



Instructional Materials Evaluation Tool for Alignment in
Resources for Preschool Children, Ages Three and Four



The experiences and skills that children develop during their early years are critically important to their success later in school. What children learn during the first few years of life helps lay the foundation for their future growth and development. It is important that teachers provide an environment and experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for three/four-year-olds.

Title: **Tools of the Mind**

Age Levels: **Three and Four**

Publisher: **Third Sector New England (TSNE)**

Copyright: **2011**

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

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
	1. Within Parameters of Stnds. (Non-Negotiable)
	2. Appropriateness of Materials (Non-Negotiable)
	3. Complexity of Materials (Non-Negotiable)
	4. Quality of Materials (Non-Negotiable)
	5. Assessment (Non-Negotiable)

To evaluate each set of submitted materials, begin by reviewing Column 2. If there is a “Yes” for all “Non-Negotiable” indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any “Non-Negotiable” indicators in Column 2, then the materials receive a “No” in Column 1. If an indicator has more than one component, a score of “Yes” must be received for every component in order to score an overall “Yes” on that indicator.

Tier 1 ratings receive a “Yes” in Column 1 for all Non-Negotiable indicators AND Additional Indicators of Quality.

Tier 2 ratings receive a “Yes” in Column 1 for all Non-Negotiable indicators but may receive “No” rating(s) for the Additional Indicators of Quality.

Tier 3 ratings receive a “No” in Column 1 for one or more of the Non-Negotiable indicators.

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)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION I: TIER 1 AND 2 NON-NEGOTIABLES			
<p>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL INTEGRATED CURRICULA:</p> <p>1a) A large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (i.e., appropriate for the children’s developmental level and 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>No</p>	<p>There are references to skill-building around self-regulation into every lesson and activity. These are linked to the Louisiana Birth to Five Early Learning and Development Standards (see below for references), but the curriculum does not provide references to substantial specific activities that would ensure that children would meet them.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>Approaches to Learning are evidenced throughout through the development of self-regulation skills.</p> <p>Cognitive Development: Creative Development with theme related materials in Make Believe Play Blocks; Science - Science Eyes explorations occur during small group; Math - activities shown through use of puzzles, manipulatives and blocks, making arrays, etc.</p> <p>CSS is addressed in Make Believe play themes progressing from familiar themes such as family, grocery store, restaurant to themes that require more background knowledge such as pets and community helpers.</p> <p>SE: Learning takes place in small groups and partnered activities, engaging children in interacting with one another to learn, build social relationships and create a positive classroom culture, for example, Buddy Reading. Play Plans support children’s role play in different scenarios based on their own written "play plans," to increase their patience, focus and self-control.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Language Literacy: There is an emphasis on Phonological awareness through sound to symbol correspondence and phonics (message of the Day, Plan Plans, etc.) scaffolded Writing and some attention to vocabulary through theme/text and math/science activities.</p> <p>PM: There is a PM trajectory of skills provided for Freeze Games, Pattern Movement and other games such as Mouse Trap and Mr. Wolf games Songs, chants, and finger plays incorporate physical movement into activities.</p>
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 2a) Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., child chooses interest areas/learning centers and activities within each).</p>	<p>Yes</p>	<p>Instructional strategies suggested in Tools appear to be a combination of child-initiated activities, teacher scaffolding and explicit instruction, individualization through multiple levels of scaffolding and on-going use of assessment data to tailor interactions to meet individual needs. The overview and summary of time block schedules (PreK manual, page 13-24) supports a balance of teacher-directed and child-initiated experiences. Make-Believe Play Center Block is the 50- to 60-minute, uninterrupted time block during which children play in the center of their choice. Teacher- directed activities include opening group, small group literacy/math/science activities. In the literacy and classroom organization guide on page on page 4, play centers are set-up with a center choice wheels (3) and pieces, including 36 clothespins for center choice wheels. In the Teacher Training manual on page 173, educators are instructed to begin to transfer responsibility for the Center Choice process over to the children. Children choose a play center, say where they are going, who they are going to be, and what they are going to do.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>FOR ALL CURRICULUM TYPES: 2b) Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches (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 puzzles, dramatic play, investigations, etc.</p>	No	<p>There are references to practice of skills using interactive and hands-on approaches, but the curriculum does not provide substantial explicit scope and sequence of activities to support meeting this indicator. There is guidance on the types of activities teachers should do, but it is not evident as to how they would change over the course of each of the "Trainings" (i.e. not clear if activities are repeated over and over, or if or when new activities be introduced).</p>
	<p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally sensitive.</p>	No	<p>The curriculum lends itself to provide opportunities to convey cultural sensitivity and relevant to the children, families, and communities (e.g., Story Lab book selections, activities and materials for Make-Believe Play); however, it is left to the teacher to ensure that there is an appropriate amount of representations of varieties of cultures respectfully presented and that cultural sensitivity is addressed through books, toys and games, charts, computer games and activities. A recommended book list was not provided. Modifications for ELL are suggested (e.g., see Story Lab, page 263); however, activities and materials presented in the training manual did not generally reflect regard for cultural sensitivity.</p>
	<p>FOR ALL CURRICULUM TYPES: 2d) Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>	Yes	<p>Summary of Time Blocks (Training Manual, TM, pages 24) references large group for opening block, literacy activities, and closing block, small groups for literacy and math/science activities, free choice play with mystery games and make-believe play center block as well as gross motor/outside play. Icons are used to designate whole group, half group, partner activity, six small groups, individual and individual teacher-child scaffolding activity (Pre-K Manual, pages viii-ix). During Free Choice, Mystery Game, children enter and answer the question posed in a Mystery Game. Children may play in a center of their choice. This is a time when teachers can have all the centers open, including the computer</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>FOR ALL CURRICULUM TYPES: 2e) Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>	Yes	<p>center. For example, in Science Eyes, the activity begins with a small group teacher led discussion focused on observation of detail using new vocabulary. Story Lab learning facts and story extension is always as a small group.</p> <p>Each learning block component is supported by materials and activities that address the intended domain and skill. Developmental/learning trajectories are matched to the activities used to address each skill. Children progress based on individual differences and learning styles with materials and activities supporting the differences and building on the skills addressed. For example, with Math Memory (Training Manual, pages 471-479), oral language and early math skills are addressed through games such as number line hopscotch and partnered numeral games. Community building activities such as name games (Training Manual, Pages 32-34) and Share the News (Training Manual, page 110) to address oral language and social emotional development.</p>
<p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 3a) 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).</p>	No	<p>The structures for increasing complexity over time are included in the Teacher Manual, and examples are found in in the 4 Training periods; flowcharts (e.g. math flowchart, Freeze Gam by which teachers can adjust the challenge level of activities. While skills are sequenced in a developmental trajectory, the lack of specific and detailed daily lesson plans prevent this indicator from being met.</p>
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA: 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 	No	<p>In the PreK Manual (page 75) it states that teachers read many different genres of books. Each book is read between two and six times within a one-month period. There are nine Story Lab activities (e.g. Active Listening, Connections, Vocabulary, Visualization, Character Empathy, Learning Facts, Story Grammar, Predictions and Inferences) but they are not text specific and are more generic in nature than designed to accelerate background knowledge</p>

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	<ul style="list-style-type: none"> Frequent use of a repeated-reading approach 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 <p>Examples: Using read-aloud materials (books, songs, rhymes, etc.) that make meaningful connections within a topic; interactive questions addressing the content knowledge provided through materials/activities; phonological awareness using interactive activities; scribble writing and use of letters and words to convey meaning, riddles, word games, category games, puzzles, dramatic play that support children’s understanding of the meanings of words and building children’s vocabulary and knowledge about a topic.</p>		and vocabulary development through the specific text offering.
	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4b) 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.</p>	No	The curriculum does provide a framework for promoting understanding of number, but robust daily specific activities are not evident and are only shown through the course of "Training" periods. Teachers are instructed to do certain activities such as those related to the calendar, Training 1–4 (September–June) where the teacher leads the children in reading the Timeline Calendar, counting number of days, sing songs of days of the week, etc., but it is not evident how this changes from day to day based on the theme or specific activities.
	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4c) Math materials and activities adhere 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 Promote children’s development of perseverance and persistence in solving problems 	No	There are activities designed to promote children’s conceptual understanding of math content, particularly those that occur during Small Group Math/Science Activities block, when children are divided into two groups, and each teacher takes a group. Each group may be working with puzzles, manipulatives or small blocks and weather graphing where children are encouraged to use vocabulary. However, focus on vocabulary is limited and not sufficiently explicit or robust (e.g. more/less, more/fewer, etc.)

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	<p>FOR ALL CURRICULUM TYPES: 4d) Adequate explanatory materials for teachers are provided.</p>	<p>No</p>	<p>Tools provides instructional strategies for activities; however, no daily lesson plans are provided within each thematic unit of study. Implementation would require extensive training for inexperienced teachers. Examined were the Tools of the Mind Training Manual, PreK Training Manual, Assessment Packet, Additional Scaffolds Manual (which provides even more strategies for supporting children who need additional assistance or who may be struggling with special needs with the activities), Scaffolding Appendix as well as a Tools iScaffold 3.0 app. There is a Getting Started PowerPoint along with a Pre-K scope and sequence, background and theory manual which provides additional explanatory information about the Tools approach to teaching and learning. However, the lack of specific daily lesson plans leaves a gap to be filled in regard to sequence, structure and ease of use.</p>
<p>5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 5a) 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).</p>	<p>Yes</p>	<p>Assessment opportunities are outlined in the curriculum and include, an assessment packet; teachers are guided to assess and review results daily monthly and three times a year--beginning, middle, and end of the year.</p> <p>There is a Portfolio framework within which to summarize information, a set of individual summary sheets are provided for Literacy and Math (AP pages 12-38). The summary for Social-Emotional Development is the actual data collection sheet (AP page 39).</p> <p>Core Elements in Tools Portfolio (AP page 41) include Individual Child Literacy Assessment Summary, Individual Scaffolded Writing Summary Graph, Individual Sound and Letter Name Dynamic Assessment Summary Table, Story Lab Summary--created from the group checklist, Play Assessment Individual Summary, Individual Child Math Assessment Summary, Social-Emotional & Self-Regulation Checklist.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>FOR ALL CURRICULUM TYPES: 5b) Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.</p>	<p>No</p>	<p>There are also Optional assessment elements including examples of a Graphics Practice figures, venger drawings, story extensions, etc. There are also materials that teachers can share with families.</p> <p>In Tools, authentic performance assessments are used. The assessment is embedded in classroom activities and children do not even know they are being assessed. The questions the teacher asks and the things that the child does are a normal part of weekly learning activities. The child demonstrates what he knows by performing the activity (hence the name performance assessment). There are scaffolded Writing Dynamic Assessment on Play Plans and other writing. Tools includes a Make-Believe Play Formative Assessment Tool. The educator observes each child at play. Scaffolded writing has a rubric listed on the paper for on the spot assessment. Informal assessment is done within activities. Mystery games can be used to assess an array of literacy (rhyming, initial sounds) and math skills (counting objects, numeral recognition). Thumbs up/thumbs down method is used for assessment in a variety of setting such as rhyming games (Training Manual, page 139).</p> <p>However, the lack of specific activities makes it difficult to see how the these are done and how this indicator can be met.</p>
SECTION II: ADDITIONAL INDICATORS OF QUALITY			
<p>6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES</p>	<p>FOR ALL CURRICULUM TYPES: 6a) Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).</p>	<p>Not Evaluated</p>	<p>This section was not evaluated because the non-negotiable criteria were not met.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Materials and activities reflect a wide range of experiences for skill development. <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 6b) Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 7a) Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
<input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 7b) Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 8a) Provides a variety of activities to extend learning from the classroom into the home.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
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			
I: Non-Negotiables	1. Content Within the Parameters of the Standards	No	The materials and activities are not substantially explicit to determine if the curriculum would support children meeting the Louisiana Birth to Five Early Learning and Development Standards.

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	2. Appropriateness of Curriculum Materials and Activities	No	There are opportunities, though not explicit for practice of skills provided through balanced teacher-directed and child-initiated experiences. Also, there was no evidence of materials and activities that addressed cultural sensitivity within the program to support justification of this indicator. Modifications for ELL are noted, however, activities and materials reviewed did not reflect regard for cultural sensitivity.
	3. Complexity of Curriculum Materials and Activities	No	While skills are presented in a logical and coherent progression of complexity over time the lack of explicit daily activities prevents this indicator from being met.
	4. Quality of Curriculum Materials and Activities	No	While Tools provides many teacher resources including a training manual, assessment packet, scaffolding appendix, background and theory manual, the lack of specific daily lesson plans leaves a gap to be filled in regard to sequence, structure and ease of use for the inexperienced educator.
	5. Assessment	No	Assessment data is collected through a variety of appropriate methods, but there is insufficient description of how this would occur due to the lack of specific daily activities.
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	8. Activities/Materials Supporting Parental Participation	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality			

Appendix I.

Publisher Response

The experiences and skills that children develop during their early years are critically important to their success later in school. What children learn during the first few years of life helps lay the foundation for their future growth and development. It is important that teachers provide an environment and experiences that promote growth and learning. This rubric details the desired components of an early childhood curriculum for three/four-year-olds.

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

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
	1. Within Parameters of Stnds. (Non-Negotiable)
	2. Appropriateness of Materials (Non-Negotiable)
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	4. Quality of Materials (Non-Negotiable)
	5. Assessment (Non-Negotiable)

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CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
SECTION I: TIER 1 AND 2 NON-NEGOTIABLES				
<p>1. CONTENT WITHIN THE PARAMETERS OF THE STANDARDS</p> <p>Materials and activities are consistent with the Louisiana Birth to Five Early Learning and Development Standards.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL INTEGRATED CURRICULA:</p> <p>1a) A large majority of materials and activities provide opportunities and experiences for children to meet the Louisiana Birth to Five Early Learning and Development Standards (i.e., appropriate for the children’s developmental level and 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>No</p>	<p>There are references to skill-building around self-regulation into every lesson and activity. These are linked to the Louisiana Birth to Five Early Learning and Development Standards (see below for references), but the curriculum does not provide references to substantial specific activities that would ensure that children would meet them.</p> <p>There are occasional examples of activities that meet this indicator (see below), but the majority of the curriculum provides general or limited information:</p> <p>Approaches to Learning are evidenced throughout through the development of self-regulation skills.</p> <p>Cognitive Development: Creative Development with theme related materials in Make Believe Play Blocks; Science - Science Eyes explorations occur during small group; Math - activities shown through use of puzzles, manipulatives and blocks, making arrays, etc.</p> <p>CSS is addressed in Make Believe play themes progressing from familiar themes such as family, grocery store, and restaurant to themes that require more background knowledge such as pets and community helpers.</p> <p>SE: Learning takes place in small groups and partnered activities, engaging children in interacting with one another to learn, build social relationships and create a positive classroom culture, for example, Buddy Reading. Play Plans support children’s role play in different scenarios based on their own written "play plans," to increase their patience, focus and self-control.</p>	<p>The "Tools alignment to Louisiana Birth to Five Early Learning and development Standards" document is formatted to show the bulleted activities that best match each standard. The glossary appendix provides a more detailed description of each activity. We feel the curriculum provides evidence of meeting or exceeding all subdomains and indicators. Tools is designed to not only introduce specific activities but to provide the students with scaffolded support, direction and time to practice the skills at their own individual levels. The standards for PreK will all be met throughout the year based on our Developmental Trajectories. As all activities have a breadth of skills associated with them, we have clarified with a few examples below.</p> <p>Cognitive Development: As you have noted there are many ways we fulfill the subdomains across this standard. To further clarify - the math subdomain illustrates a variety of our math activities, beyond just puzzles, manipulatives and blocks that support the acquisition of these critical skills. For example, looking at "Standard CM 3: Understand attributes and relative properties of objects as related to size, capacity and area" there are four specific activities listed on the alignment. These activities provide the opportunity to practice skills related to this standard and are conducted at various times throughout the day. The teacher is instructed to follow our Developmental Trajectories for each activity to identify individual needs (see example on page 1 of "Additional Resource Packet").</p> <p>But, these activities are NOT to be considered the only places where students will be practicing these skills and teachers will be supporting the acquisition of the standard. For many of our skills, the Make-Believe Play block as well as other</p>

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			<p>Language Literacy: There is an emphasis on Phonological awareness through sound to symbol correspondence and phonics (message of the Day, Plan Plans, etc.) scaffolded Writing and some attention to vocabulary through theme/text and math/science activities.</p> <p>PM: The Tools curriculum encourages multiple times with outside gross motor play although no specific activities are suggested. Songs, chants, and fingerplays incorporate physical movement into activities.</p>	<p>"teachable moments" throughout the day should be an authentic time to teach, practice and scaffold specific skills related to Cognitive Development. Teachers are provided a resource, "Make Believe Play Theme Planners," which supply ideas for incorporating Literacy and Math skills within the play block (see page 3 of "Additional Resource Packet" for an example of the play theme planner).</p> <p>In reference to the PM standards, there are a variety of physical self regulation games noted on page 7 of the alignment document. Outdoor games such as "Mouse Trap" and "Mr. Wolf" specifically work on gross motor skills (see pages 53 & 54 in the Teachers Manual).</p>
<p>2. APPROPRIATENESS OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES:</p> <p>2a) Materials and activities are provided through both teacher-directed and child-initiated experiences (e.g., child chooses interest areas/learning centers and activities within each).</p>	<p>Yes</p>	<p>Instructional strategies suggested in Tools appear to be a combination of child-initiated activities, teacher scaffolding and explicit instruction, individualization through multiple levels of scaffolding and on-going use of assessment data to tailor interactions to meet individual needs. The overview and summary of time block schedules (PreK manual, page 13-24) supports a balance of teacher-directed and child-initiated experiences. Make-Believe Play Center Block is the 50- to 60-minute, uninterrupted time block during which children play in the center of their choice. Teacher-directed activities include opening group, small group literacy/math/science activities. In the literacy and classroom organization guide on page on page 4, play centers are set-up with a center choice wheels (3) and pieces, including 36 clothespins for center choice wheels. In the Teacher Training manual on page 173, educators are instructed to begin to transfer responsibility for the Center Choice process over to the children. Children choose a</p>	

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			play center, say where they are going, who they are going to be, and what they are going to do.	
	<p>FOR ALL CURRICULUM TYPES: 2b) Materials and activities allow substantial opportunities for frequent practice of skills using interactive and hands-on approaches (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 puzzles, dramatic play, investigations, etc.</p>	No	There are references to practice of skills using interactive and hands-on approaches, but the curriculum does not provide substantial explicit scope and sequence of activities to support meeting this indicator. There is guidance on the types of activities teachers should do, but it is not evident as to how they would change over the course of each of the "Trainings" (i.e. not clear if activities are repeated over and over, or if or when new activities be introduced).	There is specific guidance provided throughout the Core Year 1 training series which assist teachers in determining what activities should be repeated and/or new challenge levels introduced. Pages 5 & 6 in the "Additional Resource Packet" provides our "Professional Development Learning Objectives Table" that illustrates the scope of the activities across the 5 training days. Note that in each training, teachers are provided time to review activities, are taught new activities, and are taught how to increase the challenge levels in existing activities.
	<p>FOR ALL CURRICULUM TYPES: 2c) Materials and activities are included that are culturally sensitive.</p>	No	The curriculum lends itself to provide opportunities to convey cultural sensitivity and relevant to the children, families, and communities (e.g., Story Lab book selections, activities and materials for Make-Believe Play); however, it is left to the teacher to ensure that there is an appropriate amount of representations of varieties of cultures respectfully presented and that cultural sensitivity is addressed through books, toys and games, charts, computer games and activities. A recommended book list was not provided. Modifications for ELL are suggested (e.g., see Story Lab, page 263); however, activities and materials presented in the training manual did not generally reflect regard for cultural sensitivity.	<p>As you have noted, Story Lab and Make Believe Play are integral activities for providing opportunities to convey cultural sensitivity. To further clarify areas where this vital standard is addressed in the curriculum we have provided some examples below.</p> <p>All Tools materials are specially designed to portray a variety of cultures, families and disabilities. See pages 7 -16 for samples of our Quick Start Guides and screenshots of videos and slides that are used during teacher trainings and on our iScaffold app resource. A support provided for students to assist with background knowledge are our Make Believe Play eBooks. These e-Books are specifically designed to reference a variety of cultures and families (see page 17).</p> <p>Note that all curriculum and resource materials are dual language - Spanish/English - and we provide multiple biligual supports such as Bilingual fingerplay suggestions and parent newsletters and other teacher supports in both</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>English and Spanish (see Pages 23-26 of the "Additional Resource Packet")</p> <p>Our Amazon store (http://astore.amazon.com/tooofthemin06-20) provides an ongoing resource of suggested materials for Story Labs, classroom and play. We do not generally provide a book list because we actively want teachers to select books based on the individual students, families and communities they serve. However, this Amazon store is a resource that continually provides updated suggestions of culturally sensitive books, diverse materials, and music. On pages 27-38 of the "Additional Resource packet" you will find screenshots of present materials as well as a comprehensive list of books and music that have been suggested on the Amazon store over the past years.</p>
	<p>FOR ALL CURRICULUM TYPES: 2d) Materials and activities are incorporated throughout a variety of settings, including whole group time, centers/activity or interest areas, small group and individualized attention.</p>	<p>Yes</p>	<p>Summary of Time Blocks (Training Manual, TM, pages 24) references large group for opening block, literacy activities, and closing block, small groups for literacy and math/science activities, free choice play with mystery games and make-believe play center block as well as gross motor/outside play. Icons are used to designate whole group, half group, partner activity, six small groups, individual and individual teacher-child scaffolding activity (Pre-K Manual, pages viii-ix). During Free Choice, Mystery Game, children enter and answer the question posed in a Mystery Game. Children may play in a center of their choice. This is a time when teachers can have all the centers open, including the computer center. For example in Science Eyes, the activity begins with a small group teacher led discussion focused on observation of detail using new vocabulary. Story Lab learning facts and story extension is always as a small group.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>FOR ALL CURRICULUM TYPES: 2e) Materials and activities are appropriate for the domain(s) and skill(s) they are intended to address.</p>	<p>Yes</p>	<p>Each learning block component is supported by materials and activities that address the intended domain and skill. Developmental/learning trajectories are matched to the activities used to address each skill. Children progress based on individual differences and learning styles with materials and activities supporting the differences and building on the skills addressed. For example, with Math Memory (Training Manual, pages 471-479), oral language and early math skills are addressed through games such as number line hopscotch and partnered numeral games. Community building activities such as name games (Training Manual, Pages 32-34) and Share the News (Training Manual, page 110) to address oral language and social emotional development.</p>	
<p>3. COMPLEXITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 3a) 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).</p>	<p>No</p>	<p>The structures for increasing complexity over time are included in the Teacher Manual, and examples are found in in the 4 Training periods; flowcharts (e.g. math flowchart, Freeze Gam by which teachers can adjust the challenge level of activities. While skills are sequenced in a developmental trajectory, the lack of specific and detailed daily lesson plans prevent this indicator from being met.</p>	<p>A core teaching strategy in the Tools program is to instruct teachers how to individualize for each student in their classroom - looking at their individual ZPD's (Zone of Proximal Development). To this end, we do not provide a scripted or detailed lesson plan for teachers to follow as we are encouraging and instructing them how to individualize their scaffolds for each particular student. The trainings and activities within the manual follow the typical developmental sequence of a preschool classroom. Therefore, what teachers begin with early in the year will gradually increase in challenge level throughout the year as the children develop. But, there can not be a "set course" for this development as each classroom would vary depending on the student's needs. Throughout our work with various districts/schools, our trainers support individual questions and needs as they arise. While we have a general lesson plan template available to assist teachers in their planning, we have also helped provide certain sites with 'sample plans' to provide further clarity on this process. See Pages 39 - 44 with a completed sample lesson</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>plan form. This form is a typable pdf that provides dropdown menus for many of the activities along with typable boxes to customize teachers' plans.</p> <p>Also included in the "Additional Resource Packet" on pages 45-46 is a visual representation of the challenge levels within a sample math activity (Making Collections) as well as in the Story Labs. This visual provides an illustration of how the activities increase over time and is merely the information provided in the manual as well as in the trainings but in a more visual format.</p> <p>Another resource provided within our training series is the teacher binder. This binder provides space for teachers to take notes throughout all trainings but also provides some additional documents to be used to assist with planning. One document the teachers are provided with references the roll out of our themes ("Theme Roll Out") and provides support for what teachers should be planning and doing throughout the multiple weeks in any given theme. This document is included in the "Additional Resource Packet" on page 47.</p>
<p>4. QUALITY OF CURRICULUM MATERIALS & ACTIVITIES</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR INTEGRATED CURRICULA AND LANGUAGE/LITERACY CURRICULA:</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 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 	<p>No</p>	<p>In the PreK Manual (page 75) it states that teachers read many different genres of books. Each book is read between two and six times within a one-month period. There are nine Story Lab activities (e.g. Active Listening, Connections, Vocabulary, Visualization, Character Empathy, Learning Facts, Story Grammar, Predictions and Inferences) but they are not text specific and are more generic in nature than designed to accelerate background knowledge and vocabulary development through the specific text offering.</p>	<p>Language and Literacy are the foundational components of the Tools program. Our training includes helping teachers identify the best comprehension strategies for each book (or to say another way, the best books for each comprehension strategy - including short chapter or series books for predictions/inferences) As well, we provide recommendations for books for each strategy. Beyond this, our lesson plan design allows teachers to track their use of strategies (and repeated use of books) over time so they can be intentional in hitting diverse strategies and using a variety of books (see page 48 in "Additional Resource Packet"). For example, one of our Active Listening strategies, ‘what was interesting’ includes drawing and writing in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>understanding</p> <p>Examples: Using read-aloud materials (books, songs, rhymes, etc.) that make meaningful connections within a topic; interactive questions addressing the content knowledge provided through materials/activities; phonological awareness using interactive activities; scribble writing and use of letters and words to convey meaning, riddles, word games, category games, puzzles, dramatic play that support children’s understanding of the meanings of words and building children’s vocabulary and knowledge about a topic.</p>			<p>response to the book and is designed specifically for nonfiction books. We also recommend nonfiction math and science books in our book list on amazon.com store. Beyond this, we suggest books for each play theme - the theme of the classroom for 3-5 week periods, and provide our own set of books to build background knowledge related to play themes. Additionally, in our trainings, we instruct teachers how to create their own books to build children’s theme-related background knowledge.</p>
	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA:</p> <p>4b) 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.</p>	<p>No</p>	<p>The curriculum does provide a framework for promoting understanding of number, but robust daily specific activities are not evident and are only shown through the course of "Training" periods. Teachers are instructed to do certain activities such as those related to the calendar, Training 1–4 (September–June) where the teacher leads the children in reading the Timeline Calendar, counting number of days, sing songs of days of the week, etc., but it is not evident how this changes from day to day based on the theme or specific activities.</p>	<p>Math concepts such as understanding numbers, representing numbers and relationships between number and quantity are integrated across the day in various activities. In addition to our Small Group Math block with concentration on a variety of skills and concepts, children are introduced to numbers during Mystery Games, Opening Group, Make Believe Play block and Physical Self Regulation activities. This organization provides children with ongoing practice and exposure , devoting a large amount of time to math in combination with daily practice as well as literacy and other content areas. For example, children use math skills authentically within the play block, as they are asked to weigh, measure, write receipts or price signs, and use money (see page 3 "Play Theme Planner" in "Additional Resources Packet" for suggestions provided for integrating math concepts throughout the play block).</p> <p>In terms of how the math activities and skills increase in challenge level as the year progresses, Tools provides a structure within the training as well as within the manual to support teacher's ability to determine appropriate challenge levels for their students. All activities have a Developmental Trajectory illustrating the various objectives from least to most challenging.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>Multiple activities have illustrative charts that provide suggestions for increasing the difficulty level across the year. A sample of these charts for the activity Math Memory has been provided on page 49 of the "Additional Resources Packet." These charts are further explained on pages 468 - 471 in the Teachers Manual. This example demonstrates how the teacher would continue to provide the children with the same activity over time but the targeted objective for the activity would shift as the students' understanding and ability increases.</p>
	<p>FOR INTEGRATED CURRICULA AND MATH CURRICULA: 4c) Math materials and activities adhere 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 • Promote children’s development of perseverance and persistence in solving problems 	<p>No</p>	<p>There are activities designed to promote children's conceptual understanding of math content, particularly those that occur during Small Group Math/Science Activities block, when children are divided into two groups, and each teacher takes a group. Each group may be working with puzzles, manipulatives or small blocks and weather graphing where children are encouraged to use vocabulary. However, focus on vocabulary is limited and not sufficiently explicit or robust (e.g. more/less, more/fewer, etc.)</p>	<p>Tools has a heavy focus on language/literacy and development of vocabulary. This focus pertains to all areas of the curriculum, including our math activities. We feel an integral part of vocabulary development is the ability for children to use the new language and problem solve authentically. The aspect of co-construction is stressed, whereby children are asked to work with partners, turn and talk and "think aloud" using private speech. In this way, teachers are not only promoting the development and use of the vocabulary but also gaining insight into the strategies children are utilizing. An example of this occurs during our Mystery Math Games (Shape, Numeral, Pattern) described in detail on pages 84-96 in the Teachers manual. These games focus on various math skills and the conceptual understanding of shape composition, subitizing and patterns. But, they are also designed for children to be actively engaged in discussing the "problem" - we want to hear the children's thinking aloud. Therefore, children are not merely stating the answer, but also processing and thinking about the problem. An example scenario for Mystery Shape may be that a group of children "read" the problem first - "If that rectangle was cut in half, what would it look like? could it be the triangles? the squares? Let's try to put them together" We would encourage the children to talk to each other to discuss and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>plan their answer. In doing so, this encourages the children to actively use shape vocabulary as well as other math terms (ie. half, same, all together) and the teacher gains insight into their problem solving skills.</p> <p>For other small group math activities such as Puzzles, Manipulatives & Blocks and Remember & Replicate the training and the Teachers Manual offer suggestions for how these activities can encourage rich and robust math language. On pages 426-428 in the manual there are sample scenarios illustrating various ways teachers can support math talk and a list of possible positional words to embed in the discussion. Remember & Replicate, a Small Group math activity provides opportunities to introduce rich math language. Examples of this math vocabulary are provided on page 438 in the Teachers manual. From the Developmental Trajectory of Basic Concepts in Remember & Replicate (pg. 442 in the manual) you will also see that there is a variety of math vocabulary noted in this activity.</p> <p>Science Eyes is yet another Small Group activity where the development of vocabulary is emphasized. We approach all activities in an integrated fashion and science is no different. Therefore, the children are naturally exposed to the similarities between math, literacy and science concepts. On page 516 in the Teachers Manual there are two sample studies for Science Eyes. These studies, as with all Science Eyes, focus on providing various new vocabulary words that the teacher will use throughout throughout the Science lesson. Included on page 50 in the "Additional Resource Packet" is our Science Eyes Study Guide sheet. This is discussed in our training and provides the teachers with a way to plan out rich and integrated Science Eyes lessons, including a focus on higher level vocabulary, as well as ways the lesson can be integrated with books and at home.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	<p>FOR ALL CURRICULUM TYPES: 4d) Adequate explanatory materials for teachers are provided.</p>	<p>No</p>	<p>Tools provide instructional strategies for activities; however, no daily lesson plans are provided within each thematic unit of study. Implementation would require extensive training for inexperienced teachers. Examined were the Tools of the Mind Training Manual, PreK Training Manual, Assessment Packet, Additional Scaffolds Manual (which provides even more strategies for supporting children who need additional assistance or who may be struggling with special needs with the activities), Scaffolding Appendix as well as a Tools iScaffold 3.0 app. There is a Getting Started PowerPoint along with a Pre-K scope and sequence, background and theory manual, which provides additional explanatory information about the Tools approach to teaching and learning. However, the lack of specific daily lesson plans leaves a gap to be filled in regard to sequence, structure and ease of use.</p>	<p>As previously mentioned, Tools intentionally does not provide detailed scripted lesson plans for teachers to follow. The program is based on the core theory that instruction and support must be individualized. To do so, teachers must have an understanding of each child's ZPD and base their instruction off of that. You are correct that this requires extensive training and the program has been designed with this support in mind. Our first year of training provides 30 hours of professional development over 5 training days throughout the year. Interspersed within these training days are virtual, live webinars providing access to a live Tools trainer to answer questions and provide support. In addition, teachers have access to our iScaffold app providing videos and additional resources to support their learning. We also have recorded virtual modules accessible at all times on our password protected area of the website (eTools). These modules assist teachers with planning their schedule and environment, two areas we have found that new teachers typically have many questions about. A sample of these modules has been included in the "Additional Resource Packet" on pages 51 - 54.</p>
<p>5. ASSESSMENT Materials offer assessment opportunities that accurately and appropriately measure progress.</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>FOR ALL CURRICULUM TYPES: 5a) 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).</p>	<p>Yes</p>	<p>Assessment opportunities are outlined in the curriculum and include, an assessment packet; teachers are guided to assess and review results daily, monthly and three times a year-beginning, middle, and end of the year.</p> <p>There s a Portfolio framework within which to summarize information, a set of individual summary sheets is provided for Literacy and Math (AP pages 12-38). The summary for Social-Emotional Development is the actual data collection sheet (AP page 39).</p> <p>Core Elements in Tools Portfolio (AP page 41) include Individual Child Literacy Assessment Summary, Individual Scaffolded Writing Summary</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			<p>Graph, Individual Sound and Letter Name Dynamic Assessment Summary Table, Story Lab Summary--created from the group checklist, Play Assessment Individual Summary, Individual Child Math Assessment Summary, Social-Emotional & Self-Regulation Checklist.</p> <p>There are also Optional assessment elements including examples of a Graphics Practice figures, Venger drawings, story extensions, etc. There are also materials that teachers can share with families.</p>	
	<p>FOR ALL CURRICULUM TYPES: 5b) Methods to assess children’s learning are embedded throughout activities (e.g. whole group, small group, centers/activity times, transitions, etc.) within the daily schedule.</p>	<p>No</p>	<p>In Tools, authentic performance assessments are used. The assessment is embedded in classroom activities and children do not even know they are being assessed. The questions the teacher asks and the things that the child does are a normal part of weekly learning activities. The child demonstrates what he knows by performing the activity (hence the name performance assessment). There are scaffolded Writing Dynamic Assessment on Play Plans and other writing. Tools include a Make Believe Play Formative Assessment Tool. The educator observes each child at play. Scaffolded writing has a rubric listed on the paper for on the spot assessment. Informal assessment is done within activities. Mystery games can be used to assess an array of literacy (rhyming, initial sounds) and math skills (counting objects, numeral recognition). Thumbs up/thumbs down method is used for assessment in a variety of setting such as rhyming games (Training Manual, page 139).</p> <p>However, the lack of specific activities makes it difficult to see how these are done and how this indicator can be met.</p>	<p>For Tools, the purpose of assessment is to figure out individual children’s developmental status at a given moment and monitor their progress over time. This assessment guides teachers to make informed decisions about specific individualized scaffolds and supports, helps identify children’s progress, notes if they are on track with their development, and allows teachers to report and communicate this information with others (i.e. parents, specialists, etc.). Along with these individualized reports, our assessment is also meant to guide classroom level planning and ongoing decision making. In Tools classrooms there are daily assessments as well as assessments that occur once a month, and then three times a year--beginning, middle, and end of the year (see page 4 of the Tools Assessment Packet for specific guidelines on how and when to assess students). The packet includes forms to document students learning and development across a variety of activities and domains: i.e. Make Believe Play, Scaffolded Writing, Story Lab, Math/Science, and Social/Emotional development. For example, for each Story Lab there is a beginning, middle and end of the year assessment charting children’s development across various comprehension strategies (see pages 10 -21 in Tools Assessment Packet). There is also a specific letter/sound assessment charting children’s individual ability</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				to name letters and distinguish sounds. The math assessment also provides a way to chart growth in all mathematical skills and provides the Tools activities where teachers would assess these skills across the year (see pages 28-38 of Tools Assessment packet).
SECTION II: ADDITIONAL INDICATORS OF QUALITY				
6. IMPLEMENTATION FORMAT OF MATERIALS AND ACTIVITIES Materials and activities reflect a wide range of experiences for skill development. <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 6a) Materials are available in different formats (e.g. print and non-print such as videos, art, music, charts, pictures, etc.).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	FOR ALL CURRICULUM TYPES: 6b) Additional/supplemental materials and activities are suggested that appeal to children’s interests in order to deepen motivation, enjoyment and learning.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
7. SCAFFOLDING AND SUPPORT Materials/activities provide all children with opportunities and support to meet the standards. <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 7a) Appropriate suggestions and clear instructions are provided to support the varying needs of children (e.g. for English language learners, children with special needs, etc.). Examples may include additional, alternate or modified activities or materials.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	FOR ALL CURRICULUM TYPES: 7b) Schedule or time for activities appears to be flexible and would allow for adjustments according to children’s needs/interests.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
8. ACTIVITIES/ MATERIALS SUPPORTING PARENTAL PARTICIPATION <input type="checkbox"/> Yes <input type="checkbox"/> No	FOR ALL CURRICULUM TYPES: 8a) Provides a variety of activities to extend learning from the classroom into the home.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
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				
I: Non-Negotiables	1. Content Within the Parameters of the Standards	No	The materials and activities are not substantially explicit to determine if the curriculum would support children meeting the Louisiana Birth to Five Early Learning and Development Standards.	We feel the curriculum provides evidence of meeting or exceeding all subdomains and indicators of the Louisiana Birth to Five Early Learning and Development Standards. Tools is designed to not only introduce specific activities but to provide the students with scaffolded support, direction and time to practice the skills at their own individual levels. The standards for PreK will all be met throughout the year based on our Developmental Trajectories. As all activities have a breadth of skills associated to them, we have clarified with examples above as well as Additional Resources Packet.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	2. Appropriateness of Curriculum Materials and Activities	No	There are opportunities, though not explicit for practice of skills provided through balanced teacher-directed and child-initiated experiences. Also, there was no evidence of materials and activities that addressed cultural sensitivity within the program to support justification of this indicator. Modifications for ELL are noted, however, activities and materials reviewed did not reflect regard for cultural sensitivity.	<p>All Tools materials are specially designed to portray a variety of cultures, families and disabilities. This includes our materials used in teacher trainings, on our iScaffold app, and materials used with students (Lakeshore kits, Make Believe Play eBooks).</p> <p>Note that all curriculum and resource materials are dual language - Spanish/English - and we provide multiple biligual supports as noted in the Additional Resource Packet. This packet and our responses noted above also highlight various books, materials and music that are suggested in our Amazon store.</p>
	3. Complexity of Curriculum Materials and Activities	No	While skills are presented in a logical and coherent progression of complexity over time the lack of explicit daily activities prevents this indicator from being met.	The Tools program instructs teachers how to individualize for each student in their classroom - looking at their individual ZPD's (Zone of Proximal Development). To this end, we do not provide a scripted or detailed lesson plan for teachers to follow as we are encouraging and instructing them how to individualize their scaffolds for each particular student. The trainings and activities within the manual follow the typical developmental sequence of a preschool classroom. Therefore, what teachers begin with early in the year will gradually increase in challenge level throughout the year as the children develop. But, there can not be a "set course" for this development as each classroom would vary depending on the student's needs. We have included sample lesson plans and visual charts to highlight the development of the program/activities over time.
	4. Quality of Curriculum Materials and Activities	No	While Tools provides many teacher resources including a training manual, assessment packet, scaffolding appendix, background and theory manual, the lack of specific daily lesson plans leaves a gap to be filled in regard to sequence, structure and ease of use for the inexperienced educator.	The program is based on the core theory that instruction and support must be individualized by teachers understanding each child's ZPD and basing their instruction off of that. You are correct that this requires extensive training and the program has been designed with this support in mind. Our first year of training provides 30 hours of professional development over 5

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				<p>training days throughout the year. Interspersed within these training days are virtual, live webinars providing access to a live Tools trainer to answer questions and provide support. In addition, teachers have access to our iScaffold app providing videos and additional resources to support their learning. We also have recorded virtual modules accessible at all times on our password protected area of the website (eTools). A sample of these modules has been included in the "Additional Resource Packet" on pages 51 - 54.</p>
	5. Assessment	No	<p>Assessment data is collected through a variety of appropriate methods, but there is insufficient description of how this would occur due to the lack of specific daily activities.</p>	<p>For Tools, the purpose of assessment is to figure out individual children's developmental status at a given moment and monitor their progress over time. In Tools classrooms there are daily assessments as well as assessments that occur once a month, and then three times a year-- beginning, middle, and end of the year (see page 4 of the Tools Assessment Packet for specific guidelines on how and when to assess students). The packet includes forms to document students learning and development across a variety of activities and domains: i.e. Make Believe Play, Scaffolded Writing, Story Lab, Math/Science, and Social/Emotional development.</p>
II: Additional Indicators of Quality	6. Implementation Format of Materials and Activities	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	7. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	8. Activities/Materials Supporting Parental Participation	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality				

Appendix II.

Public Comments

There were no public comments submitted.