



Purpose



Great Start to Quality (GSQ), Michigan's Quality Rating and Improvement System, prioritizes both supporting families in making informed child care choices and supporting programs and providers in improving quality and delivering the best learning experiences possible for children in their care. As the program has improved and evolved, early childhood partners, the Michigan Department of Education (MDE) and the Early Childhood Investment Corporation (ECIC), have worked together to maintain essential markers of quality. Curriculum is no exception. The early childhood field is one of constant learning and innovation, and the list of state-approved curricula for GSQ needs to be updated regularly to align with best practices and state standards. To that end, the Office of Great Start (OGS) launched a curriculum approval process for home-based family child care programs and center-based programs serving infants and toddlers.

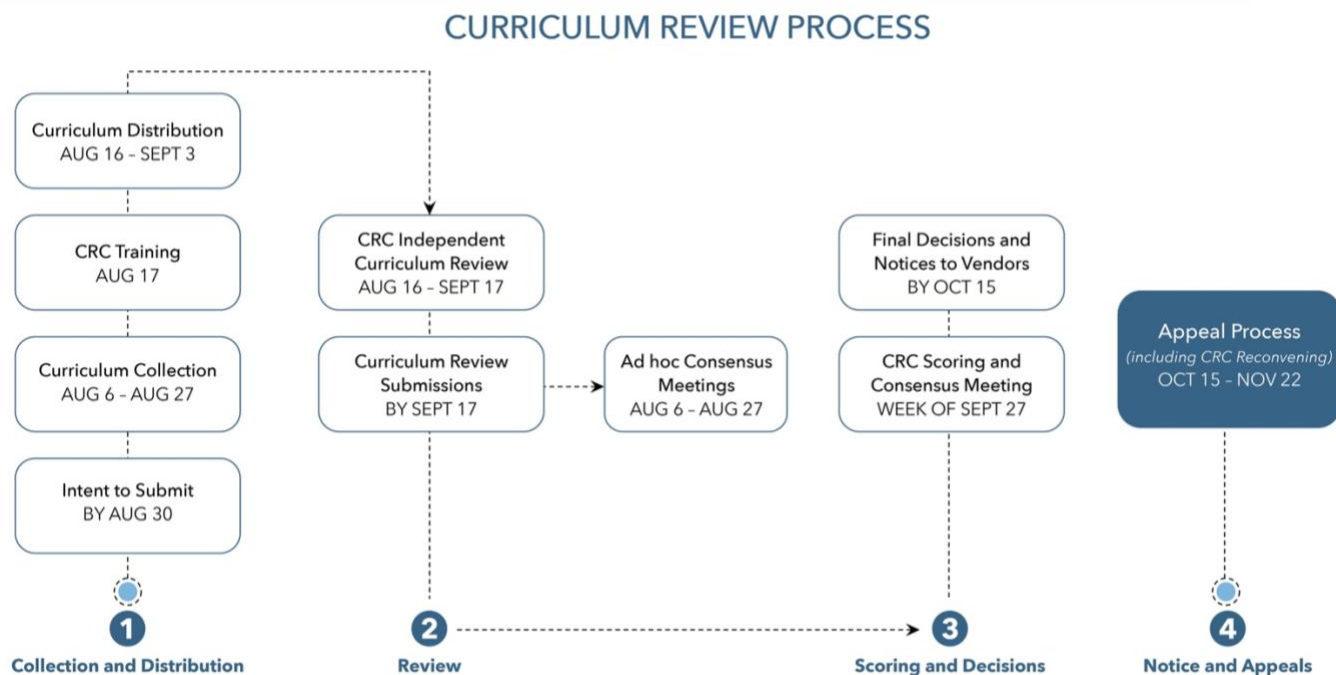
Methodology and Study Team

OGS partnered with School Readiness Consulting to take these steps:

- Develop procedures, criteria, and rubrics for the infant-toddler and home-based family child care curricula review that are aligned with the OGS Prekindergarten Curriculum Review.
- Develop vendor application materials and the submission process.
- Distribute submitted curricula to members of the Curriculum Review Committee.
- Facilitate a curriculum review and selection process.

The SRC team worked to ensure the processes and materials were appropriate for both infant-toddler and home-based programs. Most important, the SRC team ensured all processes and materials were developed and reviewed using an equity lens.

Timeline



PROCESS OVERVIEW



The Approach

Michigan does not identify one best curriculum model. Instead, MDE uses its curriculum approval process and Curriculum Model Evaluation Rubrics for infant-toddler and family and group home programs to assess a curriculum's alignment with Michigan's Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK) for family and group home programs and Michigan's Early Childhood Standards of Quality for Infants and Toddlers (ECSQ-IT) for infant-toddler programs.

The Rubrics

The [Infant and Toddler Curriculum Model Evaluation Rubric](#) and [Home-Based Family Child Care Curriculum Model Evaluation Rubric](#) (see Appendices A and B) were developed in alignment with Michigan's rubric for the Great Start Readiness Program for preschoolers, with modifications based on a review of selection criteria and best practices from national organizations and other states and feedback from Michigan stakeholders. Additionally, both rubrics include evaluation criteria that are closely aligned with the guidelines established for early childhood programs by the National Association for the Education of Young Children (NAEYC). The rubrics use a scale of 0 to 7 to score a submission's alignment with criteria organized in five major areas:

- Valid research: Criteria assess the curriculum's grounding in theory and support from research.
- Evaluation results: Criteria assess the curriculum's demonstration of positive effect on key learning and development outcomes in rigorous studies.
- Professional development: Criteria assess the curriculum's inclusion of a significant and high-quality professional development approach.
- Developmental appropriateness: Criteria assess the degree to which the curriculum content and the promotion of family-school partnerships are developmentally appropriate.
- Alignment with state standards: Criteria assess the degree to which the curriculum content aligns with Michigan's early learning standards for infants and toddlers and children across mixed-age groups in home-based family child care settings.

The Submission Process

Vendors were notified of the curriculum review through the following outreach efforts:

- Information was posted on the Great Start to Quality website.
- Members of the Infant and Toddler and Home-Based Child Care Curriculum Review Advisory Group informed potential vendors.
- The ECIC reached out to all vendors who had inquired through the GSQ website.

Vendors used the following process to submit a curriculum for review:

- Each vendor submitted an Intent to Submit form.¹
- Vendors submitted four (4) full sets of their curricula and supporting materials for review.
- In addition, vendors completed the curriculum alignment rubric to explain how the curriculum meets Michigan's requirements.
- The submitted materials were reviewed for completeness and distributed to members of the Curriculum Review Committee (CRC).

The Review, Scoring, and Approval Process

While the curriculum approval process is supported by the MDE, the CRC, made up of early childhood experts, is responsible for reviewing curricula and making approval determinations. This committee includes members representing diverse perspectives and is responsible for ensuring a fair and thorough review of proposals. Members of the CRC represent the following areas of expertise:

- Infant-toddler and home-based family child care providers
- Early learning and education experts
- K–3 educators
- Representatives from institutions of higher education
- Representatives from MDE

¹ MDE accepts, reviews, and approves curricula every other year. Only curriculum vendors can submit a curriculum for approval. They are called "vendors" or "curriculum vendors" throughout this document.

As described in the [Curriculum Approval Process Overview](#) (see Appendix C), reviewers used the following procedure to arrive at a final decision:

- Each curriculum proposal is assigned to two or three members of the CRC, depending on the number of curricula submitted.
- The CRC members independently evaluate and score each assigned curriculum based on its ability to meet or exceed the criteria included in the rubrics.
- Following independent review, the CRC convenes for a full-day meeting to discuss the curricula ratings with other CRC members who have been assigned the same curricula.
- During this time, the reviewers discuss their assigned curricula and arrive at a consensus score for each curriculum submitted.
- If there is any disagreement among reviewers on the calculated scores of the assigned curricula resulting in a curriculum being approved or denied, the reviewers will discuss and attempt to reach an agreement or consensus on the scores. (This process may mean that calculated scores remain the same or that one or more of the reviewers will adjust their score based on the discussions.)
- The calculated scores and a recommendation will be reported back to the full CRC. In the case of disagreement and subsequent consensus, if the agreement is not reached during the breakout session, those issues are brought to the full CRC for consideration.
- Following CRC review and scoring, a proposed curriculum will receive one of two determinations.

Determination	Explanation
Approved—Statewide	The curriculum meets all standards for approval and is approved for use statewide.
Denied	The curriculum does not meet the criteria for approval. Vendors may appeal this decision or reapply after the deficiency identified by reviewers has been addressed.



Curricula Submitted for Review

The following vendors submitted their curriculum materials and completed the Infant and Toddler or Home-Based Child Care Curriculum Model Evaluation Rubric:

- Experience Early Learning: Mother Goose Infant Toddler Curriculum (Home-Based Child Care Curriculum)
- Frog Street: Infant Toddler Curriculum
- HighScope: Home-Based Child Care (Infant-Toddler Curriculum)
- HighScope: Infant Toddler Curriculum
- The Learning Experience Corporation: LEAP Infant Toddler Curriculum

Approved Curricula

The following curricula were approved:

- Experience Early Learning: Mother Goose Infant Toddler Curriculum (Home-Based Child Care Curriculum)
- HighScope: Home-Based Child Care (Infant-Toddler Curriculum)
- HighScope: Infant Toddler Curriculum

Appeals

Vendors of curricula that were not approved had the option to participate in a formal appeals process in accordance with MDE appeals policies and procedures. The process included clearly outlined eligibility requirements, instructions for submission, and a review process designed to reduce the burden on the vendor and reviewers. The policies and procedures established by the CRC include the following considerations for vendors:

- The criteria or subcriteria the vendor believes were not scored correctly.
- The documentation in the vendor's original proposal that substantiates the claim; no new information may be submitted for an appeal.
- A description of how a change in scoring could result in the curriculum reaching the threshold for approval.

One vendor filed an appeal and resubmitted the curriculum and required documentation. A member of the CRC who had not reviewed the original submission completed a second review. Members of the CRC then reconvened for a consensus meeting and arrived at a final score and determination. The vendor was informed of the final decision that the curriculum was not approved.

Next Steps

The list of approved curricula will be added to the assessment and curriculum list that is linked on the GSQ website. Look for more information in the January 2022 *Star Gazette – Great Start to Quality* newsletter.

APPENDIX A: Infant and Toddler Curriculum Model Evaluation Rubric



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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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.	
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H. The curriculum model aligns with Michigan State early learning standards for infants and toddlers including the following:	
• (H-1–H-5) Michigan <i>Early Childhood Standards of Quality for Infant and Toddler Programs</i> —"Early Development and Learning Strands for Infants and Toddlers"	
• (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

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 (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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

Reviewer: Score _____

Reviewer: Evidence supporting assigned score

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

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 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.

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 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

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 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.

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, 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

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, 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.

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 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 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. 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.

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 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. 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.

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 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.

This section is to be filled out by the reviewer.

Reviewer: Score _____

Reviewer: Evidence supporting assigned score

APPENDIX B: Home-Based Family Child Care Curriculum Model Evaluation Rubric



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 |
| <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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• Michigan <i>Early Childhood Standards of Quality for Prekindergarten</i>	
• General Education Leadership Network (GELN) <i>Essential Instructional Practices in Early Literacy: Prekindergarten</i>	
• General Education Leadership Network (GELN) <i>Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3</i>	
• Michigan <i>Early Childhood Standards of Quality for Infant and Toddler Programs</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 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.

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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.

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.

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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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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.

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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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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

APPENDIX C: Curriculum Approval Process Overview





Michigan Department of Education Office of Great Start

Curriculum Approval Process Overview

Infant and Toddler Programs and Family and Group Child Care Home Programs

Letter from the Michigan Department of Education



Dear families, providers, administrators, policymakers, and partners,

Michigan has a rich history of providing high-quality, early childhood opportunities to all children across the state, including our most vulnerable children. Since launching Great Start to Quality (GSQ) in 2011, we've learned a lot about how to define and assess quality and how to help child care professionals improve services for children. Great Start to Quality strives to help families make informed decisions about child care and support child care programs as they improve their quality and provide the best care possible for children. As the program has improved and evolved, early childhood partners, MDE and the Early Childhood Investment Corporation (ECIC) have worked together to maintain essential markers of quality.

Curriculum is no exception. The early childhood field is constantly learning and innovating, and the list of state-approved curricula for GSQ needs to be updated regularly to align with best practices and state standards. This document explains how the state reviews and approves curricula for use with infants and toddlers and family child care settings as part of GSQ rating process. While written primarily to support curriculum vendors as they complete the process, the MDE encourages all partners to review the materials to better understand how the state considers comprehensive curricula.

The MDE updates these materials regularly to ensure clear communications between the department and its partners. If you have questions about the process or have suggestions for improving our materials, please contact Lisa Brewer Walraven at brewer-walravenl@michigan.gov.

Thank you for all you do to improve opportunities and outcomes for young children.

Sincerely,

Lisa Brewer Walraven, Director Child Development and Care
Office of Great Start

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Background

Michigan's Office of Great Start (OGS) has been charged with ensuring that all children birth to age eight, especially those in greatest need, have access to high-quality early learning and development programs and enter kindergarten prepared for success. As part of that charge, OGS oversees the federal Preschool Development, Birth to Five grant, which includes a mixed-delivery system of child- and family-serving programs. The early childhood component of the mixed-delivery system includes a mix of federal, state, and privately funded programs targeting early learning and care, including the following:

- Head Start/Early Head Start (children 0–5)
- Great Start to Readiness Program/GSRP (preschool-age children)
- Child Development and Care (CDC) program (infants, toddlers, preschool children, and school-age children)
- Private-pay child care and preschool programs, including licensed center-based care, licensed family homes, and license-exempt subsidized care (infants, toddlers, preschool children, and school-age children)

In this role, the OGS must achieve an important balance. It must ensure that curricula implemented in programs participating in the mixed-delivery system meet high standards, specifically Michigan's Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK) and Michigan's Early Childhood Standards of Quality for Infant and Toddler Programs (ECSQ-IT). At the same time, the OGS needs an approval process that responds to new and innovative curricula emerging in the field.

This document describes the curriculum approval process for programs serving **infants and toddlers in center-based settings** and programs serving **children in family and group home-based settings**. As a part of the approval process, this document also includes how curricula are submitted for consideration, reviewed, scored, and approved. This process was designed using best practices from other states and feedback from Michigan stakeholders.

Note: Vendors interested in submitting a curriculum for consideration should review this document in full.

Qualities of an Effective, Comprehensive Curriculum

This process is designed to ensure all children enrolled in infant and toddler programs or family and group child care homes have access to a high-quality curriculum. A curriculum encompasses the full range of a child's experience at school and is the key to a high-quality learning and developmental environment. A truly effective curriculum successfully blends best practices in theory and practice to support children's overall development and provide an intentional set of experiences and activities that build on a child's natural sense of inquiry.¹

Infant and toddler programs and family and group home providers should implement a comprehensive, child-focused, constructivist curriculum model for all enrolled children, which strikes an appropriate balance of child-initiated activities and adult-guided active learning. Providers interact with children to establish important relationships, build on their understanding, and enhance learning and development. Learning is play-based, allowing children opportunities to develop important skills and knowledge within the context of inquiry and interactions. Teachers in family and group home-based programs build flexible schedules and age-appropriate care routines, provide a range of learning experiences designed to address the needs of children in mixed-age groups, and maintain close communication with families. Teachers in infant and toddler programs understand that all learning is based on secure and responsive relationships with caring adults and create environments and experiences that extend knowledge across domains, focus on the importance of movement and exploration, utilize daily care routines as key opportunities for learning and development, and, importantly, create strong partnerships with families.

Curricula for infant and toddler programs must support the Essential Instructional Practices in Language and Emergent Literacy, Birth to Three, developed by the General Education Leadership Network (GELN) of the Michigan Association of Intermediate School Administrators. Curricula for family and group home-based programs must support the GELN Essential Instructional Practices in Early Literacy–Pre-K.

The state does not identify one best curriculum model. Instead, the Michigan Department of Education (MDE) uses its curriculum approval process and Curriculum Model Evaluation Rubrics for infant and toddler and family and group home programs to assess a curriculum's alignment with Michigan's ECSQ-PK (for family and group home programs) and Michigan's ECSQ-IT (for infant and toddler programs). The rubrics for the infant and toddler and family and group home program curricula were developed in alignment with Michigan's rubric for GSRP preschool programs, with modifications based on a review of selection criteria from the Office of Head Start's Early Childhood Learning and Knowledge Center (ECLKC), as well as a review of research and best practices for developing curricula for infant and toddler and family child care programs.¹

¹ ECLKC curriculum review criteria for infant and toddler and family child care programs accessed online at <https://eclkc.ohs.acf.hhs.gov/curriculum/about-curriculum-consumer-report/criteria-infant-toddler-curricula> and <https://eclkc.ohs.acf.hhs.gov/curriculum/about-curriculum-consumer-report/criteria-family-child-care-curricula>; R.

Chazan-Cohen et al., *Working toward a Definition of Infant/Toddler Curricula: Intentionally Furthering the Development of Individual Children within Responsive Relationships*, Network of Infant-Toddler Researchers, March 2017, accessed online at <https://files.eric.ed.gov/fulltext/ED592769.pdf>; J. R. Lally, *Infants Have Their Own Curriculum: A Responsive Approach to*

Michigan's rubrics include five major areas:

- Valid research: Is the curriculum grounded in sound theory and research?
- Evaluation results: What evidence exists that the curriculum is effective?
- Professional development: How does the curriculum support educators' professional learning?
- Developmental appropriateness: Is the curriculum developmentally appropriate for infants and toddlers and/or mixed-age children in home-based care?
- Alignment with state standards: Is the curriculum aligned with Michigan's early learning standards for PreK and infant and toddler programs?

Process Overview

The MDE accepts, reviews, and approves curricula every other year. Only curriculum vendors can submit a curriculum for approval. They are called "vendors" or "curriculum vendors" throughout this document.

How to Submit a Curriculum for Review

Vendors must signal their interest in submitting a curriculum for approval by completing the intent to submit form during the curriculum review cycle, which helps the MDE determine how many requests will be submitted and ensures reviewers will be prepared for the volume of requests. This form must be submitted **via email no later than August 20, 2021.**

Based on the review timeline, vendors must submit four (4) full sets of their curricula and supporting materials for review **by August 27, 2021.** In addition, the vendor must complete the curriculum alignment rubric to explain how the curriculum meets Michigan's requirements. A checklist has been created for vendors' use and is posted on the Great Start to Quality (GSQ) website to help ensure vendors submit the correct materials.

Once materials are received, the MDE will review the application to ensure all materials and forms are included. The MDE will follow up with vendors if there are any questions about the materials.

How Curricula Are Reviewed, Scored, and Approved

The curriculum approval process is supported by the MDE; however, the curriculum review committee (CRC), made up of early childhood experts, will review curricula. This committee includes members representing diverse perspectives and is responsible for ensuring a fair and thorough review of proposals.

Curriculum Planning for Infants and Toddlers, WestEd Center for Child and Family Studies, 1999, accessed online at <https://ccnri.org/wp-content/uploads/2015/06/Infants-Have-Their-Own-Curriculum.pdf>.

Charge


The CRC's charge is to review, score, and approve infant and toddler curricula using the Infant and Toddler Curriculum Model Evaluation Rubric and family and group curricula using the Family and Group Child Care Home Curriculum Model Evaluation Rubric. The rubrics will be used to assess a curriculum's alignment with the five major elements of effective and quality curriculum design: valid research, evaluation results, professional development, developmental appropriateness, and alignment with state standards.

Structure

The CRC consists of nine members, each serving for three-year terms. Members represent the following perspectives:

TABLE 1.

Perspective	Number of Members	Sample Members
Infant and toddler and family and group child care providers	3	Potential members include infant and toddler (I/T) experts, Head Start and Early Head Start directors, and other I/T specialists.
Early learning and education experts	2	Potential members include professionals with expertise across a broad spectrum of early childhood education and development, such as infant and toddler development, child assessments, or developmental screening tools.
Higher education	2	Potential members include university or community college researchers or administrators with expertise in prekindergarten or early education policy, programming, or curriculum.
K–3 educators	1	Potential member is an educator or administrator with certification in early childhood and relevant experience working with GSRP graduates in K–3 classrooms.
MDE	1	Potential member could include staff with expertise in early childhood education and development and I/T expertise and experience.



The CRC has been expanded since the last GSRP curriculum review to include members with experience and expertise with children age eight and younger, including infants and toddlers.

Appointments

The MDE is committed to identifying highly qualified individuals to serve on the CRC. The MDE will receive recommendations for CRC members, and individuals can submit themselves or recommend a colleague. Individuals must:

- Demonstrate they represent one or more of the perspectives above
- Demonstrate a strong background in early learning and development
- Commit to three years of service to the CRC

We will be using previous CRC members who participated in the PreK review process. Ad hoc members will be added as needed for additional curriculum review.

Conflict of Interest

To avoid any appearance of or actual conflicts of interest, all CRC members must sign an agreement asserting their commitment to adhere to the following statements.

- I agree to review infant and toddler and family and group curricula in an objective manner based on the established rubric and process developed by the MDE.
- I agree to maintain appropriate confidentiality before, during, and after the review process.
- I agree to declare current affiliations with the curriculum vendor and recuse myself from any decision that may present a conflict of interest.
- I confirm that neither I nor any family members have a direct or indirect financial interest in any infant and toddler or family and group child care curriculum model or vendor.
- I agree to recuse myself from the evaluation of any curriculum that will give an appearance of impropriety and in this way compromise the review process, thereby eliminating and avoiding any potential conflict of interest in the review process.
- To further avoid a conflict of interest or the appearance of impropriety, for a period of 12 months after completion of my duties as a reviewer, I will not seek or accept employment from, nor will I become directly or indirectly financially interested in, any newly approved infant and toddler or family and group child care curriculum publisher.

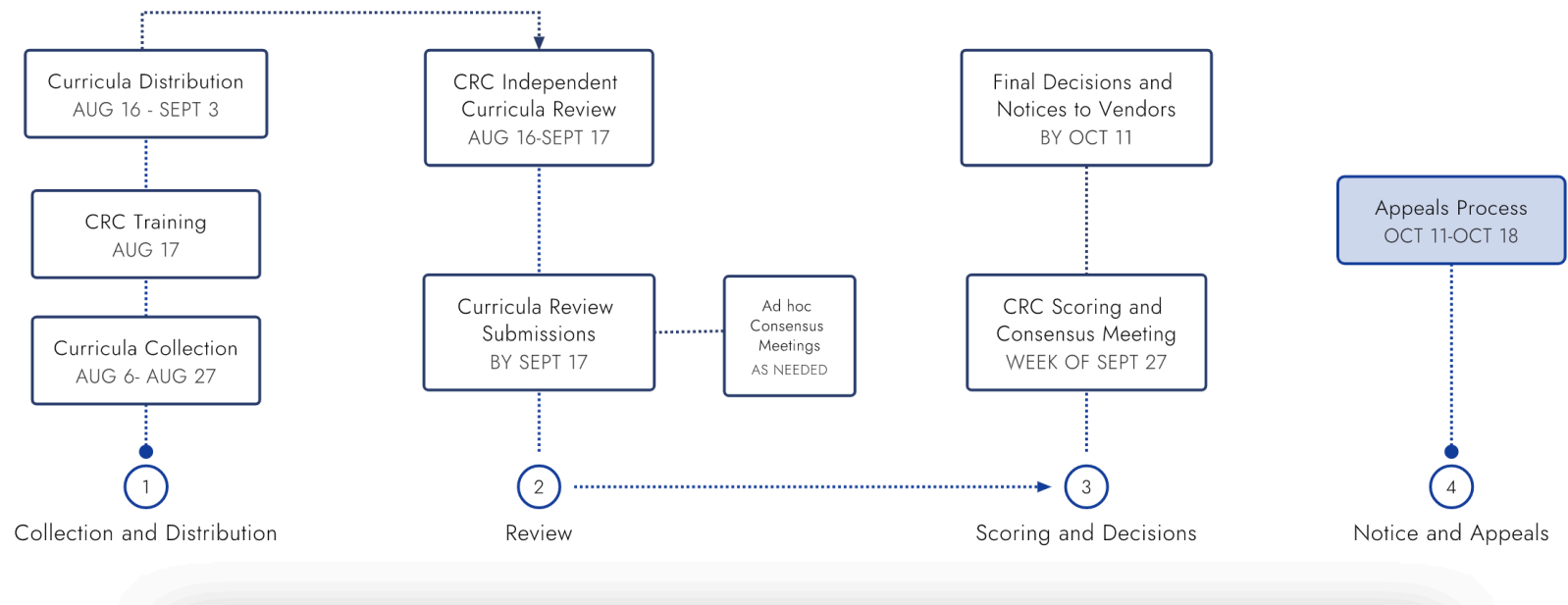
All submitted curricula are reviewed using the Infant and Toddler and Family and Group Child Care Home Curriculum Model Evaluation Rubrics. Both rubrics include evaluation criteria that are

closely aligned with the guidelines established for early childhood programs by the National Association for the Education of Young Children (NAEYC). The rubrics use a scale of zero to seven to score a submission's alignment with criteria organized in five major areas:

- Valid research
 - Criteria assess the curriculum's grounding in theory and support from research
- Evaluation results
 - Criteria assess the curriculum's demonstration of positive effect on key learning and development outcomes in rigorous studies
- Professional development
 - Criteria assess the curriculum's inclusion of a significant and high-quality professional development approach
- Developmental appropriateness
 - Criteria assess the degree to which the curriculum content and the promotion of family/school partnerships are developmentally appropriate
- Alignment with state standards
 - Criteria assess the degree to which the curriculum content aligns with Michigan's early learning standards for infants and toddlers and children across mixed-age groups in home-based family child care settings

Each major area contains detailed criteria that will be scored and averaged to determine the area's composite score.

CURRICULA REVIEW PROCESS



Review Process

Each curriculum proposal will be assigned to two or three members of the CRC, which will depend on the number of curricula submitted. The CRC members, or reviewers, will independently evaluate and score each assigned curriculum based on its ability to meet or exceed the criteria. Reviewers assigned the same curricula may hold ad hoc meetings prior to the full CRC meeting; however, it is not mandatory. Following independent review, the CRC will convene for a full-day meeting to discuss the curricula ratings with other CRC members who have been assigned the same curricula. During this time, the reviewers will break out into smaller sessions with members who reviewed the same curricula, discuss their assigned curricula, and calculate average scores for each submitted curriculum. The calculated scores and a recommendation will be reported back to the full CRC.

During the breakout sessions, if there is any disagreement among reviewers on the calculated scores of the assigned curricula that will lead to a curriculum being approved or denied, the reviewers will discuss and attempt to reach an agreement on the scores. This process may mean that calculated scores remain the same or that one or more of the reviewers will adjust their score based on the discussions during the breakout session. However, if the disagreement on scoring between the original reviewers cannot be resolved during the breakout session, those issues will be brought to the full CRC for consideration.

Standards for Approval

For a curriculum to be fully approved for statewide use, it must receive:

- An average composite score of five or higher in *each* of the five major areas
- A five or higher in all criteria related to alignment with Michigan's Early Childhood Standards of Quality (Prekindergarten and Infant and Toddler) and General Education Leadership Network (GELN) Essential Instructional Practices (Pre-K and Birth to Three)
- A three or higher in all non-ECSQ-PK and non-ECSQ-IT criteria

If information needed to evaluate a criterion is not provided, that criterion will be given a score of zero, which is indicated by the INP designator. This score is averaged with the other criteria in that area.

Decisions

Following CRC review and scoring, a proposed curriculum will receive one of two determinations.

TABLE 2.

Determination	Explanation
Approved— Statewide	The curriculum meets all standards for approval and is approved for use statewide.
Denied	The curriculum does not meet the criteria for approval. Vendors may appeal this decision or reapply after the deficiency identified by reviewers has been addressed.

Communications

Vendors will receive their decision letter and a consensus scoring rubric electronically. The CRC’s policies and procedures for appeals process will be included.



Appeals Process

The MDE is committed to identifying high-quality, aligned curricula for use in infant and toddler and family and group child care home classrooms. If a vendor feels the CRC's decision did not accurately reflect their materials submitted originally, the vendor may appeal to the CRC.

The formal appeal process described below is in accordance with the MDE appeals policies and procedures, with clearly outlined eligibility requirements, instructions for submission, and a review process designed to reduce the burden on the vendor and reviewers.

How to Submit an Appeal

For a vendor to be granted an appeal, the CRC must receive an electronic intent to appeal letter from the vendor within five (5) calendar days of decision notification. Then, within ten (10) calendar days of that notification, the CRC must receive another electronic letter that includes the following elements in accordance with the CRC appeals process for policies and procedures:

- The criteria/sub-criteria the vendor believes were not scored correctly
- The documentation in their original proposal that substantiates their claim—no new information may be submitted for an appeal
- A description of how a change in scoring could result in the curriculum reaching the threshold for approval

The intent to appeal and formal appeal documents must be submitted to Eugenia McRae at mcrae@schoolreadinessconsulting.com with a copy (cc) to Lisa Brewer-Walraven at Brewer-WalravenL@michigan.gov, Director for Child Development and Care.

How Appeals Are Reviewed

The MDE will review each formal appeal to ensure that timelines are met and that a change in scoring would result in the curriculum reaching the threshold for approval. Following the MDE's review of appeals, the full CRC will reconvene to review the disputed section or sections and develop revised consensus scores for each appealed curriculum, if necessary. The CRC members who evaluated and scored the curriculum during the initial phase will serve in an advisory capacity, and the final decision will be made by the remaining members.

After an appeal, the CRC's decision is final. If the curriculum still does not receive full approval, the curriculum may be resubmitted for consideration in the next curriculum review cycle along with documentation that the program has been changed or updated to address the previously identified gaps.

Communications

The CRC's final decision letter and updated scoring rubric will be provided to the vendor electronically.

Approved Curriculum List

The MDE will publish the list of approved curricula.

Future Updates

This curriculum approval process document will be reviewed and updated, as needed, in advance of each curriculum review cycle. The document will be publicly available year-round on the GSQ website. Questions about these materials can be directed to Lisa Brewer-Walraven at Brewer-WalravenL@michigan.gov, Director for Child Development and Care.