

COMPREHENSIVE EARLY EDUCATION CURRICULUM SYSTEM
Evaluation Tool

Vendor: _____

Contact Name: _____

Address: _____

Phone/ Email: _____

Early Education Curriculum Title: _____

Copyright Date (s): _____ **ISBN #:** _____

Comments: _____

Comprehensive Curriculum System for early education will provide a comprehensive curriculum system for developing high quality, appropriate curriculum and learning processes that create an engaging and responsive environment and supports each child’s development in all domains. Curriculum and assessment, along with the content standards and objectives, will be parts of an inter-related system that measures the child’s progress on a continuum of development and are utilized to individualize the children’s educational opportunities. To be recommended for approval as an Early Education Curriculum, materials must be rated “In depth” or “Adequate” on 100% of the criteria for the Philosophy Area. The materials must be rated “In depth” or “Adequate” on 90% of the remaining criteria.

<p>Vendor/ Publisher Note in the left hand column the location in the materials that support the criteria indicated.</p>	<p>Evaluation Criteria Criteria for rating materials is listed in the center column.</p>	<p>Quality Initiatives and Curriculum Committee <u>ONLY</u> Rate each criteria in the right column by marking the appropriate line: I - In depth A- Adequate M - Minimal N - Nonexistent</p>
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Vendor/Publisher

Evaluation Criteria

QICC Rating ONLY

I A M N

1. PHILOSOPHY - 100% must be rated I or A

Curriculum is based on current knowledge of child development and learning styles and reflects an understanding of how child learn and develop by:

- a. addressing the developmental needs of children through practices that are consistent with current, nationally recognized, most effective practice.
- b. valuing exploration, creativity and construction as the child’s primary learning approaches.
- c. engaging children actively in the learning process and providing them with opportunities to make meaningful choices.
- d. responding to individual children’s interests, strengths and needs based on ongoing observation and assessment.
- e. supporting children so they view themselves as part of a larger community.
- f. emphasizes the development of thinking, reasoning, and problem-solving skills through strategies such as open-ended questions, investigation, imaginative and dramatic play and peer interactions.

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The curriculum provides clear direction for how implementation supports the philosophy, including, but not limited to:

- a. Children are permitted to select materials and companions, and are encouraged to make independent choices with minimal input from teaching staff.
- b. Teachers organize and provide interesting materials and experiences and actively facilitate children’s constructive independent (i.e., alone or with other students) engagement in learning activities.

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2. GOALS AND OBJECTIVES - CONTENT STANDARDS AND OBJECTIVES (CSO)

Curriculum is balanced and designed to achieve long-range goals for social, emotional, physical, cognitive and academic (early literacy, early numeracy, and language) achievement. There are processes described in the curriculum that support children’s progress on a developmental continuum in each domain of development. Content is integrated throughout the curriculum.

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The curriculum offers support to children’s developmental progress on the WV Pre-k Content Standards and Objectives continuum of development in the following areas:

- a. *Social and Emotional-* The curriculum supports the development of positive self-concept, pro-social relationships, knowledge of family and community and positive approaches to learning.
- b. *The Arts* The curriculum supports the development of creative expression through music, art and drama.
- c. *Physical Health and Development-* The curriculum supports children’s physical development, the development of large and fine motor skills as well as positive health practices
- d. *Language and Literacy-* The curriculum supports the development of emergent reading, writing, speaking and listening skills.

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I A M N

- e. *Mathematics*- The curriculum supports the development of early numeracy skills.
- f. *Science*- The curriculum supports the development of inquiry and problem solving skills as well as knowledge of the world.
- g. *Representation and Symbolic Thinking* - The curriculum supports the development of representation and symbolic thinking.

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3. ASSESSMENT

Curriculum includes an assessment process that evaluates the program’s success in meeting the needs of young children, and for helping them be ready to succeed in school, including parents and documenting the individual child’s ongoing progress on the continuum of development. A variety of strategies and processes are included that are age appropriate, allow for differences in learning styles and rates and are used to benefit the child.

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4. INDIVIDUALIZATION

Curriculum, content, and assessment are viewed as inter-related, and are used to facilitate the individualization of classroom programming. The curriculum incorporates a wide variety of learning experiences, materials and equipment, and instructional strategies that are responsive to the differences in prior learning experiences, maturation rates, learning styles, temperaments, abilities, and languages or modes of communication young children bring to the classroom. Flexibility and adaptation to the unique needs of children and families is promoted by:

- a. building on what children already know in order to consolidate their learning and foster the acquisition of new concepts and skills.
- b. reflecting the needs and interests of individual children in the group by including the immediate environment and world with which the children are acquainted.
- c. including materials and activities that reflect a variety of cultures, languages, ages, abilities, and beliefs.
- d. making opportunities for all children, regardless of ability, to participate in all activities through appropriate adaptations or modifications of activities, materials and/or learning environments.
- e. using ongoing observation and assessment to determine appropriate planning and adaptations.

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5. GUIDANCE

The curriculum recognizes the role of children’s psychological safety in learning and includes guidance techniques that support children and promotes frequent, responsive, respectful interactions between children, and staff and children.

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6. FAMILIES

spontaneous activities and indoor and outdoor opportunities.

- i. designing classroom routines to support children's engagement in self-directed activities.
- j. offering opportunities for children to make choices and to participate in learning centers for at least one third of the day they are in attendance.

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9. PLANNING

Integration of curriculum content is supported through use of a planning organizer (such as themes, projects, key experiences or webs).

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10. MATERIALS SAFETY

Instructional materials included as a part of the curriculum meet the National Health and Safety Standards: Guidelines for Out-of- Home Child Care Programs published by the APHA and AAP.

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Describe available supports to staff development for the curriculum: