that the way in which they set up their home can, "...make it easier for children to learn, get along with others, and become independent" as well as making it "easier to care for children." Caregivers are given factors that influence the way they should set up</p>

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			<p>their home which takes into consideration the size of the home, whether or not the home has a basement, and the type of flooring in the home. In Volume 2: Routines and Experiences, caregivers are guided through routines such as hellos and goodbyes, diapering and toileting, eating and meal times, sleeping and nap time, and getting dressed. Chapter 1: Hellos and Good-Byes, contains a section titled “Easing the Transition” which provides guidance on how to ease the transition from a family member’s care to the new caregiver when a new child enters the program. In Chapter 4: Sleeping and Nap Time, teachers establish a nap time routine that includes toileting, setting up cots, getting bedding ready, taking off shoes, and going to the child’s sleep place with a comfort item. The chapter also includes guidance for caregivers on helping children transition from wakefulness to sleepiness and gives further guidance for children who wake up early from nap time or do not sleep during nap time. Volume 3: Objectives for Development & Learning outlines the goals and objectives of the materials which focus on ten areas of development and learning while also providing guidance and strategies for planning, scaffolding, working with children with disabilities, and working with English-Learners or Dual-Language</p>

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			<p>learners. For example, strategies for mastering Objective 16, Demonstrating knowledge of the alphabet, include: displaying the alphabet at the child's eye level, use children's names to help teach letters and sounds, sing the alphabet song, create an alphabet wall "with pictures that are relevant to the children in the program," and "provide environmental print in the language(s) spoken by the children in the group." In addition to The Foundations Volumes, the materials provide daily resources on what to do during routines and experiences, as well as, guidance on how to manage transition time within the day. The resources include the following: Intentional Teaching Cards, Mighty Minutes for Family Care, Book Discussion Cards, Book Conversation Cards for Highlights Hello, and Book Conversations for Highlighting High Five Bilingual. Caregivers use the provided resources to assist in the management of time. For example, sample and blank planning forms are provided in Volume 1: The Foundation. The Individual Care Plan, The Child Planning Form, and the Group Planning Form provide a framework for planning routines and experiences.</p>
	<p>Required 6b) Materials and activities are suggested that appeal to children's interests in order to deepen motivation, enjoyment and learning.</p>	Yes	<p>Materials and activities are suggested that appeal to children's interests in order to deepen motivation, enjoyment, and learning. Intentional Teaching Cards</p>

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			<p>help promote student engagement to deepen understanding of a topic by including manipulatives that are age and developmentally appropriate. For example, Intentional Teaching Cards, Math, M07, Toys and Games, Where's the Bear, assists children in understanding spatial awareness as they talk about the location of stuffed animals hidden around the room. The materials emphasize using familiar items to help build language skills as children are more comfortable speaking about items they recognize. Children's Book Collection supports student interest and enjoyment. For example, "Built It from A-Z," by Trish Holland, supports the learning of letters of the alphabet through the lenses of a construction site. This includes jobs found at the site alongside equipment and vehicles that can be used at times of construction. In Intentional Teaching Cards, Math, M26: Blocks, Ramp Experiments, children engage in an activity where two ramps are set up, one at a low angle and one at a higher angle. The caregiver collects materials such as blocks, cars, balls, or crayons for the children to roll down the ramps. The caregiver tells the children that there are two ramps and they are going to see what happens when toys and balls are rolled down both ramps. The caregiver models rolling a ball down each ramp while encouraging the</p>

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			<p>children to tell what they see. Children are then invited to roll objects down each ramp and are encouraged to make predictions and compare how the items move differently on the ramps. This activity shows student interest and enjoyment, supports the instructional focus, promotes student engagement in order to deepen understanding, and uses items readily available in most early childhood settings. In Intentional Teaching Cards, Math, M34, Toys and Games, How Many in the Scoop?, a small scoop, jar or box, and small items such as pom-poms, buttons, blocks, or other small manipulatives are used in the activity. Children are shown the container with the small items and the scoop. The caregiver wonders aloud how many items could fit in the scoop. The children are asked to predict how many items they will scoop up and then take turns scooping the items. After the children have each had a turn, the caregiver talks with them about how many items they have and encourages them to compare their number of items with other children's.</p>
	<p>Required 6c) 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</p>	Yes	<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 and require the most action on the part of the child. In Volume 2: Routines and Experiences, Chapter 9, Toys and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.		Games, The Arts, children explore the arts as they design and create with open-minded toys and games. Children explore visual arts as they make a design using colorful pegs on a peg board. The materials include games that involve music and provide the opportunity for children to express themselves and encourage children to explore and appreciate music. Children take part in drama when they use toys like blocks, toy people, cars, and animals to role play. In Mighty Minutes, Activity 38, Follow That Toy, the caregiver sits with the child in their lap and shows the child an interesting toy that makes noise, such as a musical instrument or rattle, and asks, "Do you see my fun toy?" The caregiver lifts the objects up high over the child's head, watches them track it, and asks, "Where is it going?" The caregiver is given guidance to keep the toy just out of the child's reach and slowly shake or rattle it as they move it down and touch it to the child's toes. The caregiver then offers the toy to the child for them to explore. Intentional Teaching Experiences, Exercise, M61, Shake, Rattle, and Roll, children use the concepts of numbers and operations to match shapes and colors into their collection plate. The teacher provides each child with a paper plate and various plastic shapes. The children shake the containers and roll out the

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			shapes and sort the items onto their paper plate.
	Required 6d) 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.).	Yes	<p>Materials are available in appropriate formats and a variety of formats. The Children’s Book Collection contains 12 fiction and nonfiction books that are available in both print and digital formats. Each book in the collection is paired with a Book Discussion Card detailing ways to promote child engagement with the texts. The Highlights Hello books consist of 24 sturdy books that are written for children birth to age two. The collection includes “stories, songs, rhymes, and puzzles” and are available in both English and Spanish. The High Five Bilingual books are written and designed for children age two to six who are learning to speak both Spanish and English, as well as introduce Spanish to non-Spanish speaking children. Audio editions of the texts are also provided through a link provided in the materials. In Volume 1: The Foundation, Chapter 3: What Children Are Learning, Music, caregivers sing and teach children different finger plays, folk songs, singing games, songs about routines, and story songs. Caregivers can also play CDs to allow children to beat a drum and keep time with the song. In addition, Volume 2: Routines and Experiences, Chapter 10: Enjoying Stories and Books,</p>

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			Choosing Books, caregivers are asked to keep children’s developmental abilities in mind and look for books that respect diversity and promote inclusion. Guidance states that books should be offered in English as well as children’s home languages, should address a variety of topics, people of all ages, backgrounds, and abilities, should be both fiction and nonfiction, and should come in a variety of formats such as board, softcover, hardcover, big books, audio version, and video read-alouds. The materials suggest that books can also be homemade as well.
7. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Required 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, work samples and family perspectives).	Yes	Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods. Volume 1: The Foundation, Chapter 4, Caring and Teaching, Assessing Children’s Learning, offers guidance about observing children in order to get to know and understand them. This section explains why and how to observe children, what to look for, how to use information acquired to guide instruction, and how to share information with families. There are four steps in the assessment process: 1-observing and collecting facts; 2-analyzing and responding; 3-evaluating; and 4-summarizing, planning, and communicating. Within the same chapter, Other Forms of

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			<p>Documentation, caregivers are given examples of a variety of documentation that provides additional information to providers on how a child is developing. Some examples of other forms of documentation that are suggested include: Children’s work samples, photographs, checklists, participation lists, frequency counts, as well as, audio and video clips. Intentional Teaching Cards, Language, LL24: Diapering and Toileting, Potty Talk, the provider responds to the first step, observation and collecting facts, of the assessment process by answering questions that guide observation. Questions include: “In what ways did the child engage in conversation during diapering and toileting?”; “How did the child make you aware that he needed diapering or toileting?”; and “How did the child express his ideas?” Another example is observed in, Intentional Teaching Cards, Math, M36: Toys and Games, Action Patterns. The attainable objective is Objective 23: demonstrates knowledge of patterns. On the card, there is guidance titled, Questions to Guide Your Observations which includes: “Was the child able to recognize and describe the patterns?”; “How did the child perform the movements?”; and “What patterns was the child able to copy and/or create?”</p>

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	<p>Required</p> <p>7b) Materials and activities promote an ongoing process that includes observation, documentation, reflection and adaptation to meet each child’s interests and developmental needs in a variety of settings within the daily schedule.</p>	Yes	<p>Materials and activities promote an ongoing process that includes observation, documentation, reflection and adaptation to meet each child’s interests and developmental needs in a variety of settings within the daily schedule. Assessment of key skills in areas such as: language, literacy, math, social-emotional, and cognitive ability are observed in ongoing, daily lessons and activities. Volume 3: Objective for Development & Learning outlines information about objectives and how to continue child progression of development and learning. Materials include “indicators based on standard developmental and learning expectations” for children. Materials within the lesson and activities are leveled at each point of a child’s progression of development. This allows caregivers the opportunity to document progression or plan for additional support. The materials also utilize a color system to indicate a child’s age. The colors red, orange, and yellow are used for birth to three years of age. These colored bands allow caregivers the opportunity to identify what skills are appropriate for each age. Objectives for development and learning within the materials are the same objectives outlined in the GOLD assessment system. Assessments are embedded into the lessons. For example, during Book</p>

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			<p>Discussion Cards, The Three Billy Goats Gruff, the caregiver provides opportunities for children to reconstruct the story and expand vocabulary. The caregiver follows up and asks questions after the reading of the story which include: "Did the Billy Goats Gruff have to cross the bridge to get to the meadow?"; "I wonder what happened to the troll after the rushing waves carried him away?"; "Do you think he found another bridge to live under?"; and "I wonder what the Billy Goats Gruff will do the next time they need a plan to stay safe?"</p> <p>Volume 1: The Foundation, Chapter 4, Caring and Teaching, provides guidance on assessing children's learning. Targeted guidance for caregivers ensures that documentation of observations are objective and factual. The guidance provides words connected to interpretations, impressions, or assumptions to avoid, and then gives examples of observations that are objective and include only the facts of what the caregiver saw and heard. In Intentional Teaching Cards, Social Emotional, SE28: All Routines and Experiences, How Can We Help?, the caregiver asks questions to guide observation and assessment such as "What ideas for helping the program did the child share?"; "How did the child discuss his ideas during the activity?";</p>

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			and “While developing the action plan, how did the child respond to others’ ideas?”
	Required 7c) Assessment occurs frequently to assure that current knowledge of each child’s development is accurate.	Yes	Assessment occurs frequently to assure that current knowledge of each child’s development is accurate. Assessment occurs frequently within the activities built into the materials. Volume 1: The Foundation, Chapter 4: Caring and Teaching, Assessing Children’s Learning, provides information for ongoing assessments and examples as children progress over time. The guide also provides additional support such as developing a system of using short hands or short phrases to document child observations. The guide also suggests using sticky notes and keeping notes readily available within the home to help the process of assessment and documentation go along easier. Volume 2: Routines and Experiences, Chapter 11: Exploring Sand and Water, Responding to Each Child, assessment occurs during the sand and water play as children continue to learn during these experiences. During play, the caregiver can assess what they observe the child doing, they reflect on what they have witnessed, and then they respond to the child during the activity. The caregiver is guided to physically document these learning opportunities as part of the 4-step process. In Volume 3: Objectives for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Development & Learning, each learning objective has guidance on how to assess the objective. For example, guidance for Objective 13: Uses Classification Skills is included stating that caregivers can assess children's classification skills during conversations with them and as they observe children sorting and resorting spontaneously. For example, caregivers may observe a child grouping all shades of blue crayons together while drawing or sorting by properties suggested by someone else, such as "Give me all of the blue teddy bears."
<p>8. SCAFFOLDING AND SUPPORT</p> <p>Materials and 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 disabilities, etc.). Examples may include:</p> <ul style="list-style-type: none"> • Supportive language; • Movements or non-verbal cues; and • Open-ended questions that prompt children to expand complex thinking or exploration. 	Yes	<p>Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Volume 1: Foundations, Chapter 1: Knowing How Children Develop and Learn, Individual Differences, provides information on supporting different aspects of children and their learning. For example, learning styles are addressed and include activities for visual, kinesthetic, and auditory learners. For example, in Intentional Teaching Cards, Mathematics, M09: Toys and Games, This Little Piggy, kinesthetic learners are addressed when children are provided numeral cards and five little piggy toys. Children use the piggy toys to build number sense by placing the correct amount of toys on the numeral card given. Dual Language Learners are</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			addressed and supported in various activities throughout the materials. For example, in High Five Bilingual Book Conversations Cards 1-10, Let's Go/Vamos!, children are encouraged to voice what they see using their first language. Children name objects within the picture in the first language. The caregiver also provides alternative language to address other learners, such as saying "frog" while also addressing "rana" to the English Learners. Found within Intentional Teaching Cards, there is a section titled "Including All Children" for every activity. This section provides strategies to help all children, including those with disabilities, participate. For example, in Intentional Teaching Cards, Language and Literacy, LL40: Enjoying Stories and Books, Book Reviews, some strategies to help all children are: wrap foam around the pencils to make them easier to grip and tape the paper to the table surface to stabilize the paper as the child writes.
	Required 8b) Activities are flexible and allow for adjustments according to children's needs and interests.	Yes	Activities are flexible and allow for adjustments according to children's needs and interests. Guidance is provided with instructional routines and allows for adjustments to meet the needs of children. For example, Volume 3: Objectives for Development and Learning, Science and Technology, includes Objective 26: Demonstrate knowledge of physical properties of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>objects and materials. Children learn about physical properties of objects and materials and the natural forces that affect them. Caregivers can offer a variety of substances for children to learn their characteristics and what they are made of such as wood, plastic, metal. Repeated experiences can also extend their understanding of the objectives. The caregiver also supports the child to hypothesize what will happen to objects within the lessons. In Intentional Teaching Cards, Language and Literacy, LL36: Connecting with Music and Movement, Tap It, Clap It, Stomp It, Jump It, children engage in a musical activity as they clap their names to the tune of “Mary Had a Little Lamb.” At the end of the activity, the caregiver is given guidance to continue the game for as long as it interests the children. The materials provide time for students to take the lead in their learning process while maintaining the overall focus of the lesson. Within the lessons, extension modifications are provided for those students who wish to continue their learning in their own time. For example, Intentional Teaching Cards, Language and Literacy, LL26: Bookmaking, the lesson begins with the caregiver explaining the process of book making and the necessary items and materials needed to make a book. One classroom book is made together before the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>provider allows the process to continue for the children on their own. Children extend the lesson by creating books that will be placed in the classroom library with the caregiver providing more materials for the children to complete the activity independently. Also, within each Intentional Teaching Card, the color-coded Teaching Sequence allows the caregiver to adapt the activity to meet the needs of children on different learning levels. For example, in Intentional Teaching Cards, Language and Literacy, LL45, Creating with Art, Sticky Tables, the activity provides guidance to adjust the activity to five different levels. The complexity increases as you go through the levels. In the first level, yellow, the caregiver is instructed to support the child in describing the tape's properties as the child creates their design. At the purple level, the highest level, the caregiver introduces new words to the child to describe the texture of the tape or the patterns that the child is creating.</p>
FINAL EVALUATION: Tier 1 ratings receive a "Yes" in Column 1 for all Non-negotiable indicators AND Additional Indicators of Quality. Tier 2 ratings receive a "Yes" in Column 1 for all Non-negotiable indicators but may receive "No" rating(s) for the Additional Indicators of Quality. Tier 3 ratings receive a "No" in Column 1 for one or more of the Non-negotiable indicators.			
Compile the results of Sections I and II to make a final decision for the material under review			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-negotiables	1. Content Within the Parameters of the Standards	Yes	A large majority of materials and activities provide substantial

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards while fostering integration of development across domains.
	2. Appropriateness of Curriculum Materials & Activities	Yes	Materials and activities focus on responsive caregiving, relationships, and emotional connections. Materials and activities provide guidance for routines that support the health and safety of children. Materials and activities are provided through both teacher-directed and child-initiated experiences. 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. Materials and activities are included that are culturally responsive and reflective of differences including race, ethnicity, gender, religion, economic background, ability, and family relationship norms.
	3. Complexity of Curriculum Materials & Activities	Yes	Materials and activities optimally support children learning at different developmental stages. Materials and activities present a logical and coherent progression of complexity over time.
	4. Quality of Curriculum Materials & Activities	Yes	Language and literacy development is emphasized through resources and activities that support reading comprehension and build vocabulary knowledge. Cognitive development and executive functioning is emphasized,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			where developmentally appropriate, through resources and activities that support understanding of basic math concepts, development of science concepts, perseverance and persistence, curiosity and exploration, creative thinking and awareness of rules and responsibilities. Math materials and activities devote a large majority of time to the development of understanding numbers, ways of representing numbers, and relationships between number and quantities, consistent with the Louisiana Birth to Five Early Learning and Development Standards and adhering to the following indicators of quality. Social-emotional learning is emphasized through resources and activities that support developing healthy relationships and interactions with peers and adults, developing a positive self-identity and sense of belonging, expressing feelings and beliefs, and regulating one's own emotions, attention, impulses and behavior.
	5. Activities/Materials Supporting Family Participation	Yes	Materials provide a variety of family engagement activities to strengthen children's learning and development.
II: Additional Indicators of Quality	6. Implementation Format of Materials & Activities	Yes	The materials are easy to use and well organized for children and teachers. Materials and activities are suggested that appeal to children's interests in order to deepen motivation, enjoyment and learning. Activities include use of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			safe and appropriate toys and manipulatives that can be used in a variety of ways to help children practice and develop new skills) and require the most action on the part of the child. Materials are available in appropriate formats and a variety of formats.
	7. Assessment	Yes	Assessments consistent with the Louisiana Birth to Five Early Learning and Development Standards are provided through a variety of appropriate methods. Materials and activities promote an ongoing process that includes observation, documentation, reflection and adaptation to meet each child's interests and developmental needs in a variety of settings within the daily schedule. Assessment occurs frequently to assure that current knowledge of each child's development is accurate.
	8. Scaffolding and Support	Yes	Appropriate suggestions and sufficient instructions are provided to support the varying developmental levels of children. Activities are flexible and allow for adjustments according to children's needs and interests.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

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 [2021-2022 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Baton Rouge Diocese, Beauregard, Bossier, Calcasieu, Central Community, City of Monroe, Desoto, East Baton Rouge, East Feliciana, Evangeline, Franklin, Iberia, Jefferson, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Orleans, Ouachita, Rapides, Regina Coeli Child Development Center, Richland, Special School District, St. Charles, St. John, St. Landry, St. Martin, St. Mary, St. Tammany, Tangipahoa, Terrebonne, University View Academy, Vermillion, West Baton Rouge, and West Feliciana. 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.

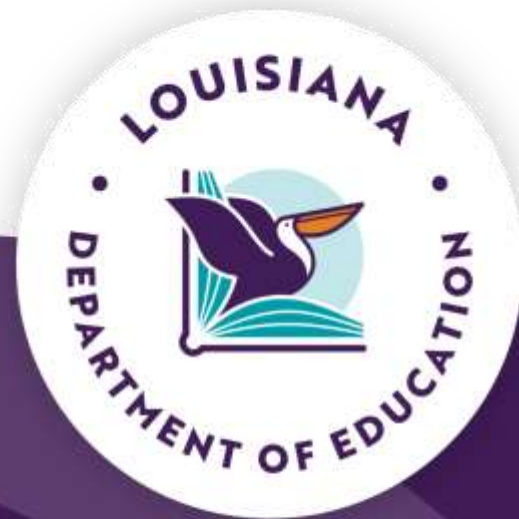
Public Comments



There were no public comments submitted.

Appendix III.

Tech Ready Endorsement



Academic Content

Tech Readiness Endorsement

Teaching Strategies, LLC

- The Creative Curriculum® for Family Child Care



Section I: Non-Negotiable Criteria

Materials must meet all Non-Negotiable Criteria in Section I for the review to continue to Section II.

Criteria	Indicator of Quality	Determination
Required Browser	The curriculum platform does/does not need a specific browser (Internet Explorer, Safari, etc.) to launch.	Meets Required Indicator
Operating System	Operates on Google, Microsoft, and Apple OS	Meets Required Indicator
SSO (Single Sign On)	The product utilizes SSO with Google, Clever, Microsoft, or another SSO method; therefore, no external account should be created, and no personal information should be collected or shared.	Meets Required Indicator
Cyber Security	Has either SOC II or GDPR certification	Meets Required Indicator

Section II: Additional Criteria of Tech Readiness

Functionality	
Criteria	Score/Evidence
LMS Integration	Serious Concerns (1) The platform does not integrate with any Learning Management Systems (LMS). This lack of LMS integration means that educational institutions using an LMS for managing courses, tracking student progress, and delivering content would not be able to incorporate this product into their existing digital learning environment seamlessly.
Scale	Works Well (3)

	Teachers using this system have the flexibility to establish multiple classes and groups. This can be achieved by either individually adding students to each class or group or by efficiently importing student data through existing files, thereby streamlining the setup process.
Ease of Use	Minor Concerns (2) The program provides teachers with a user-friendly and organized platform. Its major components are designed for straightforward navigation, ensuring that educators can efficiently access and utilize the various features. It is important to note that this platform is specifically tailored for teacher use and is not intended for student access or direct interaction.
Teacher and Staff Support	
Criteria	Score/Evidence
Data	Works Well (3) The reporting functionalities provide an overview of classroom and student progress. Individual child reports track the progress of each student, including their strengths and areas for growth. The system allows for the establishment and tracking of specific goals, enabling educators to monitor progress and adjust strategies as needed. Growth tracking features visualize developmental trajectories over time, providing data for assessment and intervention.
Training Resources	Works Well (3) The program offers a support tab, featuring a hub with links to videos, articles, and a forum. Users can access "learning in action" and on-demand videos, along with step-by-step guides for popular topics.
Professional Learning	Works Well (3) The program offers initial and ongoing support for students with diverse learners and English Learners (ELs). The "Develop Tab" facilitates professional learning sessions, while the "hub" provides access to transcripts, certificates, and course information. The Professional Development Teacher Membership includes all necessary training for educators to earn or renew a Child Development Associate (CDA) credential in both English and Spanish. This training is officially recognized and accepted by the CDA Council for Professional Recognition, the awarding body for the CDA credential. Please note that this professional development opportunity incurs a cost.
Accessibility	
Criteria	Score/Evidence
Mobile Functionality	Works Well (3) Both the teacher and family apps are available on iOS and Android devices. The platform's mobile-optimized interface ensures all tools are accessible and usable when logging in via a mobile web browser.

Offline Functionality	Minor Concerns (2) Teachers can use the app in offline mode, but the platform cannot be accessed through the website when offline.
Additional Required Download	Works Well (3) No additional downloads are required to access the platform.
Administration	
Criteria	Score/Evidence
Onboarding	Works Well (3) Upon successful account creation, teachers are immediately notified with an alert, signaling their access to the platform. The onboarding process then guides them through the onboarding steps, which include detailed instructions on how to log in, navigate through the platform's features and sections, and guidance on how to utilize all available tools and resources to maximize their teaching potential.
Communication	Works Well (3) There is no teacher to student or student to student communication.
Tech Support	Works Well (3) Teachers can access technical support through a resource library offering articles and videos. For further assistance, they have the option to submit a support case, call, or email.
Reports	Works Well (3) Student usage is not applicable in an ECE setting within the context of this criterion. Reporting functionality does provide administrative reports for all assessment data across sites.

Final Determination

Section I: Non-Negotiable Criteria of Tech Readiness: **All Criteria Met**

The Teaching Strategies, LLC satisfies Section I: Non-Negotiable Criteria of Tech Readiness by meeting all four of the required indicators of quality:

- Required Browser: The curriculum does not need a specific browser to launch. It works on Safari, Chrome, Edge, and Firefox.
- Operating System Capability: The platform operates on Google, Microsoft, and Apple operating systems. It works on Apple, Google, Microsoft, and Firefox.
- Single Sign-On (SSO): The platform utilizes SSO and does not require the creation of external accounts.
- Cybersecurity: The platform has ISO 27001:2013 certification.

Section II: Additional Criteria of Tech Readiness Score:

32 out of 39 within the 13 criteria fields required for Tech Readiness Endorsement.

The Teaching Strategies, LLC platform satisfies Section II: Additional Criteria of Tech Readiness by scoring **32** out of **39** points within the 13 criteria fields.

The platform received a score of 2, or "Minor Concerns", for the following criteria:

- Ease of Use
- Offline Functionality

The Teaching Strategies, LLC Platform received a score of 3, or "Works Well", in 8 of the 13 criteria. The platform received a score of 2, or "Minor Concerns", for the following criteria:

- LMS Integration
- Scale
- Ease of Use

The reviewers noted the following concerns:

- LMS Integration: The platform has limited compatibility with major learning management systems. While the platform supports Schoology and Canvas, those seeking Google Classroom integration may need to explore alternative options.

The Teaching Strategies, LLC was awarded the Tech Readiness Endorsement because it met all of the requirements in Section I and received a score above 80% in Section II.

Tech Readiness Endorsement: Tech Readiness Endorsement Granted