

# Michigan Infant and Toddler (Ages Birth to Three Years) Curriculum Model Evaluation Rubric

**Title of curriculum model:**

**Author of curriculum model:**

**Setting for which the curriculum is intended:**

- ☐ Center-based
- ☐ Home-based
- ☐ Both

**Age groups:**

- ☐ Infant only
- ☐ Toddler only
- ☐ Infant and toddler (0–3)

**Publisher of curriculum model:**

**Copyright date:**

**Revision date and edition, if applicable:**

**Identify states that have approved this curriculum for use. Check all that apply:**

- |  |   |
|--|---|
| <input type="checkbox"/> Alabama       | <input type="checkbox"/> Montana        |
| <input type="checkbox"/> Alaska        | <input type="checkbox"/> Nebraska       |
| <input type="checkbox"/> Arizona       | <input type="checkbox"/> Nevada         |
| <input type="checkbox"/> Arkansas      | <input type="checkbox"/> New Hampshire  |
| <input type="checkbox"/> California    | <input type="checkbox"/> New Jersey     |
| <input type="checkbox"/> Colorado      | <input type="checkbox"/> New Mexico     |
| <input type="checkbox"/> Connecticut   | <input type="checkbox"/> New York       |
| <input type="checkbox"/> Delaware      | <input type="checkbox"/> North Carolina |
| <input type="checkbox"/> Florida       | <input type="checkbox"/> North Dakota   |
| <input type="checkbox"/> Georgia       | <input type="checkbox"/> Ohio           |
| <input type="checkbox"/> Hawaii        | <input type="checkbox"/> Oklahoma       |
| <input type="checkbox"/> Idaho         | <input type="checkbox"/> Oregon         |
| <input type="checkbox"/> Illinois      | <input type="checkbox"/> Pennsylvania   |
| <input type="checkbox"/> Indiana       | <input type="checkbox"/> Rhode Island   |
| <input type="checkbox"/> Iowa          | <input type="checkbox"/> South Carolina |
| <input type="checkbox"/> Kansas        | <input type="checkbox"/> South Dakota   |
| <input type="checkbox"/> Kentucky      | <input type="checkbox"/> Tennessee      |
| <input type="checkbox"/> Louisiana     | <input type="checkbox"/> Texas          |
| <input type="checkbox"/> Maine         | <input type="checkbox"/> Utah           |
| <input type="checkbox"/> Maryland      | <input type="checkbox"/> Vermont        |
| <input type="checkbox"/> Massachusetts | <input type="checkbox"/> Virginia       |
| <input type="checkbox"/> Michigan      | <input type="checkbox"/> Washington     |
| <input type="checkbox"/> Minnesota     | <input type="checkbox"/> West Virginia  |
| <input type="checkbox"/> Mississippi   | <input type="checkbox"/> Wisconsin      |
| <input type="checkbox"/> Missouri      | <input type="checkbox"/> Wyoming        |

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• (H-6) General Education Leadership Network (GELN) <i>Essential Instructional Practices in Language and Emergent Literacy: Birth to Age</i>	

## Instructions

**Vendor:** In the top box, curriculum vendors must list the specific locations and page numbers of content within their product. The text above the vendor box shows the criteria with which the content items must align.

**Reviewer:** The text at the top of the page shows the criteria with which the content items must align. After reviewing the curriculum materials for alignment, the reviewer must select a score from the drop-down menu and list the supporting evidence in the text box marked for reviewer comments.

**Example:** The following example is included here to illustrate the level of detail needed when adding information in the supporting evidence section:

### **C. The curriculum model provides high-quality professional development.**

#### **C-1. The curriculum includes a training system and resources to support implementation.**

**7**—The curriculum model developer offers an established, systematic training program designed to help participants understand and implement the curriculum model with fidelity. Training delivery options are designed to address the needs of infant and toddler teachers, in particular those who may not be available to participate in on-site group training.

**Note:** Scores 1 through 5 are not shown in this illustrative example.

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

Attachment D: Schedule of training for the next six months: Basic training in the curriculum is offered as a two-day, on-site professional-development event, which is led by a certified trainer. This can also be taken individually as a four-week online course for staff who are newly employed at other times of the year or who may not be available to attend a group training. The training syllabus for both versions is attached along with a description of follow-up courses to build expertise in curriculum implementation over time. It is recommended that the program have a group of experienced staff (see attached requirements) complete the Training of Trainers course to provide on-site training.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score 7

**Reviewer:** Evidence supporting assigned score

The publisher has provided detailed information that shows professional learning in the curriculum that specifically addresses infant and toddler staff. The professional-learning approach is systematic and designed to train staff in curriculum implementation. In reviewing the syllabus, it is clear that training takes into account the unique aspects of implementing curriculum for infants and toddlers and includes information on development and individualizing for young infants, mobile infants, and toddlers, and the importance of including parents as active and equal partners is a part of the curriculum.

**Score** 7

# **I.**

## **Valid Research**

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**A. The curriculum model is grounded in a theoretical framework.**

**A-1. The curriculum model is based on theory and a knowledge base that reflects a philosophical orientation.**

**7**—A clear, detailed description of how the curriculum model is grounded in theory is present in all written materials.

**5**—A clear description of how the curriculum model is grounded in theory is present.

**3**—A statement that the curriculum model is based on theory is present, but no further information is given.

**1**—Theory is not addressed in the curriculum model.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

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**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

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**A-2. The curriculum model is supported by child development research (with a focus on infant and toddler development).**

**7—**A clear and detailed description of how the curriculum model is supported by current infant and toddler development research is present. An extensive bibliography, possibly annotated, is also provided.

**5—**General descriptions of how the curriculum model is supported by child development research including a general focus on infant and toddler development and a bibliography of supporting research are present.

**3—**A statement that the curriculum model is supported by child development research is present, but no special focus on infant and toddler development is indicated and/or no written explanation of how the research supports the curriculum model is provided. A bibliography of sources may or may not be present.

**1—**No statement connecting the curriculum model to child development research is present. A bibliography may or may not be present.

**INP—**Information not provided



**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

## **II.**

### **Evaluation Results**

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**B. Valid evaluation studies have been conducted to assess the effectiveness of the curriculum model on child (infant and toddler) outcomes.**

**B-1. The curriculum model has been evaluated to demonstrate its effects on social-emotional development.**

**7**—Two or more rigorous experimental or quasi-experimental studies found positive impacts on infant and toddler outcomes in social-emotional development and included children in diverse settings and communities.

**5**—At least one rigorous experimental or quasi-experimental study found positive impacts on infant and toddler outcomes in social-emotional development and included children in diverse settings and communities.

**3**—At least one evaluation found positive effects on infant and toddler outcomes in social-emotional development, but no evaluation used an experimental or quasi-experimental design and/or the evaluation did not include children in diverse settings and communities.

**1**—No evaluation studies have been conducted.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

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**B-2. The curriculum model has been evaluated to demonstrate its effects on emergent literacy development.**

**7**—Two or more rigorous experimental or quasi-experimental studies found positive impacts on infant and toddler outcomes in emergent literacy development and included children in diverse settings and communities.

**5**—At least one rigorous experimental or quasi-experimental study found positive impacts on infant and toddler outcomes in emergent literacy development and included children in diverse settings and communities.

**3**—At least one evaluation found positive effects on infant and toddler outcomes in emergent literacy development, but no evaluation used an experimental or quasi-experimental design and/or the evaluation did not include children in diverse settings and communities.

**1**—No evaluation studies have been conducted.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

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**B-3. The curriculum model has been evaluated to demonstrate its effects on language development.**

**7**—Two or more rigorous experimental or quasi-experimental studies found positive impacts on infant and toddler outcomes in language development and included children in diverse settings and communities.

**5**—At least one rigorous experimental or quasi-experimental study found positive impacts on infant and toddler outcomes in language development and included children in diverse settings and communities.

**3**—At least one evaluation found positive effects on infant and toddler outcomes in language development, but no evaluation used an experimental or quasi-experimental design and/or the evaluation did not include children in diverse settings and communities.

**1**—No evaluation studies have been conducted.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score



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**B-4. The curriculum model has been evaluated to demonstrate its effects on cognition.**

**7**—Two or more rigorous experimental or quasi-experimental studies found positive impacts on infant and toddler outcomes in cognition and included children in diverse settings and communities.

**5**—At least one rigorous experimental or quasi-experimental study found positive impacts on infant and toddler outcomes in cognition and included children in diverse settings and communities.

**3**—At least one evaluation found positive effects on infant and toddler outcomes in cognition, but no evaluation used an experimental or quasi-experimental design and/or the evaluation did not include children in diverse settings and communities.

**1**—No evaluation studies have been conducted.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

# **III.**

## **Professional Development**

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## **C. The curriculum model provides high-quality professional development.**

### **C-1. The curriculum includes a training system and resources to support implementation.**

**7**—The curriculum model developer offers an established, systematic training program designed to help participants understand and implement the curriculum model with fidelity. Training delivery options are designed to address the needs of infant and toddler teachers, in particular those who may not be available to participate in on-site group training.

**5**—The curriculum model developer offers an established, systematic training program designed to help participants understand and implement the curriculum model. However, the training program does not include access and participation options best suited to the needs of those caring for infants and toddlers, such as self-guided learning modules or virtual training opportunities.

**3**—Training is available, but no organized system exists.

**1**—No in-service training exists.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

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## **C-2. The training plan is based on sound adult-learning theory.**

**7**—The training plan is based on sound adult-learning theory (e.g., training content is relevant to the unique context of caring for infants and toddlers, is results oriented, and can immediately be applied to practice). For group training sessions, training regularly involves participants through the use of small- and large-group activities, hands-on activities, group discussions, and multiple processing opportunities. In addition, training designed to be accessed through self-guided or online sessions includes known strategies for actively engaging adult learners virtually (e.g., using a variety of presentation modalities, providing opportunities for engagement, etc.).

**5**—The training plan is sometimes based on sound adult-learning theory; however, training is primarily trainer-directed lectures and does not include training approaches designed for virtual or self-guided learning.

**3**—The training plan is not based on sound adult-learning theory.

**1**—No training plan is offered according to the information provided.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

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**C-3. Theory, child development research, and practice are linked.**

**7**—During the training, trainers make explicit links between theory, child development research, and practice. For example, the training emphasizes not only the *why* but also the *how*. In addition, the training includes activities and/or scenarios designed to help participants make connections between infant and toddler theory and research and their own practice as well as time to reflect on these connections.

**5**—During the training, trainers make explicit links between theory, child development research, and practice. For example, the training emphasizes not only the *why* but also the *how*, but few activities or scenarios relevant to infant and toddler care are included to help participants make their own connections between theory, research, and practice.

**3**—Trainers may state that the practice is grounded in theory and research, but they do not make this linkage explicit. No time or activities are provided to help teachers make such connections themselves.

**1**—Trainers provide no linkage between theory, research, and practice.

**INP**—Information not provided



**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

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**C-4. Curriculum training provides guidance that honors infants and toddlers as active learners, outlining a comprehensive curriculum based on the individual needs, strengths, and interests of all enrolled infants and toddlers.**

**7**—Training includes guidelines and discussion on how to build upon the individual needs, strengths, and interests of infants and toddlers to set up the learning environment; make decisions about comprehensive learning objectives as well as specific methods to accomplish objectives; structure activities so there is a balance of child-initiated and adult-guided active learning (including building understanding of the role of self-initiated learning for infants and toddlers); structure activities that are responsive to the unique needs of infants and toddlers as well as children who are dual language learners and children with Individualized Education Plans, or IEPs; and support positive interactions with families.

**5**—Training includes guidelines and discussion on how to set up the learning environment to accommodate the needs of infants and toddlers; make decisions about comprehensive learning objectives as well as specific methods to accomplish objectives; structure activities so there is a balance of child-initiated and adult-guided active learning; structure activities that are responsive to the needs of a variety of developmental and ability levels and children who are dual language learners and children with IEPs; and support positive interactions and ongoing communication with families.

**3**—Training dedicates a small amount of time for instruction and discussion on setting up the learning environment for infants and toddlers, selecting learning objectives, and engaging children throughout the daily routine. Discussion focuses on the indoor learning environment or adult-initiated portions of the day. Discussion does not thoroughly address the structure of activities that are responsive to infant and toddler development, varying ability levels, or children with special needs or how to interact and maintain communication with families.

**1**—Training provides teachers with instruction on how to use the curriculum model materials without consideration of the individual needs, strengths, and interests of infants and toddlers.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

**C-5. Ongoing professional-learning opportunities are provided in addition to initial basic training.**

**7**—Ongoing opportunities include on-site or virtual consultation/coaching and other resources, such as books, audiovisual materials, and/or a website with support information. Follow-up professional-development opportunities are available on specific established topics.

**5**—On-site or virtual consultation/coaching may be provided. Some additional resources, such as books, audiovisual materials, and/or a website with support information, exist.

**3**—On-site or virtual consultation/coaching is not provided, and few additional resources are available.

**1**—No on-site or virtual consultation/coaching or additional resources are available.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

# **IV.**

## **Developmental Appropriateness**

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**D. The curriculum model includes developmentally appropriate learning goals and experiences.**

**D-1. The curriculum model is based on the predictable sequences of growth and development of infants and toddlers.**

**7**—The curriculum model recognizes that infancy has three stages: young infant, mobile infant, and toddler. All learning objectives are developmentally appropriate for each stage of infancy in all areas of development and learning. Across these three stages, the curriculum model includes all the following: a range of opportunities and materials for movement, play, and exploration and descriptions of a variety of teaching strategies (e.g., child-initiated and child-directed strategies, outdoor experiences, and teacher-supported and teacher-initiated strategies).

**5**—The curriculum model recognizes that infancy has three stages: young infant, mobile infant, and toddler. All learning objectives are developmentally appropriate for each stage in all areas of development and learning. The curriculum model includes most of the following: a range of opportunities and materials for movement, play, and exploration and descriptions of a variety of teaching strategies, (e.g., child-initiated and child-directed strategies, outdoor experiences, and teacher-supported and teacher-initiated strategies).

**3**—All learning objectives are developmentally appropriate for young infants, mobile infants, and toddlers in all areas of development and learning. The curriculum model includes some of the following: a range of opportunities and materials for play and descriptions of a variety of teaching strategies (e.g., child-initiated and child-directed strategies, outdoor experiences, and teacher-supported and teacher-initiated strategies).

**1**—Learning objectives are inappropriate for young infants, mobile infants, and/or toddlers.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

**D-2. The curriculum model is designed to address all aspects of the development of infants and toddlers and to further their learning with emphasis on the unique needs of the young child, including the development of positive adult-child relationships and the importance of partnering with the family.**

**7**—Learning objectives are comprehensive, specific, and clearly worded. The curriculum model supports programs to help achieve objectives and to develop activities, routines, and transitions that reflect the importance of establishing positive relationships and address the wide range of individual characteristics and needs of each infant and toddler. Curriculum materials support the incorporation of spontaneous learning experiences into the daily schedule and ample opportunities for infants and toddlers to play. The curriculum recognizes the importance of optimizing connections with the families of infants and toddlers.

**5**—Learning objectives are comprehensive, and the majority are specific and clearly worded. The curriculum model supports programs to develop activities, routines, and transitions with connections to classroom or program learning objectives; however, the model may not emphasize connection with each infant’s and toddler’s needs and the centrality of establishing relationships or the importance of self-initiated (or self-motivated) learning for infants and toddlers. Curriculum supports addressing the connection between teaching staff and parents consist mostly of written information that can be provided to parents (e.g., description of how the program works).

**3**—Learning objectives are not comprehensive and are, for the most part, general. Wording of the learning objectives may be unclear. It is not always clear that curriculum, activities, and teaching strategies are designed to achieve the learning objectives. Curriculum supports regarding connections between teaching staff and families are not addressed or have a limited focus on the importance of including families of infants and toddlers.

**1**—Learning objectives are not provided for the curriculum model or they are few, general, and/or unclear. There is no attempt to show connections between curriculum, activities, and teaching strategies and the learning objectives or family situations.

**INP**—Information not provided



**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

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**D-3. The curriculum model includes goals and objectives that inform and support individualized learning experiences for all infants and toddlers.**

**7—**The curriculum model provides guidance on how to use learning goals and objectives to individualize experiences for all infants and toddlers, including children from diverse cultures, children who are dual language learners, and children with disabilities or other needs. Adaptations are suggested for making accommodations or using alternate strategies to integrate children into the ongoing daily experiences. Curriculum materials support staff in observing infants and toddlers carefully to identify their interests, skills, and preferred ways of interacting with adults, peers, and materials.

**5—**The curriculum model provides guidance on how to use learning goals and objectives to individualize experiences for all infants and toddlers, including children from diverse cultures, children who are dual language learners, and children with disabilities or other needs. Some adaptations are suggested for making accommodations or using other strategies to integrate children into the ongoing daily experiences. Curriculum materials support staff in observing children carefully to identify their interests, skills, and preferred ways of interacting with adults, peers, and materials.

**3—**The curriculum model provides guidance on how to use learning goals and objectives to individualize experiences for all infants and toddlers, including children from diverse cultures, children who are dual language learners, and children with disabilities or other special needs. Some adaptations are suggested for making accommodations or using other strategies to integrate children into the ongoing daily experiences. Curriculum materials do not include a focus on supporting staff in observing children carefully to identify their interests, skills, and preferred ways of interacting with adults, peers, and materials.

**1—**The curriculum model does not provide guidance on how to use learning goals and objectives to individualize experiences for all children.

**INP—**Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

## **E. The curriculum model promotes a positive and responsive learning environment.**

### **E-1. The curriculum model includes guidance on creating environments that promote a sense of security and that support building strong adult-child relationships.**

**7**—The curriculum model provides guidance on creating learning environments that offer nurturing spaces, a positive climate, and opportunities for infants and toddlers to form secure attachments with adult caregivers. It stresses that infants and toddlers learn through responsive interactions with trusted adults and provides guidance on implementing primary caregiving. The model includes information and guidance on creating physical spaces and facilitating learning opportunities for infants and toddlers to pursue their own interests, explore new skills, and interact with peers.

**5**—The curriculum model provides guidance on creating learning environments that offer nurturing spaces, a positive climate, and opportunities for infants and toddlers to form secure attachments with adult caregivers. It stresses that infants and toddlers learn through nurturing and responsive interactions and provides some guidance on implementing primary caregiving. The model includes information and guidance on creating physical spaces and facilitating learning opportunities for children to pursue their own interests, explore new skills, and interact with peers.

**3**—The curriculum model provides guidance on creating learning environments that offer nurturing spaces, a positive climate, and opportunities for infants and toddlers to form secure attachments with adult caregivers. It stresses that infants and toddlers learn through nurturing and responsive interactions but provides no guidance on implementing primary caregiving. The model includes some information and guidance on creating physical spaces and facilitating learning opportunities for children to pursue their own interests, explore new skills, and interact with peers.

**1**—The curriculum model does not address creating environments that are appropriate to the needs of infants and toddlers.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

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**E-2. The curriculum model provides guidance on creating environments that are flexible to accommodate changing needs and interests of infants and toddlers over time.**

**7**—The curriculum model addresses the importance of creating environments that can be adjusted over time to meet the changing needs and motivations of infants and toddlers as they develop new skills and interests. In addition, the model offers strategies for responding to children’s demonstrated levels of functioning, various learning styles and temperaments, and patterns of development in adult-facilitated and child-initiated portions of the day.

**5**—The curriculum model addresses the importance of creating environments that can be adjusted over time to meet the changing needs and motivations of infants and toddlers as they develop new skills and interests. The model offers some strategies for responding to children’s demonstrated levels of functioning, various learning styles and temperaments, and patterns of development in adult-facilitated and child-initiated portions of the day.

**3**—The curriculum model addresses the importance of creating environments that can be adjusted over time to meet the changing needs and motivations of infants and toddlers as they develop new skills and interests. The model offers few strategies for responding to children’s demonstrated levels of functioning, various learning styles and temperaments, and patterns of development and does not offer strategies that differentiate adult-facilitated and child-initiated portions of the day.

**1**—The curriculum model addresses creating environments that can be adjusted over time to meet the changing needs of infants and toddlers as they develop new skills and interests. However, suggested strategies are general, do not address levels of functioning or various learning styles and temperaments, and do not differentiate adult-facilitated and child-initiated portions of the day.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

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**E-3. The curriculum model provides guidance on creating environments that are culturally responsive.**

**7**—The curriculum model provides guidance on creating learning environments that reflect and respect children’s home and community cultures. The curriculum model encourages the use of materials—including books, photos, and music—throughout the learning environment that represent home and community cultures.

**5**—The curriculum model provides guidance on creating learning environments that reflect and respect children’s home cultures. Use of materials is limited to certain areas of the classroom, such as the book or dramatic play area.

**3**—The curriculum model does not promote creating environments that reflect the home and community cultures of the children enrolled.

**1**—The curriculum model does not address cultural responsiveness or addresses the topic in a limited fashion (e.g., holidays, special occasions, etc.).

**INP**—Information not provided



**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

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**E-4. The curriculum model provides information and guidance on setting up appropriate physical environments tailored to the needs and abilities of infants and toddlers.**

**7**—The curriculum model provides information and guidance on how to design well-organized and safe learning environments that are tailored and responsive to the changing needs and abilities of young infants, mobile infants, and toddlers. The model includes strategies and suggestions for creating both indoor and outdoor environments. Suggested equipment, materials, and supplies support active exploration across age and developmental levels.

**5**—The curriculum model provides information and guidance on how to design well-organized and safe learning environments that are tailored and responsive to the changing needs and abilities of young infants, mobile infants, and toddlers. The model is focused primarily on creating indoor environments. Suggested equipment, materials, and supplies support active exploration across age and developmental levels.

**3**—The curriculum model provides some general information on how to design well-organized and safe learning environments but does not include strategies that are tailored and responsive to the changing needs and abilities across the three age ranges (young infants, mobile infants, and toddlers). The model does not include strategies for creating both indoor and outdoor environments. Suggested equipment, materials, and supplies do not support active exploration across all age and developmental levels.

**1**—The curriculum model provides information on setting up environments that is primarily focused on health and safety considerations and does not include strategies that support learning and development.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

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## **F. The curriculum model includes developmentally appropriate learning activities and opportunities.**

### **F-1. The curriculum model provides information and guidance for creating developmentally appropriate routines and a daily schedule that is predictable yet flexible.**

**7**—The curriculum model stresses a schedule that is predictable but not rigid and responds to each infant’s and toddler’s natural timetable, including variations in sleeping and eating patterns. The model emphasizes the importance of creating a schedule that allows for infants and toddlers to pursue their own interests and is centered around caregiving routines as primary opportunities for learning and establishing relationships. The model includes guidance on creating a daily schedule that is balanced and includes extended blocks of time so infants and toddlers can become engaged in exploration, movement, and other learning experiences without interruption.

**5**—The curriculum model stresses a schedule that is predictable but not rigid and responds to each infant’s and toddler’s natural timetable, including variations in sleeping and eating patterns. The model emphasizes the importance of creating a schedule that allows for infants and toddlers to pursue their own interests but does not include a focus on the use of caregiving routines as learning opportunities. The model includes guidance on creating a daily schedule that is balanced and includes extended blocks of time so infants and toddlers can become engaged in exploration, movement, and other learning experiences without interruption.

**3**—The curriculum model stresses a schedule that is predictable but not rigid and responds to each child’s natural timetable, including variations in sleeping and eating patterns. The model includes guidance on creating a daily schedule that is balanced but does not include guidance on the provision of extended blocks of time.

**1**—The curriculum model does not include guidance on creating daily schedules that are balanced or reflect infants’ and toddlers’ individual natural timetables.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

**Reviewer:** Score \_\_\_\_\_

**Reviewer:** Evidence supporting assigned score

**F-2. The curriculum model provides information and guidance for planning, facilitating, and scaffolding play experiences and active learning as an integral part of the infant and toddler program. The value of play is demonstrated throughout all aspects of the program, and infants and toddlers have opportunities to use play to translate experience into understanding.**

**7—**The curriculum model emphasizes play as the primary mode of learning for all children. It recognizes that infants and toddlers learn best through internal motivation and spontaneous exploration and emphasizes and provides guidance on the role of the adult in following children’s lead and adapting to their interests as well as actively participating in, facilitating, and scaffolding play. It provides strategies for encouraging opportunities for movement and active exploration as part of the play experience. It offers strategies both for planning activities and experiences and for including blocks of time for child-initiated exploration and investigation.

**5—**The curriculum model includes a focus on the importance of play and provides some guidance on the role of the adult in following children’s lead and adapting to their interests as well as actively participating in, facilitating, and scaffolding play. It does not address the importance of exploration and movement as an integral aspect of play for infants and toddlers. The focus is primarily on planning activities and not on the inclusion of blocks of time for child-initiated exploration and investigation.

**3—**The curriculum model includes a focus on play but does not recognize its role as the primary mode of learning and does not address the role of adults in facilitating, scaffolding, and actively participating in play.

**1—**The curriculum model does not address the role of play in learning and development.

**INP—**Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

**This section is to be filled out by the reviewer.**

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**F-3. The curriculum model provides information and guidance on planning and facilitating integrated learning experiences and activities that promote development across domains.**

**7**—Taking into account that all learning for infants and toddlers is integrated and holistic (i.e., a single experience supports development across multiple domains), the curriculum model provides guidance on how to plan age-appropriate activities based on children’s interests that integrate multiple content areas rather than through isolated bits of knowledge and activities. Extensive additional resources—books, videotapes, newsletters, etc.—are provided to help teachers understand the theory and practice of integrated curriculum and instruction for infants and toddlers.

**5**—The curriculum model provides guidance on integrating content; however, the focus is primarily on integration through adult-initiated themes rather than emerging from children’s interests. Some additional resources—books, videotapes, newsletters, etc.—are provided to help teachers understand the theory and practice of integrated curriculum and instruction for infants and toddlers.

**3**—The curriculum model provides limited integration across content areas.

**1**—The curriculum model emphasizes separate content areas and isolated skills.

**INP**—Information not provided



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**F-4. The curriculum model provides information and guidance on planning and facilitating activities that promote individualized teaching and learning.**

**7**—To address varying abilities of children, the curriculum model includes a range of developmentally appropriate experiences or activities based on children’s individual interests and needs. It emphasizes the importance of self-initiated learning, especially for infants and toddlers. It provides guidance on how to adjust activities to respond to individual abilities and emphasizes how individualizing planned and in-the-moment experiences based on skill, ability, or interest enables all children to fully participate and maximize learning at their own rate. It provides strategies and examples of how to embed learning opportunities throughout the day to give infants and toddlers added practice to make progress on learning objectives.

**5**—The curriculum model provides information and guidance on providing experiences or activities based on children’s individual interests and needs. It provides some guidance on how to adjust activities to respond to individual abilities and how to embed learning opportunities throughout the day to give infants and toddlers added practice to make progress on learning objectives. However, it does not address the importance of self-initiated learning as the primary mode of learning for infants and toddlers.

**3**—The curriculum model emphasizes the use of planned/teacher-initiated activities and of small- and large-group learning experiences and provides limited guidance on how to make adjustments to respond to individual interests or needs.

**1**—The curriculum model emphasizes the use of large- or whole-group activities only.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

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**Reviewer:** Evidence supporting assigned score

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**F-5. The curriculum model includes a variety of learning activities that are carefully and developmentally sequenced in keeping with individual infant and toddler levels of functioning and comprehension.**

**7**—The curriculum model emphasizes the importance of knowing each child’s level of functioning and development across all areas of development. It promotes experiences planned in response to infants’ and toddlers’ demonstrated interests in which skills and knowledge progress over time from the simple toward the complex and from the concrete toward the abstract. The curriculum model is designed so that staff support children’s emerging capacities by introducing skills, concepts, and information only after children have had ample opportunity for exploration, investigation, or play. The curriculum model provides many alternate strategies/materials across content areas to make tasks more manageable and accommodate individual rates of progress

**5**—The curriculum model emphasizes the importance of knowing each child’s level of functioning across all areas of development. It promotes experiences planned in response to infants’ and toddlers’ demonstrated interests in which skills and knowledge progress over time from the simple toward the complex and from the concrete toward the abstract. The curriculum model is designed so that staff introduce skills, concepts, and information for children to learn after they have had some opportunity for exploration, investigation, or play. The curriculum model provides a few alternate strategies/materials across content areas to make tasks more manageable and accommodate individual rates of progress.

**3**—The curriculum model emphasizes the importance of knowing each child’s level of functioning across all areas of development. However, the curriculum guides staff to sometimes introduce skills, concepts, and information for children to learn before they have had ample opportunity for exploration, investigation, or play. Alternate strategies/materials to make tasks more manageable may be inconsistently featured across content areas.

**1**—The curriculum model promotes staff awareness of each child’s level of functioning and comprehension within only a few developmental areas and/or predominately promotes the introduction of skills, concepts, and information before children have had ample opportunity for related exploration, investigation, or play.

**INP**—Information not provided

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**Reviewer:** Evidence supporting assigned score

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**F-6. The curriculum model is designed to enable infants and toddlers to initiate their own learning based on self-motivation and exploration (i.e., to learn or discover those things that are important or of high interest to them).**

**7**—The curriculum model is based on an understanding that infants and toddlers learn best when they initiate their own learning and encourages activities, experiences, and areas of investigation based on children’s ideas, interests, and motivation. It emphasizes the role of the infant and toddler teacher as facilitator and encourages adjustments to plans in response to spontaneous occurrences. It encourages staff to respond to infant and toddler verbal and nonverbal cues and requests.

**5**—The curriculum model promotes activities and areas of investigation based on children’s ideas, interests, and motivations and encourages adjustments in response to spontaneous occurrences in the classroom. Children have some opportunities for self-initiated learning and to make choices concerning activities and materials to match their own interests.

**3**—The curriculum model provides teachers some flexibility to match individual infant’s and toddler’s interests, but timelines and teaching methods are fairly rigid.

**1**—The curriculum model is scripted and/or themes are planned for an entire year so that individual children’s interests and needs are not taken into consideration.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

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**Reviewer:** Evidence supporting assigned score

**G. The curriculum model provides information and guidance on authentically engaging and partnering with all families in ways that are equitable and that acknowledge and respect diverse racial, ethnic, cultural, language, and socioeconomic backgrounds.**

**G-1. The curriculum model provides guidance and information on partnering and communicating with families about their children’s learning and development, taking into account diverse racial, cultural, linguistic, and socioeconomic backgrounds and the unique needs of families, especially those with very young infants in group care.**

**7**—The curriculum model provides information and resources on the unique aspects of establishing meaningful communication with families of infants and toddlers, including strategies for addressing heightened emotions around caregiving. The model includes information on offering culturally and linguistically accessible materials, using multiple forms of communication that reflect cultural and linguistic preferences, and developing reciprocal, two-way communication to share information. Training in how to establish regular, reciprocal, and culturally responsive communication is provided as part of the initial curriculum training or during follow-up training.

**5**—The curriculum model provides information and resources on the unique aspects of establishing meaningful relationships with families of infants and toddlers through regular, ongoing communication. Using multiple forms of communication to respond to linguistic and cultural backgrounds is limited or not addressed at all. Print or digital training resources focused on communication are provided in the curriculum model materials.

**3**—Some information is provided on how to build positive relationships with families through regular communication, but only a few communication methods are mentioned and explanations are limited to a few general statements.

**1**—Information about communication with families is not addressed in the curriculum model.

**INP**—Information not provided



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**G-2. The curriculum provides information and guidance on engaging families in their children’s learning and development, both at home and in the program.**

**7**—The curriculum model provides information and resources on how to encourage families to participate in the infant and toddler program, such as opportunities to share culture, traditions, and special skills as well as how to encourage families to play an active role in a variety of classroom activities and observations. The model includes strategies specifically focused on supporting families from diverse cultures or who speak a language other than English. The curriculum model also includes resources and guidelines on creating an environment that feels comfortable and familiar for both infants and toddlers and families.

**5**—The curriculum model provides information and resources on how to encourage families to participate in the infant and toddler program, such as opportunities to share culture, traditions, and special skills as well as how to encourage families to participate in a variety of classroom activities and observations. The model does not include strategies specifically focused on supporting families from diverse cultures or who speak a language other than English. Written explanations of communication techniques and how to engage families in the program are provided in the curriculum model materials.

**3**—Some information is provided on how to encourage families to participate in their child’s classroom learning and development, but only a few such ideas are provided.

**1**—Information about encouraging families to participate in their child’s learning and development is not addressed in the curriculum model.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

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# **V.**

## **Alignment with State Standards**

## **H. The curriculum model aligns with Michigan State early learning standards for infants and toddlers, including the following:**

- **(H-1–H-5) Michigan *Early Childhood Standards of Quality for Infant and Toddler Programs*—“Early Development and Learning Strands for Infants and Toddlers”**
- **(H-6) General Education Leadership Network (GELN) *Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3***

### **Michigan *Early Childhood Standards of Quality for Infant and Toddler Programs*—“Early Development and Learning Strands for Infants and Toddlers”**

*The early development and learning goals in this document are organized around five strands (Well-Being, Belonging, Exploration, Communication, and Contribution). This organizational scheme was selected deliberately so that program planners, leaders, and caregivers will have a positive framework in which to view potential developmental and learning outcomes for children who receive care and early learning opportunities in high-quality settings (Michigan Early Childhood Standards of Quality for Infant and Toddler Programs, p. 18)*

#### **H-1. Well-Being**

*Goals: Infants and toddlers experience environments where (1) their physical health is promoted, (2) their social and emotional well-being is nurtured, and (3) they are kept safe from harm.*

**7**—The curriculum model clearly aligns learning objectives to all three goals for Michigan’s early development and learning strand for Well-Being. The strategies and learning activities included in the curriculum model promote the strand.

**5**—The curriculum model clearly aligns learning objectives to two of the goals for Michigan’s development and early learning strand for Well-Being. The strategies and learning activities promote the strand.

**3**—The curriculum model clearly aligns learning objectives to one of the goals for Michigan’s early development and learning strand for Well-Being. The strategies and learning activities promote the strand.

**1**—The curriculum model makes no claim of alignment with any of the goals for Michigan’s early development learning strand for Well-Being, and there is no evidence of alignment.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

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## **H-2. Belonging**

*Goals: Infants and toddlers experience environments where (1) they know that they belong and are valued; (2) they are comfortable with the routines, schedules, and activities; (3) they increasingly understand the nature and boundaries of acceptable behavior; and (4) positive connections among families, the program, and the children are affirmed.*

**7**—The curriculum model clearly aligns learning objectives to three or more goals for Michigan’s early development and learning strand for Belonging. The strategies and learning activities included in the curriculum model promote the strand.

**5**—The curriculum model clearly aligns learning objectives to two goals for Michigan’s early development and learning strand for Belonging. The learning activities promote the strand.

**3**—The curriculum model clearly aligns learning objectives to one of the goals for Michigan’s early development and learning strand for Belonging. The strategies and learning activities promote the strand.

**1**—The curriculum model makes no claim of alignment with any of the goals for Michigan’s early development and learning strand for Belonging, and there is no evidence of alignment.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

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### **H-3. Exploration**

*Goals: Infants and toddlers experience environments where (1) the importance of spontaneous play is recognized and play is valued as meaningful learning; (2) they gain confidence in and greater control of their bodies; (3) they learn strategies for active exploration, thinking, and reasoning; (4) they develop a growing sense of social relationships, the natural environment, and the physical world; and (5) their interests and initiative provide direction for learning opportunities and for the practice and mastery of developing skills.*

**7**—The curriculum model clearly aligns learning objectives to three or more goals for Michigan’s early development and learning strand for Exploration. The learning activities promote the strand.

**5**—The curriculum model clearly aligns learning objectives to two goals for Michigan’s early development and learning strand for Exploration. The learning activities promote the strand.

**3**—The curriculum model clearly aligns learning objectives to one goal for Michigan’s early development and learning strand for Exploration. The learning activities promote the strand.

**1**—The curriculum model makes no claim of alignment with any of the goals for Michigan’s early development and learning strand for Exploration, and there is no evidence of alignment.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

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## **H-4. Communication**

*Goals: Infants and toddlers experience environments where (1) they develop attitudes and skills to communicate successfully with others; (2) they have opportunities to communicate through the use of symbols/pictures, signs, and stories; and (3) they discover and develop different ways to be creative and expressive about their feelings and thoughts.*

**7**—The curriculum model clearly aligns learning objectives to all three goals for Michigan’s early development and learning strand for Communication. The learning activities promote the strand.

**5**—The curriculum model clearly aligns learning objectives to two of the goals for Michigan’s early development and learning strand for Communication. The learning activities promote the strand.

**3**—The curriculum model clearly aligns learning objectives to one of the goals for Michigan’s early development and learning strand for Communication. The learning activities promote the strand.

**1**—The curriculum model makes no claim of alignment with any of the goals for Michigan’s early development and learning strand for Communication, and there is no evidence of alignment.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

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## **H-5. Contribution**

*Goals: Infants and toddlers experience environments where (1) the opportunities for learning are equitable, irrespective of gender, ability, age, ethnicity, or background; (2) they are affirmed as individuals; (3) they are encouraged to interact and learn with and alongside others; and (4) they and their families are empowered to make contributions within the program and as members of their communities.*

**7**—The curriculum model clearly aligns learning objectives to three or more goals for Michigan’s early development and learning strand for Contribution. The learning activities promote the strand.

**5**—The curriculum model clearly aligns learning objectives to two of the goals for Michigan’s early development and learning strand for Contribution. The learning activities promote the strand.

**3**—The curriculum model clearly aligns learning objectives to one of the goals for Michigan’s early development and learning strand for Contribution. The learning activities promote the strand.

**1**—The curriculum model makes no claim of alignment with any of the goals for Michigan’s early development and learning strand for Contribution, and there is no evidence of alignment.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

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## **H-6. General Education Leadership Network (GELN) *Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3***

*The development of language is particularly crucial during the infant and toddler period. Quality care provides many opportunities for infants to engage in meaningful, experience-based communication with their caregivers and have their communications acknowledged and encouraged.*

**7**—The curriculum model clearly aligns with and includes strategies and learning activities for supporting seven to 10 of the literacy practices in GELN’s *Essential Instructional Practices for Language and Emergent Literacy: Birth to Age 3*.

**5**—The curriculum model clearly aligns with and includes strategies and learning activities for supporting four to six of the literacy practices in GELN’s *Essential Instructional Practices for Language and Emergent Literacy: Birth to Age 3*.

**3**—The curriculum model clearly aligns with and includes strategies and learning activities for supporting one to three of the literacy practices in GELN’s *Essential Instructional Practices for Language and Emergent Literacy: Birth to Age 3*.

**1**—The curriculum model makes no claim of alignment with any of the literacy practices in GELN’s *Essential Instructional Practices for Language and Emergent Literacy: Birth to Age 3*, and there is no evidence of alignment.

**INP**—Information not provided

**Vendor:** Specify the exact location(s) of and note the evidence within the product that demonstrates the alignment with the criterion above.

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