
Michigan Curriculum Model Evaluation Rubric for Family and Group Child Care Homes

Title of curriculum model:

Author of curriculum model:

Publisher of curriculum model:

Copyright date:

Ages of children included:

Revision date and edition, if applicable:

Identify states that have approved this curriculum for use in state-funded preschool. 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 |
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| <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 |
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| <input type="checkbox"/> Hawaii | <input type="checkbox"/> Oklahoma |
| <input type="checkbox"/> Idaho | <input type="checkbox"/> Oregon |
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| <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 |
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| <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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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 facilitates an established, systematic training program that is designed to help participants understand and implement the curriculum model. Training delivery options are designed to address needs of family child care providers 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 four-week online course for home-based child care providers. The training syllabus is attached along with a description of follow-up courses to build expertise in curriculum implementation over time.

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 for staff working in home-based child care programs. The professional-learning approach is systematic and designed to train staff in curriculum implementation. In reviewing the syllabus, it is clear that the unique needs of staff working in home-based child care programs are taken into account, information on child development and individualizing for children's needs addresses children in mixed-age settings, and including parents in meaningful ways is a part of the curriculum.

Score 7

I. Valid Research

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.

This section is to be filled out by the reviewer.

Reviewer: Score _____

Reviewer: Evidence supporting assigned score

A-2. The curriculum model is supported by child development research.

7—A clear and detailed description of how the curriculum model is supported by current child 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 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 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

B. Valid evaluation studies have been conducted to assess the effectiveness of the curriculum model on child outcomes across age groups served in home-based family child care programs.

B-1. The curriculum model has been evaluated to demonstrate its effects on development in approaches to learning.

7—Two or more rigorous experimental or quasi-experimental studies found positive impacts on children’s outcomes in approaches to learning and included children in home-based programs and diverse settings and communities.

5—At least one rigorous experimental or quasi-experimental study found positive impacts on children’s outcomes in approaches to learning and included children in home-based programs and in diverse settings and communities.

3—At least one evaluation found positive effects on children’s outcomes in approaches to learning, but no evaluation used an experimental or quasi-experimental design and/or the evaluation did not include children in home-based programs and 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

B-2. 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 children’s outcomes in social-emotional development and included children in home-based programs and in diverse settings and communities.

5—At least one rigorous experimental or quasi-experimental study found positive impacts on children’s outcomes in social-emotional development and included children in home-based programs and in diverse settings and communities.

3—At least one evaluation found positive effects on children’s outcomes in social-emotional development, but no evaluation used an experimental or quasi-experimental design and/or the evaluation did not include children in home-based programs and 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

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

7—Two or more rigorous experimental or quasi-experimental studies found positive impacts on children’s outcomes in early literacy development and included children in home-based settings and in diverse settings and communities.

5—At least one rigorous experimental or quasi-experimental study found positive impacts on children’s outcomes in early literacy development and included children in home-based settings and in diverse settings and communities.

3—At least one evaluation found positive effects on children’s outcomes in early literacy development, but no evaluation used an experimental or quasi-experimental design and/or the evaluation did not include children in home-based settings and 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

B-4. 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 children’s 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 children’s outcomes in language development and included children in home-based programs and in diverse settings and communities.

3—At least one evaluation found positive effects on children’s outcomes in language development, but no evaluation used an experimental or quasi-experimental design and/or the evaluation did not include children in home-based programs and 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

B-5. The curriculum model has been evaluated to demonstrate its effects on mathematics development.

7—Two or more rigorous experimental or quasi-experimental studies found positive impacts on children’s outcomes in mathematics development and included children in home-based programs and in diverse settings and communities.

5—At least one rigorous experimental or quasi-experimental study found positive impacts on children’s outcomes in mathematics development and included children in home-based programs and in diverse settings and communities.

3—At least one evaluation found positive effects on children’s outcomes in mathematics development, but no evaluation used an experimental or quasi-experimental design and/or the evaluation did not include children in home-based programs and 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

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 facilitates an established, systematic training program designed to help participants understand and implement the curriculum model. Training delivery options are designed to address the needs of family child care providers who may not be available to participate in on-site group training.

5—The curriculum model developer facilitates an established, systematic training program designed to help participants understand and implement the curriculum model but does not include access and participation options best suited to the needs of family child care providers, such as self-guided learning modules or virtual training opportunities.

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

1—No systematic 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

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 family child care context and provider experience, is results oriented, and can immediately be applied to practice). For group sessions, training regularly involves participants using 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, trainings are primarily trainer-directed lectures and do not include training approaches designed for virtual or self-guided learning most likely to be accessed by family child care providers.

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

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 theory and research and their own home-based family child care 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 home-based family child care settings 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 trainers 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

C-4. Curriculum training provides adult guidance to honor children as active learners, outlining a comprehensive curriculum based on the individual needs, strengths, and interests of all children in mixed age groups.

7—Training includes guidelines and discussion on how to build upon the individual needs, strengths, and interests of children in mixed age groups and home-based settings as well as consider each child’s cultural and language backgrounds 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; structure activities that are responsive to all age groups, ability levels, and cultural and linguistic backgrounds; and support positive interactions with families.

5—Training includes general guidelines and discussion on how to set up the learning environment in a home-based setting; make decisions about comprehensive learning objectives and methods to accomplish them; structure activities so there is a balance of child-initiated and adult-guided active learning; structure activities that are responsive to all age groups, ability levels, and cultural and linguistic backgrounds; 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 in a home-based setting; selecting learning objectives for mixed age groups; and engaging children throughout the daily routine, considering differing routines across the age groups served. Discussion focuses on the indoor learning environment or adult-initiated portions of the routine, such as large- and small-group times. Discussion does not thoroughly address the structure of activities that are responsive to each age group, varying ability levels, and all populations 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 mixed age group and the individual needs, strengths, and interests of enrolled 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

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

7—Ongoing opportunities include on-site or virtual consultation/coaching, guidelines for virtual or in-person peer support opportunities, 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 consultation/coaching may be provided. Some additional resources, such as books, audiovisual materials, and/or a website with support information, exist.

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

1—No on-site 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

D. The curriculum model includes developmentally appropriate learning goals and objectives.

D-1. The curriculum model includes learning objectives that are based on predictable sequences or progressions of growth and development for children across mixed age groups, including infants, toddlers, preschoolers, and school-age children.

7—All learning objectives are developmentally appropriate for each age group in all areas of development and learning. 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—All learning objectives are developmentally appropriate for each age group 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 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 children in mixed-age-group settings.

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 development for children in mixed-age-group settings and to further their learning with emphasis on the unique needs of the young child and the importance of partnering with the family.

7—Learning objectives are comprehensive, providing information on supporting learning in all areas of development in a home-based setting and specifically providing content that is focused on observable skills, behaviors, and knowledge. The curriculum supports programs to achieve objectives and develop activities, routines, and transitions that reflect the range of individual characteristics of children. Curriculum materials support the incorporation of spontaneous learning experiences into the daily schedule and ample opportunities for children to play. The curriculum recognizes the importance of optimizing connections with the families of children in home-based family child care settings.

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 child’s needs. Curriculum supports focused on communicating with families 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 teachers and families are not addressed or have a limited focus on the importance of including families of children in home-based family child care settings.

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

D-3. The curriculum model includes goals and objectives that inform the development of individualized learning experiences for all children.

7—The curriculum model provides guidance on how to use learning goals and objectives to individualize experiences for all children, 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 other strategies to integrate children into the ongoing daily experiences in a home-based setting. Curriculum materials support staff in observing children carefully across all age groups (infants, toddlers, preschoolers, and school-age children) 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 children, 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 children, 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 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 learning environment.

E-1. The curriculum model includes guidance on creating environments that promote a sense of belonging in a family-like setting.

7—The curriculum model provides guidance on creating learning environments that offer nurturing spaces, a positive climate, and opportunities for children across age groups to form relationships with teachers. and a sense of belonging in a family-like setting for all children in the group. The model includes information and guidance on creating physical spaces and learning opportunities for children in a mixed-age setting to interact with one another. In addition, the curriculum model provides many suggestions tailored to each individual age group as well as suggestions for how to facilitate activities and interactions among children of different ages and at varying levels of social development.

5—The curriculum model provides guidance on creating learning environments that offer nurturing spaces, a positive climate, and opportunities for children across age groups to form relationships with teachers. The model includes information and guidance on creating physical spaces and facilitating learning opportunities for children in a mixed-age setting. However, the curriculum model provides few suggestions tailored to each individual age group or focused on how to facilitate activities and interactions among children of different ages and at varying levels of social development.

3—The curriculum model provides guidance on creating learning environments that offer nurturing spaces, a positive climate, and opportunities to form relationships with teachers. The model includes some information and guidance on creating physical spaces and facilitating learning opportunities for children in a mixed-age setting. The model does not address how to facilitate activities and interactions among children of different ages and at varying levels of social development.

1—The curriculum model does not address creating environments that are appropriate to the needs and interests of children in home-based family child care settings and in mixed age groups.

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-2. The curriculum model provides guidance on creating environments that are flexible to accommodate changing needs and interests in mixed age groups over time.

7—The curriculum model addresses the importance of creating environments that can be adjusted over time to meet the changing needs of children across age groups 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, differing temperaments for infants and toddlers, and patterns of development in adult-guided 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 of children in mixed age groups as they develop new skills and interests. The model offers some strategies for responding to children’s demonstrated levels of functioning, various learning styles, differing 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 children as they develop new skills and interests. The model offers few strategies for responding to children’s demonstrated levels of functioning, various learning styles, differing 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 does not address creating flexible environments.

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-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 cultures as well as provide opportunities for learning about a variety of cultures. The curriculum model encourages use of materials—such as books, photos, music, foods, clothing, and field trips—throughout the learning environment that represent the home and community cultures of enrolled children. The curriculum model also encourages multicultural activities in an integrated way throughout the daily routine and program year.

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

E-4. The curriculum model provides information and guidance on setting up a physical environment that supports learning in a home-based setting serving mixed age groups

7—The curriculum model provides information and guidance on how to design a well-organized and safe learning environment that can accommodate mixed age groups, including infants and toddlers, preschoolers, and school-age children. The model includes strategies and suggestions for creating both indoor and outdoor environments that reflect the home-based family child care context. Suggested equipment, materials, and supplies support active exploration across age groups.

5—The curriculum model provides information and guidance on how to design well-organized and safe learning environments that can accommodate all children in the group. 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 for mixed age groups. 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

F. The curriculum model includes developmentally appropriate learning activities.

F-1. The curriculum model provides information and guidance for creating a daily schedule that is predictable yet flexible to meet the needs of children in home-based family child care and in mixed age groups.

7—The curriculum model stresses a schedule that is predictable but not rigid, responds to each child’s natural timetable (including taking into account the variations in sleeping and eating patterns for infants), and includes strategies for creating schedules and managing routines for children across age groups and who may be in care for extended periods of time. It encourages teachers to take advantage of “teachable moments” that do not fit into the regular schedule. The balanced daily schedule includes extended blocks of time so children can become engaged in learning experiences without interruption.

5—The curriculum model stresses a predictable, consistent schedule that allows children to know what is coming and when. There is a balance between active, quiet, large-group, small-group, paired, individual, independent, and guided activities as well as time spent indoors and outdoors. However, the curriculum does not address special considerations for establishing schedules and routines in home-based family child care settings or for children in mixed age groups.

3—The curriculum model promotes a schedule that varies from day to day. The schedule may also lack balance, with not enough time to carry out child-initiated ideas or too much time to participate in adult-initiated ideas.

1—Information about the daily schedule is vague, and the curriculum model does not address children in mixed-age-group settings.

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 home-based family child care program. The value of play is demonstrated throughout all aspects of the program, and children have opportunities to use play to translate experience into understanding.

7—The curriculum model emphasizes play as the primary model of learning for all children. It emphasizes and provides guidance on the role of the adult in actively participating in, facilitating, and scaffolding play for infants and toddlers, preschoolers, and school-age children. 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. Guidance provides little differentiation in approaches across age groups. It does not address the importance of exploration and movement as an integral aspect of play. 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.

Reviewer: Score _____

Reviewer: Evidence supporting assigned score

F-3. The curriculum model provides information and guidance on planning and facilitating learning activities that integrate content areas to support development in all domains for all children in mixed age groups.

7—Curriculum from content areas is clearly integrated through concept-based activities and design of the learning environment that emerge from children’s interests, inquiry, and curiosity across age groups. Content across all age groups is emphasized in an integrated fashion rather than through isolated bits of knowledge and activities. Strategies are presented for teachers to help children make connections between prior learning and new experiences. Extensive additional resources—books, videotapes, newsletters, etc.—are provided to help teachers understand the theory and practice of integrated curriculum and instruction.

5—Curriculum from content areas may be implemented in an integrated fashion through adult-initiated themes rather than an emphasis on activities that emerge from children’s interests, inquiry, and curiosity. Strategies are presented for teachers to help children make connections between prior learning and new experiences, but little reference is made to strategies for working with children in a mixed-age-group setting.

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

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

7—To address the varying abilities of children within and across all ages in the group, a developmentally appropriate range of objectives are emphasized for learning activities, including a variety of child-initiated and adult-guided hands-on activities and interactions. The curriculum model provides information and guidance on planning and adjusting activities based on children’s individual interests and needs as a way to enable all children to fully participate and maximize learning at their own rate. The model includes strategies for offering support and positive guidance to create varied levels of challenge.

5—To address the varying abilities of children in the group, a variety of child-initiated and adult-guided hands-on activities and interactions are promoted. The curriculum model provides some information on adjusting plans to address individual needs and interests. However, the model does not address individualized teaching and learning in a mixed age group.

3—The curriculum model focuses primarily on the use of large- and small-group instructional formats. Some limited information about effective teaching strategies for creating varied levels of challenge is included.

1—The curriculum model provides a limited range of instructional formats, with large-group activities dominating.

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-5. The curriculum model includes a variety of learning activities across age groups that are carefully and developmentally sequenced in keeping with children’s individual levels of functioning and comprehension.

7—The curriculum model emphasizes the importance of having a clear understanding of well-established learning progressions as well as each individual child’s level of skill and knowledge across all areas of development. For each age group (infants and toddlers, preschoolers, and school-age children), it emphasizes a variety of planned experiences that progress from simple to complex and from the concrete to the abstract. It emphasizes the importance of providing children ample time and opportunities to develop new skills and knowledge through investigation, exploration, or play. Strategies are presented for teachers to help children make connections between prior learning and new experiences and to build problem-solving and persistence.

5—The curriculum model promotes the importance of having a clear understanding of levels of functioning across areas of development. It promotes some experiences in which children’s thinking progresses over time from the simple toward the complex and from the concrete toward the abstract but does not fully address experiences for each age group (infants and toddlers, preschoolers, and school-age children). 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 for building problem-solving skills and persistence when a child experiences difficulty.

3—The curriculum model promotes the importance of staff awareness of each child’s level of functioning in relation to all areas of development. However, the curriculum supports 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 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 introduction of skills, concepts, and information before children have had ample opportunity for related exploration, investigation, or play.

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-6. The curriculum model is designed to enable children to learn or discover those things that are important or of high interest to them.

7—The curriculum model encourages activities and areas of investigation for each age group (infants and toddlers, preschoolers, and school-age children) based on children’s ideas, interests, and concerns, and it encourages adjustments to plans in response to spontaneous occurrences. The curriculum model emphasizes that staff should be responsive to children’s questions and children’s requests for specific materials. In addition, home and community events are used as opportunities for learning, building social skills, and problem-solving.

5—The curriculum model promotes activities and areas of investigation based on children’s ideas, interests, and concerns, and it encourages adjustments to lesson plans in response to spontaneous occurrences in the classroom. Children have some opportunities to make choices concerning activities and materials to match their own interests. The model does not address special considerations for how to respond to and plan experiences for each group in a mixed-age setting.

3—The curriculum model provides teachers some flexibility to match individual children’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.

This section is to be filled out by the reviewer.

Reviewer: Score _____

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 with children in a home-based family child care setting.

7—The curriculum model provides information and resources on the unique aspects of establishing meaningful communication with families in the home-based family child care setting. 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 communication with families of children in home-based family child care settings through regular 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

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

G-2. The curriculum provides information and guidance on engaging families in their children’s learning and development in a home-based family child care setting.

7—The curriculum model provides information and resources on how to encourage families to participate in a home-based family child care setting, such as opportunities to share culture, traditions, and special skills as they are able. The model addresses the needs of working or young families, who are typically those accessing family child care and may have limited abilities to participate in learning during the program day. 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 families and children.

5—The curriculum model provides information and resources on how to encourage families to participate in the program, such as opportunities to share culture, traditions, and special skills. The model does not include strategies specifically focused on supporting young or working families or 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.

This section is to be filled out by the reviewer.

Reviewer: Score _____

Reviewer: Evidence supporting assigned score

V.

Alignment with State Standards

H. The curriculum model aligns with Michigan State early learning standards for children across mixed age groups in home-based child care settings, including the following:

- **Michigan Early Childhood Standards of Quality for Prekindergarten**
- **General Education Leadership Network (GELN) Essential Instructional Practices in Early Literacy: Prekindergarten**
- **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 (ECSQ-IT)**

Regarding *Licensing Rules for Family and Group Child Care Homes* in reference to infants and toddlers, since the ECSQ-IT makes the presumption that infant and toddler programs in homes are already in compliance with the licensing rules for family and group child care homes, these minimum regulations have not been duplicated in the ECSQ-IT.

The following refers to preschool-age children in family child care settings:

H-1. Approaches to Learning

7—The curriculum model clearly aligns learning objectives to seven to eight of Michigan’s Approaches to Learning standards. The learning activities promote the standards.

5—The curriculum model clearly aligns learning objectives to four to six of Michigan’s Approaches to Learning standards. The learning activities promote the standards.

3—The curriculum model clearly aligns learning objectives to one to three of Michigan’s Approaches to Learning standards. The learning activities promote the standards.

1—The curriculum model makes no claim of alignment with any of Michigan’s Approaches to Learning standards, 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.

This section is to be filled out by the reviewer.

Reviewer: Score _____

Reviewer: Evidence supporting assigned score

H-2. Creative Arts

7—The curriculum model clearly aligns learning objectives to all five of Michigan’s Creative Arts standards. The learning activities promote the standards.

5—The curriculum model clearly aligns learning objectives to three to four of Michigan’s Creative Arts standards. The learning activities promote the standards.

3—The curriculum model clearly aligns learning objectives to one to two of Michigan’s Creative Arts standards. The learning activities promote the standards.

1—The curriculum model makes no claim of alignment with any of Michigan’s Creative Arts standards, 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.

This section is to be filled out by the reviewer.

Reviewer: Score _____

Reviewer: Evidence supporting assigned score

H-3. Language and Early Literacy Development

7—The curriculum model clearly aligns learning objectives to six to seven of Michigan’s Language and Early Literacy Development standards. The learning activities promote the standards.

5—The curriculum model clearly aligns learning objectives to four to five of Michigan’s Language and Early Literacy Development standards. The learning activities promote the standards.

3—The curriculum model clearly aligns learning objectives to two to three of Michigan’s Language and Early Literacy Development standards. The learning activities promote the standards.

1—The curriculum model makes no claim of alignment with any of Michigan’s Language and Early Literacy Development standards, and there is no evidence of alignment, or the curriculum model clearly aligns learning objectives to just one of Michigan’s Language and Early Literacy Development standards. In that case, the learning activities promote the standard.

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

H-4. GELN *Essential Instructional Practices in Early Literacy: Prekindergarten*

7—The curriculum model clearly aligns with seven to ten of the instructional practices in GELN’s *Essential Instructional Practices in Early Literacy: Prekindergarten*.

5—The curriculum model clearly aligns with four to six of the instructional practices in GELN’s *Essential Instructional Practices in Early Literacy: Prekindergarten*.

3—The curriculum model clearly aligns with one to three of the instructional practices in GELN’s *Essential Instructional Practices in Early Literacy: Prekindergarten*.

1—The curriculum model makes no claim of alignment with any of the instructional practices in GELN’s *Essential Instructional Practices in Early Literacy: Prekindergarten*, 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.

This section is to be filled out by the reviewer.

Reviewer: Score _____

Reviewer: Evidence supporting assigned score

H-5. Dual Language Learning

7—The curriculum model clearly aligns learning objectives to all five of Michigan’s Dual Language Learning standards. The learning activities promote the standards.

5—The curriculum model clearly aligns learning objectives to three to four of Michigan’s Dual Language Learning standards. The learning activities promote the standards.

3—The curriculum model clearly aligns learning objectives to one to two of Michigan’s Dual Language Learning standards. The learning activities promote the standards.

1—The curriculum model makes no claim of alignment with any of Michigan’s Dual Language Learning standards, 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.

This section is to be filled out by the reviewer.

Reviewer: Score _____

Reviewer: Evidence supporting assigned score

H-6. Technology Literacy—Early Learning and Technology

7—The curriculum model clearly aligns learning objectives to five to six of Michigan’s Technology Literacy—Early Learning and Technology standards. The learning activities promote the standards.

5—The curriculum model clearly aligns learning objectives to three to four of Michigan’s Technology Literacy—Early Learning and Technology standards. The learning activities promote the standards.

3—The curriculum model clearly aligns learning objectives to one to two of Michigan’s Technology Literacy—Early Learning and Technology standards. The learning activities promote the standards.

1—The curriculum model makes no claim of alignment with any of Michigan’s Technology Literacy—Early Learning and Technology standards, 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.

This section is to be filled out by the reviewer.

Reviewer: Score _____

Reviewer: Evidence supporting assigned score

H-7. Social, Emotional, and Physical Health and Development

7—The curriculum model clearly aligns learning objectives to seven to ten of Michigan’s Social, Emotional, and Physical Health and Development standards. The learning activities promote the standards.

5—The curriculum model clearly aligns learning objectives to four to six of Michigan’s Social, Emotional, and Physical Health and Development standards. The learning activities promote the standards.

3—The curriculum model clearly aligns learning objectives to one to three of Michigan’s Social, Emotional, and Physical Health and Development standards. The learning activities promote the standards.

1—The curriculum model makes no claim of alignment with any of Michigan’s Social, Emotional, and Physical Health and Development standards, 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.

This section is to be filled out by the reviewer.

Reviewer: Score _____

Reviewer: Evidence supporting assigned score

H-8. Early Learning in Mathematics

7—The curriculum model clearly aligns learning objectives to six to seven of Michigan’s Early Learning in Mathematics standards. The learning activities promote the standards.

5—The curriculum model clearly aligns learning objectives to four to five of Michigan’s Early Learning in Mathematics standards. The learning activities promote the standards.

3—The curriculum model clearly aligns learning objectives to two to three of Michigan’s Early Learning in Mathematics standards. The learning activities promote the standards.

1—The curriculum model makes no claim of alignment with any of Michigan’s Early Learning in Mathematics standards, and there is no evidence of alignment, or the curriculum model clearly aligns learning objectives to just one of Michigan’s Early Learning in Mathematics standards. In that case, the learning activities promote the standard.

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

H-9. Early Learning in Science

7—The curriculum model clearly aligns learning objectives to all three of Michigan’s Early Learning in Science standards. The learning activities promote the standards.

5—The curriculum model clearly aligns learning objectives to two of Michigan’s Early Learning in Science standards. The learning activities promote the standards.

3—The curriculum model clearly aligns learning objectives to one of Michigan’s Early Learning in Science standards. The learning activities promote the standard.

1—The curriculum model makes no claim of alignment with any of Michigan’s Early Learning in Science standards, 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.

This section is to be filled out by the reviewer.

Reviewer: Score _____

Reviewer: Evidence supporting assigned score

H-10. Early Learning in Social Studies

7—The curriculum model clearly aligns learning objectives to five to six of Michigan’s Early Learning in Social Studies standards. The learning activities promote the standards.

5—The curriculum model clearly aligns learning objectives to three to four of Michigan’s Early Learning in Social Studies standards. The learning activities promote the standards.

3—The curriculum model clearly aligns learning objectives to one to two of Michigan’s Early Learning in Social Studies standards. The learning activities promote the standards.

1—The curriculum model makes no claim of alignment with any of Michigan’s Early Learning in Social Studies standards, 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.

This section is to be filled out by the reviewer.

Reviewer: Score _____

Reviewer: Evidence supporting assigned score

The following is for infants and toddlers in family child care settings:

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.

This section is to be filled out by the reviewer.

Reviewer: Score _____

Reviewer: Evidence Supporting Assigned Score

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 demonstrate the alignment with the criterion above.

This section is to be filled out by the reviewer.

Reviewer: Score _____

Reviewer: Evidence Supporting Assigned Score

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 demonstrate the alignment with the criterion above.

This section is to be filled out by the reviewer.

Reviewer: Score _____

Reviewer: Evidence Supporting Assigned Score

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 demonstrate the alignment with the criterion above.

This section is to be filled out by the reviewer.

Reviewer: Score _____

Reviewer: Evidence Supporting Assigned Score

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 demonstrate the alignment with the criterion above.

This section is to be filled out by the reviewer.

Reviewer: Score _____

Reviewer: Evidence Supporting Assigned Score

H-6 General Education Leadership Network (GELN) Essential Instructional Practices in Language and Emergent Literacy, Birth to Three

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 demonstrate the alignment with the criterion above.

This section is to be filled out by the reviewer.

Reviewer: Score _____

Reviewer: Evidence Supporting Assigned Score