

NCECDTL

Curriculum Consumer Report



NATIONAL CENTER ON

Early Childhood Development, Teaching and Learning

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About This Report

How to Use This Report

What is the Curriculum Consumer Report?

A review of selected curricula used by Head Start grantees

The Curriculum Consumer Report provides reviews and ratings for infant and toddler, preschool, and home-based curricula. The ratings are based on criteria of effective, comprehensive curricula. This report replaces the 2015 Preschool Curriculum Consumer Report. This document includes the ratings and reviews of the preschool curricula.

This interactive report can easily be accessed from your computer or any mobile device. It allows users to:

- Search for a review of a specific curriculum
- Search by a specific criterion to see how various curricula rate based on that criterion
- Compare overall ratings of two curricula at a time

Purpose

To help programs select or augment a curriculum

Head Start programs can use this report to select high-quality, research-based curricula that meet or exceed the Head Start Program Performance Standards (HSPPS). Use it to determine the extent to which your current curriculum meets the HSPPS curriculum requirements. Identify content areas you may want to augment in your current curriculum.

Programs can also share information from this report with staff, families, and community leaders about their program's existing curriculum or one they are considering.

Target Audience

Head Start program leaders and education staff

The primary audience includes Head Start and child care program leaders (e.g., directors and education managers) and education staff (e.g., caregivers, teachers, home visitors) who work in infant and toddler, preschool, and home-based programs.

In addition, decision-makers (e.g., Policy Council members, administrators) and training and technical assistance providers can use the report to inform their work.

Finally, state and private early care and education providers, Quality Rating and Improvement Systems, college instructors, and curriculum publishers may also find the report helpful.

Criteria for Effective Curricula

The criteria for effective, comprehensive curricula are based on early childhood education research, the Head Start Program Performance Standards (HSPPS), and other standards for high-quality curricula (e.g., National Association for the Education of Young Children, Division for Early Childhood). The curricula were reviewed and rated all curricula on the following criteria:

Criteria for Preschool Curricula

Criterion 1: Evidence Base for Child Outcomes

Evidence from research demonstrates that the curriculum has been associated with children's positive learning outcomes.

The curriculum has been implemented and directly studied in early childhood programs, and the research showed significant, positive effects on children's developmental outcomes. Evidence of effectiveness has been obtained in rigorous research studies, such as randomized controlled trials or regression discontinuity designs. Research studies on the curriculum have optimally included multiple, diverse groups of children and teachers.

Review Question

- **Child outcomes:** Has the implementation of the curriculum been associated with children's positive learning outcomes?

Other Information Included in the Review Summaries

- **Rigorous design:** Has the curriculum been studied using a rigorous research design?
- **Sample and generalizability:** Has the curriculum been studied with multiple samples representative of diverse children?
- **Fidelity of implementation:** How much training was provided to teachers in the studies before implementing the curriculum?
Have studies of the curriculum assessed fidelity of implementation?

Criterion 2: Research-Based Curriculum

The curriculum provides research-based content and teaching practices to support children's development and learning. A research-based curriculum is consistent with research on how children develop and learn. Specifically, it provides rich content, teaching practices, and learning experiences that research has shown to be effective in supporting children's development and learning. A research-based curriculum focuses on domain-specific, developmentally appropriate content and skills that contribute to children's long-range development in each domain.

Review Question

- **Research-based content and teaching practices:** Does the curriculum promote teaching practices, learning experiences, and developmentally appropriate content that research has shown to be effective in supporting positive child outcomes in the domains of the Head Start Early Learning Outcomes Framework (ELOF)?

Criterion 3: Scope and Sequence

The curriculum includes an organized developmental scope and sequence to support children's development and learning. A scope and sequence outlines what the curriculum focuses on and how the plans and materials support children at different levels of development. The scope refers to the areas of development addressed by the curriculum; the sequence includes plans and materials for learning experiences that progressively build from less to more complex, with the goal of supporting children as they move through the developmental progressions. A content-rich curriculum ensures that sequences of learning experiences include multiple, related opportunities for children to explore a concept or skill with increasing depth. Sequences of learning experiences should be flexible to respond to individual children's interests, strengths, and needs.

Review Questions

- **Scope:** Does the curriculum include a clearly identifiable scope that addresses essential domains of learning and development for preschool children?
- **Sequence:** Does the curriculum include sequences of learning experiences that progressively build from less to more complex to support children as they move through the developmental progressions?
 - Does the curriculum provide multiple, related opportunities to explore concepts or skills with increasing depth?
 - Do the sequences of learning experiences allow for flexibility in moving through them based on the individual interests, strengths, and needs of children?

Criterion 4: Alignment with the Head Start Early Learning Outcomes Framework (ELOF)

The curriculum is aligned with the ELOF. Aligning a curriculum with the ELOF identifies the extent to which ELOF domains and sub-domains are addressed in the curriculum. Curricula that are fully aligned with the ELOF are comprehensive and cover all areas of children's learning and development described in the ELOF.

Review Question

- **Alignment with the ELOF:** Does the curriculum provide learning experiences to support children's development and learning in all of the ELOF preschool domains and sub-domains?

Criterion 5: Learning Goals for Children

The curriculum specifies learning goals for children. The curriculum's learning goals are objectives for children's development and learning across domains. Learning goals should be measurable and developmentally appropriate. Measurable learning goals focus on skills, behaviors, and knowledge that are observable; developmentally appropriate learning goals are consistent with well-established developmental progressions. Teachers should be able to use a curriculum's learning goals to individualize learning experiences for all children, such as children from diverse cultures, children who are dual language learners (DLLs), children who are tribal language learners, and children with disabilities or other special needs.

Review Questions

- **Learning goals:** Does the curriculum specify measurable, developmentally appropriate goals for children's learning and development?
 - Are the goals supported by the learning experiences described in the curriculum?
 - Does the curriculum provide guidance on how to use the learning goals to individualize learning experiences for all children?

Criterion 6: Ongoing Child Assessment

The curriculum provides guidance on ongoing child assessment. Ongoing child assessment is a process of gathering information to understand and support children's development over time. Information gathered through observation and documentation helps inform curriculum planning, teaching, and individualizing for all children. Ongoing child assessment can also be used to periodically complete standardized and structured assessment instruments to evaluate children's developmental progress.

Review Questions

- **Ongoing observation and documentation:** Does the curriculum promote ongoing observation and documentation of children's developmental progress?
- **Standardized and structured assessment instruments:** Does the curriculum encourage the use of standardized and structured assessment instruments that are valid, reliable, and individually, culturally, and linguistically appropriate to assess children's developmental progress?

Criterion 7: Parent and Family Engagement

The curriculum promotes parent and family engagement. Parent and family engagement is a collaborative and strengths-based process through which early childhood teachers, families, and children build positive and goal-oriented relationships. It is a shared responsibility of families and staff that is built on mutual respect for the roles and strengths each has to offer. The curriculum provides culturally and linguistically responsive strategies to communicate with families and to engage families in children's learning.

Review Questions

- **Communication with families:** Does the curriculum offer culturally and linguistically responsive materials and strategies for communicating with parents and families about their children's development and the curriculum's learning experiences?
- **Engaging families:** Does the curriculum offer suggestions for how to engage diverse parents and families in children's learning and development?

Criterion 8: Professional Development and Materials to Support Implementation

The curriculum offers professional development and materials to support implementation and continuous improvement.

Professional development includes gaining the knowledge and skills required for effective implementation of a curriculum. Standardized training procedures include initial and ongoing training to support education staff as they learn to implement a curriculum with fidelity. Standardized training procedures provide consistent content and delivery methods across training sessions. Curriculum materials to support implementation include resources that come with a curriculum to help education staff understand how to use it. The materials may also include resources to help education managers and coaches support education staff to implement the curriculum effectively.

Review Questions

- **Professional development:** Does the curriculum offer standardized initial training and ongoing professional development opportunities for program leaders and education staff?
- **Curriculum materials to support implementation:** Does the curriculum include resources and tools to support fidelity of implementation and continuous improvement?

Criterion 9: Learning Experiences and Interactions

The curriculum promotes rich learning experiences and interactions to support development across domains. Rich learning experiences support and extend children's knowledge, understanding of concepts, and skills across domains. As children actively explore their learning environment by manipulating objects and investigating concepts, teachers interact with them to extend their exploration, thinking, and communication. The curriculum offers children ample opportunities to engage in hands-on exploration and provides teachers with guidance on how to extend children's exploration, thinking, and communication. Rich learning experiences should be culturally and linguistically responsive and inclusive of children with disabilities, suspected delays, or other special needs.

Review Questions

- **Active exploration:** Does the curriculum encourage ample opportunity for preschool children to actively engage in hands-on exploration?
- **Interactions that extend children's learning:** Does the curriculum provide guidance to teachers on how to engage in interactions that extend children's exploration, thinking, and communication?
- **Individualization:** Does the curriculum provide guidance to teachers on how to individualize learning experiences for all children?

Criterion 10: Learning Environments and Routines

The curriculum provides guidance on how to set up rich learning environments and developmentally appropriate routines.

Rich learning environments are nurturing spaces that support the development of all young children. The curriculum provides guidance on how to design developmentally appropriate schedules, routines, and indoor and outdoor opportunities for choice, play, exploration, and experimentation. Learning environments include age-appropriate equipment, materials, and supplies. They also reflect home cultures and are flexible to support the changing ages, interests, and characteristics of a group of children over time.

Review Questions

- **Environment:** Does the curriculum provide guidance on how to design well-organized, engaging indoor and outdoor environments that promote active exploration and support all children's development in the ELOF domains?
- **Learning materials:** Does the curriculum come with or provide guidance on how to select developmentally appropriate learning materials that foster open-ended exploration and inquiry?
- **Schedule and routines:** Does the curriculum provide guidance on how to establish a daily schedule and developmentally appropriate routines?

Criterion 11: Cultural Responsiveness

The curriculum supports cultural responsiveness. Cultural responsiveness is a strengths-based approach to teaching and caregiving rooted in respect and appreciation for the role of culture in children's learning and development. A culturally responsive curriculum prompts teachers to learn about each child's strengths, abilities, experiences, and interests as developed within the child's family and culture. The curriculum provides guidance on how to modify and enhance curriculum plans and materials to build on these strengths, abilities, experiences, and interests with the goal of incorporating each child's culture into the classroom.

Review Questions

- **Interactions:** Does the curriculum support culturally responsive ways of interacting with diverse children and families?
- **Learning experiences:** Does the curriculum encourage learning experiences for children that build on their families' traditions, culture, values, and beliefs?
- **Learning materials:** Does the curriculum suggest how to use learning materials that authentically represent the cultures and ethnicities of children and families?

Criterion 12: Linguistic Responsiveness

The curriculum supports linguistic responsiveness. Linguistic responsiveness refers to teaching practices that support the learning, development, and engagement of children from diverse linguistic backgrounds. It includes supports for continued development of children's home or tribal languages by authentically incorporating children's languages into the learning environment. Furthermore, linguistically responsive practices can facilitate English acquisition. The curriculum provides scaffolding strategies to support children at any level of English knowledge to fully participate in the curriculum's learning experiences.

Review Questions

- **Scaffolding strategies:** Does the curriculum provide research-based scaffolding strategies to support the development and learning of children who are dual language learners (DLLs)?
- **Home and tribal languages:** Does the curriculum provide guidance on how to authentically incorporate children's home or tribal languages into the learning environment?

Criterion 13: Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs

The curriculum provides guidance on how to individualize for children with disabilities, suspected delays, or other special needs. Individualization for children with disabilities, suspected delays, or other special needs includes providing more specialized supports for children to access and participate in learning, social experiences, and activities. The curriculum's guidance for specialized supports includes specific teaching practices and ways of interacting with children, as well as adaptations to daily schedules, learning activities, and the learning environment. Individualizing for children with disabilities, suspected delays, or other special needs enables all children to access, participate, and thrive in early learning settings.

Review Questions

- **Teaching practices and interventions:** Does the curriculum provide guidance on how to embed research-based teaching practices and other interventions in daily routines and activities to support the development and learning of children with disabilities, suspected delays, or other special needs?
- **Learning environment:** Does the curriculum include suggestions to ensure the physical environment and learning materials are accessible to children with disabilities, suspected delays, or other special needs?

Criterion 14: Individualization Based on Interests, Strengths, and Needs

The curriculum offers guidance on how to individualize based on children's interests, strengths, and needs. Individualization is a process of planning and implementing learning experiences that are responsive to each child's interests, strengths, and needs. Teachers reflect on their observations of each child and then plan the most effective ways to support each child's learning and development. When learning experiences are tailored to children's interests, they are more engaging and meaningful to children. Because children may vary in their developmental progressions, it is also important that the curriculum supports teachers in planning learning experiences that are responsive to individual children's strengths and needs.

Review Questions

- **Individualization based on interests:** Does the curriculum offer guidance on how to plan learning experiences that build on the interests of individual preschool children?
- **Individualization based on strengths and needs:** Does the curriculum offer guidance on how to make learning experiences responsive to individual children's strengths and needs?

Review Process

Curriculum Selection

The **preschool** and **infant and toddler** curricula included in the Curriculum Consumer Report met the following selection requirements:

- **Written with a plan that includes goals, teaching practices, and learning experiences.** The curriculum provides learning goals and activities to support these goals in key areas of children's development. It provides guidance on what to teach (content) and how to teach (learning experiences and teaching practices).
- **Comprehensive.** The curriculum addresses multiple domains in the Head Start Early Learning Outcomes Framework (ELOF). Curricula that address only a specific domain (e.g., ones focusing on early math or literacy) are not included in this report.
- **Commercially available.** The curriculum can be purchased and is published in English.
- **Listed in Program Information Report (PIR) data.** At least two programs listed the curriculum first in the 2016 PIR data.

The **home-based** (home visiting) curricula included in the Curriculum Consumer Report met the following selection requirements:

- **Written with a plan that includes goals and materials for home visiting.** The curriculum provides strategies to engage and connect with families and to promote effective parenting skills that support children's development.
- Designed to be used in home-based programs.
- **Comprehensive.** The curriculum supports children's development in multiple domains of the ELOF.
- **Commercially available.** The curriculum can be purchased and is published in English.
- **Listed in PIR data.** At least two programs listed the curriculum first in the 2016 PIR data.

Curriculum reviews will continue to be added to the Curriculum Consumer Report based on current PIR data.

Curriculum Review Process

Evaluation of Criterion 1: Evidence Base for Child Outcomes was based on a literature review of peer-reviewed journal articles and independent evaluations of each curriculum. Review summaries include information on the research design, sample and generalizability, training, fidelity of implementation, and child outcomes.

For the evaluation of criteria 2–14 (and criterion 15 for home-based only), two independent reviewers were assigned to each curriculum. Curriculum reviewers were child development experts with extensive knowledge and experience in early childhood education. Reviewers of home-based curricula also had significant experience in home visiting.

All reviewers participated in training on the comprehensive review process and rubric. In the first stage of the review process, reviewers examined the curriculum for information and examples related to each of the criteria for effective, comprehensive curricula. Reviewers then used this information to rate the curriculum on each criterion and provide a justification for each rating. Reviewers met weekly with a member of the Office of Head Start National Center on Early Childhood Development, Teaching, and Learning (NCECDTL) team for consultation and further guidance throughout the review and rating process.

Once ratings for all criteria were assigned, the NCECDTL team aggregated the reviews and ratings into summaries of all criteria for each curriculum. If significant discrepancies in ratings between reviewers arose, the NCECDTL team met with the two reviewers to discuss and resolve the discrepancies. The NCECDTL team shared curriculum ratings with curriculum publishers and invited their input.

Understanding the Ratings

Each curriculum was reviewed and rated each curriculum on the 14 criteria for effective, comprehensive curricula. All ratings display a star that follows a four-level scale.

For Criterion 1: Evidence Base for Child Outcomes, the overall rating was based on the strength of the research design and child outcomes.

- The lowest level (no evidence ) indicates either no studies have evaluated the impact of the curriculum on child outcomes, or studies have found only null or negative child outcomes.
- The next level (minimal evidence ) indicates minimal child outcomes in descriptive, quasi-experimental, or experimental studies.
- The third level (moderate evidence ) indicates modest child outcomes in one or more areas in quasi-experimental or experimental studies.
- The highest level (full evidence ) indicates strong child outcomes across multiple experimental studies.

For criteria 2–14 (and criterion 15 for home-based only), the overall ratings reflected the following progression.

- The lowest level (no evidence ) indicates the curriculum shows no evidence of meeting the criterion.
- The next level (minimal evidence ) indicates the curriculum shows minimal evidence of meeting the criterion. For example, the curriculum may describe the importance of practices related to the criterion (e.g., family engagement, linguistic responsiveness) but provides little guidance or teaching strategies to support children's learning.
- The third level (moderate evidence ) indicates the curriculum shows some evidence of meeting the criterion. For many of the criteria, this rating means that the curriculum provides general guidance on effective practice related to the criterion but lacks specific teaching strategies to support learning embedded throughout the materials.
- The highest level (full evidence ) indicates the curriculum shows full evidence of meeting the criterion. At this level, the curriculum offers specific guidance and teaching strategies related to the criterion embedded throughout the materials.

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

All Curriculum Ratings

What do the ratings mean? ☆ No evidence ☆ Minimal evidence ☆ Moderate evidence ☆ Full evidence

	Criterion 1: Evidence Base	Criterion 2: Research-Based	Criterion 3: Scope & Sequence	Criterion 4: Alignment with ELOF	Criterion 5: Learning Goals	Criterion 6: Ongoing Child Assessmt	Criterion 7: Parent & Family Engagemt	Criterion 8: Prof Dev & Imp	Criterion 9: Learning Exp & Interct	Criterion 10: Learning Env & Routines	Criterion 11: Cultural Responsive	Criterion 12: Linguistic Responsive	Criterion 13: Ind for Special Needs	Criterion 14: Ind Strgths, Needs & Intrsts
Big Day for PreK™	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
Connect4Learning®	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
Core Knowledge® Preschool Sequence	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
Curiosity Corner, 2 nd Edition	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
DLM Early Childhood Express®	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
Frog Street Pre-K	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
Frog Street Threes	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
Galileo® Pre-K Online Curriculum	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆

	Criterion 1: Evidence Base	Criterion 2: Research-Based	Criterion 3: Scope & Sequence	Criterion 4: Alignment with ELOF	Criterion 5: Learning Goals	Criterion 6: Ongoing Child Assessmt	Criterion 7: Parent & Family Engagemt	Criterion 8: Prof Dev & Imp	Criterion 9: Learning Exp & Interct	Criterion 10: Learning Env & Routines	Criterion 11: Cultural Responsive	Criterion 12: Linguistic Responsive	Criterion 13: Ind for Special Needs	Criterion 14: Ind Strgths, Needs & Intrsts
HighScope Preschool Curriculum	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Learn Every Day™: The Preschool Curriculum	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Opening the World of Learning™ (OWL) ©2014	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Pre K for ME	★	★	★	★	★	★	★	★	★	★	★	★	★	★
The Creative Curriculum® for Preschool, 6th Edition	★	★	★	★	★	★	★	★	★	★	★	★	★	★
The InvestiGator Club® Just for Threes 2018 Learning System	★	★	★	★	★	★	★	★	★	★	★	★	★	★
The InvestiGator Club® PreKindergarten Learning System 2018	★	★	★	★	★	★	★	★	★	★	★	★	★	★
Tools of the Mind®	★	★	★	★	★	★	★	★	★	★	★	★	★	★
World of Wonders	★	★	★	★	★	★	★	★	★	★	★	★	★	★

Curriculum Ratings and Reviews

Big Day for PreK™

Curriculum Description

Big Day for PreK™ offers learning experiences and materials that support children's social and emotional, academic, and physical development. The curriculum is organized into eight thematic units. Each unit includes weekly and daily lessons with whole-group learning activities, small group instruction, and learning centers.

Website: <http://www.hmhco.com/products/big-day-pre-k/big-day-for-prekindergarten.htm>

Last Updated: March 25, 2019

Summary of Curriculum Review

- Promotes research-based teaching practices in all Head Start Early Learning Outcomes Framework (ELOF) domains, but promotes few research-based teaching practices to support the Scientific Reasoning domain
- Provides sequences of learning that gradually build children's knowledge and skills and ways to individualize learning experiences based on children's strengths and needs
- Specifies developmentally appropriate learning goals throughout all curriculum activities
- Promotes ongoing observations of children's learning and development
- Provides a range of strategies and resources to support parent and family engagement
- Offers comprehensive standardized training and materials to support implementation
- Provides specific prompts to extend children's learning throughout activities
- Gives specific guidance to scaffold the development and learning of children who are dual language learners (DLLs)
- Offers specific adaptations of learning activities for children with disabilities, suspected delays, or other special needs and some guidance on how to ensure the physical environment is fully accessible
- Provides strategies to make learning experiences responsive to individual children's strengths and needs
- Lacks ample opportunities for child-initiated play, activities based on children's interests, and open-ended exploration
- Lacks guidance on culturally responsive interactions, learning experiences, and materials
- Provides limited guidance on how to incorporate children's home languages into the learning experiences and environment

<p>Cost of Curriculum <i>Big Day for PreK™</i> (English Edition): \$2,999 per classroom</p> <p>Cost of Professional Development <i>Getting Started Courses</i>: Included in price of curriculum</p> <p>Contact the publisher for the most updated information on costs of the curriculum and follow-up professional development courses and coaching.</p>	<p>Availability in Other Languages <i>Big Day for PreK™</i> (English/Spanish Edition): \$3,830</p>	<p>Target Age Center-based preschool programs for children 3–5 years old</p>	<p>Curriculum Materials Reviewed by Raters All materials from <i>Big Day for PreK™</i> were purchased and reviewed in 2017. These materials included:</p> <ul style="list-style-type: none"> • Teacher Welcome Kit (e.g., <i>Professional Handbook</i>) • BIG Theme Boxes (e.g., <i>Teaching Guides</i>) • BIG Wall Chart Box • BIG Book Box and Little Book Boxes • BIG Learning Box • Big Day Online
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

<p>Evidence Base for Child Outcomes</p>	<p> No Evidence</p>	<p>At the time of this review, there are no available published research studies on <i>Big Day for PreK™</i>. The publisher, Scholastic, has conducted two studies without comparison groups. In these studies, results on the Scholastic assessment indicated significant growth in children's oral language, phonological awareness, alphabet knowledge, and mathematics after children attended <i>Big Day for PreK™</i> classrooms. More rigorous research published in peer-reviewed journals is needed in order to establish evidence for the effect of <i>Big Day for PreK™</i> on children's positive learning outcomes.</p>
<p>Research-Based Curriculum</p>	<p> Moderate Evidence</p>	<p>Approaches to Learning: <i>Big Day for PreK™</i> promotes research-based teaching practices to support children's approaches to learning. For example, the curriculum offers guidance on classroom organization, such as posting a schedule or creating an interactive display, to help children learn daily routines. It also provides supports for teachers to scaffold children's emotional, behavioral, and cognitive self-regulation skills by helping children understand their own emotions and others' emotions and actively fostering children's attention skills. However, the curriculum provides minimal opportunities for child-initiated play, activities based on children's interests, and learning centers that promote open-ended exploration, which research shows are important for supporting children's attention, persistence, curiosity, and creativity.</p> <p>Social and Emotional Development: <i>Big Day for PreK™</i> consistently promotes research-based teaching practices to support children's social and emotional development. For example, the <i>Professional Handbook</i> provides specific ways to establish an emotionally supportive environment and build secure and trusting relationships with children. Throughout the group activities and learning centers described in the <i>Teaching Guides</i>, there are many informal and formal opportunities for children to practice social skills (e.g., teachers are encouraged to model and engage children in social conversations during mealtimes and to help children communicate and problem-solve with peers during dramatic play), as well as many examples of how teachers use language to support children's social and emotional learning (e.g., inviting children to share how they feel when trying something new).</p>

Language and Communication: *Big Day for PreK™* consistently promotes research-based teaching practices to support children's language and communication, such as providing ongoing opportunities for rich oral language experiences. The daily routines and activities include many formal and informal opportunities for children to engage in language and communication with adults and peers. Additionally, the curriculum includes daily opportunities for interactive read-alouds. Guidance on how to engage in dialogic reading, a research-based practice for promoting children's oral language development, is provided for all read-aloud experiences in the curriculum. To support children's vocabulary development, the curriculum offers guidance on how to use theme words or science and social studies vocabulary throughout the day.

Literacy: *Big Day for PreK™* consistently promotes research-based teaching practices to support literacy, such as providing varied opportunities for children to discuss, use, and make print materials (e.g., sign-in sheet for children, Writing Center includes materials for children to make print, such as dry-erase board or book binding materials). Furthermore, daily interactive read-alouds provide opportunities for children to develop concepts about print, comprehend text, and enjoy books, which research shows are critical early literacy skills. The curriculum provides guidance on how to use the “Morning Message” to support children's alphabet knowledge (e.g., circling letters they have learned).

Mathematics Development: The curriculum consistently promotes research-based teaching practices to support children's mathematics development. The *Teaching Guides* offer an intentionally planned sequence of math lessons, with each unit providing a review of concepts and skills from previous units and focusing on one or two new mathematical concepts and skills. The sequence of activities for each mathematical concept or skill (e.g., counting, measurement) follows research-based developmental progressions. Both small- and large-group math learning experiences provide children with hands-on opportunities to build their conceptual understanding. The curriculum provides supports to engage children in understanding and using math vocabulary (e.g., *Math Mats*).

Scientific Reasoning: *Big Day for PreK™* includes weekly science activities and a Science Learning Center, but these do not consistently promote research-based teaching practices. Science activities support the development of inquiry skills (e.g., making predictions, comparing and categorizing) and the practice of children describing and documenting their work (e.g., prompts for teachers to elicit children's observations and ideas). However, many of the activities are focused on content that is not developmentally appropriate (e.g., magnetism) and do not build on children's natural abilities, prior experiences, or interests (e.g., exploring the Arctic). Furthermore, the activities and learning centers are pre-planned and teacher directed, which does not allow for children's experiential learning, inquiry, and open-ended investigation.

		<p>Perceptual, Motor, and Physical Development: <i>Big Day for PreK™</i> provides some research-based teaching practices to support children's perceptual, motor, and physical development, such as creating a safe environment that encourages active physical exploration and engaging children in regular, moderate-to-vigorous physical activity. The curriculum lacks guidance on how teachers can intentionally scaffold the development of children's physical skills (e.g., suggestions for modeling or specific feedback). In addition, the curriculum provides physical activities, but it lacks repeated opportunities for children to practice individual physical skills.</p>
<p>Scope and Sequence</p>	<p> Full Evidence</p>	<p>Scope: <i>Big Day for PreK™</i> clearly identifies nine learning domains: Social-Emotional Development, Oral Language, Emergent Reading, Emergent Writing, Mathematics, Science and Health, Social Studies, Fine Arts, and Technology and Media. The <i>Teaching Guides</i> provide daily lesson plans, learning goals, and teaching practices to support children's development in these domains.</p> <p>Sequence: <i>Big Day for PreK™</i> provides sequences of learning experiences that gradually build children's knowledge and skills as they move through the developmental progressions in all Head Start Early Learning Outcomes Framework (ELOF) domains. The <i>Teaching Guides</i> offer multiple, related opportunities for children to explore concepts and skills in all domains. Learning experiences include “One-to-One Follow-Ups” and “Modifications” to individualize based on children's development and special needs. There is less flexibility to adapt sequences of learning experiences based on children's interests.</p>
<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	<p> Full Evidence</p>	<p>Alignment with the ELOF: A thorough review of all of the curriculum materials in relationship to the ELOF domains and sub-domains indicates that <i>Big Day for PreK™</i> is fully aligned with the ELOF. The learning experiences and centers (e.g., Reading and Listening Center, Math Center, and Dramatic Play Center) described in the <i>Teaching Guides</i> provide opportunities for children to build skills in each of the ELOF domains and sub-domains.</p>

<p>Learning Goals for Children</p>	 Moderate Evidence	<p>Learning Goals: <i>Big Day for PreK™</i> provides measurable, developmentally appropriate learning goals throughout its curriculum materials. The <i>Professional Handbook</i> describes “Pathways to Readiness” with goals for pre-emergent, beginning, emerging, and developed skills. Furthermore, each <i>Teaching Guide</i> ends with a “Knowledge, Skills, and Concepts” chart that summarizes the learning goals covered in that unit. All learning activities in the <i>Teaching Guides</i> specify learning goals, and the learning activities support children in making progress toward these learning goals. The curriculum lacks guidance on how to use the learning goals with diverse children or how to use the learning goals to individualize learning experiences for all children.</p>
<p>Ongoing Child Assessment</p>	 Moderate Evidence	<p>Ongoing Observation and Documentation: The <i>Professional Handbook</i> describes how teachers can use informal observations, portfolios, anecdotal observation records, and checklists to understand children's developmental progress over time. To support this process, all <i>Teaching Guides</i> include weekly reminders for which assessment tools should be used, as well as specific prompts embedded throughout learning activities for teachers to observe children. Finally, the online <i>Teacher Space</i> offers downloadable forms such as observation guides and anecdotal records.</p> <p>Standardized and Structured Assessment Instruments: <i>Big Day for PreK™</i> encourages programs to use the publisher's standardized and structured assessment instrument, the <i>Scholastic Early Childhood Inventory</i>. The curriculum describes how assessment tools should be age and linguistically appropriate, but the curriculum does not discuss the importance of assessment instruments that are valid, reliable, and individually or culturally appropriate.</p>
<p>Parent and Family Engagement</p>	 Moderate Evidence	<p>Communicating with Families: The <i>Professional Handbook</i> offers strategies to share information with families (e.g., writing letters, parent-teacher conferences). The online <i>Teacher Space</i> provides materials that can be downloaded to share with families or directly accessed online by families, such as letters about what the children are learning. These materials for families are translated into Spanish, and the <i>Professional Handbook</i> suggests that teachers should reach out to colleagues or community organizations to support communication with families in their home languages. However, the curriculum does not provide specific guidance on how to communicate in culturally responsive ways. Additionally, the curriculum lacks information on how to learn from families about children's development.</p>

		<p>Engaging Families: The curriculum provides multiple resources to support parent and family engagement. For example, the online <i>Family Space</i> includes activities, take-home books, and other resources for parents to extend their children's learning at home, all of which are offered in English and Spanish. All <i>Teaching Guides</i> include sections on “Engaging Families and the Community,” which provide examples for how to include family and community members in the classroom. While the resources on parent and family engagement are plentiful, there is limited consideration for how to engage parents from diverse cultures, parents who speak languages other than English or Spanish, or parents with disabilities or other special needs.</p>
<p>Professional Development and Materials to Support Implementation</p>	<p> Full Evidence</p>	<p>Professional Development: <i>Big Day for PreK™</i> offers one standardized initial training that is included in the cost of the curriculum. It is offered as either a half- or full-day training, which can be provided in person or as a webinar. Furthermore, <i>Big Day for PreK™</i> provides a range of courses that programs can use to support their ongoing professional development needs. They run a free professional development webinar series that focuses on domain-specific teaching practices. They also offer several half- and full-day in-person courses available at an additional cost that focus on a range of training topics, such as family engagement. Finally, <i>Big Day for PreK™</i> can provide individualized coaching sessions that include collaboratively setting goals and thinking about the specific needs of children and teachers in a program.</p> <p>Curriculum Materials to Support Implementation: <i>Big Day for PreK™</i> includes a comprehensive set of materials to support implementation. The <i>Professional Handbook</i> offers specific guidance for implementation of the curriculum, such as how to set up the learning environment, an overview of the <i>Teaching Guides</i>, how to differentiate instruction for all learners, and how to implement best practices in each of the learning domains. Each <i>Teaching Guide</i> includes daily lessons that clearly describe how to implement learning experiences, with lists of materials, specific teaching practices, and learning goals. The online <i>Teacher Space</i> provides additional helpful resources for teachers, such as a “Lesson Planner,” assessment tools, and a “Family Space.”</p> <ul style="list-style-type: none"> • Fidelity Tool: <i>Big Day for PreK™</i> offers the <i>In-Classroom Observation Checklist</i>, which can be used to assess fidelity of implementation. The tool guides observation in different areas, such as classroom environment, instructional materials, family involvement, and classroom management.

<p>Learning Experiences and Interactions</p>	 Moderate Evidence	<p>Active Exploration: While the <i>Professional Handbook</i> describes the importance of hands-on exploration for children's learning (e.g., encouraging children to express themselves creatively with a variety of materials in the learning centers), the <i>Teaching Guides</i> provide limited opportunities for preschoolers to actively engage in hands-on exploration. All activities, including learning centers, are structured and teacher directed, leaving children little room to engage with materials in open-ended ways and experiment with materials.</p> <p>Interactions That Extend Children's Learning: Many of the curriculum's resources provide guidance on and examples of how teachers engage in interactions that extend children's learning. All <i>Teaching Guides</i> include weekly "Teacher and Child Interactions" charts that provide examples and strategies for meaningful interactions that extend children's thinking and communication. For example, to support a teacher's quality of feedback, the chart suggests, "When children name the animals they think might live in each habitat, ask them to explain their responses ... 'Why do you think sharks live in the ocean? What do sharks need that an ocean has?' " Similarly, the <i>BookStix</i> provide specific prompts (e.g., what, why, and how open-ended questions) for teachers to extend children's thinking and communication during daily book reading.</p> <p>Individualization: The curriculum provides specific guidance on how to individualize learning experiences for all children. The <i>Teaching Guides</i> frequently include "Supporting English Language Learners," providing specific adaptations for learning activities (e.g., using visual tools, explicit vocabulary instruction). Similarly, throughout the <i>Teaching Guides</i>, each "Big Learning Experience" includes modifications for children with disabilities or other special needs. The curriculum provides minimal guidance on how to incorporate children's cultures throughout learning activities or learning centers.</p>
<p>Learning Environments and Routines</p>	 Moderate Evidence	<p>Environment: The <i>Professional Handbook</i> provides guidance on how to arrange the classroom, create a safe space, and set up engaging learning centers that support children's development in the ELOF domains. The <i>Professional Handbook</i> and <i>Teaching Guides</i> provide some suggestions for ensuring the physical environment is accessible for children with specific disabilities or special needs. However, the curriculum lacks guidance on how to design the outdoor environment and minimally addresses how to include children's cultures or home languages in the physical environment.</p>

		<p>Learning Materials: <i>Big Day for PreK™</i> provides developmentally appropriate learning materials, such as books, magnetic letters, and manipulatives (e.g., snap cubes, attribute blocks). The <i>Teaching Guides</i> provide suggestions for learning materials to use in specific activities and learning centers (e.g., variety of blocks, such as hollow, unit, and handmade blocks). The curriculum provides some guidance for ensuring that the learning materials meet the unique needs of children with disabilities or other special needs, but the curriculum lacks adequate guidance on how to select learning materials that authentically represent the cultures, ethnicities, and home languages of children in the program.</p> <p>Schedule and Routines: The <i>Professional Handbook</i> provides guidance on creating and posting the daily schedule and preparing for transitions. It also describes the specific classroom routines organized into three categories: meet and greet routines, engagement routines, and wrap-up routines. The organization of the <i>Teaching Guides</i> reiterates the guidance on how to establish a daily schedule and routines. The curriculum acknowledges the need to be flexible with the daily schedule, but it lacks specific discussion of how to adjust schedules and routines based on individual children's needs and backgrounds.</p>
<p>Cultural Responsiveness</p>	<p> No Evidence</p>	<p>Interactions: <i>Big Day for PreK™</i> lacks guidance on how to interact with diverse children and families in culturally responsive ways.</p> <p>Learning Experiences: The curriculum does not offer any guidance on how to provide learning experiences that build on children's and families' traditions, cultures, values, and beliefs. The curriculum includes one activity at the end of the year to invite “cultural friends... parents, grandparents, caregivers, or neighbors who come from another country” to share a story, tradition, or food with the children, which acknowledges diverse cultures and ethnicities, but it does not necessarily authentically reflect children and families in the program.</p> <p>Learning Environment: The curriculum provides some learning materials that reflect diverse children and families (e.g., books). However, the curriculum provides minimal guidance on how to select learning materials that represent the cultures and ethnicities of children and families in the program. Throughout the curriculum materials, only a few specific examples are provided (e.g., including multicultural figures in the block area, ensuring that dress-up clothes reflect children's diversity).</p>

<p>Linguistic Responsiveness</p>	 <p>Moderate Evidence</p>	<p>Scaffolding Strategies: The <i>Professional Handbook</i> discusses the importance of individualization for children who are DLLs and provides specific teaching practices to support their development and learning. Furthermore, specific scaffolding strategies for children who are DLLs are embedded throughout the learning activities in the <i>Teaching Guides</i>.</p> <p>Home and Tribal Languages: <i>Big Day for PreK™</i> provides many classroom materials translated into Spanish, such as wall charts, finger plays, and songs. While the curriculum states, “Honor the diverse cultures and languages of your children,” it lacks adequate guidance on how to incorporate children's home languages into the learning experiences and environment. Tribal languages are not addressed.</p>
<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	 <p>Moderate Evidence</p>	<p>Teaching Practices and Interventions: The <i>Professional Handbook</i> provides a general overview of adaptations for children with disabilities or other special needs (e.g., teach to children's strengths, address children's needs with special scaffolding). It also describes how teachers can use the “One-to-One Follow-Ups” to provide responsive instruction, all of which follow a similar structure of “If you observe..., then adapt...” Finally, the <i>Teaching Guides</i> provide specific modifications for each “Big Learning Experience” in relation to certain disabilities.</p> <p>Learning Environment: The <i>Professional Handbook</i> includes some adaptations to ensure learning materials and the physical space are accessible for children with disabilities or other special needs (e.g., adding a screen magnifier, using visual posters, providing easy-to-grip markers). The suggested modifications for each “Big Learning Experience” often refer to making the materials and physical space accessible for specific activities (e.g., rearranging physical space so that children in wheelchairs can participate). However, universal design principles are not discussed, and the <i>Teacher Guides</i> do not provide consistent guidance embedded throughout on how to ensure the physical environment and learning materials are fully accessible to children with disabilities or other special needs.</p>

<p>Individualization Based on Interests, Strengths, and Needs</p>	<p> Minimal Evidence</p>	<p>Individualization Based on Interests: <i>Big Day for PreK™</i> does not describe the importance of or offer guidance on how to plan learning experiences that build on individual children's interests. Learning experiences are pre-planned, and there is no guidance on how to modify them based on individual children's interests.</p> <p>Individualization Based on Strengths and Needs: The curriculum provides a variety of strategies to make learning experiences responsive to individual children's strengths and needs. For example, each “Big Learning Experience” provides modifications for 3-year-olds as well as enrichment modifications. Additionally, the learning activities offer “Responsive Instruction: One-to-One Follow-Ups,” which provide suggested scaffolding strategies if you observe children with particular needs.</p>
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Connect4Learning®

Curriculum Description

Connect4Learning® (C4L) is a research-based, classroom-tested interdisciplinary curriculum that consists of six units and 32 weeks of learning centers and lessons. Developed through funding from the National Science Foundation, it integrates research-validated methodologies from early childhood experts in mathematics, science, literacy, and social and emotional learning.

Website: <https://www.kaplanco.com/c4l/>

Last Updated: February 27, 2020

Summary of Curriculum Review

- Promotes research-based teaching practices in all Head Start Early Learning Outcomes Framework (ELOF) domains, especially Approaches to Learning, Language and Communication, Literacy, Mathematics, and Scientific Reasoning
- Provides a sequence of learning experiences that progressively builds children's knowledge and skills in all ELOF domains except for Perceptual, Motor, and Physical Development
- Aligns with the ELOF, but lacks adequate guidance in Health, Safety, and Nutrition
- Specifies developmentally appropriate learning goals for units and learning experiences
- Promotes ongoing assessment of children's learning
- Includes a range of strategies and resources to support parent and family engagement
- Gives specific guidance on how to individualize based on children's strengths and needs
- Offers comprehensive standardized training and materials to support implementation
- Provides limited guidance on how to support the development and learning of children who are dual language learners (DLLs)
- Lacks guidance on culturally responsive interactions with children and families
- Lacks guidance on how to fully integrate children's and families' cultures into interactions, the learning environment, and learning experiences
- Offers limited guidance on how to use teaching practices and interventions and ensure environments and materials are accessible for children with disabilities, suspected delays, or other special needs
- Provides minimal guidance on how to plan learning experiences based on individual children's interests

<p>Cost of Curriculum Cost of curriculum is not publicly available.</p> <p>Cost of Professional Development Costs for on-site professional development are not publicly available on the publisher's website. Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages The curriculum is only available in English.</p>	<p>Target Age Center-based preschool programs for children 3–5 years old</p>	<p>Curriculum Materials Reviewed by Raters All materials from C4L were purchased and reviewed in 2019. These materials included:</p> <ul style="list-style-type: none"> • <i>Six Unit Manuals</i> • <i>Teacher's Handbook</i> • <i>Director's Handbook</i> • <i>Formative Assessment</i> book • Classroom Book Set • Large Card Set • Classroom Materials • Classroom Consumables • Classroom Posters • Online Portal
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

<p>Evidence Base for Child Outcomes</p>	<p> No Evidence</p>	<p>At the time of this review, there are no available published research studies on <i>C4L</i>. The curriculum developers conducted two quasi-experimental pilot evaluations, suggesting that children in classrooms implementing <i>C4L</i> significantly outperformed children in control classrooms on measures of math, early literacy, vocabulary, and science. An overview of the pilot evaluations can be found in a book chapter about the curriculum (Sarama, Brenneman, Clements, Duke, & Hemmeter, 2017). However, this study is not included in the rating because it is not published in a peer-reviewed journal. Rigorous research published in peer-reviewed journals is needed in order to establish evidence for the effect of <i>C4L</i> on children's positive learning outcomes.</p> <p>Reference:</p> <p>Sarama, J., Brenneman, K., Clements, D. H., Duke, N. K., & Hemmeter, M.L. (2017). Interdisciplinary teaching across multiple domains: The <i>C4L</i> (Connect4Learning) curriculum. In L. B. Bailey (Ed.), <i>Implementing a standards-based curriculum in the early childhood classroom</i> (pp. 1–53). Routledge Taylor & Francis Group.</p>
<p>Research-Based Curriculum</p>	<p> Moderate Evidence</p>	<p>Approaches to Learning: <i>C4L</i> consistently promotes research-based teaching practices to support children's approaches to learning. The <i>Teacher's Handbook</i> provides guidance on classroom organization (e.g., managing transitions, using visuals in the environment) and tools to scaffold children's problem-solving skills (e.g., Solutions Suitcase, Problem Solver Chart). The <i>Unit Manuals (Units)</i> offer learning experiences that support children's development of executive functioning skills and emotional self-regulation. For example, a Small Group lesson is used to introduce Tucker the Turtle and the “turtle way” to calm down. The children engage in subsequent learning experiences (e.g., making class book pages, playing Turtle Freeze) to reinforce and deepen their understanding of how to use the turtle way to regulate their emotions. Learning experiences engage children in pretend and dramatic play, and guidance for learning centers suggests materials and some activities that promote open-ended exploration and creativity. While the curriculum provides specific suggestions for how children can engage with materials, <i>C4L</i> also encourages the children to create as they desire and to explore freely. In addition, the suggested schedule includes free choice time, which offers children many opportunities to engage in open-ended exploration.</p>

Social and Emotional Development: The curriculum consistently promotes most research-based practices in this domain. Throughout, a variety of intentionally sequenced learning experiences (e.g., Welcome and Read Aloud; Small Group) promote social and emotional learning. For example, Welcome and Read Aloud lessons are used to identify and discuss emotions, while later units invite children to play emotions charades or bingo and then write an “emotions story.” The curriculum provides continuous guidance on problem-solving skills, emotional self-regulation, and ways to build positive interactions among peers. However, *C4L* offers little to no explicit guidance on how to build secure, trusting adult-child relationships. References to culturally and linguistically responsive practices are minimal.

Language and Communication: The curriculum consistently promotes research-based teaching practices that support children's language and communication development. The daily Welcome and Read Aloud lesson provides ongoing opportunities for teachers to use, model, and scaffold complex language for children, as well as opportunities for rich oral language experiences. For example, Welcome and Read Aloud is made up of three parts, during which teachers:

- Talk about the book, introduce vocabulary, and make connections to any prior learning
- Read the book, stopping to draw attention to specific information or to ask questions
- Facilitate related conversations with children

Fast Focus and Connect lessons offer learning experiences that use the sounds of language through rhymes, poems, finger plays, and songs.

Literacy: *C4L* consistently supports research-based teaching practices in this domain. For example, it provides varied opportunities for children to discuss, use, and make print materials (e.g., creating class books, charts, and invitations). Interactive read-alouds during Welcome and Read Aloud lessons provide rich and meaningful content and engage children as active participants. Learning experiences include opportunities for children to develop critical early literacy skills, such as concepts about print, alphabet knowledge, and comprehension skills, and meaningful opportunities to develop emergent writing skills (e.g., interactive writing, journals, writing invitations for classroom events).

Mathematics Development: The curriculum consistently promotes research-based teaching practices to support children's mathematics development and learning. Connect, Fast Focus, and Small Group lessons provide meaningful experiences embedded throughout the day that promote conceptual understanding. They help children practice math skills and introduce them to the language of mathematics. For example, in the Connect lesson “Add It Up,” children use manipulatives to make different combinations that equal four. The teacher uses the language of mathematics to describe the groups in terms of an equation (e.g., “We started with four and made two groups of two. Two pieces of fruit plus two pieces of fruit equal four pieces of fruit.”). The *Teacher’s Handbook* describes how lessons are sequenced based on math learning trajectories. It offers an extensive chart illustrating each math trajectory category and the associated Small Group lessons. In addition, the curriculum includes math vocabulary within unit vocabulary lists, as well as guidance on how to model and facilitate math talk with children.

Scientific Reasoning: The curriculum consistently promotes research-based teaching practices to support children's development of scientific reasoning. Small Group and Connect lessons, as well as the Exploration Station learning center, offer hands-on learning experiences and support the development of important inquiry skills, such as making observations and gathering information. For example, children are asked to observe over time, make predictions, and describe why they think something will happen. These experiences afford children opportunities to construct knowledge through social interaction with adults and peers. Throughout the learning experiences, C4L guides teachers to encourage children to use language and other forms of communication to document their observations (e.g., drawing or writing in science journals, think-pair-share during lessons, creating charts).

Perceptual, Motor, and Physical Development: The curriculum implicitly promotes a few research-based practices in this domain. While it does not include explicit learning goals or experiences that focus on perceptual, motor, and physical development, C4L offers some learning experiences that implicitly support physical skills and fine motor development. Some Connect and Fast Focus lessons focused on math objectives integrate movement, body part names, and spatial awareness. For example, while singing “Five Little Wiggle Worms,” children count while wiggling, shaking, or swooping their fingers. The designs of the physical environment and perceptual-motor activities also provide some implicit support for fine motor growth (e.g., Art Center materials, emergent writing experiences, math manipulatives). The curriculum lacks guidance on how to use intentional practices to promote healthy food consumption, self-care, and personal safety knowledge. In addition, the curriculum does not offer guidance on how to create a safe environment that encourages physical activity.

<p>Scope and Sequence</p>	 <p>Moderate Evidence</p>	<p>Scope: <i>C4L</i> clearly identifies four core domains of learning: math, science, literacy, and social and emotional learning. The <i>Teacher's Handbook</i> offers an overview of the associated learning goals, lesson types (e.g., Welcome and Read Aloud; Connect), and learning processes (e.g., communicating and representing, using tools strategically) used to support children's development and learning in the identified domains. In addition, the <i>Units</i> provide learning goals, lessons, and teaching practices to support children's learning and development in these domains.</p> <p>Sequence: The <i>Units</i> provide a sequence of learning experiences that progressively builds on children's knowledge and skills as they move through the developmental progressions in the following ELOF domains: Approaches to Learning, Social and Emotional Development, Language and Communication, Literacy, Mathematics, and Scientific Reasoning. The <i>Units</i> provide multiple, related opportunities for children to explore or learn concepts and skills in the curriculum's core domains. In the Mathematics domain, the curriculum also provides some guidance on how to move through the sequence of learning experiences based on individual children's strengths and needs. For example, Appendix B of the <i>Teacher's Handbook</i> describes how to use the math learning trajectories to individualize the sequence in which math lessons are implemented. However, for Perceptual, Physical, and Motor Development, the curriculum does not provide a sequence of learning experiences that progressively builds from less to more complex.</p>
<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	 <p>Moderate Evidence</p>	<p>Alignment with the ELOF: A thorough review of all of the curriculum materials in relation to the ELOF domains and sub-domains indicates that <i>C4L</i> is mostly aligned with the ELOF. The learning experiences, centers, and lessons described in the six <i>Units</i> support children's development in the majority of ELOF domains and sub-domains. The curriculum does not address the ELOF sub-domain of Health, Safety, and Nutrition.</p>
<p>Learning Goals for Children</p>	 <p>Moderate Evidence</p>	<p>Learning Goals: The curriculum specifies measurable, developmentally appropriate learning goals in the <i>Teacher's Handbook</i>, <i>Formative Assessment</i> book, and within each <i>Unit</i>. The learning activities support children in making progress toward these learning goals. The curriculum provides an example of how a child's Individualized Education Program goals align with <i>Assessment, Evaluation Programming System (AEPS)</i> objectives for a specific learning experience. However, it lacks guidance on how to use the curriculum's learning goals to individualize learning experiences for all children.</p>

<p>Ongoing Child Assessment</p>	 <p>Moderate Evidence</p>	<p>Ongoing Observation and Documentation: The <i>Teacher's Handbook</i> and <i>Formative Assessment</i> book describe a process for observing, documenting, and reflecting on children's development, and using this information to monitor children's development and learning. For example, each Small Group lesson offers a checkpoint that describes what teachers should observe and document using the <i>Formative Assessment</i> book or online portal. In addition, these lessons provide specific guidance on how to use assessment to modify instruction. “More Support” and “More Challenge” prompts offer ideas on how to modify instruction based on teachers' observations of individual children's strengths and needs.</p> <p>Standardized and Structured Assessment Instruments: The <i>Formative Assessment</i> book and the online portal provide structured assessment tools that align with the curriculum's learning goals. They are organized in chronological order by unit, week, and day. The curriculum encourages teachers to complete each day's formative assessment pages during Small Group lessons as they move through the curriculum. However, <i>C4L</i> does not describe the importance of using standardized assessments or address the importance of selecting instruments that are valid, reliable, or individually, culturally, and linguistically appropriate for the children who are to be assessed.</p>
<p>Parent and Family Engagement</p>	 <p>Moderate Evidence</p>	<p>Communicating with Families: The <i>Teacher's Handbook</i> provides general guidance on how to communicate with families. It suggests that teachers share their expectations for children and invite families to share their expectations for children at home, as well as ask families about children's interests and experiences. The handbook also recommends sending home a form describing children's school days and asking families to describe children's activities at home and in the community. The online portal provides Family Engagement Letters, in English and Spanish, for each unit. The letters include information about the unit of study and what children are doing in class. Even so, the curriculum lacks specific guidance on how to interact with diverse families.</p> <p>Engaging Families: The curriculum includes specific guidance on how to engage families in children's learning and development. For example, the <i>Teacher's Handbook</i> suggests teachers invite families to share with the class some items related to topics that children are learning about. Another suggestion is to post an “Ask your child” question at the end of each day. In some units, children “write” invitations and programs for family events (e.g., scavenger hunt, museum night, garden party). However, the curriculum provides limited guidance on how to implement these events. The Family Engagement Letters provide concrete ideas on how families can extend learning at home. Although the letters are available in English and Spanish, there is no discussion of how to engage families from diverse cultures, families who speak languages other than English and Spanish, or parents with disabilities or other special needs.</p>

<p>Professional Development and Materials to Support Implementation</p>	<p> Full Evidence</p>	<p>Professional Development: <i>C4L</i> provides standardized initial training and ongoing professional development. The online portal houses two types of online modules. Six one-hour, unit-specific modules are included in the cost of the curriculum. In addition, programs can purchase two implementation training modules that address a variety of topics (e.g., curriculum overview, core concepts of project-based learning, teaching strategies, family engagement) for an additional cost. According to the publisher's website, <i>C4L</i> offers a variety of in-person and online training opportunities for administrators and teachers. Content of the trainings includes adapting the curriculum for special needs, boosting emergent writing, and using formative assessment to inform instruction. Some training components (e.g., mid-year training that gives teachers opportunities to reflect on their successes, questions, and observations) suggest that professional development can be tailored to programs' individual challenges and needs.</p> <p>Curriculum Materials to Support Implementation: <i>C4L</i> provides a comprehensive set of materials to support implementation. The <i>Teacher's</i> and the <i>Director's Handbooks</i> include an overview of the curriculum, its disciplinary approach, and key elements (e.g., learning centers, lessons, formative assessment). Two online modules, available at an additional cost, focus on curriculum implementation. The six <i>Units</i> offer detailed information about each of the curriculum's learning experiences, including materials and set-up. They also include guidance on implementing each learning experience, prompts and questions to engage and support children during learning experiences, assessment checkpoints, and strategies for individualizing based on children's strengths and needs. The <i>Formative Assessment</i> book and online portal provide forms for teachers to document and track their observations for children's progress toward curriculum learning goals. The assessments are referenced with the <i>Teacher's Handbook</i>, <i>Director's Handbook</i>, and <i>Units</i>.</p> <ul style="list-style-type: none"> • Fidelity Tool: The curriculum offers the <i>Curriculum Fidelity Checklist</i>, which can be used to assess fidelity of implementation. The form includes a checklist and areas for comments on key elements of the environment, teaching methods, and lessons. Supervisors and coaches can use this tool to support teachers as they implement <i>C4L</i>.
<p>Learning Experiences and Interactions</p>	<p> Moderate Evidence</p>	<p>Active Exploration: The curriculum offers daily opportunities for children to actively engage in hands-on exploration. The <i>Teacher's Handbook</i> describes learning centers, such as an art center, book nook, construction zone, dramatic play area, and exploration station. While <i>C4L</i> acknowledges the importance of free play, the learning centers also suggest specific materials and activities that should be available in each of the centers. The curriculum advocates that planned instruction and child-directed play guided by adults enhances the quality of children's learning.</p>

		<p>Interactions that Extend Children's Learning: The <i>Units</i> offer specific examples of ways to use teacher-child interactions to extend children's learning throughout the day. Welcome and Read Aloud, Connect, and Small Group lessons include open-ended questions as prompts. They require children to think about and discuss what they know, provide explanations (e.g., “How do you know ...?”), and share what they might do next. For example, while reading <i>Swimmy</i> during Small Group, guidance for the teacher includes asking children to identify what “lonely” means and how they might solve the problem of loneliness.</p> <p>Individualization: The <i>Teacher's</i> and <i>Director's Handbooks</i> provide general guidance on how to individualize learning experiences for all children. The “Supporting Dual Language Learners” section describes four research-based practices for working with children who are DLLs. For example, the curriculum suggests teachers use puppets and interactive games to illustrate concepts and interactions and to physically engage with children. The “Supporting Children with Disabilities” section offers modifications that some teachers using <i>C4L</i> have made. For example, they have provided individualized picture cues for children who need more help than what the teacher taught during whole-group lessons, and structured support during activities. A limitation is that guidance on individualization for children who are DLLs and children with disabilities, suspected delays, or other special needs is not comprehensive or embedded throughout the materials.</p>
<p>Learning Environments and Routines</p>	<p> Moderate Evidence</p>	<p>Environment: <i>C4L</i> provides some specific guidance on how to design well-organized, engaging indoor environments. The “Organizing Your <i>C4L</i> Classroom” section in the <i>Teacher's Handbook</i> provides simple organizational guidelines for using visual cues throughout the classroom (e.g., labeling shelves) and for setting up the learning centers. For example, the curriculum suggests that the Art Center be near the sink or hand-washing tubs and the Construction Zone provide plenty of space for the children's creations. However, the curriculum offers little guidance on how to authentically include children's cultures or home language in the physical environment. Furthermore, it lacks guidance on how to set up the outdoor learning environment or ensure the physical environment is accessible for children with disabilities or special needs.</p>

		<p>Learning Materials: The curriculum offers specific guidance on how to select developmentally appropriate learning materials. Each <i>Unit</i> lists required items from the <i>C4L</i> Pre-K Kit and Book Set, as well as materials needed for learning centers. In addition, the <i>Weekly Materials Plans</i> identify materials required for each lesson. The <i>Teacher's</i> and <i>Director's Handbooks</i> include limited guidance on how to ensure learning materials meet the unique needs of children with disabilities or other special needs (e.g., add materials when children with sensory issues have a difficult time with planned materials; teach vocabulary on an augmentative and alternative communication [AAC] device). <i>C4L</i> provides limited guidance on how to select materials that authentically represent the cultures, ethnicities, and home languages of the children. The curriculum suggests labeling items in children's home languages and including items such as recipes, empty food boxes, and dolls in the dramatic play area that reflect skin colors, hairstyles, facial features, and special needs of the children in program.</p> <p>Schedule and Routines: The <i>Teacher's</i> and <i>Director's Handbooks</i> include specific guidance on how to establish a daily schedule, such as descriptions of the four lesson types—Welcome and Read Aloud, Connect, Small Group, and Fast Focus—and sample schedules for half- and full-day programs. The <i>Handbooks</i> also provide specific guidance on how to support children during transitions. For example, the curriculum suggests teachers explain to children what is expected of them during transitions, provide plenty of warning before transitions, and use verbal, visual, musical, or physical cues to indicate transitions. In addition, <i>C4L</i> suggests turning transitions into games that promote children's thinking and learning (e.g., asking each child to pick up a specific number of objects or to look for a specific shape to put away). Even so, the curriculum lacks guidance on how to individualize schedules or routines based on individual children's needs or backgrounds.</p>
<p>Cultural Responsiveness</p>	<p> No Evidence</p>	<p>Interactions: <i>C4L</i> lacks guidance on how to interact with diverse children and families in culturally responsive ways.</p> <p>Learning Experiences: The curriculum does not provide any guidance on how to provide learning experiences that build on children's and families' traditions, cultures, values, or beliefs. In Unit 5, teachers are guided to ask families if they grow or eat any vegetables that other families might not know about and invite them to share examples from their homes and cultures. However, other than this example, there is no guidance on how to provide learning experiences that build on families' traditions, cultures, values, and beliefs.</p>

		<p>Learning Environment: <i>C4L</i> offers minimal guidance on how to use learning materials that authentically represent the cultures and ethnicities of children and families. The <i>Teacher's</i> and <i>Director's Handbooks</i> suggest labeling classroom items in the children's home languages. They also recommend including books in the book nook that reflect children's families and communities and recipes and empty food boxes from the children's homes in play centers. Some titles in the Classroom Book Set (e.g., <i>Yo! Yes?</i>; <i>Sonia Sotomayor</i>; <i>The Tortilla Factory</i>) reflect diverse children and families.</p>
<p>Linguistic Responsiveness</p>	<p> Minimal Evidence</p>	<p>Scaffolding Strategies: The curriculum provides general guidance on how to scaffold the development and learning of children who are DLLs. For example, the <i>Teacher's Handbook</i> identifies and describes four practices for supporting these children: language-rich environment, active participation, vocabulary expansion, and predictable routines. <i>C4L</i> engages children in meaningful use of language through a balance of whole-group, small-group, and individual interactions with children who are DLLs. However, it lacks specific, embedded scaffolding strategies across curriculum materials to support the learning and development of children who are DLLs.</p> <p>Home and Tribal Languages: The <i>Teacher's Handbook</i> states that “teachers should support DLLs in both their home languages and in English” (pg. 45). However, the curriculum provides little guidance on how to authentically incorporate children's home languages into the learning environment. The guidance is limited to suggestions to label classroom items in the children's home languages and to invite children to bring empty boxes of food with original labels reflective of children's home languages. Tribal languages are not mentioned at all.</p>
<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	<p> Minimal Evidence</p>	<p>Teaching Practices and Interventions: The curriculum provides minimal guidance on how to embed teaching practices and other interventions in daily routines and activities to support the learning of children with disabilities or other special needs. The <i>Teacher's Handbook</i> provides examples of modifications that teachers working with children with disabilities have made (e.g., using picture cues, partnering children with more competent peers, providing visuals for vocabulary). However, the curriculum lacks guidance on how to embed specific research-based practices or other interventions in daily routines and activities to support the learning of children with disabilities or other special needs.</p>

		<p>Learning Environment: <i>C4L</i> provides minimal guidance on how to ensure learning materials and the physical environment are accessible to children with disabilities, suspected delays, or other special needs. The <i>Teacher's</i> and <i>Director's Handbooks</i> include a few specific adaptations for materials (e.g., adding materials when children with sensory issues have a difficult time with planned materials, providing a second copy of books for children to follow along during read-alouds). Universal design principles are not explicitly addressed, and the curriculum lacks consistent, embedded guidance on how to ensure that the physical environment and learning materials are accessible to all children.</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	<p> Moderate Evidence</p>	<p>Individualization Based on Interests: The curriculum provides minimal guidance on how to plan learning experiences that build on children's interests. The <i>Teacher's Handbook</i> explains that children may have specific interests and encourages teachers to “pick up on these interests and use them to engage children.” In addition, some learning center and lesson instructions reference children's interests. For example, Unit 3 instructions for the Show What You Know Center suggest including materials needed to make the toys children are interested in. The Unit 4 (Exploring Museums) Learning Overview states that the unit is designed to address topics children find interesting. Teachers may add these topics to the unit or replace the unit's focus on paleontology or medieval times. Even so, lessons (e.g., Welcome and Read Aloud, Small Group) are pre-planned and there is no guidance on how to modify them based on children's individual interests.</p> <p>Individualization Based on Strengths and Needs: The curriculum provides a variety of strategies to make learning experiences responsive to individual children's strengths and needs. Small Group lessons include checkpoints, and other lessons offer reminders for teachers to pay attention to individual children's progress toward learning goals (e.g., take note of children's abilities to identify emotions). The <i>Units</i> offer ways to individualize through “More Support” and “More Challenge” prompts for Small Group lessons. In addition, Welcome and Read Aloud lessons suggest ways to individualize for children who need more support (e.g., have them think about what helps them feel better when they are sad or upset, and then extend that idea to helping a friend).</p>

Core Knowledge® Preschool Sequence

Curriculum Description

The *Core Knowledge® Preschool Sequence* is a set of guidelines describing the knowledge, skills, and concepts that provide foundations for later learning. For each of the developmental domains, the *Core Knowledge® Preschool Sequence* addresses learning goals and skills, early childhood best practices, cross-curricular connections, language of instruction, and background knowledge. It also provides teaching ideas, examples of scaffolding strategies, and lists of additional resources for children and teachers.

Website: www.coreknowledge.org

Last Updated: March 25, 2019

Summary of Curriculum Review

- Promotes some research-based teaching practices in all Head Start Early Learning Outcomes Framework (ELOF) domains, especially in the domains of Language and Communication and Literacy
- Specifies learning goals and skills, presented in order of difficulty, within each content area
- Includes information about the importance of using observations, children's work samples, and performance-based assessments to understand children's developmental progress over time
- Offers comprehensive standardized training and materials to support implementation
- Provides general guidelines on how to design well-organized, engaging indoor environments and developmentally appropriate daily schedules
- Provides guidance on how to use interactions to extend children's learning
- Moderately aligns with the ELOF but lacks comprehensive guidance in the following sub-domains: Emotional and Behavioral Self-Regulation; Cognitive Self-Regulation; Emotional Functioning; Sense of Identity and Belonging; and Health, Safety, and Nutrition
- Suggests some strategies to support parent and family engagement and for sharing information with families
- Provides a minimal number of suggested learning experiences and lacks clear connection between the suggested activities and the sequence of skills specified within each content area
- Lacks guidance on culturally responsive interactions, learning experiences, and materials
- Provides limited guidance on how to support the development and learning of children who are dual language learners (DLLs)

- Provides limited guidance on how to support the development and learning of children who have disabilities, suspected delays, or other special needs
- Lacks guidance on how to plan learning experiences based on children's interests, strengths, and needs

<p>Cost of Curriculum <i>Core Knowledge® Preschool Starter Kit:</i> \$159</p> <p>Cost of Professional Development Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages The curriculum is only available in English.</p>	<p>Target Age Center-based preschool programs for children 3–5 years old</p>	<p>Curriculum Materials Reviewed by Raters All materials from the <i>Core Knowledge® Preschool Starter Kit</i> were purchased and reviewed in 2018. These materials included:</p> <ul style="list-style-type: none"> • <i>Core Knowledge® Preschool Sequence and Teacher Handbook</i> • <i>Snapshot: Implementation and Observation Checklists</i> • <i>Classroom materials (e.g., posters, CDs)</i> • <i>Parent Resources (e.g., Activity Books)</i>
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

<p>Evidence Base for Child Outcomes</p>	<p> No Evidence</p>	<p>At the time of this review, there are no research studies on the <i>Core Knowledge® Preschool Sequence</i> (<i>Core Knowledge®</i>) available in peer-reviewed journals. The publisher presents two studies with <i>Core Knowledge®</i> on their website. In these studies, children made gains in language, literacy, and mathematics outcomes. However, both studies used a pre-/post-test design with no comparison group. More rigorous research is needed in order to establish evidence for the effect of <i>Core Knowledge®</i> on children's positive learning outcomes.</p>
<p>Research-Based Curriculum</p>	<p> Moderate Evidence</p>	<p>Approaches to Learning: <i>Core Knowledge®</i> promotes some research-based teaching practices to support children's Approaches to Learning, such as promoting sensitive, responsive caregiving. The curriculum also includes guidance on classroom organization (e.g., sample schedules, descriptions of learning centers and materials) and classroom management strategies (e.g., brainstorming and creating rules with children, providing visual cues), which promote executive functioning skills. The daily schedule includes learning centers where children can participate in activities based on their interests and engage in child-initiated play that promotes open-ended exploration. However, the curriculum provides fewer strategies and activities that support children in developing emotional and behavioral regulation.</p> <p>Social and Emotional Development: <i>Core Knowledge®</i> promotes a few research-based teaching practices in this domain. The curriculum provides guidance on how to establish an emotionally supportive environment and suggestions on how to build secure, trusting adult-child relationships. For example, scaffolding strategies embedded in the “Teacher Responses” and “Teacher Feedback” sections of the <i>Core Knowledge® Preschool Sequence and Teacher Handbook (Handbook)</i> emphasize how to engage in sensitive and responsive interactions. The “Autonomy, Social Skills and Work Habits” chapter guides teachers to identify and label emotions, and there is reference to the <i>Stop and Think Social Skills Program</i>. However, there is limited evidence that the curriculum supports teachers to use language intentionally to foster children's social and emotional development, or that it encourages teachers to coach and guide children to use problem-solving skills to resolve conflicts. References to culturally and linguistically responsive practices are minimal.</p> <p>Language and Communication: <i>Core Knowledge®</i> consistently promotes research-based teaching practices in this domain, such as providing guidance on how to create rich oral language experiences and opportunities to hear, use, and understand complex language. For example, the <i>Handbook</i> section “Language of Instruction” includes a sampling of precise vocabulary for each chapter. The curriculum also provides learning experiences using the sounds of language to develop phonological awareness through nursery rhymes, poems, fingerplays, and songs.</p>

Literacy: *Core Knowledge*® consistently promotes research-based teaching practices to support children's literacy development. For example, it provides varied opportunities for children to discuss, use, and make print materials (e.g., using print during daily routines, creating charts with children). Guidance for storybook reading and storytelling, such as the STORY and INFO techniques, engages children as active participants. The curriculum suggests learning experiences that include varied, meaningful opportunities to develop emergent writing skills; teachers are encouraged to model and support children's writing activities across all play experiences (e.g., writing lists, signs, recipes). Furthermore, the curriculum provides strategies for interactive read-alouds that include opportunities for children to develop concepts about print, alphabet knowledge, and comprehension skills, which research shows are critical early literacy skills. Even so, the curriculum lacks guidance on how to plan literacy experiences based on rich and engaging content.

Mathematics Development: The curriculum promotes some research-based teaching practices to support children's mathematics development. "Teaching Ideas" and "Cross-Curricular Connections" provide suggestions for learning experiences and strategies to promote conceptual understanding, develop procedural skills, and introduce children to the language of mathematics. For example, one "Teaching Idea" suggests using hula hoops to create a Venn diagram to visually depict sorting and classifying objects according to two attributes. While the curriculum presents a developmental sequence of math skills, it is unclear how "Teaching Ideas" and "Cross-Curricular Connections" are sequenced based on children's development. In addition, most of the suggested learning experiences are skill-focused. Thus, children have limited opportunities to engage in problem-solving, inquiry, and creative invention.

Scientific Reasoning: *Core Knowledge*® promotes some research-based teaching practices in this domain, such as guiding teachers to support the development of important inquiry skills. For example, the Handbook provides specific guidance for engaging children in the scientific reasoning cycle (reflect and ask, plan and predict, act and observe, and report and reflect). "Creating an Engaging Science Center" describes how teachers set up, introduce, and interact with children in the science center. Guidance explains how teachers can use specific science language (e.g., hypothesize, describe). The "Teaching Ideas" and "Cross-Curricular Connections" provide suggestions for science learning experiences. However, the curriculum does not provide specific guidance on how to embed science in daily activities and play. It also lacks opportunities for children to explore scientific concepts in depth through multiple, varied, conceptually related learning experiences.

		<p>Perceptual, Motor, and Physical Development: The curriculum promotes a few research-based teaching practices to support children's Perceptual, Motor, and Physical Development. It provides some guidance on intentional teaching practices to support the development of physical skills and perceptual motor development. For example, the <i>Handbook</i> includes “Teaching Ideas” that incorporate specific instructions and targeted learning goals (e.g., have children throw rolled socks into shoe boxes). However, the curriculum lacks consistent guidance on how to use intentional teaching practices to support the development of self-care skills and personal safety knowledge. In addition, the curriculum lacks guidance on creating a safe outdoor environment that encourages physical activities.</p>
<p>Scope and Sequence</p>	<p> Minimal Evidence</p>	<p>Scope: <i>Core Knowledge</i>® clearly identifies five developmental areas: Approaches to Learning, Social and Emotional Development, Language and Literacy Development, Knowledge and Cognitive Development, and Physical Well-Being and Motor Development. The <i>Handbook</i> subdivides the developmental areas into domains/content areas (e.g., under Language and Literacy, one of the domain/content areas is Oral Language) and includes a chapter that lists the <i>Preschool Sequence</i> skills for each domain/content area. Each chapter provides a brief description of what teachers should know, scaffolding suggestions, and some “Teaching Ideas” to support children's development for domain/content areas.</p> <p>Sequence: A thorough review of the curriculum materials indicates that <i>Core Knowledge</i>® includes competencies and skills for each domain that are listed sequentially (from less to more complex). The curriculum also provides “Sample Year-Long Curriculum Plan,” which maps the skills of the <i>Preschool Sequence</i> to each month of the school year. However, it is unclear how the sequence of skills is mapped to suggested learning experiences. <i>Core Knowledge</i>® does not provide a defined set of learning experiences, but rather a limited number of examples and suggested activities (e.g., “Teaching Ideas,” “Cross-Curricular Connections”) to illustrate how skills in each content area may be supported. These do not build from less to more complex to support children as they move through the developmental progressions, nor do they provide multiple, related opportunities to explore a concept or skill with increasing depth.</p>

<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	 Minimal Evidence	<p>Alignment with the ELOF: A thorough review of all of the curriculum materials in relationship to the Head Start Early Learning Outcomes Framework (ELOF) domains and sub-domains indicates that <i>Core Knowledge</i>® is minimally aligned with the ELOF. The <i>Handbook</i> includes some “Teaching Ideas” and “Cross-Curricular Connections” that briefly describe learning activities that support children’s development in each of the ELOF domains. While all seven domains are addressed, a large number of sub-domains are partially addressed, including Emotional and Behavioral Self-Regulation; Cognitive Self-Regulation; Emotional Functioning; Sense of Identity and Belonging; and Health, Safety, and Nutrition.</p>
<p>Learning Goals for Children</p>	 Moderate Evidence	<p>Learning Goals: The curriculum specifies learning goals and specific skills for each goal within content area chapters of the <i>Handbook</i>. The skills are presented in order of difficulty, with easier skills preceding more complex ones. Most of the learning goals are measurable; and while many are developmentally appropriate, some goals are too advanced for preschool children (e.g., distinguish objects of the more “recent past” from objects of the “distant past;” use a simplified, illustrated telephone listing). Overall, the “Teaching Ideas” and “Cross-Curricular Connections” would support children in making progress toward the learning goals within each content area. However, the learning goals are not explicitly integrated or connected with these learning experiences. In addition, the curriculum lacks guidance on how to use the learning goals to individualize learning experiences for all children.</p>
<p>Ongoing Child Assessment</p>	 Moderate Evidence	<p>Ongoing Observation and Documentation: The <i>Handbook</i> provides general guidance about how teachers can observe children’s development and learning across the daily routine. The curriculum explains that teachers can use observations, collections of children’s work samples, and activity probes (performance-based assessments) to understand children’s developmental progress over time. While it offers specific information in sections called “What to Look For” and “When to Look,” the curriculum lacks guidance on how to document observations. Moreover, little information is provided on how to use assessment information to plan instruction.</p> <p>Standardized and Structured Assessment Instruments: The <i>Handbook</i> describes the importance of valid, reliable assessment. The <i>Core Knowledge</i>® Preschool Assessment Kit and <i>Core Knowledge</i>® Preschool Assessment Tool are available for purchase at an additional cost. The curriculum does not address the importance of using individually, culturally, and linguistically appropriate assessment instruments.</p>

<p>Parent and Family Engagement</p>	 <p>Moderate Evidence</p>	<p>Communicating with Families: The <i>Handbook</i> includes some strategies for sharing information with families (e.g., monthly newsletter, regular parent meetings). While the curriculum describes the importance of recognizing parents as sources of information about the child and family, it lacks guidance on how to learn from families about their child’s development, culture, home language, and background. The curriculum includes some considerations and strategies for working with culturally and linguistically diverse families. For example, the curriculum cautions teachers not to overwhelm families with educational jargon, to keep wording simple, and to use plenty of visual support in activity directions.</p> <p>Engaging Families: The <i>Handbook</i> describes the importance of engaging parents and families in children’s learning and development, and it offers general guidance on how to do so. Some strategies include implementing an open-door policy, conducting special events (e.g., monthly family nights and school celebrations), and creating weekly home learning activities. Activity books for families are available at an additional cost. However, the <i>Handbook</i> lacks guidance on how to use them with families. There is no guidance on how to engage parents with disabilities or other special needs.</p>
<p>Professional Development and Materials to Support Implementation</p>	 <p>Moderate Evidence</p>	<p>Professional Development: <i>Core Knowledge</i>® offers multiple options for standardized initial training. Examples include a two-day “Leadership Institute” and “Getting Started with the Preschool Sequence.” The curriculum offers ongoing professional development and training through “turnkey professional development kits,” on-site training, and annual conferences. These opportunities include a range of topics, such as supporting language development or assessment and planning to meet children’s needs. Additionally, sites may request diagnostic visits and plan individualized supports based on their needs.</p> <p>Curriculum Materials to Support Implementation: <i>Core Knowledge</i>® provides materials to support implementation, including the <i>Handbook</i> and the <i>Core Knowledge</i>® <i>P-8 Implementation Resources Guide</i> (available online). The <i>Handbook</i> includes general information on lesson planning, classroom environment, routines, and teaching practices. However, it lacks sufficient information about learning experiences.</p> <ul style="list-style-type: none"> • Fidelity Tool: <i>Core Knowledge</i>® includes <i>Snapshot: Implementation and Observation Checklists</i>, a fidelity tool for monitoring curriculum implementation. The tool addresses areas such as classroom environment, classroom practices, and daily routines. While the “Getting Started with the Preschool Sequence” professional development kit introduces the fidelity tool, it is not referenced within the <i>Handbook</i>.

<p>Learning Experiences and Interactions</p>	<p> Moderate Evidence</p>	<p>Active Exploration: <i>Core Knowledge</i>® promotes active exploration and children have opportunities to initiate activities and explore newly introduced skills and concepts during center time (e.g., science, math, and art areas). However, there is little guidance on how center time can be used to support active exploration. For example, little guidance is offered on the kinds of materials that should be used in the centers or how the learning centers can be used to foster active exploration. Some of the “Teaching Ideas” limit children’s active exploration during center time. For example, the curriculum provides specific directions on how to engage children with materials in the sensory table.</p> <p>Interactions that Extend Children’s Learning: The curriculum provides guidance on how to use interactions to extend children’s learning. For example, the “Using Language to Think” section of the <i>Handbook</i> provides guidance on how to encourage children to predict and analyze qualities of objects. In addition, the “Oral Language” chapter includes guidance on using self- and parallel-talk as well as open-ended questions to extend children’s learning.</p> <p>Individualization: The curriculum provides general guidance on how to ensure learning experiences are accessible and appropriate for all children. It provides specific strategies for scaffolding the learning of children who need “higher and lower degrees of support.” Additionally, the “English Language Learners” chapter includes information about the stages of second language acquisition and “language support strategies” for each stage. The <i>Handbook</i> lacks guidance on how to authentically incorporate children’s languages and cultures throughout learning activities or learning centers. Though the <i>Handbook</i> states various elements of the <i>Preschool Sequence</i> lend themselves to supporting an inclusive classroom, the curriculum lacks guidance on how to individualize learning experiences for children with disabilities, suspected delays, or other special needs.</p>
<p>Learning Environments and Routines</p>	<p> Moderate Evidence</p>	<p>Environment: The curriculum provides general guidelines on how to design well-organized, engaging indoor environments. It provides considerations on how to enhance children’s use of space, strategies for incorporating learning centers, and ways to arrange the physical environment to support classroom management. The <i>Handbook</i> offers additional guidance for ensuring the environment is welcoming, as well as print- and math-rich. The curriculum lacks guidance on how to set up the outdoor learning environment. Furthermore, it does not address how to include children’s cultures or home languages in the physical environment.</p>

		<p>Learning Materials: <i>Core Knowledge</i>® provides a limited number of materials, including <i>Social Skills Posters</i>, <i>Pictorial Schedule Cards</i>, and the <i>Stop and Think Social Skills CD</i>. The <i>Handbook</i> provides suggestions for specific learning materials (e.g., manipulatives, books, measuring tools) to be used in specific activities (“Teaching Ideas”) and learning centers. The curriculum mentions that effective teachers ensure classroom materials include some items in the child’s home language but lacks further guidance on what materials should be included or how to select them. While the curriculum notes materials may need to be adapted for children with disabilities, suspected delays, or other special needs, it provides minimal guidance on how to ensure that learning materials are accessible. Finally, the curriculum lacks guidance on how to select and provide materials that authentically represent the cultures and ethnicities of the children.</p> <p>Schedule and Routines: The curriculum includes specific guidance on how to establish a developmentally appropriate daily schedule. It offers sample schedules for half- and full-day programs and descriptions of what occurs during each part of the schedule (e.g., circle time, meals). However, the curriculum lacks guidance on how to individualize schedules or routines based on individual children’s needs and backgrounds.</p>
<p>Cultural Responsiveness</p>	<p> Minimal Evidence</p>	<p>Interactions: The curriculum provides some general considerations for working with culturally and linguistically diverse families and children. For example, the <i>Handbook</i> explains that there may be cultural differences related to parent involvement or communication styles. However, the curriculum lacks specific guidance on how to engage in culturally responsive interactions with children and families.</p> <p>Learning Experiences: <i>Core Knowledge</i>® does not offer any guidance on how to provide learning experiences that build on children’s and families’ traditions, cultures, values, and beliefs. Rather, the approach is to help all children learn the same content, regardless of their family and economic background.</p> <p>Learning Environment: The curriculum provides minimal guidance on how to use learning materials that authentically represent the cultures and ethnicities of children and families. The <i>Handbook</i> suggests stories “include content related to the cultures of English language learners.” The curriculum lacks guidance on how to select learning materials that represent the cultures and ethnicities of children and families in the program.</p>

<p>Linguistic Responsiveness</p>	 Minimal Evidence	<p>Scaffolding Strategies: The <i>Handbook</i> provides general guidance on teaching children who are dual language learners (DLLs) (e.g., making cross-curricular connections, offering visuals, allowing home language to be used to demonstrate understanding). In addition, the curriculum includes information about the stages of language acquisition and some language support strategies for each stage.</p> <p>Home and Tribal Languages: <i>Core Knowledge®</i> lacks guidance on how to incorporate children's home languages into the learning experiences and environment. Tribal languages are not addressed.</p>
<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	 Minimal Evidence	<p>Teaching Practices and Interventions: The <i>Handbook</i> provides general strategies for using the curriculum with children who have disabilities, suspected delays, or other special needs (e.g., using visuals, differentiating instruction). However, the curriculum lacks guidance on how to embed specific research-based teacher practices or other interventions in daily routines and activities.</p> <p>Learning Environment: The curriculum provides general guidance on how to ensure learning materials and the physical space are accessible for children with disabilities, suspected delays, or other special needs. The <i>Handbook</i> includes a few specific adaptations (e.g., adjusting the physical environment to accommodate wheelchair access, using visuals to help children with autism follow directions). However, universal design principles are not discussed. The <i>Handbook</i> does not provide consistent, embedded guidance on how to ensure the physical environment and learning materials are accessible to all children.</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	 Minimal Evidence	<p>Individualization Based on Interests: The <i>Handbook</i> discusses the importance of child-initiated activities and provides some information about following children's interests during informal conversations and learning center time. However, the curriculum does not provide guidance on how to plan learning experiences that build on individual children's interests.</p> <p>Individualization Based on Strengths and Needs: The <i>Handbook</i> provides general guidance on how to make learning experiences responsive to individual children's strengths and needs. For each domain, the curriculum includes examples of scaffolding for children who need higher and lower levels of support. It states, "Although the examples below demonstrate only high support and low support, effective teachers adjust support along the continuum to meet the needs of individual children."</p>

Curiosity Corner, 2nd Edition

Curriculum Description

Curiosity Corner, 2nd Edition offers learning experiences to expand children's vocabularies and build math, science, art, music, and interpersonal skills. The curriculum is organized around 18 thematic units, and *Theme Guides* include daily lesson plans for each instructional component as well as materials lists. The *Teacher's Manual* provides an overview of the curriculum, program objectives, and guidance for each instructional component.

Website: <http://www.successforall.org/our-approach/schoolwide-programs/curiosity-corner/>

Last Updated: March 25, 2019

Summary of Curriculum Review

- Promotes research-based teaching practices in all Head Start Early Learning Outcomes Framework (ELOF) domains, especially in the domains of Social and Emotional Development, Language and Communication, and Literacy
- Specifies developmentally appropriate learning goals for each unit
- Promotes ongoing observation of children's learning and development
- Provides a range of strategies and resources to support parent and family engagement
- Offers comprehensive standardized training and materials to support implementation
- Includes specific prompts to extend children's learning throughout activities
- Moderately aligned with the ELOF but lacks comprehensive guidance in the following sub-domains: Initiative and Curiosity, Creativity, and Health, Safety, and Nutrition
- Lacks specific guidance on how to establish well-organized, engaging indoor and outdoor environments
- Provides limited to no guidance on culturally responsive interactions, learning experiences, and materials
- Provides limited guidance on how to support the development and learning of children who are dual language learners (DLLs)
- Provides minimal guidance on how to adapt learning experiences to support the development and learning of children with disabilities, suspected delays, or other special needs
- Lacks guidance on how to individualize learning experiences based on children's interests, strengths, and needs

<p>Cost of Curriculum <i>Curiosity Corner, 2nd Edition</i>: \$3,495 per classroom kit</p> <p>Cost of Professional Development Costs for on-site and online professional development are not publicly available on the publisher's website. Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages <i>Curiosity Corner, 2nd Edition</i> is only available in English.</p>	<p>Target Age Center-based preschool programs for children 3–5 years old</p>	<p>Curriculum Materials Reviewed by Raters All materials from <i>Curiosity Corner, 2nd Edition</i> were purchased and reviewed in 2018. These materials included:</p> <ul style="list-style-type: none"> • <i>Teacher's Manual</i> • <i>18 Theme Guides</i> • Concepts of Print books • Home Links videos • Curiosity Corner software
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

**Evidence Base
for Child
Outcomes**



Minimal
evidence

At the time of this review, *Curiosity Corner, 2nd Edition* (*Curiosity Corner*) has been evaluated in one published research study, the report of the Preschool Curriculum Evaluation Research (PCER) Consortium (PCER Consortium, 2008).

Rigorous Design: *Curiosity Corner* was evaluated using a randomized controlled trial.

Sample and Generalizability: The sample was racially and ethnically diverse. Children in the sample attended public preschools, Head Start, and child care programs in three different states. Information on socio-economic status was not provided.

Fidelity of Implementation: The teachers received an initial training as well as ongoing feedback and support during the program year. Trainers conducted three implementation visits, during which they observed and provided feedback on teachers' instructional practices and classroom environments. A publisher-developed curriculum fidelity instrument was used by trainers during implementation visits. The researchers used data from this instrument to rate each classroom on the Consortium's global fidelity measure. Implementation fidelity was assessed as moderate on this fidelity measure (2.0 on a 3-point scale).

Child Outcomes: The PCER study investigated the effects of *Curiosity Corner* on math, oral language, literacy, phonological awareness, and behavioral child outcomes in preschool and kindergarten. The study found no statistically significant effects on any of these child outcomes in preschool. The study found that children in kindergarten who had participated in preschool classrooms that implemented the *Curiosity Corner* curriculum had higher scores on two of three measures of literacy development than children in kindergarten who had not experienced the *Curiosity Corner* curriculum in preschool classrooms. There were no other statistically significant effects on child outcomes in kindergarten.

Reference:

Preschool Curriculum Evaluation Research (PCER) Consortium. (2008). Chapter 5. *Curiosity Corner: Success for All Foundation*. In *Effects of Preschool Curriculum Programs on School Readiness* (pp. 75–83). Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education.

<p>Research-Based Curriculum</p>	<p> Moderate Evidence</p>	<p>Approaches to Learning: <i>Curiosity Corner</i> promotes research-based teaching practices to support children's self-regulation and executive functioning skills. The curriculum provides guidance on classroom organization, including a suggested daily schedule and ideas for transitions between activities. The <i>Teacher's Manual</i> offers classroom management strategies such as team cooperation goals and signs/signals (Zero Noise Signals). Children develop executive functioning skills through daily choices during Greetings, Readings & Writings, and Plan & Play, as well as Brain Games specifically designed to scaffold executive functioning skills (e.g., I Spy, What's the Magic Word). Getting Along Together activities (e.g., Stay Cool Steps) help children learn to regulate their emotions and develop problem-solving skills. However, the curriculum includes limited opportunities to engage children in child-initiated play and activities based on their interests. While children select their own learning areas (Learning Labs) during Greetings, Readings & Writings, this part of the day is a very short period (10 minutes in a part-day schedule), and the Plan & Play (dramatic play) scenarios are offered by the teacher.</p> <p>Social and Emotional Development: The curriculum consistently promotes research-based teaching practices to support children's social and emotional development. Getting Along Together activities are intentionally sequenced learning experiences that promote social and emotional development. For example, learning experiences such as “Using I Messages” and “Naming Others' Feelings” provide formal opportunities for children to practice social interactions. Other learning experiences (e.g., Learning Labs and Plan & Play) offer informal opportunities for such practice. Each unit includes a social and emotional development vocabulary list, and Getting Along Together activities utilize these words. The curriculum also includes guidance to support children as they learn to regulate their emotions and use problem-solving skills to resolve conflicts. Even so, the curriculum provides limited guidance on how to build secure, trusting relationships and culturally and linguistically responsive practices.</p>
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Language and Communication: *Curiosity Corner* consistently promotes research-based teaching practices to support children in developing language and communication skills. The instructional components (e.g., Greetings, Readings & Writings, Plan & Play, Clues & Questions) described in the *Teacher's Manual* and *Theme Guides* provide many formal and informal ways for children to engage in rich oral language exchanges with adults and peers. Story Telling and Retelling (STaR) plans describe ways to engage children in interactive read-alouds that allow them to hear, use, and understand complex language. To support children's vocabulary development, the curriculum offers multiple vocabulary lists for each unit (e.g., Wonderful Words, theme-related, STaR, Getting Along Together) and explicit instruction for vocabulary development within the context of each unit. In addition, Rhyme Time activities (e.g., "Baa, Baa Black Sheep," "My Mirror") promote phonological awareness in playful ways.

Literacy: The curriculum consistently promotes research-based teaching practices to support children's literacy development. It offers varied and meaningful opportunities to discuss, use, and make printed materials. For example, daily activities include signing-in, "reading" the Daily Message, and engaging in STaR activities. STaR activities support literacy learning during daily read-alouds, such as previewing the story, asking various types of questions, and retelling to aid comprehension. Activities within the Instructional Components, such as Learning with Curiosity and the Daily Message, integrate additional research-based practices (e.g., using modeled writing, examining concepts of print, building alphabet knowledge).

Mathematics Development: *Curiosity Corner* promotes research-based teaching practices to support children's development of mathematical concepts and skills. Math Moments and Math Lab provide intentionally planned, daily math learning experiences that include sequences based on children's developmental progressions. They also offer opportunities to practice mathematical skills and concepts and to use math vocabulary. For example, Math Moments begin with rote counting practice (Count with Curiosity), followed by direct instruction of a concept or skill (Active Instruction), and then children work with a partner to explore the concept or to play a related game (Partner Practice). Math Moments also ask children to apply previously learned concepts and skills to help Curiosity Cat (the program's mascot) solve a problem. The curriculum includes math words within unit vocabulary lists, as well as guidance on how to model and facilitate math talk with children. However, Math Moments and Math Lab are highly structured, offering few opportunities for children to engage in inquiry and creative invention.

		<p>Scientific Reasoning: The curriculum promotes research-based teaching strategies to support children's development of scientific reasoning. Science Lab and small group activities offer hands-on science learning experiences that support the development of children's science skills. They allow children to construct knowledge through social interactions with adults and peers. Learning Lab Facilitation Guides provide prompts for teachers to support the development of important inquiry skills, such as making observations, asking questions, and gathering information (e.g., What happened when you mixed the red and yellow water? How will it change if we add more?). The curriculum encourages children to use language and other forms of communication to describe and document their work in the Science Lab (e.g., discuss, draw, or write about your observations). A limitation is that science experiences, including Science Lab, have specific instructions for children to follow. This leaves little room for teachers to build on children's previous experiences and interests or facilitate open-ended investigation. Additionally, other than in science-related units (e.g., Roots and Shoots, Fall into Fall, Healthy Me!), the curriculum does not provide children with multiple, varied, conceptually-related learning experiences in science.</p> <p>Perceptual, Motor, and Physical Development: <i>Curiosity Corner</i> promotes research-based teaching practices to support children's development in this domain. The <i>Teacher's Manual</i> provides general guidance for setting up a safe indoor environment that encourages active physical exploration. Each thematic unit includes daily Move It! activities and suggestions for Outdoor Play/Gross Motor activities that offer regular opportunities to participate in moderate to vigorous physical activities and to practice new physical skills. Most Move It! activities increase children's cognitive understanding of movement. For example, in response to the song "Sammy," children act out different ways they can locomote to the store, such as flying, running, and hopping. The curriculum promotes fine motor skills in Learning Labs (e.g., Writing, Puzzles & Games, Art) and Plan & Play. The Healthy You! unit offers multiple strategies to introduce children to a broad range of health, safety, and nutrition topics. However, the curriculum lacks guidance on creating a safe outdoor environment that encourages physical activity and intentional teaching practices to support children's development of physical skills (e.g., practicing specific skills, providing children individualized feedback).</p>
<p>Scope and Sequence</p>	<p> Moderate Evidence</p>	<p>Scope: <i>Curiosity Corner</i> clearly identifies nine developmental domains: Personal/Emotional, Language/Literacy, Interpersonal/Social, Cognitive, Creative, Mathematical, Science, Physical, and Social Studies. Each <i>Theme Guide</i> provides detailed guidance for daily lesson plans and learning activities to support children's development in these domains.</p>

		<p>Sequence: The curriculum provides a sequence of learning experiences that progressively builds children's knowledge and skills as they move through the following ELOF domains: Approaches to Learning, Social and Emotional Development, Language and Communication, Literacy, and Mathematics. However, for some aspects of Scientific Reasoning and Perceptual, Physical, and Motor Development, it is unclear how the sequences of learning experiences gradually build children's skills as they move through the developmental progressions. In the Science domain, the curriculum lacks multiple, related opportunities for children to explore concepts and skills. In addition, the curriculum lacks guidance on how to individualize the sequence of learning experiences based on children's individual strengths and needs.</p>
<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	<p> Moderate Evidence</p>	<p>Alignment with the ELOF: A thorough review of all the curriculum materials in relation to the ELOF domains and sub-domains indicates that <i>Curiosity Corner</i> is mostly aligned with the ELOF. The learning experiences described in the <i>Theme Guides</i> support children across the majority of ELOF sub-domains. Learning Labs (e.g., Letter, Math, Science) also provide opportunities for children to practice domain-specific skills. The curriculum partially addresses the following ELOF sub-domains: Initiative and Curiosity; Creativity; and Health, Safety, and Nutrition.</p>
<p>Learning Goals for Children</p>	<p> Moderate Evidence</p>	<p>Learning Goals: <i>The Child Assessment Tool</i> provided in the <i>Teacher's Manual</i> identifies measurable, developmentally appropriate objectives that serve as learning goals for each of the curriculum's domains. In addition, the front matter of each <i>Theme Guide</i> provides a visual map that organizes the objectives by the domains identified in the curriculum. While the learning activities support children in making progress toward the learning goals, the goals are not explicitly integrated or connected with the activities. In addition, the curriculum lacks guidance on how to use learning goals to individualize learning experiences for all children.</p>
<p>Ongoing Child Assessment</p>	<p> Moderate Evidence</p>	<p>Ongoing Observation and Documentation: The <i>Teacher's Manual</i> describes a process for observing, documenting, and reflecting on children's development, and using this information to monitor children's development and learning. For example, the curriculum suggests teachers use periodic comprehensive evaluation of children's progress in various developmental domains as well as ongoing observation and documentation. The curriculum provides general guidance on how to assess children's progress (e.g., use the provided Unit Record Form throughout the day to note children's demonstration of expressive vocabulary, oral expression, and Getting Along Together behaviors; collect a variety of work samples and photos of construction). However, guidance is not provided on how to use observation and documentation to inform curriculum planning.</p>

		<p>Standardized and Structured Assessment Instruments: The <i>Teacher's Manual</i> provides guidance on using the curriculum's structured assessment instrument (Curiosity Corner, 2nd Edition Online Data Tools) to regularly assess children's developmental progress and inform planning. It explains that teachers should use hard copies of the Unit Record Forms to record children's progress in expressive vocabulary and Getting Along Together behaviors and then enter the data into the online system. The online data tools “provide standardized and easily interpreted reports on child, class, and school progress.” Additionally, the curriculum recommends that teachers use a comprehensive assessment tool at the beginning, midpoint, and end of the year. For programs that do not already use a comprehensive assessment tool, <i>Curiosity Corner</i> includes the Child Assessment Tool in the <i>Teacher's Manual</i>. A limitation is that the curriculum does not address the importance of selecting assessment instruments that are valid and reliable or individually, culturally, and linguistically appropriate for the children who are to be assessed.</p>
<p>Parent and Family Engagement</p>	<p> Moderate Evidence</p>	<p>Communicating with Families: The <i>Teacher's Manual</i> provides strategies for how to communicate with parents and families. For example, it suggests communicating with parents regularly, conducting two home visits a year, and holding parent-teacher conferences. For each theme, the <i>Theme Guide</i> includes a “theme introduction letter” in English and Spanish. Most guidance for communicating with families tends to focus on how to share with families, but there is limited information on how to learn from families. The curriculum suggests that teachers “always strive to be nonjudgmental and sensitive to cultural differences.” However, it lacks guidance on how to communicate in culturally or linguistically responsive ways.</p> <p>Engaging Families: The curriculum provides specific guidance on how to engage parents and families in children's learning and development. It offers Home Link Activities that encourage nightly story time as well as Snuggle-Up and Read Parent Workshops and Celebrations. The <i>Teacher's Manual</i> also suggests using parent volunteers and assigning them tasks that draw on their abilities and interests. A limitation is that the curriculum lacks guidance on engaging families in culturally and linguistically responsive ways and does not address working with families who have disabilities or other special needs.</p>

<p>Professional Development and Materials to Support Implementation</p>	<p> Full Evidence</p>	<p>Professional Development: The curriculum developer provides a two-day “program introduction” training. Facilitators or coaches (e.g., Success for All coaches) offer support for initial training and professional development throughout the year. The curriculum suggests that teachers meet regularly to share their experiences and problem-solve together. In addition, sites are encouraged to establish a Leading for Success program that includes Component Teams (composed of teachers) that meet monthly and discuss specific topics such as math, supporting emergent writers, and social and emotional skills. Various types of training such as site visits, on-site and telephonic coaching, and component teams facilitate individualized supports based on teacher and program needs.</p> <p>Curriculum Materials to Support Implementation: <i>Curiosity Corner</i> includes a comprehensive, systematic set of user-friendly materials that are embedded throughout the curriculum. The <i>Teacher's Manual</i> provides information about the program philosophy, objectives, instructional components, and classroom organization and management. Eighteen <i>Theme Guides</i> describe, in detail, the learning experiences for each day over the course of the two-week theme. The <i>Success for All Snapshot</i> is embedded within the <i>Teacher's Manual</i> and serves as a reflection tool for teachers and a method for monitoring curriculum implementation. The Curiosity Corner Reporting and Planning Guide helps sites collect and report data on children's progress, set goals to improve child outcomes, plan and evaluate interventions, and prepare team and committee reports to share at quarterly data review meetings.</p> <ul style="list-style-type: none"> • Fidelity Tool: <i>Curiosity Corner</i> offers the <i>Success for All Snapshot</i> to monitor curriculum implementation and fidelity.
<p>Learning Experiences and Interactions</p>	<p> Moderate Evidence</p>	<p>Active Exploration: <i>Curiosity Corner</i> offers daily opportunities for children to actively engage in open-ended, hands-on exploration. For example, Plan & Play and Learning Labs (e.g., Puzzle/Game, Art, and Science) provide opportunities to manipulate objects and investigate concepts. During Plan & Play, children select roles and scripts and use objects in creative ways. While some Learning Labs allow for open-ended exploration, others offer activities that are more prescriptive. The explorations are pre-determined (e.g., Children use mirrors to count the healthy teeth in their mouths; children use lemon juice to write messages or draw pictures and then look at them over a light bulb with a teacher). Moreover, though children participate in Learning Labs daily, the amount of time recommended for this activity is quite limited.</p>

		<p>Interactions that Extend Children's Learning: The curriculum provides specific guidance that is embedded throughout the curriculum materials on how to extend children's learning. For example, Learning Labs Facilitation Guides include prompts such as, “Why do these things make us think of fall? What do you think might happen to this item in winter?” During Plan & Play, teachers are encouraged to join children's play to encourage conversation, prop use, and role-play. In addition, the STaR reading prompts are based on Bloom's taxonomy and designed to foster children's thinking and communication.</p> <p>Individualization: The <i>Teacher's Manual</i> describes the Learning Labs Facilitation Guides as a way to individualize learning. For example, they include questions teachers might ask to provide support for children who need extra help or are DLLs and questions to challenge children who are further along in their development. However, there is no additional guidance on how to provide learning experiences that build on children's cultures and home languages or how to adapt learning experiences to respond to the needs of children with disabilities, suspected delays, or other special needs.</p>
<p>Learning Environments and Routines</p>	<p> Moderate Evidence</p>	<p>Environment: The <i>Teacher's Manual</i> provides some guidance on preparing the learning environment for each of the instructional components. Most guidance comes in the form of questions that ask teachers to consider specific environmental features related to a particular part of the daily routine. For example, for Greetings, Readings & Writings, the curriculum asks teachers, “Are there hooks or cubbies labeled with each child's name and/or picture?” Other guidance is more specific such as, “You will want to label each lab with a sign, so children know where to go.” The curriculum states, “Cultural sensitivity permeates everything teachers do, from purchasing supplies and setting up their rooms.” However, the curriculum lacks guidance on how to include children's cultures and home or tribal languages into the physical environment. Additionally, it does not address how to ensure the physical environment is accessible for children with disabilities, suspected delays, or other special needs.</p>

		<p>Learning Materials: The curriculum provides lists of learning materials that are developmentally appropriate and foster open-ended exploration and inquiry. For example, the <i>Teacher's Manual</i> includes lists of basic supplies for individual learning labs (e.g., blocks of various types, natural materials, beads). It also describes the materials needed for Gathering Circle (e.g., sharing sticks, calendar), Clues & Questions, STaR, and Plan & Play. Chapter 11 identifies the materials provided with each unit kit (e.g., trade books, resources). In addition, the beginning of each <i>Theme Guide</i> includes a list of materials needed for that unit. A limitation is that the curriculum does not offer guidance on how to include learning materials that authentically represent the cultures, ethnicities, and languages of the children and families, nor does it address how to ensure that learning materials are accessible for all children.</p> <p>Schedule and Routines: The <i>Teacher's Manual</i> provides specific guidance for establishing a daily schedule and developmentally appropriate routines. It describes the instructional components: Greetings, Readings & Writings; Gathering Circle; Move It!; Clues & Questions; Rhyme Time; Getting Along Together; Plan & Play; STaR; Math Moments; and Question/Reflection. It also offers specific examples of three-, four-, and seven-hour schedules and describes morning routines for the children and teachers. The organization of the <i>Theme Guides</i> follows the suggested schedule and routines. Though the curriculum includes some guidance on how to adjust the schedule during the first few weeks of school (e.g., keep whole group activities brief, increase time for Plan & Play and outside time), it lacks further discussion on how to adjust schedules and routines based on children's needs and backgrounds.</p>
<p>Cultural Responsiveness</p>	<p> Minimal Evidence</p>	<p>Interactions: The curriculum describes the importance of culturally responsive interactions with children and families. The <i>Teacher's Manual</i> suggests that teachers respect and value the home culture, promote and encourage the active involvement and support of all families, become informed on children's home cultures, and make an intentional effort to learn about the diverse cultural backgrounds of children in their classrooms. Even so, the curriculum provides no guidance on how to engage in culturally responsive interactions with children and families.</p> <p>Learning Experiences: <i>Curiosity Corner</i> encourages teachers to learn about the home cultures of the children in their groups. The <i>Teacher's Manual</i> explains that some cultures may not celebrate birthdays or holidays, but the curriculum lacks guidance on how to provide learning experiences that build on families' traditions, cultures, values, and beliefs. In the unit "Around the World," children learn about people from different places and cultures, but it does not guide the teacher to consider and plan according to the diverse cultures within the group.</p>

		<p>Learning Environment: The <i>Teacher's Manual</i> states that cultural sensitivity impacts everything teachers do, including purchasing supplies. Some trade books included in the curriculum (e.g., <i>A Chair for My Mother</i>, <i>Jonathan and His Mommy</i>) reflect diverse children and families. In addition, the basic equipment list for the housekeeping area suggests providing “multi-ethnic” dolls and food. However, the curriculum does not provide guidance on how to select and use learning materials that authentically represent the cultures and ethnicities of children and families in the program.</p>
<p>Linguistic Responsiveness</p>	<p> Minimal Evidence</p>	<p>Scaffolding Strategies: The curriculum provides general guidance on how to scaffold the development and learning of children who are DLLs. For example, the <i>Teacher's Manual</i> gives a brief overview of strategies for supporting DLLs (e.g., speaking slowly and clearly, maintaining eye contact, using real objects, and Total Physical Response). In addition, the Learning Lab Facilitation Guides include questions teachers might ask to provide extra support for DLLs. Even so, the guidance is not specific, nor is it embedded throughout the curriculum materials.</p> <p>Home and Tribal Languages: While the <i>Teacher's Manual</i> states that children should not be discouraged from speaking their home languages, the curriculum does not provide guidance on how to authentically incorporate children's home languages in the learning environment. Tribal languages are not addressed.</p>
<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	<p> Minimal Evidence</p>	<p>Teaching Practices and Interventions: The curriculum provides minimal guidance on how to embed intentional teaching practices and other interventions to support the development and learning of children with disabilities, suspected delays, or other special needs. The “Supporting Children with Special Needs” section of the <i>Teacher's Manual</i> suggests setting up a buddy system, using peer tutoring, and reducing the amount of material that is covered each day. However, the curriculum includes no further guidance in this area.</p> <p>Learning Environment: The curriculum provides limited guidance on how to ensure the physical environment and learning materials are accessible to children with disabilities and other special needs. The <i>Teacher's Manual</i> suggests that, depending on a child's disability, a teacher might employ assistive technology such as computer screens to enlarge text. The curriculum encourages teachers to use concrete materials with children with special needs. Even so, the curriculum lacks overall guidance on how to ensure the physical environment and learning materials are accessible to all children (e.g., universal design principles), and the curriculum could include specific examples of how to adapt learning materials embedded throughout the instructional components.</p>

<p>Individualization Based on Interests, Strengths, and Needs</p>	<p> Minimal Evidence</p>	<p>Individualization Based on Interests: <i>Curiosity Corner</i> explains that Plan & Play scenarios are merely suggestions, and teachers may add their own or extend popular scenarios from previous weeks to best suit children's needs. However, the curriculum does not offer any guidance on how to plan learning experiences that build on the interests of individual children. Learning experiences are pre-planned and there is no guidance on how to modify them based on individual children's interests.</p> <p>Individualization Based on Strengths and Needs: <i>Curiosity Corner</i> provides minimal guidance on how to make learning experiences responsive to individual children's strengths and needs. Each Learning Lab includes a facilitation guide that contains questions that can be asked to engage children at any developmental level. However, the curriculum lacks guidance on how to modify most learning experiences (e.g., Clues & Questions, STaR, Math Moments) to be responsive to individual children's strengths and needs.</p>
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DLM Early Childhood Express®

Curriculum Description

The *DLM Early Childhood Express*® offers learning experiences and materials to foster children's social and emotional, intellectual, and physical development. The curriculum is organized in eight thematic units. Each unit includes weekly lesson plans and daily planners consisting of teacher-directed lessons, large and small group activities, and learning centers.

Website: <http://www.mheducation.com/prek-12/program/MKTSP-WBC01M0.html>

Last Updated: March 25, 2019

Summary of Curriculum Review

- Specifies learning goals throughout all curriculum materials and lesson plans to support children in making progress toward learning goals
- Provides a range of strategies and resources to support parent and family engagement
- Provides specific guidance to scaffold the development and learning of children who are dual language learners (DLLs)
- Offers specific adaptations of learning activities for children with disabilities, suspected delays, or other special needs but lacks guidance on how to ensure the physical environment is accessible
- Promotes individualization based on children's strengths and needs
- Promotes some research-based teaching practices to support children's development and learning in the Head Start Early Learning Outcomes Framework (ELOF) domains of: Language and Communication, Literacy, and Mathematics
- Promotes few research-based teaching practices in domains of: Approaches to Learning, Social and Emotional Development, Scientific Reasoning, and Perceptual, Motor, and Physical Development
- Minimally aligned with the ELOF, as several sub-domains are partially or not addressed in the curriculum
- Lacks a sequence of learning experiences based on children's developmental progressions in some ELOF aspects: Approaches to Learning, Language and Communication, Science, and Physical Development
- Lacks comprehensive guidance on ongoing child assessment
- Lacks standardized training and professional development
- Lacks ample opportunities for child-initiated play, activities based on children's interests, and activities that promote open-ended exploration
- Provides minimal guidance on designing well-organized, engaging indoor environments and no guidance on setting up the outdoor environment
- Lacks comprehensive guidance on culturally responsive interactions, learning experiences, and the learning environment

<p>Cost of Curriculum <i>DLM Early Childhood Express®</i> is no longer available for purchase.</p> <p>Cost of Professional Development DLM VPK Training: Free The publisher no longer offers additional professional development on the <i>DLM Early Childhood Express®</i>.</p>	<p>Availability in Other Languages The <i>DLM Early Childhood Express® (Complete Package)</i> includes all materials in English and Spanish.</p>	<p>Target Age Center-based preschool programs for children 3–5 years old</p>	<p>Curriculum Materials Reviewed by Raters All materials from the <i>DLM Early Childhood Express®</i> were purchased and reviewed in 2017. These materials included:</p> <ul style="list-style-type: none"> • Eight Teacher's Editions • DLM Research and Professional Development Guide • Home Connections Resource Guide • Flip Charts and Cards • Big Book and Little Book Packages, including Listening Library CDs • Manipulatives Kit
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

**Evidence Base
for Child
Outcomes**



Minimal
Evidence

At the time of this review, there are two research studies on the *DLM Early Childhood Express*®, both of which are included as part of the Preschool Curriculum Evaluation Research Consortium (PCER, 2008). However, both of these studies evaluated the *DLM Early Childhood Express*® in combination with another curriculum (Open Court Reading Pre-K and Pre-K Mathematics). Additionally, the study of DLM Math + Pre-K Mathematics only used the DLM Early Childhood Express® Math software, not the entire comprehensive curriculum. Therefore, the results should be interpreted with caution because it is impossible to separate the effects of the DLM comprehensive curriculum from the supplemental curricula included in the evaluation.

Rigorous Research Design: Both research studies used randomized controlled trials. Classrooms were randomly assigned to a treatment (i.e., using the *DLM Early Childhood Express*® in combination with another curriculum) or control group, which used another curriculum (e.g., *The HighScope Preschool Curriculum*, *The Creative Curriculum*® for Preschool).

Sample and Generalizability: Both PCER studies included children from diverse race-ethnic backgrounds. The DLM + Open Court Reading study did not provide a clear indication of the socio-economic status of the study sample, while the DLM Math + Pre-K Mathematics study included children from low-income backgrounds.

Fidelity of Implementation: In the DLM + Open Court Reading study, teachers participated in a four-day workshop training on the curriculum. Teachers implemented the curriculum with a medium to high level of fidelity (2.3), as measured by a global fidelity rating scale ranging from 0 to 3. In the DLM Math + Pre-K Mathematics study, teachers were in their second year of implementation of the curricula and received ongoing on-site training in addition to four-day training during the previous pilot year. In this study, teachers implemented with a medium to high level of fidelity as well (2.65). In both of the PCER studies, specific information related to the implementation of DLM alone was not reported.

Child Outcomes: The DLM + Open Court Reading study highlighted positive outcomes for early reading skills (e.g., letter-word identification, alphabet knowledge, conventions), phonological awareness, and language development. There were no statistically significant findings for mathematics or children's social and learning behaviors. The DLM Math + Pre-K Mathematics study found positive child outcomes in early mathematics skills at the end of the pre-kindergarten year, but these were not maintained in the kindergarten year. There were no statistically significant findings for early reading skills, phonological awareness, language development, or social and learning behaviors.

		<p>Reference:</p> <p>Preschool Curriculum Evaluation Research Consortium. (2008). <i>Effects of preschool curriculum programs on school readiness</i> (NCER 2008–2009). National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Washington, DC: U.S. Government Printing Office.</p>
<p>Research-Based Curriculum</p>	<p> Minimal Evidence</p>	<p>Approaches to Learning: The <i>DLM Early Childhood Express</i>® promotes a few research-based teaching practices to support children's approaches to learning, such as providing guidance on classroom organization (e.g., sample schedules, tips to support children during transitions) and scaffolding children's executive functioning skills (e.g., presenting new information in short segments; using tools to facilitate children's memory and attention, such as a “talking stick”). However, the curriculum lacks opportunities for child-initiated play, activities based on children's interests, and learning centers that promote open-ended exploration, which research shows are important for supporting children's attention, persistence, curiosity, and creativity.</p> <p>Social and Emotional Development: The <i>DLM Early Childhood Express</i>® promotes a few research-based teaching practices in this domain, such as using language to support children's social and emotional development and providing many informal and formal opportunities for children to practice social interaction and relationship skills. However, there is limited evidence of how the curriculum helps teachers establish an emotionally supportive environment and build secure, trusting relationships with children. Furthermore, the curriculum offers structured activities to help children understand emotions and social problem-solving (e.g., puppet shows or storybooks that focus on feelings or peer conflicts), but it lacks guidance on how to support children as they learn to regulate their emotions and resolve conflicts during daily routines and free play.</p> <p>Language and Communication: The <i>DLM Early Childhood Express</i>® promotes some research-based teaching practices in this domain, such as supporting children's vocabulary development and phonological awareness. The <i>Teacher's Editions</i> offer suggested vocabulary for each unit as well as guidance on how to introduce new vocabulary to children. Daily “Language Time” includes guidance for phonological awareness activities, and these experiences become more complex over the course of the units. However, the curriculum includes less evidence for other research-based teaching practices, such as planning language experiences based on rich and engaging content or children's existing knowledge, skills, and interests (i.e., most content is pre-determined in thematic units and may or may not be interesting or meaningful to the children).</p>

Literacy: The *DLM Early Childhood Express*® promotes some research-based teaching practices to support literacy, such as providing varied opportunities for children to discuss, use, and make print materials (e.g., ABC Center and Writer's Center, daily writing activities). Furthermore, daily interactive read-alouds provide opportunities for children to develop concepts about print, comprehend text, and enjoy books, which research shows are critical early literacy skills. However, the curriculum includes less evidence for planning literacy experiences based on rich and engaging content or children's existing knowledge, skills, and interests (i.e., most content is pre-determined in thematic units and may or may not be interesting or meaningful to the children).

Mathematics Development: The curriculum promotes some research-based teaching practices to support children's mathematics development. For example, the math curriculum, *Building Blocks*, offers intentionally planned mathematical learning experiences. The curriculum provides 15-minute "Math Time" each day in a large group, a variety of related small group math activities as part of the classroom's "Math and Science Center," and online math activities as part of *Building Blocks*. Learning experiences are sequenced based on children's developmental progressions, provide many opportunities to practice mathematical skills, and introduce children to the language of mathematics. However, the activities are highly structured, teacher-directed, and pre-planned, and offer very few opportunities to apply math purposefully in contexts meaningful for children. There are also very few opportunities for children to engage in problem-solving, inquiry, and creative invention.

Scientific Reasoning: The *DLM Early Childhood Express*® promotes a few research-based teaching practices in this domain, such as embedding science into daily activities and encouraging children to use language and other forms of communication to describe and document their work. However, the science learning experiences do not build on children's knowledge, skills, and interests, providing little opportunity for children to engage with content that is meaningful to them. Often, the content is not developmentally appropriate (e.g., discussing where rockets go and how they move). Furthermore, the activities and learning centers are pre-planned and teacher directed, which does not allow for children's experiential learning, inquiry, and open-ended investigation.

		<p>Perceptual, Motor, and Physical Development: The <i>DLM Early Childhood Express</i>® provides a few research-based teaching practices to support children's perceptual, motor, and physical development, such as supporting the development of children's perceptual motor skills (e.g., prompting children to move in different ways, such as galloping and skipping, and asking children to describe their movement) and fine motor skills (e.g., gluing small buttons in an art activity, using stirring sticks to form shapes). While the curriculum provides some physical activities, it lacks ample opportunities for children to practice gross motor skills and self-care skills. Furthermore, the curriculum lacks guidance on how teachers can create a safe indoor and outdoor environment that encourages active physical exploration.</p>
<p>Scope and Sequence</p>	<p> Moderate Evidence</p>	<p>Scope: The <i>DLM Early Childhood Express</i>® clearly identifies nine learning domains: Social and Emotional Development, Language and Communication, Emergent Literacy: Reading and Writing, Mathematics, Science, Social Studies, Fine Arts, Physical Development, and Technology. The <i>Teacher's Editions</i> for each thematic unit provide weekly and daily lesson plans that identify learning goals and describe activities to support children's development and learning in these domains.</p> <p>Sequence: In some developmental domains, the <i>DLM Early Childhood Express</i>® provides a sequence of learning experiences that progressively builds children's knowledge and skills as they move through the developmental progressions. For example, in the domains of Mathematics, Social and Emotional Development, and Emergent Literacy: Reading and Writing, the activities described in the <i>Teacher's Editions</i> progressively build children's skills and concepts over time. However, some aspects of Approaches to Learning, Language and Communication, Science, and Physical Development lack a variety of learning experiences that build on each other over time and reflect children's developmental progressions.</p>
<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	<p> Minimal Evidence</p>	<p>Alignment with the ELOF: A thorough review of all of the curriculum materials in relationship to the Head Start Early Learning Outcomes Framework (ELOF) domains and sub-domains indicates that the <i>DLM Early Childhood Express</i>® is minimally aligned with the ELOF. The learning experiences described in the <i>Teacher's Editions</i> support children's development in all of the ELOF domains, but several sub-domains are partially addressed by the curriculum, such as: Creativity, Relationships with Other Children, Attending and Understanding, Scientific Inquiry, and Gross Motor. Additionally, the following ELOF subdomains were not addressed by the curriculum: Initiative and Curiosity, Reasoning and Problem-Solving.</p>

<p>Learning Goals for Children</p>	 Moderate Evidence	<p>Learning Goals: The <i>DLM Early Childhood Express</i>® specifies learning goals at the beginning of each thematic unit as well as embedding them throughout the lesson plans. The learning goals are measurable, and while many are developmentally appropriate, some goals are too advanced for preschool children (e.g., child recites numbers from one to 30, child produces most common sound for a given letter). Overall, the learning activities in the <i>Teacher's Editions</i> support children in making progress toward these learning goals. The curriculum lacks guidance on how to use the learning goals with diverse children or how to use the learning goals to individualize learning experiences for all children.</p>
<p>Ongoing Child Assessment</p>	 Minimal Evidence	<p>Ongoing Observation and Documentation: The appendix of each <i>Teacher's Edition</i> describes how teachers can use observations, portfolios, anecdotal observation records, and checklists to understand children's developmental progress over time. While some of the lesson plans include prompts for teachers to observe for specific skills or behaviors, the curriculum lacks guidance on how to document observations and use them in curriculum planning. The curriculum publisher previously included tools to track children's developmental progress (e.g., “Anecdotal Observation Record,” “Weekly Performance Checklist”), but these tools are no longer available.</p> <p>Standardized and Structured Assessment Instruments: The <i>DLM Early Childhood Express</i>® previously provided structured assessment tools, like the “Performance Assessment Checklists,” to assess children's developmental progress three times throughout the year. However, the tools are not standardized assessment instruments and are no longer available. Additionally, the appendix of each <i>Teacher's Edition</i> provides minimal guidance on formal assessment (e.g., diagnostic tests, achievement tests).</p>
<p>Parent and Family Engagement</p>	 Moderate Evidence	<p>Communicating with Families: The <i>Home Connections Resource Guide</i> offers strategies and materials to share information with families (e.g., home visits, parent-teacher conferences, family newsletters in English and Spanish). However, with the exception of a “suggestion box” for families to share suggestions with the program, most of the curriculum materials and strategies communicate information to families in a uni-directional way (from program to family). The curriculum lacks information on how to learn from families about their child's development, cultures, home languages, and backgrounds.</p>

		<p>Engaging Families: The <i>Home Connections Resource Guide</i> provides general guidance on how to engage families in children's learning and development. It includes resources to extend children's learning at home, such as take-home storybooks and family newsletters with suggested activities to do at home. The curriculum also invites families to visit the classroom at many of the end-of-unit celebrations. While the curriculum includes some guidance on how to engage families who speak languages other than English, there is limited consideration for how to engage families from diverse cultures or parents with disabilities or other special needs.</p>
<p>Professional Development and Materials to Support Implementation</p>	<p> Minimal Evidence</p>	<p>Professional Development: The <i>DLM Early Childhood Express</i>® offers one 35-minute online presentation for standardized initial training. The presentation briefly introduces the curriculum materials. Ongoing professional development is no longer offered for this curriculum.</p> <p>Curriculum Materials to Support Implementation: The <i>DLM Early Childhood Express</i>® provides some materials to support implementation, including a <i>Teacher's Edition</i> for each of the eight themes. The <i>Teacher's Editions</i> include information on daily lesson planning, learning centers, and teaching practices to support child development. However, there are limited resources for getting started with the curriculum. Additionally, the <i>Teacher's Editions</i> lack both sufficient information on the context for activities (e.g., how to set up an activity outside) and adequate support for transitions (e.g., how to start or end an activity).</p> <ul style="list-style-type: none"> • Fidelity Tool: The <i>DLM Early Childhood Express</i>® does not offer a fidelity tool for monitoring curriculum implementation.
<p>Learning Experiences and Interactions</p>	<p> Moderate Evidence</p>	<p>Active Exploration: While the <i>Teacher's Editions</i> describe how the curriculum “nurtures the natural curiosity” of children and how learning centers “provide the opportunity for children to explore a wide range of curricular areas,” the daily lesson plans provide limited opportunities for preschoolers to actively engage in hands-on exploration. All activities, including learning centers, are structured and teacher directed, leaving children little room to create, explore, or otherwise engage with materials in open-ended ways.</p> <p>Interactions That Extend Children's Learning: Some of the curriculum's activities provide guidance on how teachers engage in interactions that extend children's thinking and communication. For example, many activities encourage children to analyze similarities and differences between objects or pictures. Other activities provide prompts for children to make connections to their own lived experiences (e.g., “How is the community in the storybook like our community?”). However, other suggested teacher prompts are narrowly focused on eliciting specific responses from children.</p>

		<p>Individualization: The curriculum provides specific guidance on how to individualize learning experiences for children who are dual language learners (DLLs) and children with disabilities or other special needs. Daily lesson plans include specific scaffolding strategies to support children who are DLLs. Similarly, <i>Teacher's Editions</i> offer “Differentiated Instruction” boxes that include recommendations for children with special needs. These scaffolding strategies typically address a specific disability or special need that is likely to interfere with a child's ability to participate in an activity. However, the curriculum lacks guidance on how to authentically incorporate children's cultures throughout learning activities or learning centers.</p>
<p>Learning Environments and Routines</p>	<p> Moderate Evidence</p>	<p>Environment: The curriculum provides minimal guidance on how to design well-organized, engaging indoor environments. It includes a few principles related to “Center Management,” such as separating loud and quiet spaces or providing children with an area for alone time. There is no guidance on how to set up the outdoor learning environment. Furthermore, the curriculum minimally addresses how to include children's cultures or home languages (besides English and Spanish) in the physical environment.</p> <p>Learning Materials: The <i>DLM Early Childhood Express</i>® provides developmentally appropriate learning materials, such as books, magnets, science tools, and puppets. The <i>Teacher's Editions</i> provide suggestions for learning materials to use in specific activities and learning centers (e.g., manipulatives, scissors, paper, recycled materials). The curriculum provides some guidance for ensuring that the learning materials meet the unique needs of children with disabilities or other special needs, but lacks adequate guidance on how to select learning materials that authentically represent the cultures, ethnicities, and home languages (besides English and Spanish) of all children in the program.</p> <p>Schedule and Routines: The curriculum includes specific guidance on how to establish the daily schedule, such as sample schedules for half- and full-day programs, and embeds suggested time allotment for lesson plans throughout the <i>Teacher's Editions</i>. However, the curriculum lacks guidance on how to engage in developmentally appropriate routines with preschool children or how to individualize schedules or routines based on individual children's needs and backgrounds.</p>
<p>Cultural Responsiveness</p>	<p> Minimal Evidence</p>	<p>Interactions: The <i>Home Connections Resource Guide</i> alludes to the importance of incorporating knowledge of the family and home culture into the curriculum, but it lacks guidance on how to engage in culturally responsive interactions with children and families.</p>

		<p>Learning Experiences: The <i>Home Connections Resource Guide</i> describes how families' experiences can enrich the classroom (e.g., children asking their parents about parents' names, where they are from, folklore), but the curriculum does not offer any guidance on how to provide learning experiences that build on children's and families' traditions, cultures, values, and beliefs.</p> <p>Learning Environment: The curriculum includes many materials that depict children and families from diverse cultures and ethnicities (e.g., books, flip charts). However, it provides minimal guidance on how to select learning materials that represent the cultures and ethnicities of children and families in the program. Some suggestions for materials in the learning centers (e.g., books about holidays and celebrations, crayons in flesh and hair tones, dress-up clothes) could represent the cultures of children and families in the program, but the curriculum does not make those explicit connections.</p>
<p>Linguistic Responsiveness</p>	<p> Moderate Evidence</p>	<p>Scaffolding Strategies: The <i>DLM Research and Professional Development Guide</i> and the appendices of all <i>Teacher's Editions</i> provide general guidance on teaching children who are DLLs (e.g., offering visuals to help children access new content, using the primary language for pre-teaching). Furthermore, tips for working with children who are DLLs are shown throughout the lesson plans in the <i>Teacher's Editions</i>.</p> <p>Home and Tribal Languages: The <i>DLM Early Childhood Express</i>® provides many classroom materials translated into Spanish, such as instructional questions and vocabulary in the activities of the <i>Teacher's Editions</i>. However, the curriculum lacks guidance on how to incorporate all children's home languages into the learning experiences and environment. Tribal languages are not addressed.</p>
<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	<p> Moderate Evidence</p>	<p>Teaching Practices and Interventions: The <i>DLM Research and Professional Development Guide</i> provides a general overview of adaptations for children with disabilities or other special needs (e.g., present new concepts in short segments, allow children to use many senses to explore). The <i>Teacher's Editions</i> provide specific modifications for many of the learning activities, including modifications to support children with delayed motor development, hearing impairment, speech and language delays, or other special needs.</p>

		<p>Learning Environment: The curriculum lacks guidance to ensure learning materials and the physical space are accessible for children with disabilities or other special needs. The <i>DLM Research and Professional Development Guide</i> mentions a few specific adaptations (e.g., creating picture cards for children to follow routines, adjusting seating to meet children's needs). Universal design principles are not discussed, and the <i>Teacher's Editions</i> do not provide consistent guidance embedded throughout them on how to ensure that the physical environment and learning materials are accessible.</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	<p> Moderate Evidence</p>	<p>Individualization Based on Interests: The <i>DLM Research and Professional Development Guide</i> discusses the importance of child-initiated activities, but the curriculum does not offer guidance on how to plan learning experiences that build on individual children's interests. Learning experiences are pre-planned, and there is no guidance on how to modify them based on individual children's interests.</p> <p>Individualization Based on Strengths and Needs: The curriculum provides a variety of strategies to make learning experiences responsive to individual children's strengths and needs. For example, “Differentiated Instruction” offers suggestions for modifications to activities based on children's strengths and needs (e.g., “Enrichment” for children who have already mastered certain skills and concepts and “Extra Support,” “Accommodations for 3's,” and “Special Needs” for children who may need further scaffolding throughout the activity).</p>

Frog Street Pre-K

Curriculum Description

Frog Street Pre-K offers learning experiences and materials that integrate instruction across developmental domains. The curriculum is organized around nine themes that include daily lesson plans for whole-group activities, small-group activities, and learning centers.

Website: <http://www.frogstreet.com/curriculum/pre-k/>

Last Updated: March 25, 2019

Summary of Curriculum Review

- Promotes research-based teaching practices in all Head Start Early Learning Outcomes Framework (ELOF) domains, especially in the domains of Social and Emotional Development, Language and Communication, and Literacy
- Specifies developmentally appropriate learning goals throughout all curriculum activities
- Provides a range of strategies and resources to support family engagement
- Offers comprehensive standardized training and materials to support implementation
- Provides specific prompts to extend children's learning throughout activities
- Gives specific guidance to scaffold the development and learning of children who are dual language learners (DLLs)
- Includes specific adaptations for children with disabilities, suspected delays, or other special needs
- Promotes individualization based on children's strengths and needs
- Moderately aligns with the ELOF, but lacks comprehensive guidance in the ELOF sub-domains of Initiative and Curiosity and Creativity
- Provides some sequences of learning experiences that introduce advanced skills or concepts before building foundational knowledge and skills
- Lacks comprehensive guidance on ongoing child assessment
- Lacks ample opportunities for child-initiated play, activities based on children's interests, and activities that promote open-ended exploration
- Provides limited guidance on how to fully integrate children's and families' cultures and home languages into interactions, the learning environment, and learning experiences

<p>Cost of Curriculum <i>Frog Street Pre-K (National) English Curriculum</i>: \$3,199.99</p> <p>Cost of Professional Development <i>Webinar Introductory Pricing</i>: \$750 per site for two-hour webinar; \$500 per site for one-hour webinar</p> <p>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages <i>Frog Street Pre-K Spanish</i>: \$3,199.99 <i>Frog Street Pre-K Bilingual Curriculum</i> (English and Spanish): \$3,799.99</p>	<p>Target Age Center-based preschool programs for children 48–60 months</p>	<p>Curriculum Materials Reviewed by Raters All materials from <i>Frog Street Pre-K (National) English Curriculum</i> were purchased and reviewed in 2017. These materials included:</p> <ul style="list-style-type: none"> • <i>Welcome to Frog Street</i> • Nine Thematic Teaching Guides • <i>Adaptations for Young Learners</i> • Nine Resource Guides • Literature Library • Math Library and Manipulatives • Science Library and Exploration Tools • Additional Classroom Resources (e.g., posters, vocabulary cards)
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

<p>Evidence Base for Child Outcomes</p>	<p> No Evidence</p>	<p>At the time of this review, there are no available published research studies on <i>Frog Street Pre-K</i>. The publisher highlights pre- and post-data from various school districts that suggest children in <i>Frog Street Pre-K</i> classrooms make gains in language, literacy, and math outcomes. More rigorous research published in peer-reviewed journals is needed in order to establish evidence for positive effects of <i>Frog Street Pre-K</i> on children's learning outcomes.</p>
<p>Research-Based Curriculum</p>	<p> Moderate Evidence</p>	<p>Approaches to Learning: <i>Frog Street Pre-K</i> promotes some research-based teaching practices to support children's approaches to learning, such as providing guidance on classroom organization (e.g., predictable daily schedule, games and songs to support transitions) and classroom management (e.g., giving children choices). However, the curriculum lacks opportunities for child-initiated play, activities based on children's interests, and activities that promote open-ended exploration, which research shows are important for supporting children's attention, persistence, curiosity, and creativity.</p> <p>Social and Emotional Development: <i>Frog Street Pre-K</i> promotes research-based teaching practices in this domain, such as guidance on establishing an emotionally supportive environment. For example, the curriculum's "Conscious Discipline" daily routines (e.g., Greeting Circle) and aspects of the physical space (e.g., We Care Center) help children feel welcome each day and provide spaces for children to express their emotions and ideas. Within the daily routines and activities described in the <i>Teacher Guides</i>, children are offered many formal and informal opportunities to practice social interaction and relationship skills with their teachers and other children (e.g., partner activities, large- and small-group activities).</p> <p>Language and Communication: <i>Frog Street Pre-K</i> consistently promotes research-based teaching practices to support children's language and communication, such as offering rich oral language opportunities. For example, the daily routines and activities described in the <i>Teacher Guides</i> provide children with a variety of formal and informal opportunities to engage in language and communication with adults and peers. Additionally, the <i>Teacher Guides</i> and <i>Strategies for Intentional Instruction</i> cards offer research-based strategies to engage children during read-alouds, support vocabulary development, and foster phonological awareness.</p> <p>Literacy: The <i>Teacher Guides</i> and <i>Strategies for Intentional Instruction Cards</i> offer research-based teaching practices to support literacy skills during daily read-alouds, such as asking various types of questions, connecting the story to children's lives, and retelling to aid comprehension. The <i>Morning Message</i> integrates additional research-based teaching practices, such as modeling writing, examining concepts about print, and building alphabet knowledge.</p>

		<p>Mathematics Development: <i>Frog Street Pre-K</i> includes intentionally planned daily math learning activities. The curriculum provides detailed guidance on how to introduce children to key mathematical concepts and promote the acquisition of math language and vocabulary. The whole-group math lessons demonstrate specific mathematical concepts or skills using manipulatives and hands-on activities. The practice activities that follow the lesson provide opportunities for individual hands-on practice of math skills, but learning activities provide limited opportunities to explore math through inquiry and creative invention. The mathematical concepts and skills are presented in a developmental progression across the <i>Teacher Guides</i>, with concepts from previous learning integrated with new knowledge and skills. However, at times, the order of the activities does not follow children's developmental progressions, with advanced skills or concepts appearing before foundational skills. Additionally, the weekly math activities do not provide multiple, related opportunities to explore and practice a new mathematical concept or skill.</p> <p>Scientific Reasoning: <i>Frog Street Pre-K</i> provides ample hands-on science experiences that facilitate the development of inquiry skills, such as making observations, asking questions, and gathering information. Science is well integrated with math, language, literacy, and even social and emotional activities (e.g., compassion for all living things). The science activities are prescribed and teacher directed, leaving little room to build on children's previous experiences and interests or facilitate open-ended investigation. In addition, many of the activities do not focus on developmentally appropriate content that would allow children to engage in meaningful hands-on exploration (e.g., learning how the earth rotates on an axis or around the sun).</p> <p>Perceptual, Motor, and Physical Development: <i>Frog Street Pre-K</i> promotes some research-based teaching practices to support children's perceptual, motor, and physical development, such as providing many opportunities to practice new physical skills and intentionally scaffolding their development. The <i>Teacher Guides</i> include daily “Moving and Learning” activities, “Outdoor Learning” activities, and several learning centers that promote children's perceptual, fine motor, and gross motor development. Other research-based teaching practices in the areas of developing self-care skills, nutrition, and healthy food consumption are limited.</p>
<p>Scope and Sequence</p>	<p> Moderate Evidence</p>	<p>Scope: <i>Frog Street Pre-K</i> clearly identifies 10 developmental domains: Social and Emotional Development, Language and Communication, Emergent Literacy Reading, Emergent Literacy Writing, Mathematics, Science, Social Studies, Fine Arts, Physical Development, and Technology Applications. Each <i>Teacher Guide</i> provides detailed guidance for daily lesson plans and learning activities to support children's development in these domains.</p>

		<p>Sequence: <i>Frog Street Pre-K</i> provides a sequence of learning experiences that progressively builds children's knowledge and skills as they move through the developmental progressions in the following domains: Approaches to Learning; Social and Emotional Development; Literacy; and Perceptual, Motor, and Physical Development. However, in some aspects of Language and Communication, Mathematics Development, and Scientific Reasoning, the curriculum occasionally introduces advanced skills or concepts early in the sequence before building foundational knowledge and skills. It also lacks a variety of experiences that provide children with ample opportunities to progressively build a skill in a particular area.</p>
<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	<p> Moderate Evidence</p>	<p>Alignment with the ELOF: A thorough review of all the curriculum materials in relation to the Head Start Early Learning Outcomes Framework (ELOF) domains and sub-domains indicates that <i>Frog Street Pre-K</i> is mostly aligned with the ELOF. The learning experiences described in the <i>Teacher Guides</i> support children across the majority of ELOF sub-domains, and the learning centers (e.g., Writer's Corner, Math Center, and Creativity Station) also provide opportunities for children to practice domain-specific skills. The curriculum partially addresses the following ELOF sub-domains: Initiative and Curiosity; and Creativity.</p>
<p>Learning Goals for Children</p>	<p> Full Evidence</p>	<p>Learning Goals: <i>Welcome to Frog Street</i> provides “Prekindergarten Guidelines,” which are the curriculum's measurable, developmentally appropriate learning goals. All learning activities in the <i>Teacher Guides</i> specify learning goals, both from the “Prekindergarten Guidelines” as well as from the ELOF. Overall, the learning activities support children in making progress toward these learning goals. The curriculum provides modified activities to help younger learners or children with disabilities make progress toward the learning goals. It also provides specific learning goals and teaching practices embedded throughout the <i>Teacher Guides</i> to support children who are dual language learners (DLLs).</p>
<p>Ongoing Child Assessment</p>	<p> Minimal Evidence</p>	<p>Ongoing Observation and Documentation: <i>Assessment: A Portfolio Approach</i> describes how teachers can develop a portfolio of work samples, photographs, voice-recorded interviews, checklists, and anecdotal records to document children's developmental progress over time. To support this process, this resource guide and the <i>Assessment CD</i> offer several specific suggestions, examples, and tools (e.g., weekly assessment checklists). However, there are minimal supports for teachers to use these strategies and tools embedded throughout the <i>Teacher Guides</i> and no guidance on how to use information from ongoing assessment to inform curriculum planning.</p>

		<p>Standardized and Structured Assessment Instruments: <i>Frog Street Pre-K</i> describes and provides a structured assessment tool, <i>Prekindergarten Skills Assessment Summary</i>, that aligns with the curriculum's learning goals. The curriculum encourages programs to use their portfolios to complete this assessment tool four times per year, but there is no evidence that establishes the validity and reliability of the tool.</p>
<p>Parent and Family Engagement</p>	<p> Moderate Evidence</p>	<p>Communicating with Families: The resource guide, <i>Family Connections Building a Sense of Community</i>, and online resources, <i>Family Connections</i>, provide a range of materials and strategies for sharing information with families, such as letters about the curriculum's learning experiences. In addition, “From the Experts: Family Connections” describes some ways to learn from families about children's development (e.g., survey families about child's interests and activities at home as well as parents' visions for child's education). While the materials for families are translated into Spanish, there is limited further guidance on how to communicate with families in culturally and linguistically responsive ways.</p> <p>Engaging Families: The curriculum provides multiple resources to support parent and family engagement in their children's learning and development. For example, the <i>Parents Are Teachers Too (PATT)</i> mats are hands-on, open-ended activities for families to do at home with their children, available in both English and Spanish. The curriculum also provides <i>Take-Home Storybooks</i> for families to read with their children and suggests offering a lending library with books in families' home languages. However, there is no further discussion on how to engage families from diverse cultures, families who speak languages other than English, or parents with disabilities or other special needs.</p>
<p>Professional Development and Materials to Support Implementation</p>	<p> Full Evidence</p>	<p>Professional Development: <i>Frog Street Pre-K</i> offers two full-day, in-person courses for standardized initial training at an additional cost. Training topics include implementing the curriculum with fidelity, the content areas, and teaching practices. Ongoing professional development opportunities feature several courses that cover a wide range of content, including half- and full-day courses offered in person for an additional fee. The curriculum also offers professional learning webinars that can be customized to meet the needs of programs using a pre-webinar questionnaire to identify challenges and share successes.</p>

		<p>Curriculum Materials to Support Implementation: <i>Frog Street Pre-K</i> includes a comprehensive set of materials to support implementation. The <i>Welcome to Frog Street Pre-K</i> introductory guide provides an overview of the curriculum materials, such as the <i>Teacher Guides</i>, resource guides, CDs, manipulatives, and books for children. It includes information on setting up the learning environment and designing learning centers. The <i>Teacher Guides</i> provide daily lesson plans for each theme that describe the content and strategies for implementation (e.g., goals for the activities, questions to ask, and scaffolding strategies).</p> <ul style="list-style-type: none"> • Fidelity Tool: <i>Frog Street Pre-K</i> offers the <i>Administrator Classroom Observation Tool</i>, which can be used to monitor quality or assess fidelity of implementation. This tool guides observation in different areas, such as the teacher's sensitivity to social and emotional needs, teaching practices in small and large groups, the classroom environment, lesson plans, and learning centers.
<p>Learning Experiences and Interactions</p>	<p> Moderate Evidence</p>	<p>Active Exploration: Assessment: A Portfolio Approach describes the importance of hands-on exploration for children's learning (e.g., how children problem-solve and develop math skills as they explore blocks in the "Construction Center"). The <i>Teacher Guides</i> provide some opportunities for preschoolers to actively engage in hands-on exploration in the learning centers and practice activities (e.g., explore paints and play dough of different textures). However, many activities are structured, teacher directed, and leave children little room to engage with materials in open-ended ways or create and experiment with materials (e.g., teacher demonstrates how to make ropes from play dough and invites children to make ropes).</p> <p>Interactions That Extend Children's Learning: Many of the curriculum's resources provide guidance on and examples of how teachers can engage in interactions that extend children's learning. For example, the <i>Strategies for Intentional Instruction</i> cards provide examples of different types of questions to extend children's thinking and communication (e.g., factual, opinion, inferential, prediction questions). Furthermore, many learning activities and learning centers provide prompts to extend children's exploration, thinking, and communication (e.g., math and science activities include prompts for children to predict, hypothesize, test, and reason; closing circle activities ask children to reflect on the day).</p>

		<p>Individualization: The curriculum provides specific guidance on how to individualize learning experiences for all children. Many of the learning activities provide suggestions for including children with disabilities or other special needs and scaffolding strategies to support children who are DLLs. Each thematic unit begins with a short section, “From the Experts: Cultural Sensitivity,” which provides some ideas on how to approach diversity with children. However, it does not address how to incorporate children’s cultures throughout learning activities or learning centers. The <i>Teacher Guides</i> offer minimal guidance for incorporating children’s cultures, such as including restaurants in the Pretend and Learn Center that reflect the different cultures of children and the community.</p>
<p>Learning Environments and Routines</p>	<p> Moderate Evidence</p>	<p>Environment: <i>Welcome to Frog Street</i> provides a general overview of setting up the physical space and learning centers, including tips for classroom management and safety. <i>Assessment: A Portfolio Approach</i> describes the importance of setting up the physical environment and materials to promote open-ended exploration. While the curriculum describes activities for the “Outdoor Learning Center” each week, it lacks adequate guidance on how to set up the outdoor environment. <i>Guidelines and Strategies for Children with Special Needs</i> provides some information on ensuring the physical environment is accessible for children with specific disabilities or special needs, but is not comprehensive. The curriculum lacks guidance on how to include children’s home languages and cultures in the physical environment.</p> <p>Learning Materials: <i>Frog Street Pre-K</i> includes developmentally appropriate learning materials, such as books, music CDs, magnetic letters, sequence cards, and manipulatives. The <i>Teacher Guides</i> give suggestions for learning materials to use in specific activities and learning centers. The curriculum offers some guidance for ensuring that the learning materials meet the unique needs of children with disabilities or other special needs. It also provides some materials in Spanish (e.g., books), and the <i>Oral Language Cards</i> are available in Arabic, Urdu, Mandarin, Vietnamese, and French. Finally, the curriculum lists a few specific examples of selecting learning materials that authentically represent the cultures and ethnicities of children in the program (e.g., make a number line using numerals associated with child’s native culture, include photos of food from children’s cultures).</p> <p>Schedule and Routines: <i>Welcome to Frog Street</i> describes the various parts of a typical day: greeting circle, morning message, moving and learning, literacy lesson and centers, math and science lesson and centers, outdoor learning, and daily routines (e.g., restroom, rest time, lunch). It also offers suggested half- and full-day schedules to help teachers create their own daily schedules. The organization of the <i>Teacher Guides</i> reiterates the suggested schedules. The curriculum lacks guidance on how to adjust schedules and routines based on children’s needs and backgrounds.</p>

<p>Cultural Responsiveness</p>	<p> Moderate Evidence</p>	<p>Interactions: The curriculum provides some general guidance on cultural responsiveness. Each <i>Teacher Guide</i> begins with “From the Experts: Family Connections” and “From the Experts: Cultural Sensitivity,” and these brief sections address understanding diversity (e.g., making explicit the cultural assumptions of “show and tell,” discussing “ethnocentrism”). In addition, the curriculum includes a few specific examples of how to engage in culturally responsive interactions with diverse children and families (e.g., research appropriate greetings for children from different cultures; be sensitive to cultural differences related to eye contact).</p> <p>Learning Experiences: The “From the Experts: Cultural Sensitivity” sections briefly remind teachers to consider culture or mention possible learning activities related to culture. For example, they suggest exposing children to variety of songs from diverse backgrounds and discussing the foods, music, dance, and dress for special celebrations in their families. However, the activities and learning centers in the <i>Teaching Guides</i> provide limited specific guidance on how to modify or plan learning experiences that authentically build on children's cultures (e.g., the curriculum mentions, “Yoga is an important daily routine in some cultures. Invite children with prior experience in yoga to demonstrate their favorite position.”).</p> <p>Learning Environment: The curriculum provides some learning materials that reflect diverse children and families (e.g., pictures in books). In addition, the curriculum provides limited specific guidance on how to select and use learning materials that authentically represent the cultures and ethnicities of children and families in the program (e.g., an activity suggests to make placemats that include photos of food from children's cultures).</p>
<p>Linguistic Responsiveness</p>	<p> Moderate Evidence</p>	<p>Scaffolding Strategies: The curriculum provides specific guidance to scaffold the development and learning of children who are DLLs. The resource guide, <i>Strategies for English Language Learners</i>, summarizes research on second-language acquisition and provides a range of teaching practices to support children who are DLLs. Furthermore, specific scaffolding strategies for children who are DLLs are embedded throughout the learning activities in the <i>Teacher Guides</i>.</p> <p>Home and Tribal Languages: <i>Frog Street Pre-K</i> provides many classroom materials translated into Spanish, such as posters, vocabulary cards, and books. However, the curriculum lacks guidance on how to authentically incorporate children's home languages into learning experiences. Tribal languages are not addressed.</p>

<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	<p> Moderate Evidence</p>	<p>Teaching Practices and Interventions: <i>Guidelines and Strategies for Children with Special Needs</i> provides general guidance for working with children with special needs (e.g., using peer buddies) as well as descriptions and adaptations to support children with specific disabilities or special needs (e.g., allowing children with visual impairments to explore things through touch and sound). The <i>Teacher Guides</i> provide specific modifications to ensure that daily routines and activities are inclusive of children with disabilities or other special needs (e.g., using gestures while speaking, suggesting alternative materials for children with sensory integration issues).</p> <p>Learning Environment: The curriculum provides some guidance on how to ensure the physical environment and learning materials are accessible to children with disabilities or other special needs. For example, <i>Guidelines and Strategies for Children with Special Needs</i> provides some strategies to ensure the physical environment and learning materials are accessible to children with specific disabilities (e.g., adjusting the lighting, hanging sign language alphabet on the wall, providing braille books). Similarly, the <i>Teacher Guides</i> occasionally offer suggestions for additional learning materials to support children with disabilities or other special needs (e.g., posting a number line in the Math Center, providing a paintbrush for children with tactile sensitivity). However, the curriculum lacked overall guidance on how to ensure the physical environment is accessible to all children (e.g., universal design principles). The curriculum could include more specific examples of how to adapt learning materials embedded throughout the many curriculum activities and learning centers.</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	<p> Minimal Evidence</p>	<p>Individualization Based on Interests: <i>Frog Street Pre-K</i> does not offer guidance on how to plan learning experiences that build on individual children's interests. Learning experiences are pre-planned, and there is no guidance on how to modify them based on individual children's interests.</p> <p>Individualization Based on Strengths and Needs: The curriculum provides a variety of strategies to make learning experiences responsive to individual children's strengths and needs. For example, <i>Adaptations for Young Learners</i> is designed for children who may need additional support before being introduced to the lessons in the <i>Teacher Guides</i>, such as younger children or children with disabilities or other special needs. This resource is arranged in the same thematic order as the core programs so the lessons may be used as scaffolds. Additionally, the set of Resource Guides (e.g., <i>Continuum of Physical Development</i>, <i>Multiple Intelligences in the Early Childhood Classroom</i>) provides guidance on how to modify learning experiences based on children's strengths and needs. Finally, the <i>Teacher Guides</i> offer specific suggestions for modifying learning experiences for children with disabilities or other special needs and children who are DLLs.</p>

Frog Street Threes

Curriculum Description

Frog Street Threes offers learning experiences and materials that support children's learning across developmental domains. The curriculum is organized around nine themes. They include daily lesson plans for whole-group activities, small-group activities, and practice centers.

Website: <http://www.frogstreet.com/curriculum/frog-street-threes/>

Last updated February 4, 2020

Summary of Curriculum Review

- Specifies developmentally appropriate learning goals throughout curriculum activities
- Offers a process and tools for ongoing observation and documentation
- Provides strategies and resources to support family engagement
- Offers comprehensive standardized training and materials to support implementation
- Provides specific prompts to extend children's learning throughout activities
- Gives specific scaffolding strategies to support children who are dual language learners (DLLs)
- Includes specific adaptations for children with disabilities, suspected delays, or other special needs
- Supports individualization based on children's strengths and needs
- Promotes some research-based teaching practices to support preschoolers' development and learning in all Head Start Early Learning Outcomes Framework (ELOF) domains, especially Social and Emotional Development, Language and Communication, Literacy, and Mathematics
- Moderately aligns with the ELOF, but lacks comprehensive guidance in the ELOF sub-domains of Initiative and Curiosity, Creativity, and Sense of Identity and Belonging
- Offers a comprehensive sequence of learning experiences in some domains
- Provides limited guidance on how to integrate children's and families' cultures and home languages into interactions, the learning environment, and learning experiences
- Lacks ample opportunities for child-initiated play or activities based on children's interests

<p>Cost of Curriculum <i>Frog Street Threes – English:</i> \$1,799.99</p> <p>Cost of Professional Development</p> <p><i>Webinar Introductory Pricing:</i> \$750 per site for two-hour webinar; \$500 per site for one-hour webinar</p> <p>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages</p> <p><i>Frog Street Threes – Bilingual (English and Spanish):</i> \$2,199.99</p>	<p>Target Age</p> <p>Center-based preschool programs for children 36–48 months</p>	<p>Curriculum Materials Reviewed by Raters</p> <p>All materials from <i>Frog Street Threes – English</i> were purchased and reviewed in 2017. These materials included:</p> <ul style="list-style-type: none"> • <i>Welcome to Frog Street Threes</i> • Nine Thematic Teaching Guides • Literature Library • Vocabulary Cards • Photo Activity Cards • Math Manipulatives • CDs (e.g., Planning and Assessment, Family Connections)
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

<p>Evidence Base for Child Outcomes</p>	<p> No Evidence</p>	<p>At the time this was reviewed, there were no available published research studies on <i>Frog Street Threes</i>. Research investigating the curriculum is needed to establish evidence on children's learning outcomes.</p>
<p>Research-Based Curriculum</p>	<p> Moderate Evidence</p>	<p>Approaches to Learning: <i>Frog Street Threes</i> promotes some research-based teaching practices to support children's approaches to learning. It provides guidance on classroom organization (e.g., predictable daily schedule, games and songs to support transitions) and classroom management (e.g., giving children choices). It also offers several activities and strategies to support children's executive function skills (e.g., inviting children to reflect on the day) and emotional regulation (e.g., identifying emotions, helping children express and release their emotions). However, the curriculum lacks opportunities for child-initiated play, activities based on children's interests, and activities that promote open-ended exploration. Research shows these elements are important for supporting children's attention, persistence, curiosity, and creativity.</p> <p>Social and Emotional Development: <i>Frog Street Threes</i> consistently promotes research-based teaching practices in this domain. It includes guidance on establishing an emotionally supportive environment. For example, the curriculum's "Conscious Discipline" daily routines (e.g., Greeting Circle) and aspects of the physical space (e.g., Kindness Tree, Cool-Off Center) help children feel welcome each day. They also provide spaces for children to express their emotions and ideas. Children are offered opportunities to practice social interaction and relationship skills with their teachers and peers (e.g., partner activities, large and small group activities) within the daily routines and activities described in the <i>Teaching Guides</i>.</p> <p>Language and Communication: <i>Frog Street Threes</i> consistently promotes research-based teaching practices to support children's language and communication, such as offering learning opportunities with rich oral language. The daily activities and practice centers described in the <i>Teaching Guides</i> provide children with a variety of formal and informal opportunities to engage in language and communication with adults and peers. Additionally, the <i>Teaching Guides</i> offer research-based strategies to engage children during read-alouds. The curriculum provides guidance for teachers to use and model rich, complex language (e.g., defining terms, describing stories and experiments, asking questions). While the curriculum activities make some connections to children's lives (e.g., inviting children to share about a time they visited the zoo), the activities and practice centers are all prescribed and based primarily on the themes.</p>

Literacy: The curriculum consistently promotes research-based teaching practices to support children's literacy. The *Teaching Guides* offer strategies to support literacy skills during daily read-alouds, such as asking questions, connecting the story to children's lives, and retelling to aid comprehension. The morning message integrates additional practices, such as modeling writing, examining concepts about print, and building alphabet knowledge. Less research-based guidance is included on how to support children's pre-writing skills and emergent mark-making.

Mathematics Development: *Frog Street Threes* promotes some research-based practices in this domain. It includes daily math learning activities and hands-on practice centers. The curriculum provides detailed guidance on how to introduce children to key mathematical concepts and related vocabulary through manipulatives, photos, and stories. It also includes multiple and related opportunities to explore a mathematical concept or skill over time. However, the order of the activities does not always follow children's developmental progressions. The curriculum offers limited opportunities for children to explore math through inquiry and creative invention.

Scientific Reasoning: The curriculum provides some research-based teaching practices to support scientific reasoning. For example, it offers hands-on science experiences that facilitate the development of inquiry skills, such as making observations, asking questions, and gathering information. Science is well-integrated with other domains, such as math, language, and literacy. However, the science activities are prescribed and teacher-directed. There is little room for teachers to build on children's previous experiences and interests or to facilitate open-ended investigation. In addition, some of the activities do not focus on developmentally appropriate content that would allow children to engage in meaningful hands-on exploration (e.g., density of saltwater, gravity, glycerin bubbles).

Perceptual, Motor, and Physical Development: *Frog Street Threes* includes some research-based teaching practices to support children's perceptual, motor, and physical development. It provides many opportunities to practice new physical skills and activities that introduce children to a broad range of health and safety topics. The *Teaching Guides* include several "Moving and Learning" activities and practice centers that promote children's perceptual and fine- and gross-motor development. There is less guidance for teachers on how to intentionally scaffold children's physical and self-care skills, as well as their individual temperaments, interests, and cultures in physical activities. The curriculum also lacks guidance around setting up indoor and outdoor environments that promote active physical play.

<p>Scope and Sequence</p>	 <p>Moderate Evidence</p>	<p>Scope: <i>Frog Street Threes</i> clearly identifies five developmental domains: Approaches to Learning, Social and Emotional Development, Language, Cognition, and Physical Development. Each <i>Teaching Guide</i> provides detailed guidance for daily learning activities and practice centers to support children's development in these domains.</p> <p>Sequence: The curriculum offers a sequence of learning experiences to support children's developmental progressions in the following domains: Approaches to Learning, Language and Communication, and Scientific Reasoning. Some aspects of the following domains do not follow children's developmental progressions or lack multiple related opportunities for children to explore skills and concepts over time: Social and Emotional Development, Literacy, Mathematics, and Perceptual, Motor, and Physical Development. For example, “Numeration” is not introduced until Mathematics themes 8 and 9, after “One-to-One Correspondence” is addressed in themes 5 and 6. In a one week period, children are introduced to counting, learning numerals, and understanding cardinality. They reflect skills children would develop over a longer period of time and could be supported much earlier in the program year. In the Literacy domain, the curriculum includes daily activities for children to practice phonological awareness in a whole group context. This is too heavy an emphasis for 3-year-old children. For example, <i>Teaching Guides 1–3</i> invite children to practice sentence and syllable segmentation by tapping their knees for each word or syllable, which the ELOF shows as a skill for children ages 48–60 months.</p>
<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	 <p>Moderate Evidence</p>	<p>Alignment with the ELOF: A thorough review of all curriculum materials in relation to the ELOF domains and sub-domains indicates that <i>Frog Street Threes</i> is mostly aligned with the ELOF. The learning experiences described in the <i>Teaching Guides</i> support children across the majority of ELOF sub-domains and goals. The practice centers (e.g., Writer's Corner, Math, and Creativity Station) also provide opportunities for children to practice domain-specific skills. The curriculum partially addresses the following ELOF sub-domains: Initiative and Curiosity, Creativity, and Sense of Identity and Belonging.</p>

<p>Learning Goals for Children</p>	<p> Full Evidence</p>	<p>Learning Goals: The <i>Assessment and Planning CD</i> specifies “Frog Street Threes Learning Outcomes,” which are measurable and developmentally appropriate learning goals. They are the same goals included in the ELOF. All activities and practice centers in the <i>Teaching Guides</i> specify the learning outcomes. Overall, the learning activities support children in making progress toward learning goals. The <i>Welcome to Frog Street Threes</i> introductory guide provides some information on differentiated instruction, such as adjusting expectations, modifying instruction, and allowing children to participate in various ways. This guidance supports teachers in individualizing learning goals and allowing children to take different paths to reach learning goals.</p>
<p>Ongoing Child Assessment</p>	<p> Moderate Evidence</p>	<p>Ongoing Observation and Documentation: <i>Welcome to Frog Street Threes</i> describes how ongoing assessment is a process used to understand children’s current abilities. It helps staff plan individualized activities, note developmental progress or concerns, and guide instruction. It also discusses the process of documenting observations in individual portfolios (e.g., work samples, photographs, information from families, videos). The <i>Assessment and Planning CD</i> includes two anecdotal observation records tools to support teachers in this process. Finally, the curriculum embeds specific guidance on ongoing assessment throughout the <i>Teaching Guides</i>. At the end of each week, there is an “Assessment” section that prompts teachers to assess children on specific skills and concepts related to the week’s learning experiences and goals.</p> <p>Standardized and Structured Assessment Instruments: <i>Frog Street Threes</i> describes and provides a structured assessment tool. <i>Frog Street Threes Developmental Checklist</i> aligns with the curriculum’s learning goals. The curriculum encourages programs to complete this assessment tool many times throughout the year, but there is no evidence that establishes the validity and reliability of the tool.</p>
<p>Parent and Family Engagement</p>	<p> Moderate Evidence</p>	<p>Communicating with Families: <i>Welcome to Frog Street Threes</i> offers some strategies for two-way communication with families (e.g., teachers informing families of program policy, families informing teachers about what happens over the weekend). The <i>Family Connections CD</i> provides a range of materials for sharing information with families, such as letters about the curriculum’s learning experiences. It also includes an “All About Me” form to learn from families about children’s development and routines at home. While the materials for families are translated into Spanish, there are no further resources or specific guidance on how to communicate with families in culturally and linguistically responsive ways.</p>

		<p>Engaging Families: The curriculum provides multiple resources to support parent and family engagement in their children's learning and development. For example, the <i>Parents Are Teachers Too (PATT) Mats</i> are hands-on, open-ended activities for families to do at home with their children. They are available in both English and Spanish. The curriculum also provides “Family Connection” cards with strategies and activities for families to engage in with their children (e.g., encouraging children to notice numerals in the environment, supporting children to plan and build a structure with blocks, boxes, or pillows). While the parent and family engagement resources are plentiful, there is limited consideration for how to engage families from diverse cultures, families who speak languages other than English or Spanish, or families with disabilities and other special needs.</p>
<p>Professional Development and Materials to Support Implementation</p>	<p> Full Evidence</p>	<p>Professional Development: <i>Frog Street Threes</i> offers in-person courses for standardized initial and ongoing training at an additional cost (e.g., <i>Frog Street Threes Curriculum Implementation</i>, <i>Frog Street Threes Curriculum Follow-Up</i>). The courses can be half- or full-day. Training topics include scope and sequence for math and literacy; science, technology, engineering, arts, and math (STEAM) activities; and family engagement. The publisher also offers train-the-trainer opportunities and one-on-one training that can be customized to meet the needs of programs (e.g., discussing challenges and areas of growth, providing classroom observations based on needs).</p> <p>Curriculum Materials to Support Implementation: <i>Frog Street Threes</i> includes a comprehensive set of materials to support implementation. The <i>Welcome to Frog Street Threes</i> introductory guide provides an overview of the curriculum materials, such as the Teaching Guides, CDs, manipulatives, and books for children. It includes information on setting up the learning environment and designing learning centers. The <i>Teaching Guides</i> provide daily lesson plans for each theme and describe the content and strategies for implementation (e.g., goals for the activities, questions to ask, and scaffolding strategies).</p> <ul style="list-style-type: none"> • Fidelity Tool: The curriculum's <i>Administrator Classroom Observation Tool</i> can be used to monitor quality or assess the fidelity of implementation. It guides observation in different areas, such as the teacher's sensitivity to social and emotional needs, instructional strategies implemented in small and large groups, the classroom environment, and learning centers.

<p>Learning Experiences and Interactions</p>	<p> Moderate Evidence</p>	<p>Active Exploration: <i>Welcome to Frog Street Threes</i> discusses the importance of hands-on activities and open-ended exploration. Some of the suggested practice centers and activities in the <i>Teaching Guides</i> allow children to actively explore their environment in open-ended ways. For example, children have opportunities to build block towers or a robot out of recycled materials. However, many of the activities are more teacher-directed. Children are invited to do something very specific, with limited opportunity to engage with the environment in open-ended ways. Several activities have children roll playdough into “monkey tails” and place them over numerals. In another activity, teachers model how to make a paper plate puppet and children are directed to do the same thing.</p> <p>Interactions That Extend Children's Learning: Many of the curriculum's resources provide guidance and examples on how to extend children's learning. For example, <i>Welcome to Frog Street Threes</i> offers prompts to encourage children's curiosity (e.g., What do you notice about...? What do you think will happen if ...?). “Photo Activity Cards” provide examples of different types of questions and prompts to extend children's thinking and communication (e.g., What are other objects with a similar shape? What bumps do you feel?). Many learning activities and practice centers provide prompts to extend children's exploration, thinking, and communication (e.g., math and science activities include prompts for children to predict, hypothesize, test, and reason; closing circle activities ask children to reflect on the day).</p> <p>Individualization: The curriculum provides specific guidance on how to individualize learning experiences for all children. Many of the literacy, math, and science activities provide “Special Needs Adaptations” to include children with disabilities and other special needs. In addition, some learning experiences offer scaffolding strategies to support children who are DLLs. Only a few learning experiences throughout the curriculum prompt teachers to consider children's cultures throughout learning activities.</p>
<p>Learning Environments and Routines</p>	<p> Moderate Evidence</p>	<p>Environment: <i>Welcome to Frog Street</i> provides general principles and tips for setting up the physical space and practice centers, including adequate space, safety, and open-ended exploration. The practice centers provide some guidance on environmental setup to support children's development in the ELOF domains. While the suggested daily schedule calls for outdoor learning, the curriculum lacks adequate direction on how to set up the outdoor environment; only some weeks provide an “Outdoors” practice center. There is some guidance for how to provide environmental supports for children with disabilities or other special needs, but minimal information on how to authentically integrate children's cultures and home languages into the learning environment.</p>

		<p>Learning Materials: <i>Frog Street Threes</i> provides developmentally appropriate learning materials, such as books, music CDs, math manipulatives, and sequence cards. The Teaching Guides offer suggestions for using learning materials (e.g., blocks, playdough, recycled materials, materials from nature, scientific tools) in specific activities and practice centers. The curriculum provides some guidance for ensuring the learning materials meet the unique needs of children with disabilities and other special needs. It also includes a couple examples of how to select learning materials that authentically represent the cultures and ethnicities of children in the program.</p> <p>Schedule and Routines: <i>Welcome to Frog Street Threes</i> describes the various parts of a typical day: greeting circle, morning message, read-aloud times, moving and learning, STEAM lessons, math and literacy practice centers, and closing circle. It offers specific examples of half- and full-day schedules. However, the entire day is prescribed with routines and small and whole group activities, with little room for child-directed free play. The organization of the <i>Teaching Guides</i> reiterates the suggested schedule. Aside from tips on transitions, the curriculum lacks guidance on how to establish and support children's learning during developmentally appropriate daily routines (e.g., rest time, lunch). It offers a few examples of how to adjust schedules and routines based on children's needs (e.g., incorporating massage, connection rituals, and visual routines for children who are biting).</p>
<p>Cultural Responsiveness</p>	<p> Minimal Evidence</p>	<p>Interactions: <i>Welcome to Frog Street Threes</i> includes a brief section on “Cultural Sensitivity.” There are very few tips that could be used to build relationships with children and families from diverse cultural backgrounds (e.g., treating people as individuals rather than as stereotypes, focusing on similarities and differences without making judgments, modeling respect for others). The <i>Teaching Guides</i> very rarely mention the importance of culturally responsive interactions (e.g., discussing manners in other cultures). When they do, there is no additional specific guidance or strategies provided on how to engage in culturally responsive interactions with diverse children and families.</p> <p>Learning Experiences: In their “Dual Language Learners” prompts, the curriculum includes a few brief examples of providing learning experiences that build on families' cultures. One activity invites families to bring fruits and vegetables from their cultures; another suggests families from other countries share folktales, etiquette, and manners that are common in their cultures. There is also an activity that reminds teachers to be mindful of different cultures and customs represented in the classroom when discussing what children know about cowboys. The curriculum lacks further specific guidance embedded in the <i>Teaching Guides</i> on how to engage children in learning experiences that build on families' traditions, cultures, values, and beliefs.</p>

		<p>Learning Environment: <i>Frog Street Threes</i> offers two suggestions for providing learning materials that reflect children and families from diverse cultures and ethnicities. It recommends presenting a variety of foods for snack and lunch and using books, photographs, and posters that celebrate a wide variety of ethnic groups. Additionally, the curriculum's "Literature Library," "Photo Activity Cards," and "Vocabulary Cards" include books and photos representing children and families from diverse cultures and ethnicities. However, some images in the "Sing & Read Alphabet eStories" provide a stereotypical rather than an authentic representation of diverse people (e.g., the letter "E" e-book uses the term "Eskimos," who are depicted in parkas alongside elks; the letter "I" e-book illustrates "Indians" with feathers in their hair). In addition, the curriculum lacks guidance on how to select and use learning materials that authentically represent the cultures and ethnicities of children and families in the program.</p>
<p>Linguistic Responsiveness</p>	<p> Moderate Evidence</p>	<p>Scaffolding Strategies: The curriculum provides specific guidance on scaffolding the development and learning of children who are DLLs. <i>Welcome to Frog Street Threes</i> provides a range of teaching practices to support children who are DLLs (e.g., adding pictures of words to story vocabulary lists, dramatizing to support vocabulary acquisition). Specific scaffolding strategies are embedded throughout the learning activities in the <i>Teaching Guides</i> (e.g., pairing children at different levels of language acquisition together, discussing cognates, and highlighting similarities in vocabulary words).</p> <p>Home and Tribal Languages: <i>Welcome to Frog Street Threes</i> mentions the importance of supporting children's home languages but provides no specific suggestions or guidance for how to meaningfully integrate home or tribal languages into the classroom. Across the curriculum, only two examples of integrating home languages in the classroom were cited: encouraging children to share words used in their native languages to represent noises, and inviting children to teach their peers how to count in their home language. The curriculum lacks guidance on other research-based strategies to support children's home languages, such as learning and using words and phrases in a home or tribal language, providing directions in a language children understand, and including learning experiences in a home or tribal language. Tribal languages are not addressed.</p>

<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	<p style="text-align: center;">  Full Evidence </p>	<p>Teaching Practices and Interventions: <i>Welcome to Frog Street Threes</i> provides general guidance for working with children with special needs (e.g., planning activities that include all children, working with the child's family). It also includes descriptions and adaptations to support children with specific disabilities or special needs (e.g., allowing children with visual impairments to explore things through touch and sound). The <i>Teaching Guides</i> provide specific modifications to ensure daily routines and activities are inclusive of children with disabilities and other special needs (e.g., simplifying an activity, inviting children in wheelchairs to participate in a movement activity using different body parts).</p> <p>Learning Environment: The curriculum provides guidance on how to ensure the physical environment and learning materials are accessible to children with disabilities and other special needs. For example, <i>Welcome to Frog Street Threes</i> includes strategies like adjusting the lighting and using simple adaptive devices. Similarly, the <i>Teaching Guides</i> occasionally offer suggestions for additional learning materials to support children with disabilities and other special needs (e.g., give children a larger tool than an eyedropper, adapt a ball-catching activity by letting children use a net or bucket).</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	<p style="text-align: center;">  Moderate Evidence </p>	<p>Individualization Based on Interests: <i>Welcome to Frog Street Threes</i> discusses the importance of following children's interests (e.g., invite children to choose books; if a child shows an interest in bugs, take them outside to search for crawling critters). Occasionally, the curriculum's learning activities or practice centers invite children to share their curiosities and wonderings. However, the curriculum does not offer guidance on how to plan learning experiences that build on individual children's interests. Learning experiences are preplanned and there is no guidance on how to modify them based on individual children's interests.</p> <p>Individualization Based on Strengths and Needs: The curriculum provides a variety of strategies to make learning experiences responsive to individual children's strengths and needs. For example, <i>Welcome to Frog Street Threes</i> describes the importance of differentiated instruction and some high-level strategies to promote it. The <i>Teaching Guides</i> offer specific suggestions for modifying learning experiences for children with disabilities and other special needs, as well as children who are DLLs.</p>

Galileo® Pre-K Online Curriculum

Curriculum Description

The *Galileo® Pre-K Online Curriculum* provides a curriculum integrated into an assessment and reporting system. It offers model lesson plans and activities that integrate instruction across developmental domains. Built-in online assessment tools guide curriculum planning.

Website: <http://www.ati-online.com/galileoPreschool/prek-curriculum.php>

Last Updated: March 25, 2019

Summary of Curriculum Review

- Promotes research-based teaching practices to support children's development and learning in all Head Start Early Learning Outcomes Framework (ELOF) domains
- Provides guidance on how to select and implement learning experiences in a sequence based on each child's developmental level
- Provides specific guidance and support for using learning goals to individualize learning experiences for all children
- Includes guidance and support for using ongoing observation to inform weekly lesson plans for individual children and the class as a whole
- Provides specific strategies and resources to support family engagement
- Offers comprehensive standardized training and materials to support implementation
- Provides specific prompts to extend children's learning throughout activities
- Provides specific guidance for classroom organization, selection of learning materials, and daily schedules
- Provides general but limited guidance for engaging in culturally responsive interactions and planning learning experiences that build on children's cultures
- Provides general but limited guidance on how to support the development and learning of children who are dual language learners (DLLs)
- Offers limited guidance on how to embed teaching practices and interventions and ensure the environment and materials are accessible for children with disabilities, suspected delays, or other special needs
- Lacks guidance on how to plan learning experiences based on individual children's interests

<p>Cost of Curriculum <i>Galileo® Pre-K Online Curriculum</i>: \$260 per class; \$200 per class for new clients and existing clients' expansion classes</p> <p>Cost of Professional Development Professional Development Series (seven DVDs and professional development manuals): \$299 per set</p> <p>On-site Training Costs: Two-day on-site training, \$289.00 per person with a minimum of 20 participants</p> <p>Online Tutorial Costs: \$139.00 per person, or site-license minimum cost \$960.00</p> <p>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages</p> <p>The curriculum is only available in English. Parent Center materials are available in Spanish.</p>	<p>Target Age</p> <p>Center-based preschool programs for children 3–5 years old</p>	<p>Curriculum Materials Reviewed by Raters</p> <p>All materials from <i>Galileo® Pre-K Online Curriculum</i> were purchased and reviewed in 2018. These online materials included:</p> <ul style="list-style-type: none"> • <i>Galileo Pre-K Online Curriculum Guidebook</i> • <i>Galileo G3 Activities</i> • <i>Galileo G3 Activity Maps</i> • <i>Galileo G3 Lesson Plans</i> • <i>Galileo G3 Lesson Plan Maps</i> • <i>Time for Learning G3 Activity Library</i> • <i>Storyteller G3 Lesson Plans</i> • <i>Storyteller G3 Activities</i> • Other online resources available to Galileo Users (e.g., Learning- on-Demand Sessions and Tutorials, Quick Start Guides)
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

<p>Evidence Base for Child Outcomes</p>	<p> No Evidence</p>	<p>At the time of this review, there are no available published research studies on the <i>Galileo® Pre-K Online Curriculum (Galileo® Pre-K)</i>. <i>Galileo® Pre-K</i> is an assessment system with an aligned curriculum. Assessment Technology Incorporated (ATI), the publisher, highlights a descriptive study about <i>Galileo® Pre-K</i>. However, the study lacks a comparison group and it is unclear whether children were in classrooms in which both the <i>Galileo® Pre-K</i> curriculum and assessment tool were used. More rigorous research is needed in order to establish evidence for positive effects of <i>Galileo® Pre-K</i> on children's learning outcomes.</p>
<p>Research-Based Curriculum</p>	<p> Full Evidence</p>	<p>Approaches to Learning: <i>Galileo® Pre-K</i> promotes research-based teaching practices to support children's Approaches to Learning. The <i>Galileo Pre-K Curriculum Guidebook (Curriculum Guidebook)</i> provides specific principles to support classroom organization, classroom management strategies (e.g., how to create a predictable daily schedule with a variety of activities; how to manage behaviors through constructive feedback); and practices that foster children's behavioral and cognitive regulation skills. The curriculum also offers general principles to support emotional regulation (e.g., provide positive feedback to children) and strategies to support children's problem-solving skills (e.g., “Peace Steps” as a template to facilitate conflict resolution). The sample daily schedule and activities allow ample opportunities for children to make choices and engage in free play and open-ended exploration. Research shows these experiences are important for supporting children's initiative, curiosity, and creativity.</p> <p>Social and Emotional Development: <i>Galileo® Pre-K</i> provides a wide array of activity plans intentionally designed to foster social and emotional development. Week-long “model lesson plans” (<i>Galileo G3 Lesson Plans</i>) illustrate how social and emotional activities are sequenced to build upon each other. Within the daily routines described in the <i>Curriculum Guidebook</i>, children are offered many formal and informal opportunities to practice social interaction and relationship skills with their teachers and other children (e.g., large and small group activities, interest centers). The curriculum encourages teachers to consistently use a supportive, positive approach for providing feedback and to serve as role models for children. Even so, there is limited guidance for establishing an emotionally supportive environment, building secure, trusting adult-child relationships, and supporting children as they learn to regulate emotions.</p>

Language and Communication: *Galileo® Pre-K* consistently promotes research-based teaching practices to support children's language and communication. The *Curriculum Guidebook* provides general guidance on how to maintain a language-rich environment (e.g., ask open-ended questions, encourage extended conversations). The curriculum offers activities (*G3 Activities*) and model lesson plans (*G3 Lesson Plans*) intentionally designed to support children's language and communication skills. Suggested learning activities are developmentally appropriate and based on engaging content, including read-alouds, poems, and songs. The *Storyteller G3 Lesson Plans* and *Storyteller G3 Activities* offer additional model lesson plans and activities that focus on language and literacy goals.

Literacy: The curriculum consistently promotes research-based teaching practices to support children's literacy development. The *Galileo G3 Activities (G3 Activities)* and *Storyteller G3 Activities* offer varied and meaningful opportunities for children to discuss, use, and make print materials. For example, the curriculum provides activities in the writing and library interest centers, shared reading of theme-based books, and computer-based activities focused on language and literacy goals. Activity plans for read-alouds include strategies for developing critical literacy skills, such as asking questions about letters, words, signs, and labels; modeling reading conventions; and retelling to aid comprehension.

Mathematics Development: *Galileo® Pre-K* consistently promotes research-based teaching practices to support children's mathematics development. The curriculum includes intentionally planned math learning activities based on children's developmental progressions. The sequence of activities introduces children to key mathematical concepts and procedures (e.g., counting and comparing, identifying numerals, adding, subtracting, learning about shapes, and comprehending spatial concepts) and provides multiple, related opportunities to explore a mathematical concept or skill. The curriculum fosters a mathematically rich learning environment through interest centers (e.g., Cooking Interest Center; Toys, Block, and Building Interest Center) and by introducing children to the language of mathematics. Daily, self-directed play in interest centers provides ongoing opportunities for children to explore math concepts through inquiry and creative invention.

Scientific Reasoning: *Galileo® Pre-K* provides hands-on science experiences that facilitate the development of inquiry skills, such as making observations, asking questions, and gathering information. Interest centers such as Nature and Science as well as Sand and Water allow children daily opportunities to engage in open exploration. The curriculum offers a sequence of developmentally appropriate activities that foster science literacy skills (e.g., observation, prediction, classification). In addition, many of the activities focused on science provide guidance on how to support children to use language and other forms of communication to describe and document their work.

		<p>Perceptual, Motor, and Physical Development: <i>Galileo® Pre-K</i> consistently promotes research-based teaching practices to support children's perceptual, motor, and physical development. For example, the curriculum provides regular opportunities to participate in moderate to vigorous physical activity during outdoor play time and in games and activities. The <i>G3 Activities</i> include structured games to support physical activity (e.g., Climb and Count, Drawing Dance) and intentional teaching practices to support the development of new physical skills. The curriculum promotes fine motor skills in all interest centers and self-care practices as part of daily routines. In addition, many <i>G3 Activities</i> provide nutrition-related knowledge and personal safety information.</p>
<p>Scope and Sequence</p>	<p> Full Evidence</p>	<p>Scope: <i>Galileo® Pre-K</i> clearly identifies nine developmental domains: Approaches to Learning, Nature and Science, Creative Arts, Physical Development and Health, Language Development, Social and Emotional Development, Literacy Development, Social Studies, and Logic and Reasoning. The <i>G3 Activities</i> provide planned learning activities to support children's development in these domains. <i>G3 Lesson Plans</i> include theme-based activity plans to address a variety of skills across the domains.</p> <p>Sequence: For each of the Head Start Early Learning Outcomes Framework (ELOF) domains, <i>Galileo® Pre-K</i> provides a sequence of learning experiences that gradually builds children's knowledge and skills as they move through the developmental progressions. The online system allows teachers to select and implement learning experiences in a sequence based on each child's developmental level. Teachers can choose activities designed around specific goals based on children's existing knowledge and skills within each domain. Teachers can also use weekly model lesson plans (<i>G3 Lesson Plans</i>) to progressively build children's skills and concepts over time. The curriculum includes a variety of learning experiences (e.g., <i>G3 Activities</i>, <i>Storyteller G3 Activities</i>, and interest centers) in each domain, providing children with ample opportunities to progressively build a skill in a particular area. Interest centers offer sequences of learning experiences that take children's interests into consideration.</p>
<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	<p> Full Evidence</p>	<p>Alignment with the ELOF: A thorough review of all the curriculum materials in relation to the ELOF domains and sub-domains indicates that <i>Galileo® Pre-K</i> is aligned with the seven ELOF preschool domains. The learning experiences described in the <i>G3 Activities</i> and <i>Storyteller G3 Activities</i> provide opportunities for children to build skills in each of the ELOF domains and sub-domains.</p>

<p>Learning Goals for Children</p>	<p> Full Evidence</p>	<p>Learning Goals: <i>Galileo® Pre-K</i> integrates measurable, developmentally appropriate learning goals throughout its curriculum materials. The <i>Curriculum Guidebook</i> presents the learning goals in a scope and sequence that is organized by domain, age group, and time of year in which the skills are to be addressed for typically developing children. Furthermore, each of the <i>G3 Activities</i> and <i>G3 Storyteller Activities</i> specifies relevant learning goals. The learning activities support children in making progress toward most of these learning goals. The curriculum provides specific guidance and support for using learning goals to individualize learning experiences for all children. For example, teachers input individual children's assessment data into the online <i>Galileo G3 Assessment Scales (G3 Assessment Scales)</i>, and the online system helps teachers create lesson plans with activities that focus on learning goals that match children's individual needs. In addition, <i>G3 Lesson Plans</i> include goals at multiple levels of difficulty so they can be used with children from ages 3 to 5, as well as children who have disabilities or other special needs. The curriculum also includes English language acquisition goals, by skill level, to support children who are dual language learners (DLLs).</p>
<p>Ongoing Child Assessment</p>	<p> Full Evidence</p>	<p>Ongoing Observation and Documentation: The <i>Curriculum Guidebook</i> and free archived webinar, "Using <i>Galileo G3 Assessment Scales</i>," describe how teachers can use observation, anecdotal records, and representative work (e.g., writing, art, block construction) to document children's developmental progress over time. The curriculum provides guidance on how to enter child observations into the online <i>G3 Assessment Scales</i> and how to use the generated reports to inform weekly lesson plans for individual children and the class as a whole. This guidance is embedded in both online and printable resources (e.g., <i>Curriculum Guidebook</i>, "Using <i>Galileo G3 Assessment Scales</i>" webinar, <i>Guide for Galileo Pre-K Online Observations by Child</i>).</p> <p>Standardized and Structured Assessment Instruments: <i>Galileo® Pre-K</i> describes and provides a structured assessment tool, <i>G3 Assessment Scales</i>, that aligns with the curriculum's learning goals. The curriculum encourages teachers to complete baseline assessments for each child and regular, ongoing observation and documentation of progress using the structured assessments provided. The <i>Curriculum Guidebook</i> and <i>Galileo Technical Manual</i> describe Galileo's assessment tools as valid, reliable, and individually, culturally, and linguistically appropriate. For example, the <i>Curriculum Guidebook</i> discusses how grounding assessment in observations accommodates the ways children from diverse backgrounds express and demonstrate their competencies.</p>

<p>Parent and Family Engagement</p>	 <p>Moderate Evidence</p>	<p>Communicating with Families: The <i>Curriculum Guidebook</i> provides general strategies for communicating with families, and the online <i>Pre-K Parent Center</i> provides information for families. The curriculum offers limited information on how to learn from families about children's development. For example, Galileo provides forms for families to observe their children's development, but there is little guidance for teachers on how to use these observations. Materials for families (accessed through the online <i>Pre-K Parent Center</i>) are available in Spanish. However, the guidance on how to communicate with families in culturally and linguistically responsive ways is limited.</p> <p>Engaging Families: The <i>Galileo® Pre-K</i> provides guidance on how to engage parents and families in children's learning and development. For example, the online <i>Pre-K Parent Center</i> includes access to a large selection of printable hands-on activities and computer-based educational activities (available in English and Spanish). The curriculum gives minimal specific guidance on how to engage parents from diverse cultures and parents who speak languages other than English or Spanish. For example, the <i>Curriculum Guidebook</i> suggests inviting families to share about their language and culture and asking families for suggestions of classroom activities which represent their cultures. However, the curriculum lacks specific guidance on how to utilize ideas or information families offer. An additional limitation is that the curriculum does not address how to engage parents with disabilities or other special needs.</p>
<p>Professional Development and Materials to Support Implementation</p>	 <p>Moderate Evidence</p>	<p>Professional Development: <i>Galileo® Pre-K</i> offers a large number of free learning on-demand webinars, such as “Overview of Galileo Pre-K Online,” “Using the <i>Galileo G3 Assessment Scales</i>,” and “Using Galileo's Model Curriculum.” The users' site includes “Help Files” that provide a searchable library to access professional development resources, such as Quick Reference Guides and recorded video tutorials. The curriculum also offers a two-day implementation training that is available on-site or online, at an additional cost. Implementation training topics include learning how to set up <i>Galileo</i> for program use, using <i>Galileo</i> for documenting and evaluating children outcomes, and using information to inform learning opportunity decisions. Ongoing training and professional development feature customizable courses, offered in person or online, for an additional fee.</p>

		<p>Curriculum Materials to Support Implementation: <i>Galileo® Pre-K</i> includes a variety of online resources to support implementation of the curriculum. For example, the Curriculum Overview (located under the Help Tab) provides links to resources such as the <i>Curriculum Guidebook</i>, <i>Galileo G3 Activities Book</i>, and <i>Galileo G3 Lesson Plans</i>. The <i>Curriculum Guidebook</i> offers specific guidance for implementation (e.g., how to set up the learning environment, how to use assessment to plan for activities and experiences, and how to support children who are DLLs, children with disabilities, or children with other special needs). Though all of the <i>G3 Activities</i> and <i>G3 Lesson Plans</i> are accessible through the online system, the curriculum also provides printable versions in the <i>Galileo G3 Activities Book</i> and <i>Galileo G3 Lesson Plan Book</i>. While the curriculum provides comprehensive materials and support for implementation, navigating through different online pieces of the curriculum may be challenging, as the organization of materials does not appear to be systematic or user friendly.</p> <ul style="list-style-type: none"> • Fidelity Tool: <i>Galileo® Pre-K</i> offers the <i>Assessment and Curriculum Fidelity Tool</i> to monitor and evaluate the fidelity of implementation. Divided into four focus areas—Monitoring Galileo Use, Physical Environment, Professional Practices, and Management and Instruction—the tool can be used to identify areas where support, feedback, training, and professional development can contribute to continuous improvement.
<p>Learning Experiences and Interactions</p>	<p> Moderate Evidence</p>	<p>Active Exploration: The curriculum provides ample opportunities for children to engage in hands-on exploration in interest centers and through specific activities offered by the curriculum. The <i>Curriculum Guidebook</i> discusses the importance of children actively creating meaning through interactions with their environment. It asserts that children need opportunities to engage in independent exploration and daily free play. The <i>Curriculum Guidebook</i> suggests a variety of interest centers (e.g., Art, Nature and Science) with open-ended materials that promote hands-on exploration. In addition, many of the <i>G3 Activities</i> invite children to explore objects and investigate concepts. For example, many dramatic play and art activities suggest materials that allow for children to follow their own ideas.</p> <p>Interactions that Extend Learning: The curriculum's resources provide ample guidance and examples on how to use teacher-child interactions to extend children's learning. For example, many learning activities include specific, open-ended questions and opportunities for brainstorming with children. Furthermore, various types of enrichments included with the activities provide prompts to extend children's exploration, thinking, and communication (e.g., building activities include prompts to extend learning of measurement concepts: “Who is tallest?” “Who is shortest?”). In addition, science activities include prompts that encourage active exploration, prediction, and hypothesizing.</p>

		<p>Individualization: The <i>Curriculum Guidebook</i> provides general guidance on how to individualize learning experiences for all children. A section on “special student populations” describes guidelines for working with children who are DLLs and children with disabilities or other special needs. The curriculum offers some supports for embedding children's cultures and languages within learning experiences. Even so, guidance on individualization is not comprehensive or embedded throughout the materials.</p>
<p>Learning Environments and Routines</p>	<p> Moderate Evidence</p>	<p>Environment: The <i>Galileo® Pre-K</i> provides specific guidance for classroom organization and interest centers through a principle it calls “Classroom Ecology.” The <i>Curriculum Guidebook</i> describes the importance of setting up the physical environment with multiple, defined interest centers and materials to promote flexible learning opportunities. While the curriculum includes some outdoor activities and encourages teachers to utilize the outside environment, suggesting interest centers be set up outside, it lacks specific guidance on how to set up the outdoor space. The <i>Curriculum Guidebook</i> includes some information on ensuring the physical environment is accessible for children with specific disabilities or special needs. In addition, the curriculum provides some guidance on how to include children's home languages and cultures in the physical environment (e.g., “Consider incorporating the cultural practices and diverse family structures represented in your classroom population into the activities and materials presented in your interest centers.”). However, specific guidance to ensure the physical environment reflects diverse cultural backgrounds or supports individual needs is limited.</p> <p>Learning Materials: <i>Galileo® Pre-K</i> provides principles and guidance for selecting developmentally appropriate indoor and outdoor learning materials. The <i>Curriculum Guidebook</i> offers a list of suggested materials to use in each of the interest centers and some general guidance for selecting and arranging materials (e.g., “Materials should be neatly organized ..., reachable, and easily manipulated.”). The <i>G3 Activities Book</i> includes lists of learning materials to be used in specific activities and instructions for how to set up the materials. However, the curriculum lacks guidance for ensuring the learning materials meet the individual needs of children with disabilities or other special needs and on how to select learning materials that authentically represent the cultures, ethnicities, and home languages of children in the program.</p>

		<p>Schedule and Routines: The curriculum offers principles to support teachers in developing a daily schedule. For example, the <i>Curriculum Guidebook</i> suggests establishing routines to provide stability and predictability for young children to build their confidence and independence. The <i>Curriculum Guidebook</i> also recommends scheduling a variety of activity types (e.g., small group, large group, independent activities) in multiple areas of the classroom. The curriculum does not provide a specific schedule programs should follow. Instead, it offers a sample full-day schedule which includes times for a range of activity types, such as indoor groups, outdoor play, music and movement, art, writing, and independent exploration. Even so, it lacks discussion on how to adjust schedules and routines based on children's needs and backgrounds.</p>
<p>Cultural Responsiveness</p>	<p> Moderate Evidence</p>	<p>Interactions: The curriculum provides some general guidance on cultural responsiveness. For example, the <i>Curriculum Guidebook</i> suggests being mindful to honor the special qualities of each culture represented without creating an emphasis on differences. In addition, the curriculum encourages teachers to communicate with families to learn about traditions, activities, and customs they keep at home, and not make assumptions about their cultural practices. However, the curriculum does not provide more specific guidance or strategies on how to engage in culturally responsive interactions with diverse children and families.</p> <p>Learning Experiences: The <i>Galileo® Pre-K</i> gives some general guidance on how to provide learning experiences that build on families' traditions, cultures, values, and beliefs. For example, the <i>Curriculum Guidebook</i> reminds teachers to be sure activities are “multiculturally appropriate and respect diversity” and suggests incorporating an interest center featuring children's different cultures. It also recommends teachers use families as a source of culturally representative materials and activity ideas. However, the <i>G3 Activities</i> lack specific guidance on how to modify or plan learning experiences that authentically build on children's cultures.</p> <p>Learning Environment: The curriculum provides some general guidance for creating culturally responsive learning environments. For example, the <i>Curriculum Guidebook</i> suggests having a Cultural Heritage Interest Center with pictures, cultural items, recipes, and music that represent children's cultures. The <i>Curriculum Guidebook</i> also proposes including clothing and items that represent children's cultures in the House and Dramatic Play Interest Center and music and songs from different cultures and countries in the Music and Movement Interest Center. However, the curriculum does not provide specific guidance embedded throughout the learning activities on how to select and use learning materials that authentically represent the cultures and ethnicities of children and families in the program.</p>

<p>Linguistic Responsiveness</p>	<p> Moderate Evidence</p>	<p>Scaffolding Strategies: The curriculum provides general guidance on how to scaffold the development and learning of children who are DLLs. The <i>Curriculum Guidebook</i> describes guidelines such as providing assistance in the home language whenever possible, involving families, and using the buddy system, in which a child receives help from a peer in the home language. However, the curriculum lacks specific, embedded scaffolding and supports for children who are DLLs in learning activities and other curriculum resources.</p> <p>Home and Tribal Languages: <i>Galileo® Pre-K</i> describes the importance of incorporating the home language in classroom practices and offers general guidance on how to incorporate children's home languages into the learning environment. For example, the <i>Curriculum Guidebook</i> suggests including signs and written labels in the children's home languages and providing assistance in the home language whenever possible. Even so, the curriculum lacks guidance on how to authentically incorporate children's home languages into learning experiences. Tribal languages are not mentioned at all.</p>
<p>Individualization for Children with Disabilities or Other Special Needs</p>	<p> Minimal Evidence</p>	<p>Teaching Practices and Interventions: The <i>Curriculum Guidebook</i> provides general guidance for working with children with special needs (e.g., be inclusive, work with the child's family) and suggestions for the types of adaptations that can be made to support children with specific disabilities or special needs, such as motor delays and visual and hearing impairments. For example, the curriculum suggests that children with hearing impairments be seated close to the teacher during instructional activities. One limitation is the curriculum lacks specific guidance on how to embed intentional teaching practices and other interventions in the daily routines and activities to support the development and learning of children with disabilities, suspected delays, or other special needs.</p> <p>Learning Environment: The curriculum notes it is important to reflect on whether the physical environment is accessible to children with disabilities. However, it provides limited guidance on how to make the environment accessible. For example, the <i>Curriculum Guidebook</i> offers some strategies to ensure the physical environment and learning materials are accessible to children with specific disabilities (e.g., providing tactile materials, using thumbs up or down in place of “yes” or “no”). However, the curriculum lacks overall guidance on how to ensure the physical environment is accessible to all children (e.g., universal design principles) and specific examples of how to adapt learning materials embedded throughout the curriculum activities and interest centers.</p>

<p>Individualization Based on Interests, Strengths, and Needs</p>	<p> Moderate Evidence</p>	<p>Individualization Based on Interests: <i>Galileo® Pre-K</i> describes the importance of planning learning experiences that build on children's individual interests. For example, the “Positive Approaches for Preschool Learning” section of the <i>Curriculum Guidebook</i> suggests “teachers can differentiate interest centers by encouraging students to participate in those centers that address their particular interests, talents, or questions.” It recommends children have daily opportunities to engage in child-initiated activities. The curriculum promotes teachers' use of observation to document children's interests and to plan learning experiences. Even so, the curriculum provides no guidance on how to plan learning experiences based on individual children's interests.</p> <p>Individualization Based on Strengths and Needs: Foundational to <i>Galileo® Pre-K</i> is the use of children's assessment data to plan learning experiences. For example, teachers input ongoing child assessment data into the <i>G3 Assessment Scales</i>, and the online system selects learning experiences based on the children's strengths and needs. Additionally, the curriculum provides general guidance on how to make the curriculum's learning experiences responsive to individual children's learning styles. For example, the <i>Curriculum Guidebook</i> suggests that teachers use scaffolding, such as language, hints, and visual aids, for children who need greater support. The “Enrichment” sections of a few activity plans also include some individualization based on children's strengths and needs. For example, children who are able to duplicate an “AB” pattern are offered the opportunity to create their own patterns. However, further, specific guidance on how to make learning experiences responsive to individual strengths and needs is not embedded throughout the curriculum materials.</p>
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HighScope Preschool Curriculum

Curriculum Description

The *HighScope Preschool Curriculum* provides an approach characterized by children's active participatory learning, the plan-do-review process, developing children's conflict resolution skills, and adult scaffolding. The curriculum includes a set of resources to support teachers in creating learning environments and experiences that reflect the curriculum's approach.

Website: <https://highscope.org/preschool>

Last Updated: March 25, 2019

Summary of Curriculum Review

- Promotes research-based teaching practices to support children's development and learning in all Head Start Early Learning Outcomes Framework (ELOF) domains
- Promotes ongoing observation, planning, and scaffolding based on children's developmental levels
- Provides a range of strategies and resources to support family engagement
- Offers comprehensive standardized training and materials to support implementation
- Promotes active, hands-on exploration
- Provides specific guidance on how to establish well-organized, engaging indoor and outdoor environments
- Provides specific guidance on how to establish a daily schedule and developmentally appropriate routines
- Provides specific adaptations for children with disabilities, suspected delays, or other special needs
- Promotes individualization based on children's interests, strengths, and needs
- Moderately aligns to the ELOF, but lacks adequate guidance in the ELOF sub-domain of Health, Safety, and Nutrition
- Provides limited guidance on culturally responsive interactions, learning experiences, and materials
- Provides limited guidance on how to support the development and learning of children who are dual language learners (DLLs)

<p>Cost of Curriculum <i>HighScope Preschool Curriculum Site Kit</i>: \$675 per program <i>HighScope Preschool Curriculum Classroom Kit</i>: \$825 per classroom</p> <p>Cost of Professional Development <i>Getting Started with HighScope's Preschool Approach and Curriculum</i>: \$600 <i>Preschool Curriculum Course</i>: \$900 per participant per week for four weeks <i>Preschool Training of Trainers</i>: \$1,368 per participant per week for three weeks</p> <p>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages Some curriculum materials are translated into Spanish for an additional fee.</p> <p><i>Essentials of Active Learning (Principios básicos del aprendizaje active en preescola)</i>: \$30 <i>Let's Play and Learn Together! 30 At-Home Activities to Share with Families (¡Vamos a jugar y aprender juntos! 30 actividades para el hogar para compartir en familia)</i>: \$30 <i>Letter Links (Enlaces de letras)</i>: \$25.95</p> <p>Additional materials are available in Spanish for \$6 (e.g., <i>Spanish Let's Pretend!</i>, <i>Spanish Reading with Preschoolers</i>).</p>	<p>Target Age Center-based preschool programs for children 3–5 years old</p>	<p>Curriculum Materials Reviewed by Raters All materials from the <i>HighScope Preschool Curriculum</i> were purchased and reviewed in 2017. These materials included:</p> <ul style="list-style-type: none"> • <i>HighScope Preschool Curriculum Site Kit</i> (e.g., <i>The HighScope Preschool Curriculum</i>, domain-specific volumes) • <i>HighScope Preschool Curriculum Classroom Kit</i> (e.g., <i>The HighScope Preschool Curriculum Essentials of Active Learning</i>; <i>50 Large-Group Activities for Active Learners</i>)
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

**Evidence Base
for Child
Outcomes**



Minimal
Evidence

At the time of this review, there is one set of research studies that has been published as part of the Head Start Family and Child Experiences Survey (FACES) in 2000 and 2009 (Zill, O'Donnell, & Sorongon, 2003; Aikens, Kopack Klein, Tarullo, & West, 2013). Additionally, the publisher highlights the Perry Preschool Project and the HighScope Preschool Curriculum Comparison Study, seminal studies that rigorously tested the impact of *HighScope* on child outcomes longitudinally. Long-term findings from these studies showed improved outcomes across the areas of education, economic performance, crime prevention, family relationships, and health (Schweinhart, 2006; Schweinhart & Weikart, 1997; Schweinhart, Weikart, & Larner, 1986). However, these studies were not included in the following rating as they were conducted in the 1960s and used an older version of the curriculum.

Rigorous Research Design: The FACES 2000 and 2009 studies used a longitudinal, descriptive design. The FACES studies collected information from Head Start classrooms that were already implementing the *HighScope Preschool Curriculum*.

Sample and Generalizability: The FACES samples included a representative sample of children who were attending Head Start programs across the nation. The sample included children from primarily low-income and diverse race-ethnic backgrounds.

Fidelity of Implementation: Teacher training on the curriculum and fidelity of implementation were not assessed in the FACES studies.

Child Outcomes: The FACES 2000 study found that Head Start classrooms that used the *HighScope Preschool Curriculum* had children with larger fall-spring gains in letter recognition and cooperative classroom behaviors in comparison to children in classrooms that used neither the *HighScope Preschool Curriculum* nor *The Creative Curriculum® for Preschool*. Children in the *HighScope Preschool Curriculum* classrooms also showed greater improvement in total behavior problems and hyperactive problem behavior. Due to the descriptive nature of these findings, it cannot be concluded that the curriculum caused these positive child outcomes. No child outcome data were reported related to implementation of the *HighScope Preschool Curriculum* for the FACES 2009 study.

References:

Aikens, N., Kopack Klein, A., Tarullo, L., and West, J. (2013). *Getting ready for kindergarten: Children's progress during Head Start: FACES 2009 report*. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

		<p>Schweinhart, L. J. (2006). <i>The HighScope Perry Preschool study through age 40: Summary, conclusions, and frequently asked questions</i>. Ypsilanti, MI: HighScope Educational Research Foundation.</p> <p>Schweinhart, L. J., & Weikart., D. P. (1997). The HighScope preschool curriculum comparison study through age 23. <i>Early Childhood Research Quarterly</i>, 12, 117–143.</p> <p>Schweinhart, L. J., Weikart, D. P., & Larner, M. B. (1986). Consequences of three preschool curriculum models through age 15. <i>Early Childhood Research Quarterly</i>, 1, 15–45.</p> <p>Zill, R., O'Donnell, K., & Sorongon, A. (2003). <i>Head Start FACES (2000): A whole-child perspective on program performance: Fourth progress report</i>. Washington, DC: Administration for Children and Families, U.S. Department of Health and Human Services.</p>
<p>Research-Based Curriculum</p>	<p> Full Evidence</p>	<p>Approaches to Learning: Many of the curriculum's resources, including <i>Approaches to Learning</i>, provide guidance on classroom organization (e.g., establishing predictable routines, minimizing transitions) and research-based teaching practices to support children's executive functioning and emotion regulation skills (e.g., giving children choices, embedding time for children to recall and reflect on experiences of the day, modeling for and coaching children on how to express and regulate emotions).</p> <p>Social and Emotional Development: Many of the curriculum's resources, including <i>Social and Emotional Development</i> and <i>Lesson Plans for the First 30 Days: Getting Started with HighScope</i>, detail research-based teaching practices that support building positive, trusting relationships with children (e.g., respond attentively to children's interests, ask children questions to get to know them, and respond to children's questions honestly) as well as creating an emotionally supportive environment (e.g., adults take interest in children's ideas and acknowledge children's efforts and accomplishments). The curriculum also highlights the many informal and formal opportunities for children to practice social and emotional skills (e.g., cooperating with peers during block play, creating opportunities for children to act with empathy during greeting time or work time, problem-solving approach to social conflict).</p> <p>Language and Communication: The <i>Essentials of Active Learning in Preschool</i> and <i>HighScope Preschool Curriculum</i> describe how to integrate research-based teaching practices to scaffold children's expressive and receptive language all throughout the day. For example, the daily schedule includes routines such as "Plan-Do-Review," small groups, mealtimes, and the message board, all of which allow children to be exposed to and use language in meaningful ways.</p>

		<p>Literacy: The <i>Essentials of Active Learning in Preschool</i> and <i>HighScope Preschool Curriculum</i> provide several research-based teaching practices to engage children in meaningful literacy experiences, such as daily interactive reading, labeling interest areas, and using the message board. The <i>Key Developmental Indicators</i> provide research-based scaffolding strategies to support specific literacy knowledge and skills, including phonological awareness, alphabetic knowledge, reading, print concepts, book knowledge, and writing.</p> <p>Mathematics Development: The <i>Numbers Plus Preschool Mathematics Curriculum</i> and <i>Meaningful Math in Preschool: Making Math Count Throughout the Day</i> promote meaningful math learning experiences as part of the daily routine. These math resources feature a range of research-based teaching practices in this domain, such as introducing children to the language of mathematics, promoting children's conceptual understanding, and providing opportunities for hands-on exploration, problem-solving, and inventions.</p> <p>Scientific Reasoning: The <i>HighScope Preschool Curriculum</i> describes research-based teaching practices to nurture children's curiosity and engage children in hands-on, inquiry-based explorations. Specifically, <i>Science and Technology</i> provides various research-based teaching practices to support children as they observe, explore, and experiment throughout the day with peers and adults (e.g., vignettes and suggested scaffolding strategies ask children to describe observable phenomena, compare and categorize, make predictions, gather information, analyze results).</p> <p>Perceptual, Motor, and Physical Development: The <i>HighScope Preschool Curriculum</i> promotes research-based teaching practices to support children's gross, perceptual, and fine motor skills. For example, the curriculum recommends providing materials that encourage use of fingers and hands (e.g., squeeze bottles, shovels, writing utensils) as well as large muscle movement (e.g., wheeled toys, mops, large wood blocks). The curriculum also offers activities where children can practice various locomotor skills, including guidance for teachers on how to use language to increase children's body and directional awareness (e.g., large group activities of throwing scarves or practicing yoga poses). However, the curriculum lacks adequate guidance in the areas of health, safety, and nutrition.</p>
<p>Scope and Sequence</p>	<p> Full Evidence</p>	<p>Scope: The <i>HighScope Preschool Curriculum</i> clearly identifies eight content areas: Approaches to Learning; Social and Emotional; Mathematics; Science and Technology; Language, Literacy, and Communication; Social Studies; Creative Arts; and Physical Development and Health. In each of the content areas, the curriculum provides a domain-specific book that identifies children's developmental progressions and ways to scaffold children's development and learning.</p>

		<p>Sequence: The curriculum provides guidance on how to support children as they move through the developmental progressions in each of the ELOF preschool domains. The <i>Key Developmental Indicators</i> (KDIs) and learning experiences offer supports for children at earlier, middle, and later stages of development. Teachers can use these resources to provide multiple, related learning opportunities that progressively build children's knowledge and skills. The scaffolding strategies and learning experiences can be flexibly implemented to meet individual children's interests and developmental levels.</p>
<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	<p> Moderate Evidence</p>	<p>Alignment with the ELOF: A thorough review of all the curriculum materials in relation to the ELOF domains and sub-domains indicates that the <i>HighScope Preschool Curriculum</i> is mostly aligned with the ELOF. The domain-specific books, as well as <i>Essentials of Active Learning</i> and <i>KDI Scaffolding Charts</i>, provide teaching practices that support children's learning and development in the majority of ELOF sub-domains. Furthermore, the curriculum includes several books with activities to support children in the domains of Language and Communication, Literacy, Mathematics Development, Scientific Reasoning, and Physical Development. However, the curriculum partially addresses the ELOF sub-domain of Health, Safety, and Nutrition.</p>
<p>Learning Goals for Children</p>	<p> Full Evidence</p>	<p>Learning Goals: The KDIs are the curriculum's measurable, developmentally appropriate learning goals in all eight content areas of the curriculum. The KDIs are integrated throughout many of the curriculum's materials, which provide teaching practices and learning experiences to support children's progress toward these goals. The KDIs can be used to individualize learning experiences for all children.</p>
<p>Ongoing Child Assessment</p>	<p> Full Evidence</p>	<p>Ongoing Observation and Documentation: The <i>HighScope Preschool Curriculum</i> emphasizes the role of the teacher as an observer throughout all of its materials. It provides guidance on how to observe children as well as strategies for taking anecdotal notes, discussing observations with others, and using the information to plan for and scaffold children's learning.</p> <p>Standardized and Structured Assessment Instruments: The <i>HighScope Preschool Curriculum</i> discusses the importance of authentic assessments being valid and reliable as well as individually, culturally, and linguistically appropriate. The <i>HighScope Preschool Curriculum</i> encourages programs to use the publisher's <i>Child Observation Record (COR) Advantage</i>.</p>

<p>Parent and Family Engagement</p>	<p> Full Evidence</p>	<p>Communicating with Families: The curriculum provides a range of strategies to communicate and connect with parents and families. Some of these strategies invite teachers to learn from families (e.g., suggestion box, parents share observations of children, teachers conduct home visits to learn about styles and traditions). Furthermore, the curriculum includes examples of information to include in notes or newsletters sent home to families. Some curriculum resources specify the importance of translating materials for families who do not speak English and understanding families' cultures.</p> <p>Engaging Families: The curriculum provides multiple resources to support parent and family engagement. <i>Bringing Active Learning Home</i> is a series of family workshops that suggests teachers take families' backgrounds and needs into account to tailor workshops (e.g., translating workshop handouts). In addition, <i>Let's Play and Learn Together</i> offers home activities to share with families.</p>
<p>Professional Development and Materials to Support Implementation</p>	<p> Full Evidence</p>	<p>Professional Development: The publisher, HighScope, offers comprehensive standardized initial training and ongoing professional development. They offer two in-person courses for standardized initial training for a fee: a four-week training on implementing the curriculum and a one-week training that covers a variety of topics, such as content areas, assessment, and adult-child interactions. HighScope offers ongoing professional development opportunities through a range of short- and long-term courses, offered both online and in person at an additional cost. Finally, HighScope offers customized trainings for programs.</p> <p>Curriculum Materials to Support Implementation: The <i>HighScope Preschool Curriculum</i> provides a comprehensive set of materials to support implementation. The <i>HighScope Curriculum Kit User Guide</i> provides step-by-step instructions for teachers and program administrators to begin implementing the curriculum. Additionally, the curriculum includes two central books that introduce the HighScope approach and provide guidance on how to set up the learning environment, establish daily routines, and plan learning experiences (<i>HighScope Preschool Curriculum</i> and <i>Essentials of Active Learning</i>).</p> <ul style="list-style-type: none"> • Fidelity Tool: The curriculum offers the <i>Program Quality Assessment (PQA)</i> tool. This tool measures the quality of different aspects of program implementation, and the information gathered from this tool can be used to understand how teachers are implementing the <i>HighScope Preschool Curriculum</i>.

<p>Learning Experiences and Interactions</p>	<p> Full Evidence</p>	<p>Active Exploration: Active, hands-on exploration is core to the <i>HighScope Preschool Curriculum</i> philosophy, which emphasizes “active participatory learning.” Throughout its many volumes, the curriculum includes extensive guidance on how teachers: plan a daily schedule that allows for children’s exploration, provide open-ended materials for children to explore, and implement learning experiences that promote active exploration.</p> <p>Interactions That Extend Children’s Learning: Many of the curriculum’s resources provide guidance and examples on how teachers can engage in interactions that extend children’s exploration, thinking, and communication. For example, the <i>KDI Scaffolding Charts</i> provide examples of what teachers can do to support children’s current levels of development and strategies to extend their learning. Similarly, <i>Plan, Do, and Review</i> offers many strategies designed to support and extend children’s learning (e.g., suggesting new ideas within the context of play, gently challenging children’s thinking).</p> <p>Individualization: The curriculum provides guidance on how to individualize learning experiences for children. <i>I Belong</i> describes ways to individualize each part of the <i>HighScope</i> environment and day for children with disabilities or other special needs. Other materials include sample lesson plans that provide specific adaptations for children with disabilities or other special needs. Additionally, the curriculum provides some specific scaffolding strategies for children who are dual language learners (DLLs) within its guidance on <i>KDI 30—English Language Learning</i>, but does not include specific strategies to support children who are DLLs embedded throughout the suggested learning experiences. The curriculum lacks specific guidance on how to plan culturally responsive learning experiences.</p>
<p>Learning Environments and Routines</p>	<p> Full Evidence</p>	<p>Environment: The core curriculum resources provide specific guidance on how to establish well-organized, engaging indoor and outdoor environments that promote active participatory learning and children’s development in the ELOF domains. The curriculum offers some guidance on how to embed children’s home languages and cultures in the physical environment, and it includes more specific and extensive guidance on how to ensure the physical environment is accessible for children with disabilities or other special needs.</p>

		<p>Learning Materials: The <i>HighScope Preschool Curriculum</i> provides guidelines on how to select learning materials (e.g., providing varied and open-ended materials) as well as specific suggestions for developmentally appropriate materials for interest areas and learning experiences. The curriculum provides some guidance for ensuring that the learning materials authentically represent the cultures, ethnicities, and home languages of children in the program. Guidance for adapting learning materials for children with disabilities or other special needs is embedded throughout many of the <i>HighScope Preschool Curriculum</i> resources.</p> <p>Schedule and Routines: The curriculum explains the importance of having consistent, predictable daily schedules and routines. The core curriculum resources offer sample daily schedules and general guidelines for organizing daily routines, while <i>Lesson Plans for the First 30 Days</i> provides more specific guidance to teachers on the daily routines and how to familiarize children with the routines. There is some consideration for how to make routines more home-like for children and how schedules and routines may need to be individualized for children with disabilities or other special needs.</p>
<p>Cultural Responsiveness</p>	<p> Moderate Evidence</p>	<p>Interactions: The curriculum provides limited general guidance on culturally responsive ways to interact with diverse children and families. For example, the chapter “Involving Families in Active Learning Settings” encourages teachers to participate in community life to get to know families better or conduct home visits to learn about families' traditions and beliefs. However, the curriculum provides less information on how to use this information to engage in culturally responsive interactions with both children and families.</p> <p>Learning Experiences: The curriculum provides some general recommendations for how to ensure learning experiences build on children's cultures. <i>KDI 53—Diversity</i> suggests that teachers include diversity in every classroom area and activity (e.g., visit local markets or events, celebrate holidays and traditions of families). Similarly, <i>Social Studies</i> asks teachers to provide materials across the interest areas that reflect children's home cultures, which would set the context learning experiences that build on children's cultures. However, the curriculum lacks guidance on how to plan or adapt learning experiences that build on families' traditions, cultures, values, and beliefs.</p> <p>Learning Environment: The curriculum mentions the importance of using learning materials that represent the cultures and ethnicities of children and families and provides some general guidance about selecting these materials. The curriculum primarily states to include items from children's cultures or items they would see in their homes, but there is less information about how to select such materials or how to use the materials in learning experiences.</p>

<p>Linguistic Responsiveness</p>	<p> Moderate Evidence</p>	<p>Scaffolding Strategies: The curriculum provides general guidance and strategies to scaffold the development and learning of children who are DLLs. The guidance is limited to the <i>KDI 30—English Language Learning</i> and one section of <i>Language, Literacy, and Communication</i>. However, scaffolding strategies for children who are DLLs are not explicitly or consistently integrated throughout many of the curriculum's extensive set of resources.</p> <p>Home and Tribal Languages: The curriculum provides general guidance on how to incorporate children's home languages into the learning environment, but the guidance is fairly limited to labeling centers and including books or other materials in children's home languages. The curriculum lacks specific ideas for how teachers can authentically incorporate children's home languages throughout the daily routine or during interactions. Tribal languages are not addressed.</p>
<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	<p> Full Evidence</p>	<p>Teaching Practices and Interventions: <i>I Belong: Active Learning for Children with Special Needs</i> provides practical scenarios, examples, and strategies to modify activities to accommodate children with disabilities or other special needs. Other curriculum resources that focus on learning activities (e.g., <i>50 Large Group Activities for Active Learning</i>, <i>Small Group Times to Scaffold Early Learning</i>) provide specific adaptations for children with disabilities or other special needs (e.g., offering picture cards, providing alternative materials to do the activity).</p> <p>Learning Environment: <i>I Belong: Active Learning for Children with Special Needs</i> thoroughly discusses how to adapt the learning environment and daily routines for children with disabilities or other special needs.</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	<p> Full Evidence</p>	<p>Individualization Based on Interests: The HighScope approach emphasizes the importance of teachers observing for and planning based on children's interests. Furthermore, the plan-do-review process, which is an integral part of the curriculum, allows for children to make choices daily to engage with materials and activities that are of interest to them.</p> <p>Individualization Based on Strengths and Needs: The HighScope approach emphasizes the importance of teachers observing, planning, and scaffolding based on children's developmental levels. For each KDI, the curriculum provides specific scaffolding strategies for children at various levels of development.</p>

Learn Every Day™: The Preschool Curriculum

Curriculum Description

Learn Every Day™: The Preschool Curriculum consists of 36 thematic units and more than 1,300 learning activities. The curriculum incorporates literacy, math, science, social studies, and creative arts into each unit.

Website: <http://learneverydayabout.com/>

Last Updated: March 25, 2019

Summary of Curriculum Review

- Provides activities in all developmental domains, but research-based teaching practices are most evident in the domains of Literacy and Mathematics
- Provides specific strategies and resources to support parent and family engagement
- Includes specific prompts to extend children's learning throughout activities
- Provides specific guidance on how to establish the daily schedule, routines, and well-organized, engaging indoor and outdoor environments
- Offers specific adaptations for children with disabilities, suspected delays, or other special needs
- Moderately aligned with the Head Start Early Learning Outcomes Framework (ELOF), but lacks comprehensive guidance in the following sub-domains: Cognitive Self-Regulation, Relationships with Adults, Relationships with Other Children, Emotional Functioning, Communicating and Speaking, Print and Alphabet Knowledge, and Health, Safety, and Nutrition
- Lacks a sequence of learning experiences based on children's developmental progressions
- Lacks comprehensive guidance on ongoing child assessment
- Lacks standardized initial training and comprehensive ongoing professional development
- Lacks ample opportunities for child-initiated play, activities based on children's interests, and activities that promote open-ended exploration
- Lacks guidance on culturally responsive interactions, learning experiences, and materials
- Lacks specific guidance to scaffold the development and learning of children who are dual language learners (DLLs)
- Lacks guidance on individualizing learning experiences based on children's strengths and needs

<p>Cost of Curriculum <i>Learn Every Day™: The Preschool Curriculum—Foundations for Learning, Volume 1, and Volume 2:</i> \$149.95 per classroom</p> <p>Cost of Professional Development Costs for on-site and online professional development are not publicly available on the publisher's website. Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages The curriculum is only available in English.</p>	<p>Target Age Center-based preschool programs for children 3–5 years old</p>	<p>Curriculum Materials Reviewed by Raters All materials from <i>Learn Every Day™</i> were purchased and reviewed in 2018. These materials included:</p> <ul style="list-style-type: none"> • <i>Learn Every Day™: The Preschool Curriculum—Foundations for Learning</i> • <i>Learn Every Day™: The Preschool Curriculum, Volume 1</i> • <i>Learn Every Day™: The Preschool Curriculum, Volume 2</i> • <i>Learn Every Day™: The Preschool Curriculum CD</i>
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

<p>Evidence Base for Child Outcomes</p>	 No Evidence	<p>At the time of this review, there are no available published research studies on <i>Learn Every Day™: The Preschool Curriculum</i> (<i>Learn Every Day™</i>). Research investigating the curriculum is needed in order to establish evidence on children's learning outcomes.</p>
<p>Research-Based Curriculum</p>	 Minimal Evidence	<p>Approaches to Learning: The curriculum promotes a few research-based teaching practices to support children's approaches to learning, such as guidance on classroom organization (e.g., sample half- and full-day schedules, a chapter on transitions) and classroom management (e.g., remind, redirect, and remove; enact logical consequences; create classroom rules with children). <i>Learn Every Day™: The Preschool Curriculum—Foundations for Learning (Foundations for Learning)</i> describes the importance of sensitive, responsive caring but lacks guidance on how to build relationships with children. In addition, most lessons, including those for learning centers, are highly structured and leave little room for open-ended exploration, which research shows is important for nurturing persistence, curiosity, and creativity.</p> <p>Social and Emotional Development: <i>Learn Every Day™</i> promotes a few research-based strategies in this domain. The suggested daily schedule and routines provide formal and informal opportunities for children to interact with peers and practice social skills (e.g., during Center Time, small group experiences, and learning center activities). <i>Foundations for Learning</i> describes the importance of early interactions and relationships. It suggests that teachers help children learn to identify how they feel and teach them basic problem-solving skills. The <i>Volumes</i> offer few activities to help children understand and express their emotions (e.g., invite children to think of ways they can make their bodies show feelings such as happy, excited, proud, and angry; read a book about feelings and talk about how we feel when we are happy, sad, and so on). However, the curriculum provides limited guidance on how to establish an emotionally supportive environment, build secure, trusting relationships with children, and support children's emotion regulation. Additionally, the curriculum lacks guidance on how to resolve conflicts during daily routines.</p>

Language and Communication: The curriculum promotes a few research-based teaching practices in this domain, such as supporting vocabulary development. The *Volumes* offer suggested vocabulary for each unit and guidance on how to introduce and integrate new vocabulary. Guidance for Small Group and Literacy Center includes some learning experiences that use the sounds of language to develop phonological awareness (e.g., identify rhyming words in a story, invite children to make up rhymes). Lessons offer scripts with mostly known-answer questions that limit opportunities for communication rich with oral language and for teachers' use, modeling, and scaffolding of complex language. Additionally, *Learn Every Day*™ lacks guidance on how to facilitate language experiences that build on children's existing knowledge, skills, and interests.

Literacy: The curriculum promotes some research-based teaching practices in this domain. It provides multiple meaningful opportunities for children to discuss, use, and create print materials (e.g., Literacy Center, Small Group, daily sign-in). Guidance for daily read-alouds includes some questions and prompts that promote critical literacy skills, such as concepts about print, text comprehension, and enjoyment of books (e.g., while reading a story, introduce the author, illustrator, and title page; ask children to share what happened at the beginning, middle, and end of the story). Learning centers (e.g., Literacy, Fine Motor, Sand and Water) offer meaningful contexts to support children's alphabet knowledge. For example, in the Fine Motor Center, children use a variety of items to spell out or trace the letters of their names. Though emergent writing and “writing center necessities” are described in *Foundations for Learning*, the thematic units lack guidance on providing varied, meaningful opportunities to develop children's emergent writing skills (e.g., in most writing experiences, children are encouraged to trace their name, letters, or words). In addition, the curriculum includes little evidence for planning literacy experiences based on rich and engaging content or children's interests.

Mathematics Development: *Learn Every Day*™ promotes some research-based teaching practices to support children's development of mathematical concepts and skills. Intentionally planned experiences with math are integrated into Large Group, Small Group, Math Center, as well as other learning center activities. For example, at the Sand and Water Center, teachers encourage children to guess, count, and compare how many cups of rice it will take to fill different size bowls. Learning experiences provide many opportunities to introduce children to the language of mathematics, practice math skills, and apply math purposefully in meaningful contexts (e.g., after reading a story, children compare the school in the story to their own school; collect natural treasures and sort them by attributes, such as color and texture; search for patterns in the classroom). However, the learning experiences do not appear to be sequenced based on children's developmental progressions. Additionally, math learning experiences are highly structured, offering few opportunities for children to engage in inquiry and creative invention.

Scientific Reasoning: The curriculum promotes a few research-based teaching practices in this domain, such as embedding science into daily activities and guiding teachers to support the development of important inquiry skills. For example, learning centers such as Discovery Science and Sand and Water offer daily opportunities for children to engage in hands-on exploration. *Foundations for Learning* provides principles that explain how children learn about science through everyday activities. The *Volumes* include prompts for teachers to encourage children to use language and other forms of communication to describe and document their work (e.g., as children smell various scent jars, encourage them to use descriptive and comparative words to describe what they smell). Though the majority of science learning experiences engage children in hands-on exploration, they have specific instructions for children to follow, leaving little room for open-ended exploration. Additional limitations are that science learning experiences do not build on children's natural abilities, prior knowledge, experiences, and interests. The curriculum also lacks multiple, varied conceptually related learning experiences that allow children to explore science concepts in depth.

		<p>Perceptual, Motor, and Physical Development: The curriculum promotes a few research-based practices to support children's perceptual, motor, and physical development. The curriculum's learning experiences support the development of fine motor skills. For example, the Fine Motor Center and other learning center activities (e.g., Art, Math, and Discovery Science Centers) offer opportunities to cut, paint, write, and draw. This allows children to manipulate small objects as part of learning experiences (e.g., stringing beads to create a pattern, arranging leaves by size). However, while some lessons provide direction for the Outdoor Activities Center, the curriculum lacks a variety of opportunities for children to practice gross motor skills. The Learn Every Day About Safety Unit uses multiple strategies to introduce children to a wide range of personal safety topics (e.g., traffic safety, water safety, first aid), but the curriculum includes little to no guidance on handwashing, self-care skills, and how to create indoor and outdoor environments that encourage active physical exploration.</p>
<p>Scope and Sequence</p>	<p> Minimal Evidence</p>	<p>Scope: <i>Learn Every Day™</i> clearly identifies nine developmental domains: Arts and Creativity, Cognitive Skills, Communication, Literacy, Mathematics, Personal Health and Development, Science Constructs, Social and Emotional Skills, and Social Studies. The <i>Volumes</i> provide planned learning activities to support children's development in these domains. However, some domains (e.g., Arts and Creativity, Social and Emotional Skills) are only partially addressed, as there are few learning experiences that foster related concepts and skills.</p> <p>Sequence: <i>Foundations for Learning</i> advises teachers to introduce the units in order, stating that the units get more challenging and complex. The concepts in <i>Volume 1</i> are more directly related to children's lives and their immediate environment (e.g., Me, My Family, My Five Senses). The topics in <i>Volume 2</i> become more abstract and focus on how the world works in relation to social studies and life and earth sciences (e.g., Friends Around the World, Ocean, Rocks, and Minerals). Within some units, skills in lessons appear to build upon each other (e.g., counting comes before graphing, sets and classifying come before comparing). However, with regard to specific skills and concepts in the developmental domains (e.g., Print and Alphabet Knowledge, Counting, Sorting), the sequences of learning experiences in the curriculum are not based on children's developmental progressions.</p>

<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	 Moderate Evidence	<p>Alignment with the ELOF: A thorough review of all the curriculum materials indicates that <i>Learn Every Day™</i> is moderately aligned with the seven ELOF preschool domains. The learning experiences described in the <i>Volumes</i> provide opportunities for children to build skills in each of the sub-domains. However, the following sub-domains are only partially addressed: Cognitive Self-Regulation, Relationships with Adults, Relationships with Other Children, Emotional Functioning, Communicating and Speaking, Print and Alphabet Knowledge, and Health, Safety, and Nutrition.</p>
<p>Learning Goals for Children</p>	 Minimal Evidence	<p>Learning Goals: The <i>Volumes</i> identify developmentally appropriate “objectives” by learning domain at the beginning of each unit. Some of the objectives are stated as measurable learning goals (e.g., identify name in print, classify by color), but many are not measurable (e.g., recognize the value of transportation in society, be exposed to children’s literature and cultures from around the world). Objectives are not consistently addressed within the units. While most learning activities described in the <i>Volumes</i> would support children in making progress toward the objectives listed, some objectives are not addressed within the unit’s lesson plans. In addition, the curriculum lacks guidance on how to use the learning goals to individualize learning experiences for all children.</p>
<p>Ongoing Child Assessment</p>	 Minimal Evidence	<p>Ongoing Observation and Documentation: <i>Learn Every Day™</i> provides some general guidance about how teachers can observe children’s development and learning. For example, <i>Foundations for Learning</i> suggests using informal assessment (e.g., anecdotal records, individual child portfolios, small group observation) to record specific events that indicate growth and development, record a child’s development over time, and demonstrate progress toward meeting state standards and outcomes. However, related guidance is not specific, nor is it embedded throughout curriculum materials. While <i>Foundations for Learning</i> states that ongoing observation allows teachers to introduce appropriate activities to support acquired and emerging skills, the curriculum lacks further details on how to use assessment information to plan instruction.</p> <p>Standardized and Structured Assessment Instruments: <i>Foundations for Learning</i> defines different types of assessment, including formal assessment. It explains that programs can purchase a criterion-referenced (structured) assessment instrument (<i>Learning Accomplishment Profile, 3rd Edition</i>) from the publisher. However, the curriculum does not describe the importance of using standardized or structured assessments, nor does it address the importance of selecting instruments that are valid and reliable or individually, culturally, and linguistically appropriate for the children who are to be assessed.</p>

<p>Parent and Family Engagement</p>	 <p>Moderate Evidence</p>	<p>Communicating with Families: “Stepping Stones to Family Involvement,” in <i>Foundations for Learning</i>, describes the importance of communicating with families. It suggests that teachers learn from families about what a child does well, his likes and dislikes, and what he finds challenging. The curriculum recommends scheduling conferences and parent meetings in advance and using communication notebooks for two-way communication. In addition, the curriculum's website includes parent letters (in English) that describe what the children are doing in the classroom during each unit. Even so, most communication is unidirectional, and the curriculum lacks guidance on how to interact with diverse families.</p> <p>Engaging Families: <i>Learn Every Day™</i> provides specific guidance on how to engage families and parents in their children's learning. For example, the “Home Stretch” section of each lesson suggests ways families can extend children's learning at home (e.g., encourage children to look outside for four things that are colorful; ask parents to show their children their favorite exercise); parent letters repeat these suggestions. However, there is limited consideration for how to engage parents from diverse cultures, parents who speak languages other than English or Spanish, and parents with disabilities or other special needs.</p>
<p>Professional Development and Materials to Support Implementation</p>	 <p>Minimal Evidence</p>	<p>Professional Development: The curriculum's website identifies a team of national trainers who offer customized implementation trainings for an additional fee. The publisher also provides a three-hour online course for an additional cost, which includes topics such as brain development, social and emotional development, and learning environments. While other professional development can be obtained through the publisher, it is not curriculum-specific. Overall, initial training is not standardized, and professional development opportunities are limited in scope.</p> <p>Curriculum Materials to Support Implementation: <i>Learn Every Day™</i> provides materials to support implementation. <i>Foundations for Learning</i> includes an overview of curriculum materials, sample daily schedules, chapters on specific topics (e.g., learning centers, teaching children who are DLLs and children with special needs). The <i>Volumes</i> offer lesson plans that describe learning experiences (e.g., large group, small group, learning centers) for the curriculum's 36 units. “Resources for Teachers” repeats some information from <i>Foundations for Learning</i> as well as other materials, such as samples of a classroom layout, a daily lesson planner, and parent letters. Though <i>Foundations for Learning</i> mentions the <i>Learn Every Day™</i> website, it does not identify the curriculum resources available online. Hence, supports for implementation are not organized or presented systematically.</p> <ul style="list-style-type: none"> ● Fidelity Tool: <i>Learn Every Day™</i> does not include a fidelity tool.

<p style="text-align: center;">Learning Experiences and Interactions</p>	<p style="text-align: center;">  Moderate Evidence </p>	<p>Active Exploration: <i>Foundations for Learning</i> describes the importance of hands-on exploration for children's learning (e.g., Children learn best in an active environment where they can design, choose, implement, and influence their activities). The <i>Volumes</i> describe a variety of learning centers (e.g., Blocks, Math, Art, Sand and Water) with open-ended materials that promote hands-on exploration. A limitation of the learning centers and experiences described in the <i>Volumes</i> is they do not provide children with ample opportunities to engage in open-ended exploration. The learning centers and other learning experiences are structured and provide specific directions about what children are to do with the materials. For example, in the Home Living Center, teachers are guided to ask children to find shapes among the materials available in the center. During Child Choice, children may revisit a learning center; however, it is unclear whether children must follow the directions provided or if they may engage with materials in open-ended ways and create and experiment with materials.</p> <p>Interactions That Extend Learning: The <i>Volumes</i> provide guidance on how to use teacher-child interactions to extend children's learning. Most activities within the lesson plans include specific questions for teachers to ask to promote communication and thinking (e.g., How are the bears alike? What's bigger than this watermelon?). Though the prompts encourage children to think and communicate, there is less support for extending children's exploration of materials.</p> <p>Individualization: <i>Learn Every Day™</i> provides specific guidance embedded throughout the curriculum materials on how to ensure learning experiences are relevant for children with disabilities, suspected delays, or other special needs. “Children with Special Needs: Blending All Learnings in a Preschool Setting,” a chapter in <i>Foundations for Learning</i>, includes general guidelines as well as specific adaptations. In addition, each unit lists “Special Needs Adaptations” that address specific ways to make learning experiences accessible for children with visual and hearing impairments, cognitive, motor, speech and language delays, and emotional and behavioral issues. The “Teaching Dual and English Language Learners” chapter in <i>Foundations for Learning</i> and one “DLL Tip” per thematic unit offer general guidance on how to support children who are DLLs (e.g., extend learning by maintaining themes for days at a time, use keyword lists for each theme, conduct home-language surveys). However, the curriculum lacks specific guidance on how to authentically incorporate children's languages and cultures throughout learning activities and learning centers.</p>
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<p>Learning Environments and Routines</p>	<p> Moderate Evidence</p>	<p>Environment: Various chapters of <i>Foundations for Learning</i> (e.g., “Learning Centers,” “Emergent Writing,” and “Science and Math”) provide general guidance for classroom organization and how to set up the physical environment to promote flexible learning opportunities. In addition, the website offers a sample classroom layout. Outdoor Activities Learning Center provides some direction on how to set up the outdoor environment. The “Special Needs Adaptations” in the <i>Volumes</i> offer limited guidance on ensuring the physical environment is accessible for children with specific disabilities or special needs. Though the chapter “Teaching Dual and English Language Learners” in <i>Foundations for Learning</i> briefly mentions that there “be models of each child’s home language and culture in each area of the classroom,” the curriculum lacks guidance on how to include children’s home languages and cultures in the physical environment.</p> <p>Learning Materials: <i>Learn Every Day™</i> provides guidance for selecting developmentally appropriate learning materials. For example, each lesson plan lists “featured” children’s literature as well as required learning materials for large group, small group, and learning centers. <i>Foundations for Learning</i> includes some specific guidance for ensuring learning materials meet the unique needs of children with disabilities or other special needs (e.g., for children who cannot turn book pages independently, attach clothespins to pages; use a single-button switch on electronic devices; use line drawings with minimal clutter for children with low vision). The curriculum suggests enlisting the help of families to select learning materials that authentically represent the cultures, ethnicities, and home languages of children in the program.</p> <p>Schedule and Routines: The curriculum provides guidance on how to establish a daily schedule and developmentally appropriate routines. <i>Foundations for Learning</i> includes sample daily schedules for full- and part-day programs, and various chapters include specific guidance for Center Time, Transitions, Large Group, Small Group, and Closing Circle. <i>Foundations for Learning</i> explains that the units and lessons are flexible (e.g., teachers may take however long they need to finish a unit, or change their plans as needed). Even so, the curriculum lacks discussion on how to adjust schedules and routines based on children’s needs and backgrounds.</p>
<p>Cultural Responsiveness</p>	<p> Minimal Evidence</p>	<p>Interactions: The curriculum describes the importance of culturally responsive interactions with children. For example, <i>Foundations for Learning</i> suggests that teachers talk with parents and families to learn about the children’s cultures, as culturally diverse children have vastly different experiences and teaching them effectively depends on respecting those differences. However, the curriculum lacks guidance or strategies on how to engage in culturally responsive interactions with diverse children and families.</p>

		<p>Learning Experiences: <i>Learn Every Day™</i> suggests that teachers use authentic props and real items to connect with each child's prior learning. However, the curriculum does not address how to modify or plan learning experiences that authentically build on children's cultures.</p> <p>Learning Environment: The curriculum provides some general guidance for creating culturally responsive learning environments. <i>Foundations for Learning</i> explains that having a few dolls of different skin tones does not make a multicultural classroom, and that there should be models of children's cultures in each area of the classroom. It provides some guidance on how to authentically represent the children and families in the program. For example, the curriculum suggests that teachers ask families to share a favorite musical selection that reflects their culture or something the children like to do at home. However, there is a limited amount of guidance on cultural responsiveness, and it is not embedded throughout the curriculum materials.</p>
<p>Linguistic Responsiveness</p>	<p> Moderate Evidence</p>	<p>Scaffolding Strategies: The “Teaching Dual and English Language Learners” chapter of <i>Foundations for Learning</i> provides general guidance on how to scaffold the development and learning of children who are DLLs. For example, the curriculum suggests teachers extend learning by maintaining themes for days at a time, using key word lists for each theme, and using visual aids, body language, gestures, and facial expressions as part of communication. Each unit in the <i>Volumes</i> includes one “DLL Tip;” some tips are scaffolds, such as “use non-verbal demonstrations to engage DLLs in early explorations of the five senses.” Even so, this guidance is not specific, nor is it embedded throughout the curriculum.</p> <p>Home and Tribal Languages: <i>Learn Every Day™</i> provides general guidance on how to incorporate children's home languages into the learning environment. For example, <i>Foundations for Learning</i> advises teachers to have models of each child's home language in each area of the classroom and to invite adults who know a child's home language to engage in rich, interesting conversations with the child. In addition, a limited number of suggestions are provided in the <i>Volumes</i> (e.g., ask family members to send books from their home countries to class, look for non-fiction books in the languages of the children). Even so, the <i>Volumes</i> lack additional specific guidance on how to incorporate children's home languages into learning experiences. Tribal languages are not addressed.</p>

<p>Individualization for Children with Disabilities or Other Special Needs</p>	 <p>Moderate Evidence</p>	<p>Teaching Practices and Interventions: The curriculum provides specific guidance integrated throughout the curriculum materials on how to embed intentional teaching practices and other interventions to support the development of children with disabilities, suspected delays, or other special needs. <i>Foundations for Learning</i> includes general guidance to support children with specific needs (e.g., offer children with special needs additional opportunities to practice print awareness in a variety of settings, repeat and expand on group lessons on print awareness). In addition, for each unit, the <i>Volumes</i> list “Special Needs Adaptations” that offer specific assistance for children with visual and hearing impairments; cognitive, motor, speech and language delays; and emotional and behavioral issues. For example, the curriculum suggests that teachers adapt an “I Spy” game for a child with visual impairments by placing five items in a tray and asking the child to examine them; or for a child with speech delays, teachers are encouraged to show the child three pictures and ask him to point to the one he enjoys.</p> <p>Learning Environment: <i>Learn Every Day™</i> includes specific guidance on how to ensure learning materials are accessible for children with disabilities, suspected delays, or other special needs, but it lacks guidance on how to ensure that the environment is accessible. “Special Needs Adaptations” for each unit include suggestions for adapting materials (e.g., attach clothespins to items to make them easier to pick up if a child has difficulty grasping; for children with motor delays, use tongs instead of chopsticks). While the curriculum offers a few suggestions for ensuring the physical environment is accessible for children with specific disabilities, it lacks overall guidance on how to ensure the physical environment is accessible to all children (e.g., universal design principles).</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	 <p>Minimal Evidence</p>	<p>Individualization Based on Interests: <i>Foundations for Learning</i> states that the teacher's role is to set out a wide variety of materials in different learning centers throughout the day, setting the stage for children to discover, choose, and carry out activities that hold the greatest interest to them. However, <i>Learn Every Day™</i> lacks guidance on how to plan learning experiences that build on the individual interests of children.</p> <p>Individualization Based on Strengths and Needs: The curriculum describes the importance of offering learning experiences that are responsive to children's strengths and needs. For example, <i>Foundations for Learning</i> explains that children have different ability levels, interests, learning styles, and backgrounds that impact how they learn, and children need a lot of activity choices with varying degrees of difficulty. In addition, the curriculum suggests that small group activities are opportunities to individualize instruction. Even so, the curriculum lacks specific guidance on how to make learning experiences responsive to individual strengths and needs.</p>

Opening the World of Learning™ (OWL) ©2014

Curriculum Description

Opening the World of Learning™ (OWL) ©2014 offers learning experiences and materials that develop language and early literacy skills in the context of content areas, such as math, science, and social studies. The curriculum is organized around eight thematic units that include daily lesson plans for whole group activities, small group activities, and learning centers.

Website: <https://www.pearsonschool.com/index.cfm?locator=PSZpNy>

Last Updated: March 25, 2019

Summary of Curriculum Review

- Promotes research-based teaching practices in all Head Start Early Learning Outcomes Framework (ELOF) domains, especially in the domains of Language and Communication, Literacy, and Mathematics
- Provides a sequence of learning experiences that progressively builds children's knowledge and skills in some of the ELOF domains, including Language and Communication, Literacy, Mathematics, and Scientific Reasoning
- Specifies developmentally appropriate learning goals throughout all curriculum activities
- Provides specific guidance for monitoring, documenting, and reflecting on children's learning
- Provides a range of strategies and resources to support family engagement
- Offers comprehensive standardized training and materials to support implementation
- Provides specific guidance on how to establish a well-organized, engaging indoor environment
- Provides specific guidance on how to individualize learning for all children, including children who are dual language learners (DLLs) and children with disabilities, suspected delays, or other special needs
- Promotes individualization based on children's strengths and needs
- Moderately aligns with the ELOF but lacks adequate guidance in the following subdomains: Initiative and Curiosity; Relationships with Adults; Relationships with Other Children; Emotional Functioning; Sense of Identity and Belonging; Gross Motor Development; and Health, Safety, and Nutrition
- Provides minimal guidance and few strategies for communicating with families
- Lacks ample opportunities for child-initiated play, activities based on children's interests, and activities that promote open-ended exploration
- Provides limited guidance on how to fully integrate children's and families' cultures and home languages into interactions, the learning environment, and learning experiences
- Lacks guidance on how to plan learning experiences that build on children's interests

<p>Cost of Curriculum <i>OWL©2014 Comprehensive Kit English-Only Teacher's Guides and Components:</i> \$3,100</p> <p>Cost of Professional Development</p> <p>Costs for on-site and online professional development are not publicly available on the publisher's website.</p> <p>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages</p> <p>The curriculum materials are also available in Spanish for an additional cost.</p>	<p>Target Age</p> <p>Center-based preschool programs for children 3–5 years old</p>	<p>Curriculum Materials Reviewed by Raters</p> <p>All materials from the <i>OWL©2014 Comprehensive Kit English-Only Teacher's Guides and Components</i> were purchased in late 2017 and reviewed in early 2018. These materials included:</p> <ul style="list-style-type: none"> • <i>Planning and Assessment: Teacher's Guide with Professional Development Handbook</i> • Eight Thematic Teaching Guides • Literature to Read Aloud • Teaching Cards and Posters • CD-ROM Collection (e.g., Ollie's Resources for Teachers and Families, learning games) • OWL online Pre-K offerings provided by the publisher
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

**Evidence Base
for Child
Outcomes**



Moderate
Evidence

At the time of this review, several studies have evaluated *OWL*. The following selected studies contributed to the rating. The Enhanced Language and Literacy Success (ELLS) study investigated the impact of *OWL* as part of an Early Reading First Program, with additional curricular supports for emergent writing and for dual language learners (DLLs) (Wilson, Dickinson, & Rowe, 2013). The Boston Public Schools (BPS) preschool studies used *OWL* as the language and literacy curriculum and *Building Blocks* as the mathematics curriculum (Weiland, 2016; Weiland & Yoshikawa, 2013). Thus, the results should be interpreted with caution because it is impossible to separate the effects of the *OWL* curriculum from the other curriculum materials included in the evaluations. In addition, evaluations of the Georgia Summer Transition Program investigated six-week summer transition programs for children entering pre-kindergarten that used the English or the Spanish-English version of *OWL* (Maxwell, Yi, Kraus, & Hume, 2013; Early, LaForett, Kraus, & Hume, 2016).

Rigorous Research Design: The ELLS and BPS studies each used a regression discontinuity design, which is a rigorous quasi-experimental design. The Georgia Summer Transition Program evaluations each used a pre-post descriptive study design without a comparison group.

Sample and Generalizability: The samples in these studies were ethnically and racially diverse and included low-income children in public preschool classrooms.

Fidelity of Implementation: Teachers in the ELLS study participated in a two-day summer workshop, cross-site professional development meetings, school-based teacher study groups, and weekly coaching focused on implementing *OWL* and supporting emergent writing and DLLs. The ELLS study assessed fidelity during two classroom observations per year, and fidelity ranged from 60 to 90 percent by the second year of the program. Teachers in the BPS studies were in their second year of using the curriculum. They were offered five days of training in their first year of using the curriculum, and two days of training in their second year. In addition, teachers received weekly to biweekly coaching both years. The BPS coaches were trained on a fidelity instrument, and fidelity was moderately high. Teachers of the dual language Georgia Summer Transition Program participated in a one-day workshop that included an overview of *OWL* and training on culturally competent approaches to supporting DLLs and their families. This study did not report any measures of fidelity of implementation. Teachers in the Georgia Summer Transition Program that used the English version of *OWL* received training and support on arts education and activities. Information on fidelity of teachers to the curriculum was not provided.

Child Outcomes: The ELLS study of OWL with additional curricular supports found positive effects on some language and literacy outcomes for English speakers and DLLs. In the BPS evaluation, participating in public preschool classrooms that implemented the *OWL* and *Building Blocks* curricula was associated with positive child outcomes for language and early reading skills, emotional development, executive function skills, and mathematics. Similar positive effects resulted for children with special needs in the BPS study. Children who participated in the Georgia Summer Transition Program using the English version of *OWL* had statistically significant higher post-test scores than pre-test scores on nine measures of language and literacy development, color identification, and number naming, but not on counting. Similarly, in the Georgia Summer Transition Program that used the Spanish-English version of *OWL*, children had statistically significant higher Spanish and English vocabulary skills, but not mathematics skills.

References:

- Early, D. M., LaForett, D. R., Kraus, S., & Hume, K., (2016). *Evaluation findings from Georgia's 2015 Rising Pre-Kindergarten Summer Transition Program*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, FPG Child Development Institute.
- Maxwell, K., Yi, P., Kraus, S. and Hume, K. (2013). *Evaluation Findings from Georgia's 2012 Pre-K Summer Transition Program*. Chapel Hill: The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute
- Weiland, C. (2016). Impacts of the Boston prekindergarten program on the school readiness of young children with special needs. *Developmental Psychology*, 52(11), 1763–1776.
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- Weiland, C. & Yoshikawa, H. (2013). Impacts of a Prekindergarten Program on Children's Mathematics, Language, Literacy, Executive Function, and Emotional Skills *Child Development*, November/December 2013, 84:6, Pages 2112–2130
- Wilson, S. J., Dickinson, D.K., & Rowe, D.W. (2013). Impact of an Early Reading First program on the language and literacy achievement of children from diverse language backgrounds. *Early Childhood Research Quarterly*.

<p>Research-Based Curriculum</p>	<p> Moderate Evidence</p>	<p>Approaches to Learning: <i>OWL</i> promotes some research-based teaching practices to support the development of children's executive functioning skills and emotional and behavioral self-regulation. The curriculum provides guidance on classroom organization (e.g., predictable schedules and tips for transitions) and classroom management strategies (e.g., establishing classroom rules and using visual representation of a daily schedule). Children have daily opportunities to choose learning centers. Activities in the centers support children as they learn to regulate their behavior. However, the curriculum lacks ample opportunities for child-initiated play, activities based on children's interests, and ones that promote open-ended exploration, all of which research shows are important for supporting children's attention, persistence, curiosity, and creativity.</p> <p>Social and Emotional Development: <i>OWL</i> promotes some research-based teaching practices in this domain. The <i>Teacher Guides</i> provide weekly guidance focused on promoting social and emotional development, an intentional approach to a sequence of learning experiences in this domain, and ways to support children as they learn to regulate their behavior. The <i>Social Emotional Handbook</i> offers 10 “Let's Talk About It” lessons that address specific social and emotional learning goals. Collectively, these structured activities support children as they learn to regulate their emotions, help teachers use language intentionally to support social and emotional development, and guide children to use social problem-solving. However, the curriculum provides limited guidance on establishing an emotionally supportive environment, building secure, trusting adult-child relationships, and using culturally and linguistically responsive practices.</p> <p>Language and Communication: <i>OWL</i> consistently promotes research-based teaching practices to support children's language and communication. For example, the daily routines and activities described in the <i>Teacher Guides</i> provide children with a variety of formal and informal opportunities to engage in rich oral language opportunities with adults and peers. “Make Every Moment Count” prompts include specific questions and prompts for teachers to facilitate conversations with children during daily routines (e.g., mealtime). The <i>Teacher Guides</i> and <i>Story Time Cards</i> describe ways to engage children in daily, interactive read-alouds that allow children to hear, use, and understand complex language. To support children's vocabulary development, each unit in the curriculum provides weekly lists of oral vocabulary words (e.g., concept words and academic vocabulary), intentional strategies, and visual supports (e.g., vocabulary cards) for teaching these words within the context of the unit.</p>
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Literacy: OWL consistently promotes research-based teaching practices to support children's literacy development. It integrates varied, meaningful reading and writing learning experiences throughout each unit of the curriculum. The *Teacher Guides* and *Story Time Cards* offer research-based teaching practices to support literacy learning during daily read-alouds, such as asking various types of questions, connecting the story to children's lives, and retelling to aid comprehension. "Today's News" integrates additional research-based teaching practices, such as engaging in shared writing, examining concepts about print, and building alphabet knowledge.

Mathematics Development: The curriculum consistently promotes research-based teaching practices to support children's development of mathematical concepts and skills. Intentionally planned, daily math learning activities are offered through Math Small Groups, the Math Learning Center, and other routine activities (e.g., transitions, circle time). The curriculum provides detailed guidance on how to introduce children to key mathematical concepts and offers many opportunities to practice mathematical skills and concepts. Additionally, the curriculum consistently introduces children to the language of mathematics. Concept word and academic vocabulary lists include relevant mathematical terms, and guidance is provided for teachers on modeling and facilitating math talk with children.

Scientific Reasoning: The curriculum provides some research-based teaching strategies to support children's development of scientific reasoning. OWL provides science experiences through the Science Lab Center, science circle, and demonstrations that facilitate the development of inquiry skills such as making observations, asking questions, and gathering information. Throughout these experiences, children are encouraged to document and share their findings. A limitation is that science activities, even within the science center, are only teacher-directed, leaving little room for teachers to build on children's previous experiences and interests or facilitate open-ended investigation.

Perceptual, Motor, and Physical Development: OWL promotes a few research-based teaching practices to support children's Perceptual, Motor, and Physical Development. The curriculum frequently engages children in a variety of movement experiences, such as "Sing and Move" activities during morning meeting. It also supports fine motor development through daily experiences in the art and writing centers. However, the curriculum lacks consistent guidance on using intentional teaching practices to support the development of physical and self-care skills and personal safety knowledge. In addition, the curriculum lacks guidance on creating a safe outdoor environment that encourages physical activity.

<p>Scope and Sequence</p>	 <p>Moderate Evidence</p>	<p>Scope: OWL clearly identifies 10 developmental domains: Social and Emotional Development, Language and Communication, Emergent Literacy: Reading, Emergent Literacy: Writing, Mathematics, Science, Social Studies, Fine Arts, Technology, and Physical Development. Each <i>Teacher Guide</i> provides detailed guidance for daily lesson plans and learning activities to support children's development in these domains. The <i>Social Emotional Handbook</i> provides additional activities for social and emotional development.</p> <p>Sequence: OWL provides a sequence of learning experiences that progressively builds children's knowledge and skills as they move through the developmental progressions in the domains of Language and Communication, Literacy, Mathematics, and Scientific Reasoning. In addition, the curriculum consistently provides suggestions (e.g., “Make It Easier!” and “Make It Harder!”) on how to individualize the sequence of learning experiences based on children's individual strengths and needs. However, for some aspects of Approaches to Learning, Social and Emotional Development, and Perceptual, Motor, and Physical Development, it is unclear how the sequences of learning experiences gradually build children's skills as they move through the developmental progressions. In these domains, the curriculum lacks a variety of experiences necessary to provide children with ample opportunities to progressively build a skill in a particular area.</p>
<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	 <p>Moderate Evidence</p>	<p>Alignment with the ELOF: A thorough review of all the curriculum materials in relation to the Head Start Early Learning Outcomes Framework (ELOF) domains and sub-domains indicates that OWL is mostly aligned with the ELOF. The learning experiences described in the <i>Teacher Guides</i> support children across the majority of ELOF sub-domains. The learning centers (e.g., Science Lab, Math Center, and Art Center) also provide opportunities for children to practice domain-specific skills. Even so, the following sub-domains are not fully covered in the curriculum: Initiative and Curiosity; Relationships with Adults; Relationships with Children; Emotional Functioning; Sense of Identity and Belonging; Gross Motor Development; and Health, Safety, and Nutrition.</p>
<p>Learning Goals for Children</p>	 <p>Moderate Evidence</p>	<p>Learning Goals: The <i>Planning and Assessment Teacher's Guide with Professional Development Handbook</i> lists measurable, developmentally appropriate learning goals organized by the domains of learning and development. Each of the learning centers and small and large group activities specifies the learning goals supported in the activities. Overall, most of the learning activities support children in making progress towards these learning goals. However, the curriculum lacks guidance on how to use the learning goals with diverse children or how to use the learning goals to individualize for all children.</p>

<p>Ongoing Child Assessment</p>	 <p>Moderate Evidence</p>	<p>Ongoing Observation and Documentation: The curriculum provides specific guidance embedded throughout the materials for teachers to monitor, document, and reflect on children's development. The <i>Annotated Lesson</i> includes “Review and Check: Monitor Progress in OWL.” It guides teachers to use progress-monitoring assessment tools, observation checklists, and prompts that monitor children's oral vocabulary development. For each week, the Teacher Guides provide an overview of which “success predictors for kindergarten” (e.g., letter sounds, recognize and compare lengths, vocabulary words) will be monitored. Lesson plans for small group, literacy circle, and story time have “Monitor Progress” prompts that guide teachers around what language, literacy, and math skills to assess and how. For example, after introducing a concept word (e.g., “hospital”) during literacy circle, the curriculum provides questions to assess children's understanding of the word (e.g., “Why do people go to a hospital?”). In addition, the curriculum gives specific guidance on how to use assessment information for curriculum planning. While the curriculum provides structured tools and checklists for monitoring children's progress, it lacks guidance on how to observe and document children's development and learning as part of everyday interactions and routines (e.g., anecdotal records, work samples).</p> <p>Standardized and Structured Assessment Instruments: OWL describes and provides a handful of structured assessment tools, such as a screening, observation checklists for each domain, progress monitoring assessment tools, and an end-of-the-year assessment. The curriculum encourages programs to use these assessment tools. However, the tools are not standardized (e.g., valid or reliable), and there is no guidance in the curriculum on how to select and use standardized and structured assessment instruments.</p>
<p>Parent and Family Engagement</p>	 <p>Minimal Evidence</p>	<p>Communicating with Families: The <i>Planning and Assessment Teacher's Guide with Professional Development Handbook</i> mentions that children learn best when home and school work together. However, the curriculum provides minimal guidance and few strategies for communicating with families. The CD-ROM, <i>Ollie's Resources for Teachers and Families</i>, provides letters for families about the curriculum's learning experiences. The curriculum provides little guidance on how to learn from families about children's development. While the newsletters and take-home books for families are translated into Spanish, there is no further specific guidance on how to communicate with families in culturally and linguistically responsive ways.</p>

		<p>Engaging Families: The curriculum provides multiple resources to support parent and family engagement in their children's learning and development. For example, the “Family Time Newsletters” (available in English and Spanish) not only explain what children are learning in school, but also provide some activities to do in the home to extend children's learning. The curriculum also provides “Take-Home Books” for parents to read with their children, as well as guidance for “Family Workshops” to help parents support their children's learning at home. While the resources on parent and family engagement are plentiful, there is no guidance on how to engage parents from diverse cultures, parents who speak languages other than English or Spanish, and parents with disabilities or other special needs.</p>
<p>Professional Development and Materials to Support Implementation</p>	<p> Moderate Evidence</p>	<p>Professional Development: OWL offers both one- and two-day in-person Product Implementation trainings at an additional cost. Ongoing professional development and trainings feature a range of courses, including half-, full-, and multiple-day courses offered in person for an additional fee. The publisher provides free online webinars on topics such as modeling positive behaviors. Coaching and Modeling, Lesson Study, and Consultative Services are also available at an additional cost.</p> <p>Curriculum Materials to Support Implementation: OWL includes a comprehensive set of materials to support implementation. The <i>Planning and Assessment Teacher's Guide with Professional Development Handbook</i> provides an overview of the curriculum components, such as the <i>Teacher Guides, Units 1–8</i>, literature to read aloud, digital resources, teaching cards and posters, and manipulatives (optional for purchase). It includes information on setting up the learning environment, schedules and routines, and designing learning centers. The <i>Teacher Guides</i> provide daily lesson plans for each theme that describe the content and strategies for implementation (e.g., goals for the activities, vocabulary, and scaffolding strategies).</p> <ul style="list-style-type: none"> • Fidelity Tool: OWL does not include a fidelity tool.
<p>Learning Experiences and Interactions</p>	<p> Moderate Evidence</p>	<p>Active Exploration: The <i>Planning and Assessment Teacher's Guide with Professional Development Handbook</i> describes the importance of hands-on exploration for children's learning (e.g., children experiment, explore, and engage in purposeful and playful learning experiences, and develop academically, socially, and emotionally). A limitation of the activities described in the <i>Teacher Guides</i> is they do not provide children with ample opportunities to actively engage in open-ended, hands-on exploration. All activities, including learning centers, are structured and give specific directions about what children are to do in the center. Children have little opportunity to engage with materials in open-ended ways or create and experiment with materials.</p>

		<p>Interactions that Extend Children's Learning: The curriculum's learning activities do not provide guidance on how to use interactions to extend children's learning. While the “Questions of the Week” are open-ended (e.g., “What are desert animals like?”), there is no guidance on how to extend children's thinking and communication around these topics. The learning experiences are didactic and do not include open-ended questions or prompts to help children make connections to their own experiences. For example, children are provided with concept word cards related to the desert. Pairs of children are asked to talk about which animals listed in the word cards are desert animals and if they also live in the jungle. Then, a few children share, “What was on your card? Does it live in the jungle, too?”</p> <p>Individualization: The curriculum provides specific guidance on how to individualize learning experiences for all children. Many of the learning activities provide suggestions to “Make It Easier!” or “Make It Harder!” and include scaffolding strategies to support children who are DLLs. The curriculum provides “Make It Easier!” prompts as well as guidance in <i>Adaptations for Children with Special Needs</i> to support children with special needs in specific activities and during each part of the daily schedule (e.g., morning meeting, center time, small groups). In addition, the curriculum includes “English Language Development” lessons with supports for children who are at various levels of English language proficiency. There is no guidance on how to incorporate children's cultures throughout learning activities or learning centers.</p>
<p>Learning Environments and Routines</p>	<p> Moderate Evidence</p>	<p>Environment: OWL provides guidance on how to design a well-organized, engaging indoor environment that supports all children's development in the ELOF domains. For example, the <i>Planning and Assessment: Teacher's Guide with Professional Development Handbook</i> includes a sample floor plan for setting up the indoor physical space and learning centers with tips on creating a print-rich environment and center management. There is no guidance on how to set up the outdoor learning environment. <i>Adaptations for Children with Special Needs</i> provides some information on using visuals in the physical environment to support children with specific disabilities or special needs but lacks specific guidance on ensuring the environment is accessible. The curriculum does not provide guidance on how to include children's home languages and cultures in the physical environment.</p>

		<p>Learning Materials: For each unit, the <i>Teacher Guides</i> provide lists of “materials to gather from home and classroom” and suggestions for using the provided and recommended learning materials in specific activities and learning centers. The <i>OWL Manipulative Kit</i> is available at an additional cost. While some of the included learning materials (e.g., Take-Home Books) are provided in Spanish, the curriculum lacks guidance on how to select learning materials that authentically represent the cultures, ethnicities, and home languages of children in the program. There is limited guidance for ensuring the learning materials meet the unique needs of children with disabilities or other special needs.</p> <p>Schedule and Routines: The curriculum provides guidance on how to establish a daily schedule and developmentally appropriate routines. The <i>Planning and Assessment: Teacher's Guide with Professional Development Handbook</i> provides sample daily schedules for part- and full-day programs. The resource describes the various parts of a typical day: morning meeting, literacy circle, center time, small groups, story time, science and social studies circle, math circle, and management routines (e.g., clean up, wash hands). The organization of the <i>Teacher Guides</i> reiterates the suggested schedule. However, the curriculum lacks discussion on how to adjust schedules and routines based on children's needs and backgrounds.</p>
<p>Cultural Responsiveness</p>	<p> Minimal Evidence</p>	<p>Interactions: The <i>Planning and Assessment: Teacher's Guide with Professional Development</i> alludes to the importance of incorporating knowledge of family and home culture into the curriculum. It includes a section on “Common First Languages.” For some languages, there is reference to “culture clues” that may influence communication (e.g., “Korean has a complex system of honorifics, so it is unusual for Korean students to use the pronoun ‘you’ or call their teachers by their first name.”). However, the curriculum does not provide more specific guidance or strategies on how to engage in culturally responsive interactions with diverse children and families.</p> <p>Learning Experiences: “Daily Team Talk” and “Turn and Talk” activities provide opportunities for children to share information about themselves and their families. In addition, the “Connecting with Families” section of the <i>Planning and Assessment: Teacher's Guide with Professional Development</i> briefly reminds teachers to encourage family members to visit and share cultural traditions, a practice that acknowledges diverse cultures and ethnicities. However, the curriculum lacks specific guidance on how to modify or plan learning experiences that authentically build on children's cultures.</p> <p>Learning Environment: The curriculum provides some learning materials that reflect diverse children and families (e.g., books), but it does not provide guidance on how to select and use learning materials that authentically represent the cultures and ethnicities of children and families in the program.</p>

<p>Linguistic Responsiveness</p>	 <p>Moderate Evidence</p>	<p>Scaffolding Strategies: The curriculum provides specific, research-based scaffolding strategies. They are embedded throughout the learning activities in the <i>Teacher Guides</i> to support the development and learning of children who are DLLs. In addition, the curriculum provides weekly “English Language Development” lessons with scaffolding strategies for children at beginning, intermediate, advanced, and advanced high levels of English language proficiency. Finally, the <i>Planning and Assessment: Teacher’s Guide with Professional Development Handbook</i> includes an “Introduction to Linguistics,” information about common first languages, and a chart comparing consonant sounds in English and other languages.</p> <p>Home and Tribal Languages: <i>OWL</i> provides some classroom materials translated into Spanish, such as Take-Home Books, Amazing Word Cards, Concept Word Cards, and Learning Strips for Classroom Routines. In the context of English language development lessons, teachers are guided to use the children’s home language to support the development of English. However, the curriculum lacks guidance on how to authentically incorporate home languages into learning experiences and environment. Tribal languages are not addressed.</p>
<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	 <p>Moderate Evidence</p>	<p>Teaching Practices and Interventions: The curriculum provides guidance on how to embed teaching practices and other interventions in daily routines and activities to support the learning of children with disabilities or other special needs. Each unit includes several “Make It Easier!” prompts that provide guidance on how to differentiate instruction and scaffold learning for children who have special needs. In addition to general classroom suggestions (e.g., provide extra scaffolding, adjust motor activities, and utilize visual supports), <i>Adaptations for Children with Special Needs</i> also provides strategies throughout the daily routine to support children with specific disabilities or needs. This includes suggestions for adapting circle times, center time, and other parts of the day for children with cognitive delays, language delays, and children on the autism spectrum, as well as for children who have motor delays and sensory needs.</p> <p>Learning Environment: <i>OWL</i> provides some guidance on how to ensure the physical environment and learning materials are accessible to children with disabilities, suspected delays, or other special needs. For example, <i>Adaptations for Children with Special Needs</i> provides a few strategies to ensure the physical environment and learning materials are accessible to children with specific disabilities during certain parts of the daily routine (e.g., using a visual schedule, adding photos to text labels). However, the curriculum lacks overall guidance on how to ensure the physical environment is accessible to all children (e.g., universal design principles) and more specific examples of how to adapt learning materials embedded throughout the curriculum activities and learning centers.</p>

<p>Individualization Based on Interests, Strengths, and Needs</p>	<p> Minimal Evidence</p>	<p>Individualization Based on Interests: OWL does not offer guidance on how to plan learning experiences that build on individual children's interests. While children may select their center time activities, all learning experiences, including centers, are pre-planned, without guidance on how to modify them based on individual children's interests.</p> <p>Individualization Based on Strengths and Needs: The curriculum provides a variety of strategies to make learning experiences responsive to individual children's strengths and needs. For example, <i>Teacher Guides</i> provide ways to individualize learning through “Make It Easier!” and “Make It Harder!” prompts for different lessons across the units.</p>
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Pre K for ME

Curriculum Description

Pre K for ME is adapted from the Boston Public Schools' *Focus on K1* curriculum and is aligned with Maine's Early Learning and Development Standards. *Pre K for ME* includes learning experiences intentionally designed to support children in the domains of math, language, literacy, and science.

Website: <https://www.maine.gov/doe/learning/earlychildhood/PreK4ME>

Last Updated: March 4, 2020

Summary of Curriculum Review

- Provides activities in all developmental domains, but research-based teaching practices are most evident in Language and Communication, Literacy, Mathematics, and Scientific Reasoning
- Moderately aligned with the Head Start Early Learning Outcomes Framework (ELOF) but lacks comprehensive guidance in the following sub-domains: Emotional and Behavioral Self-Regulation; Relationships with Adults; Communicating and Speaking; and Health, Safety, and Nutrition
- Offers opportunities for child-initiated play and activities that promote open-ended exploration
- Includes general guidance for children with disabilities or other special needs
- Promotes individualization based on children's strengths and needs
- Provides developmentally appropriate learning goals, but goals are inconsistently addressed within the units
- Provides minimal guidance and few strategies for communicating with families
- Lacks a sequence of learning experiences based on children's developmental progressions for some domains
- Provides opportunities for ongoing observation but lacks comprehensive guidance on ongoing child assessment
- Lacks standardized initial training and comprehensive ongoing professional development
- Provides limited guidance on how to fully integrate children's and families' cultures
- Lacks guidance on how to individualize learning for children who are dual language learners (DLLs)

<p>Cost of Curriculum <i>Pre K for ME</i>: Free</p> <p>Cost of Professional Development</p> <p>The publisher does not offer professional development for <i>Pre K for ME</i> at this time.</p> <p>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages</p> <p><i>Pre K for ME</i> is only available in English.</p>	<p>Target Age</p> <p>Center-based preschool programs for children aged 4 years old.</p>	<p>Curriculum Materials Reviewed by Raters</p> <p>All materials from <i>Pre K for ME</i> were reviewed in 2020. These materials included:</p> <ul style="list-style-type: none"> • <i>Pre K for ME Curriculum Guiding Documents</i> • Unit 1: Family • Unit 2: Friends • Unit 3: Wind and Water • Unit 4: World of Color • Unit 5: Shadows and Reflections • Unit 6: Things That Grow
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What Do the Ratings Mean?

			
<p>No evidence</p>	<p>Minimal evidence</p>	<p>Moderate evidence</p>	<p>Full evidence</p>

<p>Evidence Base for Child Outcomes</p>	<p> No Evidence</p>	<p>At the time of this review, there are no available published research studies on <i>Pre K for ME</i>. It is an adaptation of the Boston Public Schools' preschool curriculum (<i>Focus on K1</i>). Published research studies present evidence for the positive impact of <i>Focus on K1</i> on children's school readiness outcomes. These studies are not included in this review, however, because <i>Pre K for ME</i> is a modified version of the <i>Focus on K1</i> curriculum. Research investigating the <i>Pre K for ME</i> curriculum is needed to establish evidence of children's learning outcomes.</p>
<p>Research-Based Curriculum</p>	<p> Moderate Evidence</p>	<p>Approaches to Learning: The curriculum promotes research-based practices to support children's approaches to learning. <i>Pre K for ME</i> provides many opportunities for pretend play and for child-initiated activities that promote open-ended exploration, curiosity, and creativity. It also emphasizes children's interests during play and activities (e.g., gathering information on children's interests and using these as “entry points”) and supporting children in developing executive functioning skills (e.g., inviting children to plan story-acting experiences). In addition, the curriculum offers guidance on classroom organization through sample schedules and embedded suggestions to support transition (e.g., dismissing children to classroom learning centers by the color of their shirt). Nevertheless, the curriculum provides limited guidance on emotional regulation and scaffolding of children's problem-solving skills.</p> <p>Social and Emotional Development: The curriculum promotes a few research-based practices to support children's development of social and emotional knowledge and skills. <i>Pre K for ME</i> promotes formal and informal opportunities for children to practice social skills and build friendships (e.g., inviting a child to play, giving a friend a compliment). However, the units offer few learning experiences to help children explore emotions and practice problem-solving skills to resolve conflicts. <i>Pre K for ME</i> also provides limited guidance on promoting sensitive and responsive caregiving and how to intentionally promote social and emotional learning. Additionally, the curriculum does not provide guidance on culturally and linguistically responsive practices.</p> <p>Language and Communication: The curriculum consistently promotes research-based practices to support language and communication. <i>Pre K for ME</i> offers learning experiences that support vocabulary development through interactive read-alouds and language experiences that build on children's existing knowledge, skills, and interests. The <i>Comments/Questions/Expanded Conversation</i> text boxes provide opportunities for extended discourse (e.g., I see that you are examining all of the different types of beans. What shapes do you see? What colors do you see?). In addition, the section <i>Songs, Word Play, Letters (SWPL)</i> builds phonological awareness through poems and activities (e.g., syllable clapping experiences with words and songs).</p>

Literacy: The curriculum consistently promotes research-based practices in literacy. *Pre K for ME* provides varied and meaningful opportunities to develop emergent writing skills and foster children's enjoyment of books. Children's emergent writing skills are supported across a variety of learning experiences (e.g., encouraging children to create nametags, supporting children in writing letters, words, and numbers from recipes). Story read-alouds support the development of literacy skills through questions to prompt discussions of the book. Alphabet knowledge learning experiences are embedded in meaningful contexts, such as noticing letters in signs around their neighborhood and playing games with letters in their name. The curriculum also provides numerous meaningful opportunities to engage with print, such as reviewing ingredients and procedures in recipes and creating signs, labels, pretend money, and price stickers for a store in the dramatic play area.

Mathematics Development: The curriculum consistently promotes research-based teaching practices to support children's mathematics development. *Pre K for ME* includes clear sequenced learning experiences based on children's developmental progressions that promote both conceptual understanding and procedural skills. For example, the curriculum uses manipulatives and teacher-directed questions to discuss and illustrate mathematical concepts (e.g., What color flower do you have the most of? What do you have the fewest of?). The curriculum includes guidance that encourages teachers to use math talk and identifies math vocabulary to use with children. Math problem-solving experiences are embedded in everyday routines and play, such as in creating price labels for groceries in the dramatic play area. In addition, the curriculum includes meaningful math experiences such as asking children, "Who lives with you? How many people live with you? How many altogether?"

Scientific Reasoning: The curriculum consistently promotes research-based practices that support experiential learning and scientific inquiry. The science learning experiences and center activities provide opportunities to ask questions, observe, explore, and experiment. Guiding questions provide prompts to facilitate the development of important inquiry skills (e.g., What do you notice about the different textures of the materials you are using? What kind of impression will this material make? What's your prediction?). Children are encouraged to communicate their observations and document their work in journals. Furthermore, the units of study provide multiple, varied, and conceptually related learning experiences. For example, in Unit 5, children investigate reflections using various sources (e.g., flashlights, mirrors, puddles outside).

		<p>Perceptual, Motor, and Physical Development: The curriculum promotes some research-based practices to support children's perceptual, motor, and physical development. <i>Pre K for ME</i> provides guidance on how to create an environment that encourages physical activity and engages children in frequent body movement (e.g., games, songs, story acting). The curriculum provides some guidance on how to support perceptual motor development (body and spatial awareness) and activities to support fine motor development. The curriculum also includes a broad range of personal safety topics, such as road and playground safety. Nevertheless, the curriculum offers limited guidance that addresses children's nutrition and healthy habits (e.g., regular hand-washing). In addition, only a few learning experiences explicitly address how to support children's self-care skills.</p>
<p>Scope and Sequence</p>	<p> Minimal Evidence</p>	<p>Scope: <i>Pre K for ME</i> explicitly addresses literacy, math, and science as essential areas for children's development and learning. The units provide lesson plans, learning goals, and teaching practices to support children's development in these domains. However, some components of Approaches to Learning, Social and Emotional Development, and Perceptual, Motor, and Physical Development are more implicitly addressed and embedded within learning experiences.</p> <p>Sequence: In some developmental domains, <i>Pre K for ME</i> provides a sequence of learning experiences that progressively build children's knowledge and skills as they move through the developmental progressions. For example, in the domains of Literacy, Mathematics, and Science, the activities within the units progressively build on children's skills and concepts over time. However, some aspects of Approaches to Learning, Social and Emotional Development, Language and Communication, and Perceptual, Motor, and Physical Development lack a variety of learning experiences that gradually support children as they move through the developmental progressions. In addition, the curriculum lacks guidance on how to individualize the sequence of learning experiences based on children's individual strengths and needs.</p>
<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	<p> Moderate Evidence</p>	<p>Alignment with the ELOF: A thorough review of all of the curriculum materials in relation to the ELOF domains and sub-domains indicates that <i>Pre K for ME</i> is moderately aligned with the ELOF. The learning experiences within the units support children across the majority of the ELOF sub-domains. The curriculum partially addresses the following two ELOF sub-domains: Emotional and Behavioral Self-Regulation and Health, Safety, and Nutrition.</p>

<p>Learning Goals for Children</p>	 <p>Moderate Evidence</p>	<p>Learning Goals: <i>Pre K for ME</i> specifies learning goals that are measurable, developmentally appropriate, and organized by the domains of learning and development within the <i>Pre K for ME Curriculum Guiding Documents (Guiding Documents)</i>. The curriculum uses the Maine standards as its learning goals. However, these standards are not consistently addressed within the units. For example, a number of standards do not have an associated learning experience. Likewise, some learning experiences and lesson plans do not mention the related standards. In addition, the curriculum lacks guidance on how to use the learning goals to individualize learning experiences for all children.</p>
<p>Ongoing Child Assessment</p>	 <p>Minimal Evidence</p>	<p>Ongoing Observation and Documentation: The <i>Guiding Documents</i> describe how teachers can use documentation tools to record dialogue, observations of children's work, learning strategies, and social interactions. The curriculum describes the importance of observation for children who may be struggling or children who have made a discovery that should be acknowledged. In addition, the documentation prompts provide specific and embedded guidance on how to collect and use children's work samples (e.g., Take photos of the color combinations that children create. Show photos during lunch or center time and discuss with children.).</p> <p>Standardized and Structured Assessment Instruments: The curriculum does not address the use of standardized or structured assessments to assess children's developmental progress.</p>
<p>Parent and Family Engagement</p>	 <p>Minimal Evidence</p>	<p>Communicating with Families: The curriculum provides minimal guidance on how to communicate with families. <i>Pre K for ME</i> includes one letter to parents inviting them to collect recycled objects to repurpose. The curriculum does not offer strategies for sharing information and learning from parents and families. It also doesn't provide guidance on how to communicate with families in culturally and linguistically responsive ways.</p> <p>Engaging Families: The curriculum provides some guidance on how to engage parents and families in children's learning and development. Some lessons provide prompts that invite family or community members to come in and speak, visit the classroom, or send in photos of the children. <i>Pre K for ME</i> also includes a few opportunities for teachers to send home games and puzzles that are intended to extend the learning at home (e.g., National Association for the Education of Young Children materials). Even so, opportunities to engage families are not integrated throughout the curriculum. In addition, the curriculum does not include any guidance on how to engage parents from diverse cultures, parents who speak languages other than English, or parents of children with disabilities and other special needs.</p>

<p>Professional Development and Materials to Support Implementation</p>	 <p>Minimal Evidence</p>	<p>Professional Development: The curriculum does not offer standardized initial training or ongoing professional development opportunities.</p> <p>Curriculum Materials to Support Implementation: <i>Pre K for ME</i> provides some materials to support implementation. The <i>Guiding Documents</i> include weekly material lists, learning center resources, and opportunities for technology use to support learning. The curriculum includes guidelines on how to introduce and set up learning centers. It also offers suggestions for transitions and extensive information on the purpose of multiple reads of the books introduced in the curriculum. Each learning experience provides guidance on implementation, lists of materials, related vocabulary, and scripted lessons. Even so, the guidance for the learning centers and learning experiences is not systematic across the units.</p> <ul style="list-style-type: none"> • Fidelity Tool: <i>Pre K for ME</i> does not include a fidelity tool.
<p>Learning Experiences and Interactions</p>	 <p>Moderate Evidence</p>	<p>Active Exploration: <i>Pre K for ME</i> provides ample opportunities for children to engage in open-ended, hands-on exploration. The <i>Guiding Documents</i> describe the importance of hands-on exploration for young children's development in all domains of learning. Within the units, the curriculum includes several prompts for teachers to invite children to play, engage freely, and explore materials in learning centers and experiences. For example, in one learning experience, the curriculum encourages children to experiment with bubbles and bubble wands of various sizes and shapes and to take notice of how different bubbles are made with various tools. Many experiences are structured but also allow for exploration with natural materials and phenomena (e.g., plants, reflections, shadows).</p> <p>Interactions That Extend Children's Learning: The curriculum provides specific guidance that is embedded throughout the materials on how to extend children's learning. The <i>Guiding Documents</i> discuss the importance of scaffolding children in meaningful ways and providing materials to extend, differentiate, or enhance the learning experience. The <i>Comments/Questions/Expanded Conversation</i> text boxes provide many opportunities for teachers to extend learning and expand on children's comments (e.g., open-ended questions, parallel talk).</p>

		<p>Individualization: The <i>Guiding Documents</i> provide general guidance on how to individualize learning experiences for children with varying needs (i.e., “Planning for Variability”). The curriculum uses the Universal Design for Learning framework to engage children in meaningful ways and through multiple paths of access and representation. Some suggestions include using nonverbal signals to answer questions and providing movement breaks. Even so, the curriculum does not include specific or embedded strategies to support children who are DLLs. The curriculum also lacks specific guidance on how to plan culturally responsive learning experiences.</p>
<p>Learning Environments and Routines</p>	<p> Moderate Evidence</p>	<p>Environment: The <i>Guiding Documents</i> provide some guidance on how to establish well-organized, engaging indoor and outdoor environments that promote active exploration and support children's development across domains. For example, the guide includes information on how to set up learning centers and an outdoor environment that can be used for children to jump, run, and climb safely. Universal design principles are included to ensure the environment is accessible for children with disabilities and other special needs. However, the curriculum does not include guidance on how to include children's home language or culture in the physical environment.</p> <p>Learning Materials: The curriculum provides lists of learning materials that are developmentally appropriate and foster open-ended exploration and inquiry. For example, the <i>Guiding Documents</i> include lists of basic supplies for learning centers (e.g., sand, water, and leaves for a discovery/sensory table and clay, acorns, and dried leaves for an art studio). The <i>Guiding Documents</i> also offer some specific information to ensure learning materials meet the unique needs of children with disabilities or special needs (e.g., visual timers, squishy balls or other concentration tools, headphones or earmuffs). Even so, limited guidance is provided on how to include children's home languages and cultures in the physical environment.</p> <p>Schedule and Routines: The curriculum provides general guidance on how to establish a daily schedule and developmentally appropriate routines. The <i>Guiding Documents</i> include suggested daily schedules for full-day, mid-day, and half-day programs. <i>Pre K for ME</i> discusses the importance of predictable processes that provide structure and how the components of the daily schedule should be flexible based on individual contexts and programs. However, no specific guidance is provided on how to adjust schedules and routines based on individual children's needs.</p>

<p>Cultural Responsiveness</p>	<p> Minimal Evidence</p>	<p>Interactions: The curriculum does not address culturally responsive interactions with children or families.</p> <p>Learning Experiences: <i>Pre K for ME</i> provides some learning experiences that build on children's and families' traditions, cultures, values, and beliefs. For example, the curriculum invites family members to teach children games from their childhood and asks families how they celebrate special occasions. However, the curriculum does not describe the importance of providing learning experiences that build on children's cultures. The suggestions provided are limited and not thoroughly embedded throughout the curriculum materials.</p> <p>Learning Environment: The curriculum provides some learning materials that reflect diverse children and families (e.g., <i>Peter's Chair</i>, <i>10 Tiny Babies</i>). In addition, some “provocations” ask families to bring in materials to enhance children's learning (e.g., family recipes to add to the library and listening center). However, the curriculum does not provide guidance on how to select and use learning materials that represent the cultures and ethnicities of children and families in the program.</p>
<p>Linguistic Responsiveness</p>	<p> Minimal Evidence</p>	<p>Scaffolding Strategies: The curriculum does not provide research-based scaffolding strategies to support the development and learning of children who are DLLs.</p> <p>Home and/or Tribal Languages: <i>Pre K for ME</i> provides minimal guidance on how to authentically incorporate children's home languages into the learning environment. The <i>Guiding Documents</i> recommend labeling materials in the learning environment in the children's home language. Unit 1 provides numbers in English, Spanish, French, and German and then encourages teachers and children to include other languages they may know. Even so, these examples were the few found within the curriculum. It also generally lacks embedded guidance on how to authentically incorporate children's home languages into learning experiences.</p>
<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	<p> Moderate Evidence</p>	<p>Teaching Practices and Interventions: The <i>Guiding Documents</i> provide general guidance for children with disabilities or other special needs (e.g., using physical gestures, providing sentence frames). In the units, the curriculum offers some teaching strategies, such as modeling and using small groups to support children's learning. The curriculum lacks systematic guidance on how to embed intentional teaching practices and other interventions in the daily routines and activities to support the development and learning of children with disabilities, suspected delays, or other special needs.</p>

		<p>Learning Environment: <i>Pre K for ME</i> provides some general guidance on how to ensure the physical environment and learning materials are accessible to children with disabilities, suspected delays, and other special needs. For example, the <i>Guiding Documents</i> offer some strategies to ensure the learning materials are accessible (e.g., visual images for directions, limiting the number of materials). In addition, some specific examples are embedded, such as providing plastic gloves for children with sensory challenges. However, the guidance is not embedded throughout curriculum materials and often does not address children with a variety of needs.</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	<p> Full Evidence</p>	<p>Individualization Based on Interests: <i>Pre K for ME</i> consistently provides guidance on how teachers can be responsive to children's interests within learning activities. During learning center time, children can choose centers freely and move between activities (e.g., discovery/sensory table, art studio, writing, and drawing). In the units, specific prompts provide opportunities for children to explore based on their own interests. For example, the curriculum provides daily opportunities to create and act out stories based on child interests and topics within the curriculum.</p> <p>Individualization Based on Strengths and Needs: The curriculum provides a variety of strategies to make learning experiences responsive to individual children's strengths and needs. For example, the <i>Adaptations for Additional Challenge</i> prompts provide modifications such as sorting and identifying geometric shapes by more than one attribute. In addition, some prompts include guidance for children who may need more support (e.g., providing sentence frames).</p>

The Creative Curriculum® for Preschool, 6th Edition

Curriculum Description

The Creative Curriculum® for Preschool, 6th Edition provides a set of resources to support active learning through a variety of learning experiences. It includes six volumes that describe the curriculum foundation, interest areas in the classroom, objectives for development and learning, and domain-specific teaching practices. The curriculum also provides teaching guides on six study topics with detailed daily plans.

Website: <https://teachingstrategies.com/solutions/teach/preschool/>

Last Updated: March 25, 2019

Summary of Curriculum Review

- Promotes research-based teaching practices in all Head Start Early Learning Outcomes Framework (ELOF) domains
- Fully aligns with the ELOF domains and sub-domains
- Provides scaffolding strategies within activities to support children as they move through the developmental progressions
- Specifies developmentally appropriate learning goals and guidance on how to use them for the individualization of learning experiences based on children's strengths and needs
- Offers comprehensive guidance on ongoing child assessment
- Provides a range of strategies and resources to support parent and family engagement
- Offers comprehensive standardized training and materials to support implementation
- Includes specific prompts and open-ended questions to extend children's learning throughout activities
- Provides specific guidance on how to establish well-organized, engaging indoor and outdoor environments
- Provides specific guidance on how to support the development and learning of children who are dual language learners (DLLs)
- Provides specific adaptations for children with disabilities, suspected delays, or other special needs
- Provides some guidance on how to integrate children's and families' cultures into the learning environment and learning experiences
- Lacks a sequence of learning experiences that gradually build children's scientific reasoning and inquiry skills based on developmental progressions

<p>Cost of Curriculum</p> <p><i>The Creative Curriculum® for Preschool, 6th Edition, with Daily Resources (English):</i> \$2,149</p> <p><i>Coaching to Fidelity, Preschool:</i> \$199.95</p> <p>Cost of Professional Development</p> <p>2-day in-person course: \$5,000 per site</p> <p>10-hour online professional development course: \$150 per teacher</p> <p>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages</p> <p><i>The Creative Curriculum® for Preschool, 6th Edition, with Daily Resources (Spanish):</i> \$2,149</p> <p><i>The Creative Curriculum® for Preschool, 6th Edition, with Daily Resources (Bilingual):</i> \$2,999</p>	<p>Target Age</p> <p>Center-based preschool programs for children 3–5 years old</p>	<p>Curriculum Materials Reviewed by Raters</p> <p>All materials from <i>The Creative Curriculum® for Preschool with Daily Resources</i> were purchased and reviewed in 2017. These materials included:</p> <ul style="list-style-type: none"> • Volumes 1–6 of <i>The Foundation</i> • <i>Teaching Guides</i> • <i>Intentional Teaching Cards</i> • <i>Mighty Minutes</i> • The Teaching Strategies <i>Children's Book Collection</i> • <i>The Guide to The Creative Curriculum® for Preschool</i> • The Classroom and Family Resources Online Portal
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

<p style="text-align: center;">Evidence Base for Child Outcomes</p>	<p style="text-align: center;"> No Evidence</p>	<p>At the time of this review, there are two sets of research studies that have been published, as part of the Preschool Curriculum Evaluation Research Consortium (PCER) and the Head Start Family and Child Experiences Survey (FACES) (Preschool Curriculum Evaluation Research Consortium, 2008; Zill, O'Donnell, & Sorongon, 2003). The publisher, Teaching Strategies, has conducted an implementation study and an effectiveness study; but because these are not published in peer-reviewed journals, these studies were not included in the following rating.</p> <p>Rigorous Research Design: In the PCER studies, <i>The Creative Curriculum</i>® was evaluated using a randomized controlled trial. Head Start FACES was a longitudinal, descriptive study.</p> <p>Sample and Generalizability: Across the PCER and FACES studies, the majority of samples were from public preschools and Head Start programs, which included children from primarily low-income and diverse race-ethnic backgrounds.</p> <p>Fidelity of Implementation: In the PCER studies, teachers were in their second year of curriculum implementation. They attended four to five refresher training sessions that included a mix of lecture, small-group projects, video viewing, and hands-on practical application activities. Technical assistance was also provided. Fidelity of implementation was assessed using a global implementation fidelity measure developed by the research team. Fidelity was rated as medium (2.11 on a scale of 0–3). The FACES study did not provide information on training or implementation.</p> <p>Child Outcomes: The PCER studies investigated the effects of <i>The Creative Curriculum</i>® on math, oral language, print knowledge, phonological awareness, and behavioral child outcomes in pre-k and kindergarten. The studies found no statistically significant effects on any of these child outcomes. The FACES study found that <i>The Creative Curriculum</i>® did not significantly predict gains in children's outcomes (e.g., pre-reading, oral communication skills).</p> <p>References:</p> <p>Preschool Curriculum Evaluation Research Consortium. (2008). Effects of Preschool Curriculum Programs on School Readiness (NCER 2008-2009). National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Washington, DC: U.S. Government Printing Office.</p> <p>Zill, R., O'Donnell, K., & Sorongon, A. (2003). Head Start FACES (2000): A Whole-Child Perspective on Program Performance: Fourth Progress Report. Washington, DC: Administration for Children and Families, U.S. Department of Health and Human Services.</p>
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<p style="text-align: center;">Research-Based Curriculum</p>	<p style="text-align: center;">  Full Evidence </p>	<p>Approaches to Learning: <i>Volume 1: The Foundation</i> describes research-based teaching practices to support children's emotional, behavioral, and cognitive regulation skills. Teaching practices include guidance on effective classroom organization and classroom management strategies. The <i>Mighty Minutes</i> provide brief activities to support children's regulatory skills during transitions. The daily schedule allows opportunities for children to make choices and engage in open-ended exploration, which research suggests sets the context for children's initiative, curiosity, and creativity.</p> <p>Social and Emotional Development: <i>Volume 6: Objectives for Development and Learning</i> provides several examples of research-based teaching practices for teachers to support children's positive relationships, emotion regulation, and cooperation. The <i>Intentional Teaching Cards</i> promote a variety of research-based teaching practices, such as supporting children as they learn to regulate their emotions and guiding children to use problem-solving skills to resolve social conflicts. Finally, all <i>Book Discussion Cards</i> include a section on “Supporting Social Emotional Development,” which encourages teachers and children to use language to focus on social and emotional topics (e.g., feelings, friendship, social conflict).</p> <p>Language and Communication: <i>Volume 1: The Foundation</i> provides guidance on how teachers can integrate rich oral language opportunities throughout the day, such as using small groups to encourage children to share ideas or engaging in conversations during mealtimes. Additionally, <i>Volume 3: Literacy</i> provides research on language development. It includes information about second language acquisition and research-based strategies for fostering English language development. The <i>Intentional Teaching Cards</i>, <i>Mighty Minutes</i>, and <i>Book Discussion Cards</i> offer teachers several discussion prompts, open-ended questions, and new vocabulary to support children's language and communication skills.</p> <p>Literacy: <i>Volume 3: Literacy</i> provides research on different facets of literacy development, including how children develop literacy skills in two different languages. The curriculum provides many research-based teaching practices to support children's literacy skills. It offers specific guidance on interactive read-alouds (e.g., <i>Book Discussion Cards</i>) and various opportunities to use print (e.g., <i>Volume 2: Interest Areas</i>; <i>Volume 3: Literacy</i>). Teachers are encouraged to build literacy experiences based on children's interests.</p>
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		<p>Mathematics Development: <i>Volume 4: Mathematics</i> describes research-based teaching practices to support children's understanding of numbers, geometry, measurement, and patterns (e.g., model comparing the number of objects in two sets, take advantage of daily experiences to discuss measurement concepts). The <i>Intentional Teaching Cards</i> provide developmentally appropriate activities with strategies to support mathematical skills at different levels (e.g., activities that support children in creating patterns or comparing and measuring). <i>Volume 2: Interest Areas</i> includes guidance for creating a mathematically-rich learning environment.</p> <p>Scientific Reasoning: <i>Volume 5: Science and Technology, Social Studies, & the Arts</i> highlights research-based teaching practices that support experiential learning and scientific inquiry (e.g., providing tools for exploration, describing observable physical changes, asking open-ended questions). The <i>Teaching Guides</i> provide investigations that include learning opportunities and research-based teaching practices to support children in asking questions, exploring, observing, and predicting.</p> <p>Perceptual, Motor, and Physical Development: <i>Volume 2: Interest Areas</i> provides guidance for creating safe indoor and outdoor areas that promote children's movement and physical activity. <i>Volume 6: Objectives for Development and Learning</i> provide several examples of research-based scaffolding strategies for teachers to support children's locomotor, gross motor, and fine motor skills (e.g., demonstrating movements slowly as describing it; labeling children's movements). The <i>Intentional Teaching Cards</i> and <i>Mighty Minutes</i> provide repeated opportunities for children to practice new physical skills (e.g., running, jumping, balancing, grasping, coordinating hand and eye movements).</p>
<p>Scope and Sequence</p>	<p> Moderate Evidence</p>	<p>Scope: <i>The Creative Curriculum® for Preschool</i> clearly identifies nine areas of development and learning: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, and the Arts. <i>Volumes 1–6</i> provide an overview of young children's development as well as specific teaching practices to support children's development and learning in each of these domains.</p>

		<p>Sequence: <i>The Creative Curriculum® for Preschool</i> provides guidance within activities on how to support children as they move through the developmental progressions. The <i>Intentional Teaching Cards</i> describe activities in the domains of Language, Literacy, Mathematics, Social and Emotional, and Physical Development. Each activity includes a “Teaching Sequence” to support children at different levels of the developmental progressions specified in <i>Volume 6: Objectives for Development & Learning: Birth Through Third Grade</i>. This allows teachers to individualize activities to meet the strengths and needs of each child. Additionally, teachers can use the <i>Mighty Minutes, Teaching Guides</i>, and guidance provided in <i>Volumes 1–6</i> to provide multiple, related learning opportunities for children to explore concepts and skills in most domains. However, the curriculum lacks developmental progressions of children's scientific reasoning and inquiry skills in <i>Volume 6: Objectives for Development & Learning: Birth Through Third Grade</i>. The <i>Teaching Guides</i> provide opportunities for children to develop science knowledge and skills (e.g., making focused observations, conducting investigations) and investigations in each study become more specific over time. Even so, there is no gradual progression of building children's scientific reasoning or inquiry skills within each study or across the studies.</p>
<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	<p> Full Evidence</p>	<p>Alignment with the ELOF: A thorough review of all the curriculum materials in relation to the ELOF domains and sub-domains indicates that <i>The Creative Curriculum® for Preschool</i> is fully aligned with the ELOF. All ELOF sub-domains are supported throughout the various curriculum materials. For example, <i>Volume 2: Interest Areas</i> describes how each interest area in the classroom supports children's development in the ELOF domains and sub-domains. Additionally, <i>Volumes 3–5</i> provide specific teaching practices to support children in different ELOF domains and sub-domains.</p>
<p>Learning Goals for Children</p>	<p> Full Evidence</p>	<p>Learning Goals: <i>Volume 6: Objectives for Development & Learning: Birth Through Third Grade</i> specifies the curriculum's 38 measurable, developmentally appropriate learning goals. It also describes how to use the learning goals when working with children with disabilities or children who are dual language learners (DLLs). The objectives are integrated throughout many of the curriculum's materials. For example, the <i>Intentional Teaching Cards</i> specify objectives and provide learning experiences to support children's progress towards these goals.</p>

<p>Ongoing Child Assessment</p>	<p> Full Evidence</p>	<p>Ongoing Observation and Documentation: The curriculum provides a four-step process for ongoing observation and documentation: 1) Observing and Collecting Facts, 2) Analyzing and Responding, 3) Evaluating, and 4) Summarizing, Planning, and Communicating. To support this process, the <i>Intentional Teaching Cards</i> include “Questions to Guide Observations.” There are also specific prompts for observation and documentation throughout the <i>Teaching Guides</i>.</p> <p>Standardized and Structured Assessment Instruments: The curriculum encourages programs to use the publisher's <i>Teaching Strategies Gold Assessment System (TS GOLD)</i>, which is aligned with <i>The Creative Curriculum</i>® objectives. The online platform, <i>MyTeachingStrategies</i>™, features resources related to <i>TS GOLD</i> that describe how assessment instruments should be valid, reliable, as well as individually, culturally, and linguistically appropriate. The curriculum also stresses the importance of regularly assessing children's development and using this information to plan instruction.</p>
<p>Parent and Family Engagement</p>	<p> Full Evidence</p>	<p>Communicating with Families: <i>Volume 1: The Foundation</i> provides a range of communication strategies that encourage both learning from and sharing information with families. Some curriculum resources specify the importance of translating materials for families who do not speak English and of understanding the backgrounds of families with whom you work.</p> <p>Engaging Families: The curriculum provides multiple resources to support parent and family engagement. The <i>Learning Games</i> are activities for families to do at home with their children, available in both English and Spanish. The <i>Letters to Families</i> provide information about the interest areas and studies, such as suggested vocabulary and activities, to extend children's learning at home. Other suggestions for family engagement were inviting families to volunteer in the program or participate in classroom activities, and these suggestions included consideration of families' diverse needs (e.g., using families' home languages).</p>
<p>Professional Development and Materials to Support Implementation</p>	<p> Full Evidence</p>	<p>Professional Development: <i>The Creative Curriculum</i>® for Preschool offers two free standardized initial trainings online. One is a 10-hour introduction to the learning objectives, and the other is a two-hour exploration of the curriculum. Initial in-person trainings are offered at an additional cost. Ongoing professional development opportunities include a range of courses, offered both online and in person at an additional cost. Some training topics include supporting domain-specific learning in the classroom and effectively implementing interest areas. Finally, the publisher offers to work with programs to customize trainings based on program needs.</p>

		<p>Curriculum Materials to Support Implementation: <i>The Creative Curriculum® for Preschool</i> includes a comprehensive set of materials to support implementation. It provides a <i>Guide to The Creative Curriculum® for Preschool</i>, which orients teachers to the curriculum materials and how they fit together. The curriculum offers six volumes to support teachers as they implement the curriculum (e.g., <i>Volume 1: The Foundation</i>, <i>Volume 2: Interest Areas</i>). Finally, the <i>Daily Resources</i> provide teachers with detailed guidance on what to do each day (e.g., <i>Teaching Guides</i>, <i>Intentional Teaching Cards</i>).</p> <ul style="list-style-type: none"> • Fidelity Tool: For an additional fee, programs can purchase <i>The Fidelity Tool for Administrators</i> and <i>The Fidelity Tool Teacher Checklist</i>. Both tools assess the fidelity of implementation of the <i>Daily Resources</i>, <i>The Foundation</i>, and <i>Teaching Strategies GOLD</i>. Additionally, programs can purchase <i>Coaching to Fidelity, Preschool Edition</i>, which is a coaching guide for fidelity with specific strategies linked to items from the teacher checklist.
<p>Learning Experiences and Interactions</p>	<p> Full Evidence</p>	<p>Active Exploration: The curriculum provides ample opportunity for preschoolers to actively engage in hands-on exploration. The curriculum highlights the importance of children having time for free, unstructured play daily. <i>Volume 2: Interest Areas</i> provides many suggestions for how to set up the environment with open-ended learning materials that promote hands-on exploration. Some of the structured activities in the <i>Intentional Teaching Cards</i> and <i>Teaching Guides</i> also invite children to manipulate objects and investigate concepts.</p> <p>Interactions that Extend Children's Learning: Many of the curriculum's resources provide guidance and examples on how teachers engage in interactions that extend children's exploration, thinking, and communication. For example, the <i>Intentional Teaching Cards</i> and <i>Book Discussion Cards</i> provide examples of open-ended questions and prompts that teachers can use to spark children's thinking and encourage them to describe, explain, predict, and brainstorm.</p> <p>Individualization: The curriculum provides specific guidance on how to individualize learning experiences for all children. Many of the structured activities include suggestions for including children with disabilities or other special needs and scaffolding strategies to support children who are DLLs. The curriculum suggests that teachers consider the family and community cultures as they plan learning experiences, but it provides fewer specific examples and supports for embedding children's cultures within learning experiences throughout the curriculum materials.</p>

<p>Learning Environments and Routines</p>	<p> Full Evidence</p>	<p>Environment: <i>Volume 1: The Foundation</i> and <i>Volume 2: Interest Areas</i> provide specific guidance on how to establish well-organized, engaging indoor and outdoor environments that promote active exploration and support children's development across domains. The curriculum includes some specific guidance on how to include children's home languages and cultural artifacts in the physical environment. Universal design principles are discussed to ensure the physical environment is accessible for children with disabilities or other special needs.</p> <p>Learning Materials: The <i>Volumes</i> provide guidelines on how to select developmentally appropriate learning materials for interest areas and support children's development in specific domains. The <i>Intentional Teaching Cards</i> and <i>Teaching Guides</i> offer suggestions for learning materials to use in specific activities. The curriculum provides some guidance for ensuring that the learning materials authentically represent the cultures, ethnicities, and home languages of children in the program and meet the unique needs of children with disabilities or other special needs.</p> <p>Schedule and Routines: <i>Volume 1: The Foundation</i> describes large group time, small group time, choice time, transitions, and daily routines (e.g., mealtimes, rest time). It also includes specific guidelines for setting up a daily schedule and sample schedules. The <i>Beginning of the Year Teaching Guide</i> and some <i>Intentional Teaching Cards</i> help teachers introduce children to the daily schedule and routines. There is some consideration of adjusting schedules and routines based on individual children's needs (e.g., discussing family mealtime routines; conducting small groups first in the home language and then in English later in the week).</p>
<p>Cultural Responsiveness</p>	<p> Moderate Evidence</p>	<p>Interactions: The curriculum provides guidance about culturally responsive ways of interacting with diverse children and families. <i>Volume 1: The Foundation</i> provides specific suggestions for how teachers can learn about children's and families' cultures. Additional curriculum resources, such as <i>Volume 3: Literacy</i> and <i>Volume 6: Objectives for Development & Learning: Birth Through Third Grade</i>, prompt teachers to consider how culture shapes families' values and interactions.</p> <p>Learning Experiences: <i>Volumes 1–6</i> consistently support culturally responsive learning experiences. <i>Volume 1: The Foundation</i> provides a general discussion of the importance of learning experiences that build on children's family and community cultures. <i>Volumes 3–5</i> offer prompts to remind teachers to invite families to participate in the classroom and share aspects of their cultural heritage (e.g., invite families to share songs, dances, or musical instruments used in their cultures). However, the <i>Teaching Guides</i> and <i>Intentional Teaching Cards</i> lack specific guidance for how to integrate children's cultural traditions and practices into the learning experiences.</p>

		<p>Learning Environment: The curriculum provides specific guidance and examples embedded throughout <i>Volumes 1–6</i> on selecting materials that reflect children's cultures and ethnicities (e.g., books and dramatic play props that respectfully depict the cultures of children in the classroom). In addition, the <i>Children's Book Collection</i> offers some consideration of society's diversity through portraying people from varied ethnic backgrounds, cultural identities, and life circumstances. However, the <i>Teaching Guides</i> and <i>Intentional Teaching Cards</i> lack guidance on how to select and use materials that authentically represent the cultures of children and families.</p>
<p>Linguistic Responsiveness</p>	<p> Full Evidence</p>	<p>Scaffolding Strategies: The curriculum provides specific guidance to scaffold the development and learning of children who are DLLs. <i>Volume 1: The Foundation</i> offers a description of dual language development. <i>Volume 3: Literacy</i> provides a range of specific strategies to support children who are DLLs at various stages of English language acquisition. Furthermore, specific scaffolding strategies and supports for children who are DLLs are embedded throughout the <i>Intentional Teaching Cards</i> and <i>Teaching Guides</i>.</p> <p>Home and Tribal Languages: <i>Volumes 1–6</i> provide guidance on how to incorporate children's home languages into the learning environment, such as labeling materials in children's home languages and incorporating children's home languages in classroom activities. In addition, the <i>Teaching Guides</i> and <i>Intentional Teaching Cards</i> offer specific suggestions for how to use children's home languages during learning experiences (e.g., count in children's home languages; introduce books in children's home languages before English). Many curriculum materials are translated into Spanish. Tribal languages are not addressed.</p>
<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	<p> Full Evidence</p>	<p>Teaching Practices and Interventions: <i>Volumes 1–6</i> provide strategies and examples of how to ensure daily routines and activities are inclusive of children with disabilities or other special needs (e.g., using visual and tactile cues, providing picture sequences). The <i>Teaching Guides</i> and <i>Intentional Teaching Cards</i> provide specific suggestions for how to include children with disabilities or other special needs in learning experiences (e.g., providing something to hold during large group activities to focus a child's attention, suggesting alternative materials for all children to participate in an activity).</p>

		<p>Learning Environment: The curriculum provides specific guidance that is embedded throughout many of the curriculum materials to ensure the physical environment and learning materials are accessible to children with disabilities or other special needs. The <i>Volumes</i> offer many examples of universal design principles and modifications to the physical environment. The activities in the <i>Teaching Guides</i> and <i>Intentional Teaching Cards</i> provide specific suggestions for how teachers may need to add or modify learning materials to meet individual children's needs.</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	<p> Full Evidence</p>	<p>Individualization Based on Interests: <i>The Creative Curriculum® for Preschool</i> provides guidance on how teachers can incorporate children's interests into the curriculum's interest areas and learning activities. For example, the “Choice Time” hour each day allows for children to make choices daily to engage with materials and activities that are of interest to them. While the <i>Teaching Guides</i> have pre-planned activities for the first three weeks of each study, teachers are invited to plan the fourth week of the investigation based on children's interests and needs.</p> <p>Individualization Based on Strengths and Needs: <i>Volume 1: The Foundation</i> provides an overview of how individualization is central to the curriculum's philosophy. Teachers are encouraged to “Observe-Reflect-Respond,” which is one way of responding to children's individual strengths and needs. Furthermore, the <i>Intentional Teaching Cards</i> provide specific scaffolding strategies to support children at different levels of a developmental progression. This allows teachers to individualize learning experiences to meet children's strengths and needs.</p>

The InvestiGator Club® Just for Threes 2018 Learning System

Curriculum Description

The InvestiGator Club® Just for Threes 2018 Learning System is a full year of instruction specifically for 3-year-olds. The curriculum is designed to help children develop readiness skills and encourages cognitive, physical, and emotional growth while serving as a bridge to *The InvestiGator Club® PreKindergarten Learning System*. *The InvestiGator Club® Just for Threes 2018 Learning System* curriculum materials may also be purchased as a supplement to *The InvestiGator Club® PreKindergarten Learning System 2018*.

Website: <https://www.investigatorclub.com>

Last Updated: July 8, 2020

Summary of Curriculum Review

- Promotes research-based teaching practices in all Head Start Early Learning Outcomes Framework (ELOF) domains, especially in the domains of Approaches to Learning, Social and Emotional Development, and Language and Communication
- Aligns fully with ELOF domains and sub-domains
- Lacks sequences of learning experiences that progressively build children's knowledge and skills in the domains of Mathematics, Scientific Reasoning, and Perceptual, Motor, and Physical Development
- Specifies developmentally appropriate learning goals throughout all curriculum activities
- Promotes ongoing assessment of children's learning
- Provides specific strategies and resources to promote parent and family engagement
- Offers comprehensive standardized training and materials to support implementation
- Includes specific prompts to extend children's learning throughout activities
- Lacks ample opportunities for child-initiated play, activities based on children's interests, and activities that promote open-ended exploration
- Lacks guidance on how to fully integrate children's and families' cultures and home languages into interactions, the learning environment, and learning experiences
- Includes some specific guidance on how to support the development and learning of children who are dual language learners (DLLs)
- Provides specific adaptations for children with disabilities, suspected delays, or other special needs in some curriculum materials

<p>Cost of Curriculum <i>The InvestiGator Club® Just for Threes 2018</i>: \$1,886 per classroom</p> <p>Cost of Training Costs for on-site and online professional development are not publicly available on the publisher's website. Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages Some curriculum materials are available in Spanish. All materials for families in the English kit are provided in Spanish.</p>	<p>Target Age Center-based preschool programs for 3-year-olds</p>	<p>Curriculum Materials Reviewed by Raters All materials from <i>The InvestiGator Club® Just for Threes 2018 Learning System</i> were purchased in late 2019 and reviewed in early 2020. These materials included:</p> <ul style="list-style-type: none"> • <i>Just for Threes 2018 Teacher Guide</i> • <i>Research and Professional Guide*</i> • Let's Investigate Investigation Kit • Social and Emotional Development Kit • PreKindergarten Assessment and Intervention Kit • Other system resource materials (e.g., Oral Language Cards, Outdoor Play and Creative Learning Cards, Folk Tale Classic Heirloom Library, <i>Family Welcome Guides</i>) <p>* The <i>Research and Professional Guide</i> is shared with the <i>InvestiGator PreKindergarten Learning System</i>. This curriculum, including the <i>Research and Professional Guide</i>, were updated in 2018 and reviewed in 2020.</p>
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

<p>Evidence Base for Child Outcomes</p>	 No Evidence	<p>At the time of this review, there are no available published research studies on <i>The InvestiGator Club® Just for Threes 2018 Learning System (Just for Threes 2018)</i>. Research is needed in order to establish evidence for positive effects of <i>Just for Threes 2018</i> on children's learning outcomes.</p>
<p>Research-Based Curriculum</p>	 Moderate Evidence	<p>Approaches to Learning: <i>Just for Threes 2018</i> consistently promotes research-based teaching practices to support children's approaches to learning, including emotional and behavioral self-regulation and executive functioning. For example, the <i>Let's Investigate Teacher Guide</i> offers guidance on classroom organization, such as sample whole-day and half-day schedules and multiple ways to support children during transitions throughout the day. The <i>Research and Professional Guide</i> describes how to establish positive rules and consistent routines. Learning experiences based on the curriculum's characters (e.g., Manny Salamander, Bruno Buzzbee) center around stories and discussions that foster the development of emotional, behavioral, and cognitive self-regulation skills. <i>The Building Social and Emotional Skills Activity Guide</i> provides additional guidance on supporting children as they learn to regulate their emotions. For example, it offers social coaching prompts (e.g., Validate children's emotions, follow with neutral words, and offer solutions, letting children choose the one that works for them). The daily schedule includes opportunities for children to choose learning centers that support their behavioral regulation (e.g., taking turns, following directions). A limitation is that, though learning centers allow for some open-ended exploration, there are limited opportunities for child-initiated play and activities based on children's interests.</p> <p>Social and Emotional Development: <i>Just for Threes 2018</i> consistently promotes research-based teaching practices in this domain. The <i>Research and Professional Guide</i> provides guidance focused on establishing an emotionally supportive environment in the “Social Emotional Development” and “Establishing a Community of Learners” sections. For example, the curriculum suggests teachers create a climate of kindness and generosity, speak respectfully to children, and respond to them with sensitivity and patience. The <i>Building Social and Emotional Skills Activity Guide</i> (part of the Social and Emotional Development Kit), as well as the units <i>Marvelous Me!</i> and <i>Let's Investigate</i>, include intentionally sequenced learning experiences that promote social and emotional learning and support teachers in using language to foster children's social and emotional development. Daily routines and activities, as described in the <i>Teacher Guides</i>, offer many formal and informal opportunities for children to practice social interaction and relationship skills with their teachers and other children (e.g., Opening Circle Time, Small Group, and Learning Centers).</p>

Language and Communication: *Just for Threes 2018* consistently promotes research-based teaching practices to support children's language and communication skills. Daily routines and activities (e.g., Opening Circle, Small Group, Learning Centers) include many ongoing opportunities for rich oral language experiences as well as formal and informal opportunities for children to engage in verbal interactions with adults and peers. For example, lessons in the *Marvelous Me!* unit provide prompts (e.g., What sounds do you think we will hear on our walk? Where should we go to hear lots of sounds?) that guide teachers on how to engage children in extended discourse. Whole-group literacy lessons offer daily opportunities for interactive read-alouds using dialogic reading, a research-based practice for promoting children's oral language development. To support children's vocabulary development, the curriculum provides guidance on how to use theme-related vocabulary throughout the day. In addition, *Everyday Literacy* and Small Group times incorporate learning experiences from the *Extension Activities* and *Marvelous Me!* unit which use the sounds of language to develop children's phonological awareness.

Literacy: The curriculum promotes research-based teaching practices to support learning in this domain. *Opening Circle*, *Learning Centers*, *Everyday Literacy*, as well as *Small Group* and *Whole Group Literacy* activities, provide varied and meaningful opportunities for children to discuss, use, and make print materials. For example, the curriculum offers activities such as *Reading and Writing Learning Centers*, shared reading of *Flapboards* and trade books, and dictation. Activity plans for read-alouds include strategies for developing critical literacy skills, such as asking questions about letters, words, signs, and labels; modeling reading conventions; and retelling to aid comprehension. However, the curriculum included less evidence for planning literacy experiences based on rich and engaging content or children's existing knowledge, skills, and interests. An additional limitation is that most of the curriculum's learning experiences that support alphabet knowledge are isolated activities rather than embedded in meaningful contexts.

Mathematics Development: The curriculum promotes research-based teaching practices to support children's development of mathematical concepts and skills. Lesson plans for Small Group and Whole Group (e.g., Extension Activities) include intentionally planned math learning activities. Quick Minutes and Choices from the *Let's Investigate Teacher Guide* are embedded as Whole Group activities, which may also be used to incorporate learning about numbers throughout the day. The curriculum provides guidance on how to introduce children to key mathematical concepts and offers many opportunities to practice mathematical skills and concepts (e.g., Quick Minutes, Learning Centers). In addition, it promotes a mathematically-rich environment (e.g., blocks, manipulatives), and math vocabulary is introduced explicitly and utilized in suggested math learning activities. While some learning experiences offer opportunities for children to use math for a purpose (e.g., counting snacks, measuring the height of each plant), most math experiences do not involve everyday problems during routines and play or engage children in activities that promote inquiry and creative invention.

Scientific Reasoning: The curriculum promotes research-based teaching strategies to support children's development of scientific reasoning. *Just for Threes 2018* provides hands-on science learning experiences through Science Center, Small Group, and Whole Group activities that facilitate the development of inquiry skills, such as making observations, asking questions, and gathering information. For example, the *Just for Threes 2018 Teacher Guide* weekly lesson planners include science learning experiences from the *Let's Investigate Teacher Guide* (e.g., Science Quick Minutes, Science Choices) as well as learning experiences from the *Just for Threes 2018 Teacher Guide* (e.g., Extension Activities, Marvelous Me! unit). Through the Let's Investigate unit, children learn a process for investigating—look and ask, try it, and try it again, think about it, and make meaning. Throughout science learning experiences, children are encouraged to document and share their findings (e.g., share verbally, draw a picture). A limitation is that many science activities, even within the Science Learning Center, have specific instructions for children to follow, leaving little room for teachers to build on children's previous experiences and interests or facilitate open-ended investigation.

		<p>Perceptual, Motor, and Physical Development: The curriculum promotes research-based teaching strategies to support children's development in this domain. The <i>Research and Professional Guide</i> provides guidance for creating safe indoor and outdoor areas that promote children's movement and physical activity. Curriculum resources (e.g., The Outdoor and Creative Play Learning Cards, More InvestiGator Club Songs, Chants, Rhymes and Games, Quick Minutes) describe activities that foster the development of locomotor and gross motor skills. The curriculum also supports fine motor development through daily experiences in the Learning Centers, such as Writing, Math, and Art. The <i>Let's Investigate Teacher Guide</i> offers some specific guidance for health and nutrition in the Daily Routines section, as do some lessons in the <i>Just for Threes 2018 Teacher Guide</i>. Even so, teachers may or may not choose to use Quick Minutes that focus on activities in this domain, and the curriculum does not discuss how to use the Outdoor and Creative Play Learning Cards. Thus, the frequency of moderate to vigorous activity and opportunities to practice new physical skills is unclear. In addition, the curriculum lacks guidance on how teachers can intentionally scaffold the development of children's physical skills (e.g., suggestions for modeling or specific feedback).</p>
<p>Scope and Sequence</p>	<p> Moderate Evidence</p>	<p>Scope: <i>Just for Threes 2018</i> clearly identifies 10 developmental domains: Language Development, Literacy, Mathematics, Science, Creative Arts, Social and Emotional Development, Approaches to Learning, Physical and Mental Health, Social Studies, and Technology. The <i>Just for Threes 2018 Teacher Guide</i> provides guidance for daily lesson plans and learning activities to support children's development in these domains. Detailed guidance for some activities is found in the <i>Let's Investigate Teacher Guide</i>, Social and Emotional Development Kit, and Outdoor and Creative Play Cards.</p> <p>Sequence: In some developmental domains, <i>Just for Threes 2018</i> provides a sequence of learning experiences that progressively builds children's knowledge and skills as they move through the developmental progressions. For example, in the domains of Approaches to Learning, Social and Emotional Development, Language and Communication, and Literacy, the <i>Let's Investigate</i> and <i>Just for Threes 2018 Teacher Guides</i> describe a variety of learning experiences that build children's conceptual knowledge and skills over time. However, learning experiences in the domains of Mathematics, Scientific Reasoning, and Perceptual, Motor, and Physical Development do not appear to build on each other from less to more complex over time nor reflect children's developmental progressions. For example, in the domain of Mathematics Development, there is a clear progression in some skills but not others. In addition, the curriculum lacks guidance on how to individualize the sequence of learning experiences based on children's individual strengths and needs.</p>

<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	<p> Full Evidence</p>	<p>Alignment with the ELOF: A thorough review of all the curriculum materials in relation to the ELOF domains and sub-domains indicates <i>Just for Threes 2018</i> is fully aligned with the ELOF. The learning experiences described in the <i>Just for Threes 2018</i> and <i>Let's Investigate Teacher Guides</i>, Social and Emotional Development Kit, and Outdoor Creative Play and Learning Cards support children in each of the ELOF sub-domains. Additionally, learning centers (e.g., Reading, Math, Technology) provide opportunities for children to practice domain-specific skills.</p>
<p>Learning Goals for Children</p>	<p> Moderate Evidence</p>	<p>Learning Goals: The curriculum specifies measurable, developmentally appropriate goals for children's learning and development. Within the <i>Teacher Guides</i>, learning goals are specified in relation to each of the Learning Centers and Small and Large Group activities. The learning activities support children in making progress toward these learning goals. However, the curriculum lacks guidance on how to use the learning goals with diverse children or how to adjust the learning goals to individualize learning experiences based on strengths and needs.</p>
<p>Ongoing Child Assessment</p>	<p> Moderate Evidence</p>	<p>Ongoing Observation and Documentation: The <i>Let's Investigate Teacher Guide</i> includes specific guidance for teachers to observe, document, and reflect on children's development. It provides suggestions for observing, recording anecdotal notes, and collecting representations of children's learning in small-group, whole-group, and individual settings. The <i>PreKindergarten Assessment and Intervention System</i> includes authentic assessment tools (e.g., Anecdotal Notes and Narrative Progress forms) and performance assessment tools, such as Assessment Cards. In addition, the <i>Let's Investigate Teacher Guide</i> gives some direction on when to use the Assessment Cards. For example, "Do children attempt to use new vocabulary and grammar in speech, or do they need prompting? Use Assessment Card 6 to assess this skill and to implement intervention strategies." The curriculum provides some guidance in the form of reflective questions that assists teachers in using assessment to inform planning (e.g., What can I do each day to reinforce these skills? How can I meet with these few children on a regular basis to reinforce these skills?) However, this guidance is not embedded throughout all curriculum materials. The <i>Just for Threes 2018 Teacher Guide</i> and Social and Emotional Development Kit lack direction on how to observe, document, and reflect on children's development. An additional limitation is that there is no specific guidance on how to use assessment information to inform curriculum planning.</p>

		<p>Standardized and Structured Assessment Instruments: <i>Just for Threes 2018</i> encourages programs to use the publisher's structured assessment instrument (Assessment Cards) included in the <i>PreKindergarten Assessment and Intervention System</i>. The curriculum describes how assessment tools should be age-appropriate but does not discuss the importance of assessment instruments that are valid, reliable, or individually, linguistically, or culturally appropriate.</p>
<p>Parent and Family Engagement</p>	<p> Moderate Evidence</p>	<p>Communicating with Families: The <i>Research and Professional Guide</i> offers strategies for communicating with families (e.g., have an “open-door policy”, weekly newsletters, and the Bruno Buzzbee Mail Poster). The curriculum provides <i>Family Welcome Guides</i> that include information on topics such as child development, the daily classroom routine, and the curriculum's characters. In addition, teachers are encouraged to gather information about the children from their families using the <i>At-Enrollment Family Survey</i>. The <i>At-Enrollment Survey</i>, family letters, and other materials are available in English and Spanish. However, the curriculum lacks guidance on how to communicate with parents and families in culturally and linguistically responsive ways.</p> <p>Engaging Families: <i>Just for Threes 2018</i> provides specific guidance on how to engage parents and families in program activities and how families can extend learning at home. For example, the <i>Research and Professional Guide</i> describes how to host a “Welcome to the Club Family Night,” and the <i>Let's Investigate Teacher Guide</i> includes theme-based activities for “Family Investigation Nights” and “Investigation Celebrations.” Additionally, the <i>Research and Professional Guide</i> offers a list of other ways to involve families, such as making a special snack with children. The curriculum includes some considerations on how to engage diverse parents and families. For example, the <i>Research and Professional Guide</i> suggests inviting parents to share their culture or ancestral heritage with the class. To extend learning at home, each unit includes a small take-home book related to the theme. Both the take-home books and instructions are provided in English and Spanish. Even so, there is limited consideration embedded within the curriculum for how to engage parents from diverse cultures, parents who speak languages other than English and Spanish, or parents who have disabilities or other special needs.</p>

<p>Professional Development and Materials to Support Implementation</p>	<p> Full Evidence</p>	<p>Professional Development: The publisher provides online and onsite options for initial training and ongoing professional development opportunities. The curriculum includes a one-hour <i>Just for Threes 2018</i> Implementation Training webinar as well as materials for programs to conduct a one- or two-day on-site implementation training. The <i>Facilitators' Implementation Guide</i> notes that the training can be self-guided or led by an outside facilitator. The curriculum developer offers a large number of ongoing professional development opportunities for an additional cost. Examples of topics include, but are not limited to, Developmentally Effective Approaches to Teaching and Learning, Center-Based Learning for the Preschooler, and Literacy and Learning for English Language Learners (ELLs). In addition, the website for teachers includes a number of free webinars and bulletins that provide research-based information and practices on specific topics (e.g., Young Children and the Environment: Building a Connection, Inspiring Good Behavior). Upon request, the publisher offers customized workshops.</p> <p>Curriculum Materials to Support Implementation: <i>Just for Threes 2018</i> provides materials to support implementation, such as the <i>Research and Professional Guide</i>, <i>Just for Threes 2018 Teacher Guide</i>, <i>Let's Investigate Teacher Guide</i>, and the <i>Implementation Facilitator Guide</i>, <i>Participant Workbook</i>, and <i>DVD</i>. The <i>Research and Professional Guide</i> provides general information on program philosophy, classroom environment and management, the role of the family, and cultural and linguistic diversity. The <i>Just for Threes 2018 Teacher Guide</i> offers 30 weekly plans for Opening Circle, Everyday Literacy, Small and Whole Group, and Closing Circle Time, as well as extension activities; songs, chants, rhymes, and games; and book suggestions. The weekly plans reference lesson plans from the <i>Let's Investigate Teacher Guide</i>, and lesson plans describe how to implement learning experiences, list required materials, and articulate teaching practices. The <i>Implementation Facilitator Guide</i>, <i>Participant Workbooks</i>, and <i>DVD</i> help programs organize their implementation efforts. A limitation is that the <i>Implementation Facilitator Guide</i> and <i>Participant Workbooks</i> do not address implementation of <i>Just for Threes 2018</i>; they specifically reference the materials in <i>InvestiGator PreK</i>.</p> <ul style="list-style-type: none"> • Fidelity Tool: <i>Just for Threes 2018</i> offers the <i>InvestiGator Club Monitoring Tool</i>, which can be used to support teacher success and continued professional development and to assess fidelity of implementation. The tool guides observation in different areas, such as classroom environment, child assessment, daily routines, and language and literacy instruction.
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Learning Experiences and Interactions



Moderate Evidence

Active Exploration: The *Research and Professional Guide* describes the importance of hands-on exploration for children's learning (e.g., “Children need a learning environment that allows them to initiate active exploration with materials and make choices about their own activities). The *Let's Investigate Teacher Guide* describes a variety of Learning Centers (e.g., Science, Art, Sand and Water) with open-ended materials that promote hands-on exploration. A limitation of the learning centers and activities described in the *Teacher Guides* is that they do not provide children with ample opportunities to actively engage in open-ended, hands-on exploration. All activities, including Learning Centers and Investigation Station, are structured and give specific directions about what children are to do with the materials. Children have little opportunity to engage with materials in open-ended ways or create and experiment with materials.

Interactions That Extend Children's Learning: The *Just for Threes 2018* and *Let's Investigate Teacher Guides*, as well as the Social and Emotional Development Kit, offer specific guidance and examples of ways to use teacher-child interactions to extend children's learning throughout the day. Lesson plans for Opening Circle Time, Choices, and Small Group activities include opportunities for brainstorming and discussions. They use open-ended questions as prompts. For example, during Small Group, children investigate their shadows by moving their bodies closer and further to the wall, and teachers ask questions such as, “How does your shadow change?” In addition, scripts for *Flapboarding* and other structured activities provide prompts to extend children's exploration, thinking, and communication (e.g., encourage children to feel the objects and talk about what they notice. Help them sort and group items that feel the same. As children sort, ask, “Why do you think this one goes in this pile?”).

Individualization: The *Research and Professional Guide* provides general guidance on how to individualize learning experiences for all children. Additionally, the *Let's Investigate Teacher Guide* offers more specific supports for children who have disabilities, suspected delays, or other special needs, as well as children who are DLLs, using callout boxes (e.g., Differentiation: Inclusion, ELL) in the lesson plan margins. For example, to support DLLs in a matching activity, the curriculum suggests the teacher give step-by-step directions by pointing to a picture on the list and saying, “Find this [block] in the basket; put it on your list.” The Marvelous Me! unit offers a few ELL callout boxes, as well (e.g., encourage ELLs to use the four key “taste” words and to add to their descriptive language with gestures). Even so, the *Just for Threes 2018 Teacher Guide*, Social and Emotional Development Kit, and *Outdoor Creative Play and Learning Cards* lack guidance on how to individualize learning experiences for children with disabilities, suspected delays, or other special needs. Overall, the curriculum lacks guidance on how to individualize learning experiences for children from diverse cultural backgrounds.

Learning Environments and Routines



Moderate Evidence

Environment: *Just for Threes 2018* offers specific guidance on how to design a well-organized, engaging indoor environment and some guidance for setting up the outdoor environment. The *Research and Professional Guide* describes how to select and arrange furnishings, display children's work, store materials, and establish learning centers with materials to promote flexible learning opportunities. It also outlines principles for designing the outdoor environment (e.g., include both structure and exploration, promote large-group, small-group, and independent play). The *Research and Professional Guide* provides some guidance on ensuring children's home languages are included in the physical environment. In addition, the *Research and Professional Guide* and *Let's Investigate Teacher Guide* provide limited direction on creating an accessible physical environment for children with specific disabilities or special needs. Though the curriculum offers some guidance on representing cultural diversity in the environment, it does not offer ways to ensure the environment represents the cultures and ethnicities of the children and families.

Learning Materials: *Just for Threes 2018* includes specific lists of learning materials for Learning Centers and learning experiences. The *Research and Professional Guide* presents a list of suggested materials for each of the Learning Centers and specific guidance for organizing and labeling materials (e.g., "Label each container with both a word and a picture describing the contents."). The lessons in the *Teacher Guides* list learning materials to be used in specific learning activities and instructions for their use. The curriculum provides some guidance for ensuring the learning materials meet the individual needs of children with disabilities or other special needs. For example, "Differentiation: Inclusion" callout boxes may describe ways to adapt materials for accessibility, and the Social and Emotional Development Kit and *Outdoor Creative Play and Learning Cards* offer some suggestions as well (e.g., providing an adaptive ball or slightly deflated ball can assist children with limited physical abilities). The *Research and Professional Guide* offers specific guidance on how to select learning materials that represent the home languages of children in the program. However, the curriculum lacks guidance on how to select learning materials that authentically represent the cultures and ethnicities of children in the program.

		<p>Schedule and Routines: The curriculum provides guidance on how to establish a daily schedule and developmentally appropriate routines. The <i>Let's Investigate Teacher Guide</i> offers sample daily schedules for half- and whole-day programs. This <i>Teacher Guide</i> also describes daily routines (e.g., Start Your Day, Health, Transitions) as well as “Explicit Lessons” (e.g., Opening Circle, Everyday Literacy, Small Group) that are embedded across the weekly plans in <i>Just for Threes 2018</i>. The sample daily schedules show times designated for Clean Up, Transitions, Outdoor Play (for whole-day programs), Snack, and Bathroom. However, the <i>Just for Threes 2018 Teacher Guide</i> does not include these samples in the Lesson Planner. In addition, the curriculum lacks discussion on how to adjust schedules and routines based on children's needs and backgrounds.</p>
<p>Cultural Responsiveness</p>	<p> Minimal Evidence</p>	<p>Interactions: The curriculum provides limited guidance for working with culturally and linguistically diverse families and children. For example, the <i>Social and Emotional Development Kit Activity Guide</i> reminds teachers to make sure children are aware of the other perspectives of children from diverse backgrounds and cultures. However, the curriculum lacks further guidance on how to engage in culturally responsive interactions with children and families.</p> <p>Learning Experiences: <i>Just for Threes 2018</i> lacks guidance on how to provide learning experiences that build on children's and families' traditions, cultures, values, and beliefs. One of the curriculum's characters (JT Gator) is fascinated by geography, culture, and travel, knows a lot about traditions and customs of people around the world, and acts as a gateway to experiences that relate to diverse cultures. However, the learning experiences set around his character do not build on the cultures or languages of children in the group.</p> <p>Learning Environment: The curriculum suggests some children's books (e.g., <i>Be My Neighbor, Abuela</i>) and includes some materials (e.g., Vocabulary and Oral Language Cards) that reflect children and families from diverse cultures and ethnicities. It provides general guidance on selecting materials that reflect children's cultures and ethnicities. For example, <i>the Research and Professional Guide</i> recommends teachers “display pictures of different families in communities around the world,” and each investigation includes “multicultural tales.”</p>

<p>Linguistic Responsiveness</p>	 <p>Moderate Evidence</p>	<p>Scaffolding Strategies: The curriculum provides some specific guidance on how to support the development and learning of children who are DLLs. Some lessons in the <i>Let's Investigate Teacher Guide</i> and <i>Marvelous Me!</i> unit include ELL callout boxes that identify strategies specific to individual learning activities (e.g., an English-speaking partner can lead a learner of English in doing each movement; use the Rosalita Word poster to support words in print). However, the guidance on how to scaffold the development and learning of children who are DLLs is not embedded in parts of <i>Just for Threes 2018 Teacher Guide</i>, (e.g., Extension Activities) Social and Emotional Development Kit, and <i>Outdoor Creative Play and Learning Cards</i>. In addition, the <i>Research and Professional Guide</i> describes daily support, such as using vocal expression, gestures, and visual supports.</p> <p>Home and Tribal Languages: The curriculum provides general guidance on how to incorporate children's home languages into the learning environment. The <i>Research and Professional Guide</i> offers suggestions such as using functional labeling for objects in the classroom and having many bilingual books. The curriculum includes some materials (e.g., <i>Flapboard</i> stories) in English and Spanish and the <i>Teacher Guides</i> identify some ways to incorporate English and Spanish (e.g., introduce the Word of the Week and record the day of the week in Spanish and English). However, <i>Just for Threes 2018</i> lacks guidance on how to authentically incorporate children's home languages into learning experiences and daily interactions. Tribal languages are not addressed.</p>
<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	 <p>Moderate Evidence</p>	<p>Teaching Practices and Interventions: Some of the materials in the <i>Just for Threes 2018</i> curriculum (also included as part of the <i>InvestiGator PreK</i> curriculum) provide guidance on how to embed teaching practices and other interventions in daily routines and activities to support the learning of children with disabilities, suspected delays, or other special needs. The <i>Let's Investigate Teacher Guide</i> includes “Differentiation” and “Differentiation: Inclusion” callout boxes that describe ways to individualize instruction and scaffold learning for children who have special needs. For example, it suggests that if a child has difficulty holding or manipulating a marker or pencil, offer hand-over-hand assistance; or if children are language-delayed, ask simple, specific questions to help them tell about themselves. In addition, the <i>Outdoor Creative Play and Learning Cards</i> offer inclusion prompts for each activity. However, lessons in the <i>Just for Threes 2018 Teacher Guide</i> (e.g., <i>Marvelous Me!</i> unit, Extension Activities) do not provide teaching practices and other interventions to support children with disabilities, suspected delays, or other disabilities.</p>

		<p>Learning Environment: <i>Just for Threes 2018</i> provides specific guidance in some of the curriculum materials to ensure the physical environment and learning materials are accessible to children with disabilities, suspected delays, and other special needs. The <i>Research and Professional Guide</i> gives a few examples of modifications to the physical environment. The “Differentiation” and “Differentiation: Inclusion” callout boxes in the <i>Let’s Investigate Teacher Guide</i> include specific suggestions for how teachers may need to add or modify learning materials to meet individual children’s needs. However, the activities within the <i>Just for Threes 2018 Teacher Guide</i> and Social and Emotional Development Kit lack guidance to ensure that the physical learning environment and learning materials are accessible to children with disabilities, suspected delays, or other special needs.</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	<p> Minimal Evidence</p>	<p>Individualization Based on Interests: <i>Just for Threes 2018</i> describes Learning Centers as child-directed activities that encourage children to explore areas of interest. However, the curriculum does not offer guidance on how to plan learning experiences that build on individual children’s interests. Learning experiences (including Learning Centers) are pre-planned, without direction on how to modify them based on individual children’s interests.</p> <p>Individualization Based on Strengths and Needs: The curriculum provides some support on how to make learning experiences responsive to individual strengths and needs. The <i>Research and Professional Guide</i> offers general guidance, such as asking teachers to reflect on what skills are the most challenging for children to master and what might be done to reinforce those skills. The <i>Let’s Investigate Teacher Guide</i> includes some specific scaffolding suggestions for children at different developmental levels through “Differentiation” callout boxes. For example, in a gardening activity, children at more advanced levels of development are encouraged to try writing the name of their plant on signs using a word list as a model. However, the Marvelous Me! unit and other <i>Just for Threes 2018</i> materials lack guidance on how to make learning experiences responsive to individual strengths and needs.</p>

The InvestiGator Club® PreKindergarten Learning System 2018

Curriculum Description

The InvestiGator Club® PreKindergarten Learning System 2018 is an integrated curriculum created to prepare children for kindergarten in all developmental areas. The System Resources Box includes basic key components that are used throughout the year, and content-specific materials are housed in seven themed Investigation Kits.

Website: <https://www.investigatorclub.com>

Last Updated: June 8, 2020

Summary of Curriculum Review

- Promotes research-based teaching practices in all Head Start Early Learning Outcomes Framework (ELOF) domains, especially in the domains of Language and Communication and Literacy
- Provides a sequence of learning experiences that progressively builds on children's knowledge and skills
- Aligns fully with ELOF domains and sub-domains
- Specifies developmentally appropriate learning goals throughout all curriculum activities
- Promotes ongoing assessment of children's learning
- Provides a range of specific strategies and resources to promote parent and family engagement
- Offers comprehensive standardized training and materials to support implementation
- Includes specific prompts to extend children's learning throughout activities
- Includes specific guidance on how to support the development and learning of children who are dual language learners (DLLs)
- Provides specific adaptations for children with disabilities, suspected delays, or other special needs
- Includes limited guidance on how to fully integrate children's and families' cultures and home languages into interactions, the learning environment, and learning experiences
- Lacks ample opportunities for child-initiated play, activities based on children's interests, and activities that promote open-ended exploration

<p>Cost of Curriculum <i>The InvestiGator Club® PreKindergarten Learning System 2018</i>: \$3,299 per kit</p> <p>Cost of Professional Development Costs for on-site and online professional development are not publicly available on the publisher's website. Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages <i>The InvestiGator Club® PreKindergarten Learning System 2018 Spanish</i>: \$3,299 per kit Some materials for families in the English kit are provided in Spanish.</p>	<p>Target Age Center-based preschool programs for children 3–5 years old</p>	<p>Curriculum Materials Reviewed by Raters All materials from <i>The InvestiGator Club® PreKindergarten Learning System 2018</i> were purchased in late 2019 and reviewed in early 2020. These materials included:</p> <ul style="list-style-type: none"> • <i>Research and Professional Guide</i> • 7 Themed Investigation Kits • Social and Emotional Development Kit • Investigate Math Activity Kit • Assessment and Intervention Kit • <i>Implementation Facilitator Guide</i> • <i>Implementation Participant Workbook</i> • Other system materials (e.g., <i>Family Welcome Guide</i>, Alphabet Kit)
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

<p>Evidence Base for Child Outcomes</p>	<p> No Evidence</p>	<p>At the time of this review, there are no available published research studies on <i>The InvestiGator Club® PreKindergarten Learning System 2018 (InvestiGator PreK 2018)</i>. An evaluation funded by the publisher, without a comparison group, suggests children in <i>InvestiGator PreK</i> classrooms make gains in literacy, math, science, social studies, oral language, fine arts, and music outcomes. However, this study is not included in the rating, because it was not published in a peer-reviewed journal. More rigorous research is needed in order to establish evidence of positive effects of <i>InvestiGator PreK 2018</i> on children's learning outcomes.</p>
<p>Research-Based Curriculum</p>	<p> Moderate Evidence</p>	<p>Approaches to Learning: <i>InvestiGator PreK 2018</i> consistently promotes research-based teaching practices to support children's approaches to learning, including behavioral self-regulation and executive functioning. For example, the <i>Teacher Guides</i> offer guidance on classroom organization, effective classroom management strategies, and multiple ways to support children during transitions throughout the day. The <i>Research and Professional Guide</i> describes how to establish positive rules and consistent routines. Learning experiences based on stories, in which the curriculum's characters (e.g., Manny Salamander, Bruno Buzzbee) face a dilemma and portray a range of feelings, foster the development of emotional, behavioral, and cognitive self-regulation skills. The <i>Building Social and Emotional Skills Activity Guide</i> provides additional guidance on supporting children as they learn to regulate their emotions. For example, it offers social coaching prompts (e.g., validate children's emotions, follow with neutral words, and offer solutions letting children choose the one that works for them). The daily schedule includes opportunities for children to choose Learning Centers that support their behavioral regulation (e.g., taking turns, following directions). A limitation is that although learning centers allow for some open-ended exploration, the curriculum offers limited opportunities for child-initiated play, activities based on children's interests, and those that promote open-ended exploration.</p>

Social and Emotional Development: *InvestiGator PreK 2018* consistently promotes research-based teaching practices in this domain, such as establishing an emotionally supportive environment. The *Research and Professional Guide* includes related guidance in the "Social Emotional Development" and "Establishing a Community of Learners" sections. For example, these sections suggest that teachers create a climate of kindness and generosity, speak respectfully to children, and respond to with sensitivity and patience. The *Building Social and Emotional Skills Activity Guide* in the Social and Emotional Development Kit and *Let's Investigate* include intentionally sequenced learning experiences that promote social and emotional learning and support for teachers to use language to foster social and emotional development (e.g., stories and discussion about the curriculum's characters). Daily routines and activities, as described in the *Teacher Guides*, offer many formal and informal opportunities for children to practice social interaction and relationship skills with their teachers and other children (e.g., Opening Circle Time, Small Group, and Learning Centers). However, the curriculum provides limited guidance on how to build secure, trusting adult-child relationships.

Language and Communication: *InvestiGator PreK 2018* consistently promotes research-based teaching practices to support children's language and communication skills. Daily routines and activities (e.g., Opening Circle, Small Group, Learning Centers) provide many ongoing opportunities for rich oral language experiences as well as formal and informal opportunities for children to engage in social conversations with adults and peers. Whole-group literacy lessons offer daily opportunities for interactive read-alouds using dialogic reading, a research-based practice for promoting children's oral language development. To support children's vocabulary development, the curriculum suggests ways to use theme-related vocabulary throughout the day. In addition, Everyday Literacy and Small Group times incorporate learning experiences that use the sounds of language to develop children's phonological awareness.

Literacy: The curriculum consistently promotes research-based teaching practices to support learning in this domain, including concepts of print, emergent writing skills, and alphabet knowledge. Daily Routines, Learning Centers, Everyday Literacy, as well as Small and Whole Group Literacy activities provide varied and meaningful opportunities for children to discuss, use, and make print materials. For example, the curriculum offers activities such as Reading and Writing Learning Centers, shared reading of *Flapboards* and theme-based books, and shared writing. Activity plans for read-alouds include multiple strategies for developing critical literacy skills (e.g., asking questions about letters, words, signs, and labels; modeling reading conventions; and retelling to aid comprehension).

Mathematics Development: The curriculum consistently promotes research-based teaching practices to support children's development of mathematical concepts and skills. Daily lesson plans for Small Group and Whole Group include intentionally planned math learning activities, and Quick Minutes suggest ways to incorporate learning about numbers and counting throughout the day. The curriculum provides guidance on how to introduce children to key mathematical skills and concepts and offers many opportunities for practice (e.g., Quick Minutes, Learning Centers). In addition, it promotes a mathematically rich learning environment (e.g., manipulatives, blocks), and math vocabulary is introduced explicitly and utilized in suggested math learning activities. Learning experiences in the Investigate Math Activity Guide and Kit and *Teacher Guides* offer opportunities for children to use math for a purpose (e.g., counting snacks, measuring the height of a plant). In addition, the Investigate Math Activity Guide and Kit includes learning experiences that involve everyday problems during routines and play and engage children in activities that promote inquiry and creative invention. A limitation is that the curriculum materials provide no guidance on how to use the Investigate Math Activity Guide and Kit in conjunction with other curriculum materials.

Scientific Reasoning: The curriculum promotes research-based teaching strategies to support children's development of scientific reasoning. *InvestiGator PreK 2018* provides hands-on science learning experiences through Science Center, Small Group, and Investigation Launches that facilitate the development of inquiry skills, such as making observations, asking questions, and gathering information. For example, the first unit focuses on what it means to investigate, and each subsequent unit has one central investigation that follows the same structure: look and ask, try it and try it again, think about it, and make meaning. Throughout these experiences, children are encouraged to document and share their findings (e.g., share verbally, draw a picture). A limitation is that many science activities, even within the Science Learning Center, have specific instructions for children to follow, leaving little room for teachers to build on children's previous experiences and interests or facilitate open-ended investigation.

		<p>Perceptual, Motor, and Physical Development: The curriculum promotes research-based teaching strategies to support children's development in this domain. The <i>Research and Professional Guide</i> provides guidance for creating safe indoor and outdoor areas that promote children's movement and physical activity. Curriculum resources (e.g., Quick Minutes related to Music, Gross Motor Skills, and Outdoor Play) describe activities that foster the development of locomotor and gross motor skills. The curriculum also supports fine motor development through daily experiences in the Learning Centers, such as Writing, Math, and Art. The <i>Teacher Guides</i> offer specific guidance for health and nutrition in the Daily Routines. Quick Minutes offer the only direction for physical activity, and teachers may or may not choose to use Quick Minutes in this domain. Thus, the frequency of moderate to vigorous activity and opportunities to practice new physical skills is unclear. In addition, the curriculum lacks guidance on how teachers can intentionally scaffold the development of children's physical skills (e.g., suggestions for modeling or specific feedback).</p>
<p>Scope and Sequence</p>	<p> Moderate Evidence</p>	<p>Scope: <i>InvestiGator PreK 2018</i> clearly identifies 10 developmental domains: Language Development, Literacy, Mathematics, Science, Creative Arts, Social and Emotional Development, Approaches to Learning, Physical and Mental Health, Social Studies, and Technology. Each <i>Teacher Guide</i> provides detailed guidance for daily lesson plans and learning activities to support children's development in these domains.</p> <p>Sequence: The curriculum provides a sequence of learning experiences that progressively builds children's knowledge and skills as they move through the developmental progressions in each of the seven ELOF domains. The <i>Teacher Guides</i> provide multiple, related opportunities for children to explore or learn concepts and skills in each domain. However, the curriculum lacks guidance on how to individualize the sequence of learning experiences based on children's individual strengths and needs.</p>
<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	<p> Full Evidence</p>	<p>Alignment with the ELOF: A thorough review of all the curriculum materials in relation to the ELOF domains and sub-domains indicates that <i>InvestiGator PreK 2018</i> is fully aligned with the ELOF. The learning experiences described in the <i>Teacher Guides</i>, <i>Building Social and Emotional Development Activity Guide</i>, and <i>Investigate Math Activity Guide</i> support children across all of the ELOF sub-domains, and the Learning Centers (e.g., Reading, Math, Technology) also provide opportunities for children to practice domain-specific skills.</p>

<p>Learning Goals for Children</p>	 <p>Moderate Evidence</p>	<p>Learning Goals: The curriculum specifies measurable, developmentally appropriate goals for children's learning and development that are integrated throughout the curriculum. Within the <i>Teacher Guides</i>, learning goals are specified in relation to each of the Learning Centers and Small and Large Group activities, and the learning activities support children in making progress toward these learning goals. However, the curriculum lacks guidance on how to use the learning goals with diverse children or how to adjust the learning goals to individualize learning experiences based on strengths and needs.</p>
<p>Ongoing Child Assessment</p>	 <p>Moderate Evidence</p>	<p>Ongoing Observation and Documentation: The curriculum provides specific guidance embedded throughout the materials for teachers to observe, document, and reflect on children's development. Each of the <i>Teacher Guides</i> provides suggestions for observing, recording anecdotal notes, and collecting representations of children's learning in small-group, whole-group, and individual settings. <i>The PreKindergarten Assessment and Intervention System</i> includes authentic and performance assessment tools, such as Assessment Cards, Anecdotal Notes Forms, and Narrative Progress Forms. In addition, the <i>Teacher Guides</i> offer some guidance on when to use the Assessment Cards. For example, "Do children attempt to use new vocabulary and grammar in speech, or do they need prompting? Use Assessment Card 6 to assess this skill and to implement intervention strategies." The curriculum provides some general support in the form of reflective questions that assist teachers in using assessment to inform planning (e.g., "What can I do each day to reinforce these skills?" "How can I meet with these few children on a regular basis to reinforce these skills?"). Even so, there is no specific guidance on how to use this information to inform curriculum planning.</p> <p>Standardized and Structured Assessment Instruments: <i>InvestiGator PreK 2018</i> encourages programs to use the publisher's structured assessment instrument (Assessment Cards) included in the <i>PreKindergarten Assessment and Intervention System</i>. The curriculum describes how assessment tools should be age-appropriate but does not discuss the importance of assessment instruments that are valid reliable, or individually, linguistically, or culturally appropriate.</p>

<p>Parent and Family Engagement</p>	<p> Moderate Evidence</p>	<p>Communicating with Families: The <i>Research and Professional Guide</i> offers strategies for communicating with families (e.g., have an "open-door policy," send weekly newsletters, and use the Bruno Buzzbee Mail Poster). The curriculum provides a <i>Family Welcome Guide</i> that includes information on topics such as child development, the daily classroom routine, and the curriculum's characters. In addition, teachers are encouraged to gather information about the children from their families using the <i>At-Enrollment Family Survey</i>. The <i>At-Enrollment Survey</i>, family letters, and other materials are available in English and Spanish. Even so, the curriculum does not provide specific guidance on how to communicate in culturally and linguistically responsive ways. <i>Many Languages, One Classroom</i>, an optional professional development book (available at an additional cost), suggests ways to communicate in linguistically responsive ways (e.g., establish a Language Advisory Committee). However, this book is not referenced in any other curriculum materials.</p> <p>Engaging Families: <i>InvestiGator PreK 2018</i> provides specific guidance on how to engage parents and families in program activities and how families can extend learning at home. For example, the <i>Research and Professional Guide</i> describes how to host a "Welcome to the Club Family Night," and each <i>Teacher Guide</i> describes theme-based activities for "Family Investigation Nights" and "Investigation Celebrations." Additionally, the <i>Research and Professional Guide</i> offers a list of other ways to involve families, such as making a special snack with children. The curriculum includes some considerations on how to engage diverse parents and families. For example, the <i>Research and Professional Guide</i> suggests inviting parents to share their culture or ancestral heritage with the class. To extend learning at home, each unit includes a small take-home book related to the theme. Both the take-home books and instructions are provided in English and Spanish. Even so, there is limited consideration embedded within the curriculum for how to engage parents from diverse cultures, parents who speak languages other than English and Spanish, or parents who have disabilities or other special needs.</p>
<p>Professional Development and Materials to Support Implementation</p>	<p> Full Evidence</p>	<p>Professional Development: <i>InvestiGator PreK 2018</i> provides online and onsite options for implementation training, including materials for programs to conduct their own one- or two-day implementation training. The <i>Implementation Facilitators' Guide</i> notes that the training can be self-guided or led by an outside facilitator. The curriculum developer offers a large number of ongoing professional development opportunities for an additional cost. Examples of topics include, but are not limited to, Developmentally Effective Approaches to Teaching and Learning, Center-Based Learning for the Preschooler, and Literacy and Learning for English Language Learners (ELLs). In addition, the website for teachers offers a number of free webinars and bulletins that include research-based information and practices on specific topics (e.g., Young Children and the Environment: Building a Connection, Inspiring Good Behavior). Upon request the publisher offers customized workshops.</p>

		<p>Curriculum Materials to Support Implementation: <i>InvestiGator PreK 2018</i> provides materials to support implementation, including the <i>Research and Professional Guide</i>, <i>Teacher Guides</i> for each of the seven units, a PreK implementation webinar, and <i>Implementation Facilitator Guide</i>, <i>Participant Workbook</i>, and DVD. The <i>Research and Professional Guide</i> includes an overview of the curriculum as well as general information on program philosophy, classroom environment and management, the role of the family, and cultural and linguistic diversity. The <i>Teacher Guides</i> offer detailed lesson plans with step-by-step instructions for activities and guidance for teacher-child interactions. The <i>Implementation Facilitator Guide</i>, <i>Implementation Participant Workbook</i>, and DVD help programs organize their implementation efforts and support teachers to understand the curriculum. A limitation is that the Social and Emotional Kit and Investigate Math Activity Kits are not referred to in any of the other curriculum materials.</p> <ul style="list-style-type: none"> • Fidelity Tool: <i>InvestiGator PreK 2018</i> offers the <i>InvestiGator Club Monitoring Tool</i>, which can be used to support teacher success and continued professional development and to assess fidelity of implementation. The tool guides observation in different areas, such as classroom environment, assessment, daily routines, and language and literacy instruction.
<p>Learning Experiences and Interactions</p>	<p> Moderate Evidence</p>	<p>Active Exploration: The <i>Research and Professional Guide</i> describes the importance of hands-on exploration for children’s learning (e.g., "Children need a learning environment that allows them to initiate active exploration with materials and make choices about their own activities"). The <i>Teacher Guides</i> describe a variety of Learning Centers (e.g., Science, Art, Sand and Water) with open-ended materials that promote hands-on exploration. A limitation of the learning centers and activities described in the <i>Teacher Guides</i> is that they do not provide children with ample opportunities to actively engage in open-ended exploration. All activities, including Learning Centers and Investigation Station, are structured and give specific directions about what children are to do with the materials. Children have little opportunity to engage with materials in open-ended ways or create and experiment with materials.</p>

		<p>Interactions That Extend Children’s Learning: The <i>Teacher Guides</i> offer specific guidance embedded throughout the curriculum materials and examples of ways to extend children’s learning throughout the day. Lesson plans for Opening Circle Time, Choices, and Small Group Activities include opportunities for brainstorming and discussions. They use open-ended questions as prompts. For example, during Opening Circle, teachers invite children to share what they would like to investigate about construction and use a web to record their ideas. In addition, scripts for <i>Flapboarding</i> and other structured activities provide prompts to extend children’s exploration, thinking, and communication (e.g., "Guide children to use their senses to describe the apple. What does the apple look like? What does an apple feel like?").</p> <p>Individualization: The <i>Research and Professional Guide</i> provides general guidance on how to individualize learning experiences for all children. Additionally, the <i>Teacher Guides</i> offer more specific supports for children who have disabilities, suspected delays, or other special needs, as well as children who are DLLs, using callout boxes (e.g., Differentiation: Inclusion, ELL) in the lesson plan margins. For example, to support DLLs in a matching activity, the curriculum suggests the teacher give step-by-step directions by pointing to a picture on the list and saying, "Find this [block] in the basket; put it on your list." The assessment chapter encourages teachers to consider what assessment data reveal about children’s needs and use the <i>Teacher Guides</i> to select the most appropriate lessons and "choices" during daily routines (e.g., Opening Circle, Small Group, Whole Group) based on those data.</p>
<p>Learning Environments and Routines</p>	<p> Moderate Evidence</p>	<p>Environment: <i>InvestiGator PreK 2018</i> includes specific guidance on how to design a well-organized, engaging indoor environment. The <i>Research and Professional Guide</i> describes how to select and arrange furnishings, display children’s work, store materials, and establish Learning Centers with materials to promote flexible learning opportunities. It also outlines principles for designing the outdoor environment (e.g., include both structure and exploration, promote large-group, small-group, and independent play). Some additional support for setting up the environment is embedded in the <i>Teaching Guides</i>. The <i>Research and Professional Guide</i> provides some guidance on ensuring that children’s home languages are included in the physical environment. In addition, the <i>Research and Professional Guide</i> and <i>Teacher Guides</i> offer limited guidance on creating accessible physical environments for children with specific disabilities or special needs (e.g., children who are visually impaired should be seated close to print materials; a child in a wheelchair must be able to navigate all areas of the classroom safely and easily). Though the curriculum offers some guidance on representing cultural diversity in the environment, it does not offer ways to ensure the environment represents the cultures and ethnicities of the children and families.</p>

		<p>Learning Materials: <i>InvestiGator PreK 2018</i> includes specific lists of learning materials that are developmentally appropriate and foster open-ended exploration. The <i>Research and Professional Guide</i> presents a list of suggested materials for each of the Learning Centers and specific guidance for organizing and labeling materials (e.g., "Label each container with both a word and a picture describing the contents"). The lessons in the <i>Teacher Guides</i> and <i>Investigate Math Activity Guide</i> list learning materials to be used in specific learning activities and instructions for their use. The curriculum provides some guidance for ensuring that the learning materials meet the individual needs of children with disabilities or other special needs. For example, "Differentiation: Inclusion" callout boxes may describe ways to adapt materials for accessibility. The <i>Research and Professional Guide</i> offers specific guidance on how to select learning materials that represent the home languages of children in the program. However, the curriculum lacks guidance on how to select learning materials that authentically represent the cultures and ethnicities of children in the program.</p> <p>Schedule and Routines: The curriculum provides guidance on how to establish a daily schedule and developmentally appropriate routines. The <i>Teacher Guides</i> include sample daily schedules for half- and whole-day programs. The <i>Teacher Guides</i> also describe daily routines (e.g., Start Your Day, Health, Transitions) as well as "Explicit Lessons" (e.g., Opening Circle, Everyday Literacy, Small Group) that occur throughout the day. For example, the curriculum suggests using "Start Your Day" to share special events, display children's work, and discuss safety. Opening Circle might focus on domain-specific content such as oral language, literacy, or gross motor development. The curriculum, however, lacks discussion on how to adjust schedules and routines based on children's needs and backgrounds.</p>
<p>Cultural Responsiveness</p>	<p> Minimal Evidence</p>	<p>Interactions: The curriculum provides limited guidance for working with culturally and linguistically diverse families and children. For example, an ELL callout box in a <i>Teacher Guide</i> encourages teachers to be aware of children's cultural communication differences. It explains that, in some cultures, calling attention to oneself may be considered overly assertive and suggests that teachers invite children to share with a partner rather than the whole group. However, the curriculum lacks further guidance on how to engage in culturally responsive interactions with children and families.</p>

		<p>Learning Experiences: <i>InvestiGator PreK 2018</i> offers minimal guidance on how to provide learning experiences that build on children’s and families’ traditions, cultures, values, and beliefs. Some of the ELL callout boxes identify ways children can share their cultures as part of activities (e.g., children share pictures of clothing worn in their home countries). However, the activities and Learning Centers in the <i>Teacher Guides</i> lack specific guidance on how to plan learning experiences that authentically build on children’s cultures. One of the curriculum’s characters (JT Gator) knows a lot about traditions and customs of people around the world and acts as a gateway to experiences that relate to diverse cultures. However, the learning experiences set around this character do not build on the cultures or languages of children in the group.</p> <p>Learning Environment: The curriculum provides some learning materials that reflect diverse children and families (e.g., books). It provides general guidance on selecting materials that reflect children's cultures and ethnicities. For example, the <i>Research and Professional Guide</i> recommends teachers "display pictures of different families in communities around the world," and each investigation includes "multicultural tales." <i>Many Languages, One Classroom</i> is an optional professional development book available at an additional cost. It provides specific guidance on how to select learning materials that represent the cultures and ethnicities of children and families in the program. However, this book is not referenced in any other curriculum materials.</p>
<p>Linguistic Responsiveness</p>	<p> Moderate Evidence</p>	<p>Scaffolding Strategies: The curriculum provides specific guidance that is embedded throughout the curriculum on how to support the development and learning of children who are DLLs. Each <i>Teacher Guide</i> includes ELL callout boxes that identify strategies specific to individual learning activities (e.g., allow DLLs to use total physical response to answer questions related to the story). In addition, the <i>Research and Professional Guide</i> describes daily support, such as using vocal expression, gestures, and visual supports.</p> <p>Home and Tribal Languages: The curriculum provides general guidance on how to incorporate children's home languages into the learning environment. The <i>Research and Professional Guide</i> offers suggestions such as using functional labeling for objects in the classroom and having many bilingual books. The curriculum includes some materials (e.g., <i>Flapboard</i> stories) in English and Spanish, and the <i>Teacher Guides</i> identify some ways to incorporate English and Spanish into daily activities (e.g., introduce the Word of the Week and record the day of the week in Spanish and English). However, the curriculum lacks specific guidance for incorporating home languages other than English and Spanish in classroom activities. Tribal languages are not addressed.</p>

<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	<p> Full Evidence</p>	<p>Teaching Practices and Interventions: The curriculum provides guidance on how to embed teaching practices and other interventions in daily routines and activities to support the learning of children with disabilities, suspected delays, or other special needs. Each <i>Teacher Guide</i> offers "Differentiation" and "Differentiation: Inclusion" callout boxes that describe ways to individualize instruction and scaffold learning for children who have special needs. Some examples include guidance such as, if a child has difficulty holding or manipulating a marker or pencil, offer hand-over-hand assistance; or if children are language-delayed, ask simple, specific questions to help them tell about themselves.</p> <p>Learning Environment: <i>InvestiGator PreK 2018</i> provides specific guidance that is embedded throughout many of the curriculum materials to ensure the physical environment and learning materials are accessible to children with disabilities, suspected delays, or other special needs. The <i>Research and Professional Guide</i> gives a few examples of modifications to the physical environment, while the "Differentiation" and "Differentiation: Inclusion" callout boxes in the <i>Teacher Guides</i> include specific suggestions for how teachers may need to add or modify learning materials to meet individual children's needs.</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	<p> Minimal Evidence</p>	<p>Individualization Based on Interests: <i>InvestiGator PreK 2018</i> describes Learning Centers as child-directed activities that encourage children to explore areas of interest. However, the curriculum does not offer support on how to plan learning experiences that build on individual children's interests. Learning experiences (including Learning Centers) are pre-planned, without guidance on how to modify them based on individual children's interests.</p> <p>Individualization Based on Strengths and Needs: The curriculum provides guidance on how to make learning experiences responsive to individual strengths and needs. The <i>Research and Professional Guide</i> offers general guidance such as asking teachers to reflect on what skills present the biggest challenge for their class and what they can do to reinforce these skills. Each <i>Teacher Guide</i> includes specific scaffolding suggestions for children at different developmental levels through "Differentiation" callout boxes. For example, in a gardening activity, children at more advanced levels of development are encouraged to try writing their plant name on signs using a word list as a model.</p>

Tools of the Mind®

Curriculum Description

Tools of the Mind® follows the Vygotskian approach to teaching. It provides activities sequenced in a developmental trajectory and scaffolds to support children based on their current levels of development. Focusing on self-regulation, the curriculum supports children's underlying cognitive skills, social-emotional school readiness, and foundational skills in literacy, mathematics, and science.

Website: <https://toolsofthemind.org/>

Last Updated: March 25, 2019

Summary of Curriculum Review

- Promotes research-based teaching practices to support children's development and learning in all Head Start Early Learning Outcomes Framework (ELOF) domains, especially in the domains of Approaches to Learning, Social and Emotional Development, Language and Communication, Literacy, and Math
- Provides a range of strategies and resources to support parent and family engagement
- Offers comprehensive standardized training and materials to support implementation
- Offers ample opportunities for child-initiated play and activities that promote open-ended exploration
- Gives specific guidance to scaffold the development and learning of children who are dual language learners (DLLs)
- Includes specific adaptations for children with disabilities, suspected delays, or other special needs
- Promotes individualization based on children's strengths and needs
- Moderately aligns with the ELOF but lacks comprehensive guidance for the sub-domains of Scientific Reasoning, Problem-Solving, and Health, Safety, and Nutrition
- Lacks guidance on culturally responsive interactions with children and families
- Provides limited guidance on how to fully integrate children's and families' cultures into interactions, the learning environment, and learning experiences

<p>Cost of Curriculum</p> <p><i>Tools of the Mind</i>® Manuals: \$175 per teacher</p> <p><i>Tools of the Mind</i>® Pre-K Materials Kit: \$749 per classroom</p> <p>Cost of Professional Development</p> <p>Costs for on-site and online professional development are not publicly available on the publisher's website.</p> <p>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages</p> <p>Most parts of the curriculum are available in Spanish for no additional cost.</p> <p>The <i>Tools of the Mind</i>® Pre-K Materials Kit is available in Spanish for an additional cost.</p>	<p>Target Age</p> <p>Center-based preschool programs for children 3–5 years old</p>	<p>Curriculum Materials Reviewed by Raters</p> <p>All materials were purchased and reviewed in 2018. These materials included:</p> <ul style="list-style-type: none"> • <i>Tools of the Mind</i>®: <i>Introduction, Background, and Theory; Pre-K Manual, 7th Edition</i> • <i>Tools of the Mind</i>® <i>Training: Pre-K Manual, 7th Edition</i> • <i>Tools of the Mind</i>® <i>Training: Additional Scaffolds Appendix Pre-K Manual, 7th Edition</i> • <i>Tools of the Mind</i>® Classroom Materials: Literacy and Classroom Organization Content Guide and accompanying boxed materials • <i>Tools of the Mind</i>® Classroom Materials: Math Content Guide and accompanying boxed materials • Public access website: https://toolsofthemind.org/ • eTools curriculum website: Access is provided with purchase of curriculum (e.g., <i>iScaffold</i> and <i>Pre-K Assessment</i>)
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What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

**Evidence Base
for Child
Outcomes**



Minimal
Evidence

At the time of this review, *Tools of the Mind*® has been evaluated in two key studies, a research study published in a peer-reviewed journal (Barnett, Jung, Yarosz, Thomas, Hornbeck, Stechuk, & Burns, 2008) and an experimental evaluation of *Tools of the Mind*® conducted by Vanderbilt University and funded by the Institute of Education Sciences (e.g., Farran, Wilson, Meador, Norvell, & Nesbitt, 2015). In addition, other studies have investigated the curriculum's effect on children's executive function (Diamond, Barnett, Thomas, & Monroe, 2007; Solomon, Plamondon, O'Hara, Finch, Goco, Chaban, Huggins, Ferguson, & Tannock, 2018). Studies of the kindergarten version of *Tools of the Mind*® and the curriculum enhancement *Tools of the Mind*®—*Play* are not included in this review.

Rigorous Design: Three of the *Tools of the Mind*® evaluations used cluster randomized experimental designs (Barnett et al., 2008; Farran et al., 2015; Solomon, et al., 2018). The study by Diamond and colleagues used random assignment but did not include pre-test data collection on children.

Sample and Generalizability: Across the studies, the samples were from varied settings (e.g., public preschool, day care, and Head Start), including children from primarily low-income and diverse racial and ethnic backgrounds. The study by Solomon and colleagues was conducted in a Canadian urban center, while the other studies were conducted in the United States.

Fidelity of Implementation: In the study conducted by Barnett and colleagues, teachers had four days of training prior to the school year as well as a half-day workshop and five one-hour lunch meetings during the school year. Teachers also met with a trainer weekly during the school year for 30-minute classroom visits and could schedule additional time with the trainer, as needed. To assess fidelity, Barnett and colleagues used an observational checklist. They found that by the end of the year, teachers were fully implementing six of seven key environmental features. In the Vanderbilt and Diamond studies, teachers had four days of training prior to the school year as well as three one-day workshops during the school year. In the following year, teachers were trained at a one-day opening workshop prior to the school year, as well as three half-day workshops during school year, and had coaching sessions every six weeks with a *Tools of the Mind*® staff member. Both studies used an observational checklist to assess fidelity and found that nearly all teachers implemented significant parts of the curriculum with high fidelity. In the Solomon study, teachers participated in five training sessions during the study period as well as ongoing coaching. Solomon and colleagues developed a “Tools Implementation Checklist” of the essential activities in the curriculum in order to measure fidelity. They found that the *Tools of the Mind*® teachers implemented the curriculum with “moderate success.”

Child Outcomes: Barnett and colleagues found a positive effect of *Tools of the Mind*® on children's behavior but no effects on their language and literacy development or math, problem-solving, or visual-motor skills. The Vanderbilt evaluation investigated the effects of participating in *Tools of the Mind*® preschools on child outcomes in language, literacy, mathematics, self-regulation, and behavior in preschool, kindergarten, and first grade for two cohorts of children. The evaluation found one positive and some negative effects on child outcomes that varied by learning domain, grade level, and cohort. Diamond and colleagues found that children in *Tools of the Mind*® classrooms showed higher executive function skills than other children. Solomon and colleagues found that, overall, children in *Tools of the Mind*® classrooms had similar outcomes as children in comparison classrooms that used a different play-based curriculum. However, they did find a positive effect on one of the measures of self-regulation for children who had high initial levels of hyperactivity.

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<p>Research-Based Curriculum</p>	<p> Moderate Evidence</p>	<p>Approaches to Learning: <i>Tools of the Mind</i>® consistently supports children's skills in the domain of Approaches to Learning. The curriculum is built on the Vygotskian idea that the goal of early childhood education is to foster children's self-regulation as they gain content knowledge. In addition to establishing predictable routines and activities throughout the year, the curriculum provides a variety of activities intentionally designed to promote self-regulation skills. For example, daily Opening Group activities such as “Fingerplays,” “Chants,” “Do What I Do,” and “Physical Self-Regulation Games” develop children's working memory and self-regulation skills. Other activities, such as “Classroom Rules” (a plan created by a small group of children) or “Pretend Transitions,” provide additional opportunities to practice physical self-regulation and develop executive function skills. Daily activities (e.g., Free Choice, Mystery Games, Make-Believe Play Practice) provide children with ample opportunities to initiate play and engage in open-ended exploration, which research shows support children's creativity.</p> <p>Social and Emotional Development: The curriculum consistently promotes research-based teaching practices to support children's social and emotional development. <i>Tools of the Mind</i>® includes guidance on how to establish a strong classroom community among children and adults (e.g., Community Building Games). With a focus on learning through social interactions, the daily large and small group activities, such as Make-Believe Play, Buddy Reading, and Share the News, provide social contexts for children to practice social interaction and relationship skills. In addition, these activities offer opportunities for teachers to scaffold children's learning as they develop emotional regulation skills, social problem-solving, perspective-taking, and emotional understanding. For example, during Make-Believe Play, teachers introduce and reinforce the use of specific language for expressing ideas, thoughts, and feelings to others.</p> <p>Language and Communication: <i>Tools of the Mind</i>® consistently promotes research-based teaching practices to support children's language and communication skills. The curriculum provides ongoing opportunities for rich oral language experiences based on topics interesting and relevant to young children (e.g., family, pets, grocery store). It offers multiple possibilities for dialogue and engagement. Teachers are guided to use, model, and scaffold children's language. For example, during Make-Believe Play, children choose and play characters based on the theme, and teachers elaborate on children's actions and interactions, adding complexity to children's oral language. Other activities, such as interactive read-alouds (Story Labs), Buddy Reading, and Opening Group activities (e.g., songs, chants, and games), support vocabulary development and provide ongoing opportunities to use and understand complex language. For example, in Story Lab activities such as “Active Listening” and “Connection,” children listen to the story and then turn to a peer and discuss the book.</p>
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Literacy: The curriculum consistently supports the development of literacy skills through varied authentic opportunities for children to discuss, use, and make print materials. Each day's Opening Group time incorporates print in the form of illustrated poems, songs, charts, and chants that increase in complexity over the year. Make-Believe Play involves making print-based props (e.g., grocery lists, restaurant menus) for play scenarios that children plan. Story Lab activities use engaging children's books and magazines to support children's development of critical literacy skills, such as listening comprehension strategies, making predictions and inferences, building vocabulary, and conversing with peers about stories. The curriculum emphasizes the importance of written language (even if the mark is a scribble) to help children remember and express their inner thinking. Scaffolded writing is used in many activities (e.g., Message of the Day, Play Planning), encouraging children to draw and write any letter or word parts for authentic purposes.

Mathematics Development: *Tools of the Mind*® consistently promotes research-based teaching practices to support children's mathematics development. Intentionally designed math activities and games, with suggestions for how to increase complexity as the year progresses, provide children with ample opportunities to develop mathematical skills and concepts. Math is introduced as a “tool for thinking” and is used to record data (e.g., Weather Graphing) and solve problems (Mystery Math games), and as part of science activities and Make-Believe Play. Activities with materials such as puzzles, manipulatives, calendars, and blocks are used to promote conceptual understanding and introduce children to math vocabulary. For example, the “Remember and Replicate” activity uses playdough as a mode for producing shapes and arranging them in different ways, using vocabulary words to describe position, size, and shape (e.g., first, round, long, behind).

Scientific Reasoning: *Tools of the Mind*® promotes research-based teaching practices to support children's scientific reasoning. Science Eyes, the main science activity in the curriculum, engages children in focused observations, communication, and documentation once or twice a week. Working with a partner, children describe and discuss observations in detail and then document them in their science journals using drawing and writing. Teachers are guided to ask questions that encourage in-depth observations using different senses (e.g., “Now observe something different. What else do you notice?”) and to scaffold the use of science vocabulary. As the year progresses, children participate in simple science experiments, exploring topics such as actions and reactions, force, and motion. However, limited weekly time is allocated for science learning, and there is no guidance on how to integrate science into other domains of the curriculum.

		<p>Perceptual, Motor, and Physical Development: <i>Tools of the Mind</i>® promotes a few research-based teaching practices in this domain, such as providing opportunities for daily physical activity, practice of new physical skills, and the development of fine motor skills. However, physical skills are addressed indirectly through participation in activities that focus on self-regulation skills. Movement games, such as “Freeze Game,” “Do What I Do,” and “Pattern Movement,” are incorporated into every day’s Opening Time. Guidance for these games includes learning trajectories for gross motor development and some instructions about how to support children to participate successfully. There are also highly targeted learning activities for fine motor development (e.g., Graphics Practice). However, the curriculum lacks direction on how to create a safe outdoor environment that encourages active physical exploration, as well as intentional guidance to support the development of self-care skills, handwashing, personal safety, and nutrition.</p>
<p>Scope and Sequence</p>	<p> Full Evidence</p>	<p>Scope: The curriculum clearly identifies seven learning domains: Literacy; Writing; Mathematics; Science; Social Studies; Emotional, Social, and Underlying Cognitive/Executive Function Development; and Physical Development. The <i>Tools of the Mind</i>® <i>Training: Pre-K Manual, 7th Edition (Training Manual)</i> provides sets of activities organized according to the curriculum’s main time blocks in the schedule (e.g., Free Time, Opening, Make-Believe Play). The “Standards Alignment Chart” lists specific activities and goals within each domain and articulates how the curriculum’s activities map to the seven domains.</p> <p>Sequence: <i>Tools of the Mind</i>® provides sequences of learning experiences organized in four levels of “Training Sessions,” with content becoming more complex and challenging over time. The sequences of learning activities support children as they move through the developmental progressions in each of the ELOF preschool domains. They offer ample opportunities for children to explore concepts and skills. “Summary of Changes” describes how each set of activities becomes more complex over time. In addition, each activity includes a chart showing the developmental progression (from 3 to 5 years) of key skills addressed in the activity, scaffolding suggestions to individualize based on children’s development and special needs (“Zooming in on the ZPD”), and ideas for increasing challenge (“Up the Challenge”).</p>

<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	<p> Moderate Evidence</p>	<p>Alignment with the ELOF: A thorough review of all curriculum materials in relation to the ELOF domains and sub-domains indicates that <i>Tools of the Mind</i>® is mostly aligned with the ELOF. The majority of ELOF sub-domains are supported throughout the curriculum's sequence of games and activities described in the <i>Training Manual</i>. For example, the curriculum's Make-Believe Play and Story Lab literacy activities support children's development in areas such as cognitive self-regulation, oral language skills, literacy skills, and creativity. The curriculum partially addresses the ELOF sub-domain of Reasoning and Problem-Solving. In most science activities, children learn to observe, classify, and describe their observations, but there are fewer opportunities for children to plan and conduct investigations and experiments. The curriculum also does not address the sub-domain of Health, Safety, and Nutrition.</p>
<p>Learning Goals for Children</p>	<p> Full Evidence</p>	<p>Learning Goals: <i>Tools of the Mind</i>® specifies measurable, developmentally appropriate goals for children's learning and development. The goals concentrate mainly on children's underlying cognitive skills (self-regulation, focused attention, and deliberate memory), social-emotional school readiness (e.g., emotional and behavioral self-control), and foundational skills in literacy and mathematics. Each activity in the <i>Training Manual</i> provides a list of learning goals (“Purpose”), the rationale for the activity, and a “What to Expect—Developmental Learning Trajectories” chart showing the developmental continuum of skills across ages. Overall, the learning activities in the curriculum support children in making progress toward these goals. Building on the Vygotskian approach to teaching, the curriculum's activities provide scaffolding strategies to support children in reaching the goals (“Zooming in on the Zone of Proximal Development (ZPD)”). The curriculum also provides the <i>Tools of the Mind</i>® <i>Training: Additional Scaffolds Appendix Pre-K Manual, 7th Edition (Additional Scaffolds Appendix Manual)</i> with individual scaffolds for children who need more support in reaching the learning goals and for children who are DLLs.</p>

<p>Ongoing Child Assessment</p>	 <p>Moderate Evidence</p>	<p>Ongoing Observation and Documentation: <i>Tools of the Mind</i>® describes and promotes “dynamic assessment” with specific guidance embedded throughout the curriculum materials for teachers to engage in this process. Through observations, the teacher identifies the child's independent level of performance (ZPD) and how the child responds to scaffolds and instruction. For example, the section “Scaffolding Make-Believe Play” suggests the teacher observe the child's current stage of play, identify a scaffolding goal, provide supports according to the child's ZPD, and observe again to assess the need for further support. Additionally, <i>Pre-K Assessment</i> offers specific assessment resources for observing and documenting children's progress across domains within daily routines and learning experiences (e.g., Scaffolded Writing, Story Lab Listening Comprehension, Math, Social and Emotional Development), as well as guidance for developing and using portfolios that illustrate children's growth over time.</p> <p>Standardized and Structured Assessment Instruments: The curriculum provides structured assessments but does not provide information about selecting and using standardized assessment instruments. <i>Pre-K Assessment</i> describes and provides some structured assessment tools, such as Listening Comprehension Formative and Summative Assessments and Letter Sound and Name Dynamic Assessments. The curriculum encourages programs to use these assessment tools at regular intervals to track children's progress and adjust learning experiences. However, the tools are not standardized (valid or reliable), and there is no guidance on how to select standardized assessment instruments.</p>
<p>Parent and Family Engagement</p>	 <p>Moderate Evidence</p>	<p>Communicating with Families: <i>Tools of the Mind</i>® provides information to share with families about the curriculum's learning experiences. The “Parent Resource” section of the eTools website includes a “Back to School Night” PowerPoint presentation about core curriculum activities. It also contains a detailed brochure explaining the curriculum's philosophy, goals, and ways parents can effectively support their children's continued development of self-regulation skills at home. In addition, it offers newsletters to be sent home at the beginning and mid-point of each month that describe the curriculum's learning experiences, including lists of books and “fingerplays” children experienced in class. Each parent resource is provided in both English and Spanish. However, the curriculum provides minimal guidance about the importance of two-way communication with families, how to communicate with families in culturally and linguistically responsive ways, and how to share information with parents and families about their child's development.</p>

		<p>Engaging Families: The curriculum provides specific guidance on how to engage parents and families in children's learning and development. Each parent newsletter, available in English and Spanish, includes a list of “Extensions at Home” with simple activities parents and children can do together (e.g., “Help someone at home make a recipe in the kitchen.”). A “Need Your Help!” section at the bottom of each newsletter asks for specific prop materials (e.g., empty food containers). In addition, eTools offers “Let's Pretend” books in English and Spanish to help parents support the development of children's make-believe play skills at home. However, there is no guidance for teachers to invite families to become involved in the classroom environment and activities, nor is there consideration on how to engage culturally diverse families or families that speak languages other than Spanish or English.</p>
<p>Professional Development and Materials to Support Implementation</p>	<p> Full Evidence</p>	<p>Professional Development: <i>Tools of the Mind</i>® provides a comprehensive system of training and support. Initial training includes four “CORE” trainings workshops for a fee. The first is offered in person, over two days, prior to the start of the school year. Each of the remaining three sequential workshops is a one-day session, delivered in person or virtually, in fall, winter, and spring of the first year. In addition, the curriculum offers varied opportunities for ongoing professional development on a range of topics through webinars, “PreK Beyond the Core” workshops, and online modules. <i>Tools of the Mind</i>® also offers customized training for programs and individualized coaching sessions.</p> <p>Curriculum Materials to Support Implementation: <i>Tools of the Mind</i>® provides a comprehensive set of materials to support implementation. The <i>Tools of the Mind</i>®: <i>Introduction, Background, and Theory; Pre-K Manual, 7th Edition (Introductory Manual)</i> includes a rich overview of the background, theory, and key elements of the curriculum. The primary <i>Training Manual</i> offers detailed information about each of the curriculum's activities, including materials and set-up, steps for implementing each activity, and detailed guidance for teachers about engaging and supporting children during the activity (“Flow and Process”). The <i>Additional Scaffolds Appendix Manual</i> describes strategies for supporting specific learning needs (e.g., developmental delays, self-regulation supports, fine motor supports) and for supporting children who are DLLs. iScaffold, available to curriculum users through the publisher website or app, is a multimedia teaching tool that provides a range of assistance on demand (e.g., learning experiences, learning trajectories, scaffolding ideas). In addition, the <i>Pre-K Assessment</i> appendix provides assessment instruments to identify baselines, document children's development over time, and identify areas of individual need to target scaffolding and intentionally plan instruction.</p>

		<ul style="list-style-type: none"> • Fidelity Tool: The curriculum offers Teacher Self-Reflection forms, which can be used to assess fidelity of implementation. The forms provide detailed checklists with key elements for each set of activities in the curriculum (e.g., Opening Group, Make-Believe Play, Literacy Time Block, Story Lab, and Math/Science Small Group Time Block). Teachers can use this tool independently to reflect on their own implementation of activities, or collaboratively with a coach to identify areas of support.
<p>Learning Experiences and Interactions</p>	<p> Full Evidence</p>	<p>Active Exploration: <i>Tools of the Mind</i>® provides daily opportunities for children to engage in open-ended, hands-on explorations. The classroom is set up with six interest areas (e.g., science, sensory, blocks, manipulatives), each equipped with sensory materials as well as more complex materials related to the Make-Believe Play theme of the month. Every morning, children freely choose to play at any of these centers. Additionally, the daily schedule includes a time specifically for “Make-Believe Play Center,” which offers more opportunities for free explorations during the day. Although the children use some center materials in more structured ways (e.g., according to scenarios related to the theme), children can suggest their roles and scripts and manipulate objects to create play scenarios. Other daily small group activities such as Puzzles, Manipulatives, and Blocks, provide children with opportunities to explore objects, build, and create with different materials (e.g., blocks, playdough, lacing, pegs, nuts, and bolts).</p> <p>Interactions That Extend Children's Learning: Throughout all learning activities and in its introductory materials, <i>Tools of the Mind</i>® provides specific guidance on how to extend children's play, exploration, and communication. Built on the theoretical foundation of social learning and providing experiences and support within the child's individual ZPD, the curriculum guides teachers to actively scaffold children's learning by providing prompts, hints, and gestural signs and by using “Mediator Cards” with visual reminders of the task in hand. For example, in Story Lab activities, teachers use mediator cards with open-ended questions or other prompts to scaffold children's self-regulation and to expand children's thinking and communication about the book (e.g., “What was your favorite part?” “You can make connections between this book and something that happened to you.”).</p>

		<p>Individualization: The curriculum provides specific guidance embedded throughout curriculum materials on how to ensure learning experiences are appropriate and accessible for all children. Each activity's lesson plan includes a section titled “Zooming in on the ZPD” which includes specific tips and strategies to help children who need extra support and for children who are DLLs. For each activity, the <i>Additional Scaffolds Appendix Manual</i> also provides specific accommodations and modifications to meet the needs of children with different needs (e.g., a child who has difficulty with expressive language, participating, or following directions) and a special section with guidance for supporting children who are DLLs.</p>
<p>Learning Environments and Routines</p>	<p> Moderate Evidence</p>	<p>Environment: The <i>Tools of the Mind® Training Manual</i> and online environment module accessed through eTools provide specific guidance on how to design an engaging environment that promotes learning and development across domains. Guidance focuses primarily on setting up the furniture and materials in the six indoor learning centers: Literacy, Housekeeping/Dramatic Play, Science/Sensory, Blocks, Art/Fine Motor, Math/Manipulatives/Table Toys. For each activity, a section called “Structure of this Activity” includes information about the materials and classroom setup. Throughout the materials, photographs show the different ways the space is organized and how children can be oriented to the materials. The curriculum provides some advice on how to include the child's home language into the physical environment, but there is no guidance for including children's culture or for making the environment accessible for children with disabilities or other special needs. In addition, the curriculum lacks direction on setting up the outdoor environment.</p> <p>Learning Materials: <i>Tools of the Mind®</i> provides specific descriptions of materials needed for each activity in “Structure of this Activity.” The materials are developmentally appropriate, open-ended, and support children's play and exploration. For example, materials to support Make-Believe Play include props and books related to the play theme, as well as pictures of real-life roles and actions. Materials are rotated monthly as new Make-Believe Play themes are introduced. The curriculum provides learning materials, such as games and cards, that are used as “mediators” to support focused engagement during activities (e.g., a card with a picture of an “ear” to mean the child is the listener of a story). All materials are presented in English and Spanish. However, there is no specific guidance on selecting materials that authentically represent children's cultures or adapting materials to make them accessible for children with disabilities, suspected delays, or other special needs.</p>

		<p>Schedule and Routines: <i>Tools of the Mind</i>® provides a specific daily schedule with a detailed description of the activities in each time block, including Free Choice/Mystery Game, Opening Group, Make-Believe Play Center Block, Literacy Activities, Outside/Play, and Math/Science Activities. The daily schedule is consistent and alternates large- and small group activities with individual choice and active, child-initiated play. The activities have the same name and structure across the year (e.g., Share the News, Scaffolded Writing, Story Lab), but the theme changes and the level of complexity and cognitive demand increases as the year progresses. Teachers are encouraged to discuss with their coach and curriculum trainer how to tailor the schedule to meet the needs and constraints of the program, but no further support is provided. There is guidance on how specific routine activities may need to be adjusted based on individual children's needs.</p>
<p>Cultural Responsiveness</p>	<p> Minimal Evidence</p>	<p>Interactions: The curriculum does not offer guidance on how to engage in culturally responsive interactions with children and families (e.g., learning about the families' expectations, practices, and routines within their family and culture). In one activity (Story Lab on Character Empathy), the curriculum refers to cultural differences, pointing out that different cultures express and interpret emotions in different ways. However, the curriculum does not discuss culturally responsive ways of interacting with diverse children and families.</p> <p>Learning Experiences: The curriculum discusses the importance of showing respect for all cultures and all languages in the classroom. In the section “Specific Additional Scaffolds for Dual Language Learners,” the curriculum encourages teachers of children who are DLLs to create themes that support children's cultures and language use and to make sure that children's home cultures are naturally represented throughout the day. A “tourist approach” (e.g., having a special celebration related to culture occasionally) is to be avoided. For Make-Believe Play, the curriculum encourages teachers to incorporate scenarios that represent the children's cultures. However, the curriculum provides minimal guidance on how to provide or adapt learning experiences that build on the families' traditions, cultures, and values.</p>

		<p>Learning Environment: The curriculum provides minimal guidance on how to select and use learning materials that reflect cultural diversity. The section “Specific Additional Scaffolds for Dual Language Learners” encourages teachers to choose books that celebrate the children's backgrounds and to make sure that children's home cultures are represented throughout the day “in a natural way.” Curriculum materials, such as “Daily Schedule Cards” and “Story Lab Mediator Cards,” include images that reflect children and families from diverse cultures and ethnicities. Similarly, the “Let's Pretend” e-books depict community helpers, family members, and other adults of many ethnicities. However, the curriculum lacks guidance on how to use learning materials that represent the cultures and the ethnicities of the children and families in the program.</p>
<p>Linguistic Responsiveness</p>	<p> Full Evidence</p>	<p>Scaffolding Strategies: <i>Tools of the Mind</i> provides specific guidance embedded throughout curriculum materials on how to scaffold the development and learning of children who are DLLs. Each lesson plan includes a section titled “Zooming in on the ZPD” with some specific tips and strategies to support children who are DLLs (e.g., repeat the same fingerplay several times a day; encourage children to use just gestures at first). In addition, the <i>Additional Scaffolds Appendix Manual</i> offers activity-specific suggested scaffolds for DLLs. This volume also provides the “Tools Teacher Phrasebook.” It includes a list of phrases teachers can learn in children's home language (phrases in Spanish are provided) to facilitate communication and allow children to understand routines and directions for critical classroom activities. It is also important to note that strategies such as mediator cards, visuals, and gestures are used with all children as part of the curriculum's learning activities and routines, and provide ongoing supports to DLLs.</p> <p>Home and Tribal Languages: <i>Tools of the Mind</i>® provides specific guidance embedded throughout curriculum materials on how to authentically incorporate children's home languages into the learning environment. The “Zooming in on the ZPD” sections include prompts describing how to incorporate children's home language (e.g., teach a fingerplay in children's home language; speak the child's home language, if you know how, when playing the game; have the rules translated to the child's home language; read the book in English and in the child's home language, if possible). During Make-Believe Play, children are encouraged to have conversations in whichever language they feel comfortable using. The <i>Additional Scaffolds Appendix Manual</i> emphasizes the importance of incorporating the child's home language into classroom communications and activities. It provides the “Tools Teacher Phrasebook” with useful classroom phrases that teachers are encouraged to learn in the child's home language (phrases in Spanish are provided) and use, when possible. Finally, the curriculum materials (e.g., mediator cards, rules of the classroom) are translated into Spanish. Tribal languages are not addressed.</p>

<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	 <p>Moderate Evidence</p>	<p>Teaching Practices and Interventions: The curriculum's approach is that teachers should make accommodations for children with special needs, suspected delays, or other special needs within every activity, as necessary, without making modifications that alter the purpose of the activity. Accommodations are based on children's responses to supports and scaffolds provided by the learning environment in relationship to the child's ZPD. The <i>Additional Scaffolds Appendix Manual</i> provides overview information on scaffolding for individual children with special needs, including children with significant developmental delays, behavior problems (self-regulation), and children who need more fine motor supports. This volume also provides “Additional Teacher Scaffolds,” specific supports for children with a variety of needs related to each activity in the curriculum. For example, in the activity “Share the News,” there are scaffolds for a child who has difficulty with expressive language and for a child who has difficulty remembering the steps in the activity.</p> <p>Learning Environment: The <i>Introductory Manual</i> discusses “Accommodations Made Within the Classroom,” but provides minimal guidance on how to modify the physical environment. The curriculum mentions briefly that “the nature of a child's disability might mean accommodations that require changes be made in the design of the entire classroom or in the design of specific activities” and that such accommodations should be discussed among special education staff and the classroom teacher. A few strategies in the <i>Additional Scaffolds Appendix Manual</i> include suggestions for adapting materials (e.g., for a child who has a visual impairment, provide objects that have texture to sort so the child can use both touch and vision).</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	 <p>Moderate Evidence</p>	<p>Individualization Based on Interests: <i>Tools of the Mind</i>® provides children with daily opportunities to play in classroom centers of their choice (e.g., Free Choice, Mystery Game Block) and to choose their activities and materials. Children also engage daily in Make-Believe Play. As the year progresses, teachers are instructed to choose play themes that follow children's interests and reflect the community in which the children live. Children invent new actions and scenarios, play different roles, use their imagination to invent props, and expand play themes based on their interests. However, other activities in the curriculum are pre-planned (e.g., Story Lab activities, Math and Science activities), and there is no guidance in on how to plan learning experiences based on the interests of individual children.</p>

		<p>Individualization Based on Strengths and Needs: The curriculum offers specific guidance embedded throughout its materials on how to make learning experiences responsive to individual children's strengths and needs. All activities are designed so that children at different levels of development can participate and learn. Within each activity, “Zooming in on the ZPD” provides scaffolds to support children who need extra support. Each activity also includes “Up the Challenge,” providing ideas for making the activity more challenging, either by making it more difficult cognitively or by increasing self-regulation demands on children.</p>
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World of Wonders

Curriculum Description

World of Wonders provides developmentally appropriate instruction for early learners, ages 3 to 5. It includes cross-curricular activities in early literacy, social and emotional development, science, social studies, math, and music and movement. The curriculum establishes classroom routines, addresses the needs of all learners through differentiated instructional pathways, and integrates children's interests into thoughtfully designed lesson structures.

Website: <https://www.mheducation.com/prek-12/program/microsites/MKTSP-BGA07M0/world-of-wonders.html>

Last updated January 29, 2020

Summary of Curriculum Review

- Promotes research-based teaching practices in all Head Start Early Learning Outcomes Framework (ELOF) domains, especially Language and Communication, Literacy, Scientific Reasoning, and Perceptual, Motor, and Physical Development
- Provides a sequence of learning experiences that progressively builds children's knowledge and skills in most ELOF domains, except for some components of Mathematics Development and Perceptual, Motor, and Physical Development
- Fully aligns with the ELOF domains and sub-domains
- Specifies developmentally appropriate learning goals, including goals for 3- and 4-year-olds; extension goals for advanced learners; and goals for children acquiring English
- Includes specific prompts and open-ended questions to extend children's learning throughout activities
- Includes a range of strategies and resources to support parent and family engagement
- Provides specific guidance on how to support the development and learning of children who are dual language learners (DLLs)
- Provides specific guidance on how to individualize based on children's strengths and needs
- Offers comprehensive standardized training and materials to support implementation
- Provides specific guidance on how to establish well-organized, engaging indoor and outdoor environments
- Promotes ongoing observation of children's learning, but lacks information on reliability and validity for assessment instruments provided by the curriculum
- Provides general adaptations for children with disabilities, suspected delays, or other special needs, but lacks guidance related to specific activities within the curriculum
- Provides some guidance on how to integrate children's and families' cultures into the learning environment and learning experiences, but lacks specific guidance on how to modify learning experiences to build on children's cultures

<p>Cost of Curriculum</p> <p><i>World of Wonders</i> Comprehensive Package (English Edition): \$3,277.17 for a 6-year subscription</p> <p>Cost of Professional Development</p> <p>Costs for on-site and online professional development are not publicly available on the publisher's website.</p> <p>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Availability in Other Languages</p> <p><i>World of Wonders</i> Comprehensive Package (Spanish Edition): \$3,660.12 for a 6-year subscription</p>	<p>Target Age</p> <p>Center-based preschool programs for children 3–5 years old</p>
<p>Curriculum Materials Reviewed by Raters</p> <p>All materials from <i>World of Wonders</i> were purchased and reviewed in 2019. These materials included:</p> <ul style="list-style-type: none"> ● <i>Language and Literacy Flip Chart</i> ● <i>Social–Emotional Flip Chart</i> ● <i>Assessment Flip Chart</i> ● <i>Assessment Handbook</i> ● Teacher's Edition: <ul style="list-style-type: none"> ○ Unit 1: Who We Are ○ Unit 2: Making Friends ○ Unit 3: Families ○ Unit 4: Food ○ Unit 5: Our Neighborhood ○ Unit 6: Transportation ○ Unit 7: Animals ○ Unit 8: Nature ○ Unit 9: Ready for Kindergarten ○ Teacher's Choice: “My Favorite Themes” Mini-lessons ● School-to-home letters ● eBooks ● Professional development online resources ● Professional development environment (Quick-Start Course and modules) ● Home School Connections Fingerplays Units 1–10 ● <i>Teachers Resource Book Units 1–10</i> ● <i>Welcome to the World of Wonders</i> ● <i>World of Wonders: Pattern Books and Little Readers Concepts and Skills Coverage</i> ● <i>ELOF: Correlation World of Wonders</i> ● Photo Cards ● Oral Language Cards ● Alphabet Cards ● Letter Cards ● Concept Cards ● Pre-K Foundations for Common Core Correlations ● Scope and Sequence 		

What Do the Ratings Mean?

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

Evidence Base for Child Outcomes	 No Evidence	At the time of this review, there are no available published research studies on <i>World of Wonders</i> . Research investigating the curriculum is needed in order to establish evidence on children's learning outcomes. The publisher is currently conducting a study to measure the impact of <i>World of Wonders</i> on children's learning and development.
Research-Based Curriculum	 Full Evidence	<p>Approaches to Learning: <i>World of Wonders</i> consistently promotes research-based teaching practices to support children's approaches to learning, including the development of executive function skills, emotional regulation, and problem-solving skills. Weekly tips embedded in the curriculum materials provide information on how to support children in sustaining attention and persisting in tasks. The curriculum also provides guidance on classroom organization, including suggestions for setting up learning centers and specific activities for teachers to incorporate during transitions (e.g., sign language, singing songs).</p> <p>Social and Emotional Development: The curriculum consistently promotes practices to support social and emotional development. It provides strategies for establishing an emotionally supportive environment (e.g., managing feelings, using positive, respectful communication). Learning experiences in the units are intentionally sequenced and cover a range of topics, such as determining classroom social guidelines, discussing empathy, and problem-solving. In addition, flip-chart images and role-play experiences help teachers intentionally foster children's social and emotional development. However, the curriculum provides limited guidance on how to build secure, trusting teacher-child relationships and how to embed culturally and linguistically responsive practices into social and emotional learning.</p>

Language and Communication: The curriculum consistently supports research-based practices that facilitate language and communication skills. *World of Wonders* supports vocabulary development and the use of complex language through group discussions, embedded *Purposeful Play Prompts* to extend conversations, and visuals, games, and child-friendly explanations of new vocabulary. The curriculum's learning experiences are grounded in rich and developmentally appropriate content that relates to the units of study and builds on children's existing knowledge (e.g., making friends, neighborhoods, nature, food). In addition, the *Phonological Awareness* lessons provide in-class learning experiences, while "Finger Play" exercises support children's development of phonological awareness at home.

Literacy: The curriculum consistently supports research-based teaching practices to support children's literacy knowledge and skills. The daily activities contain many varied opportunities to make and use print (e.g., creating thank you notes), engage in active read-aloud experiences, and develop critical literacy skills. *World of Wonders* supports children's acquisition of alphabet knowledge in meaningful contexts, such as in learning centers and movement activities. Children also have opportunities to participate in emergent writing experiences (e.g., teachers model pre-writing techniques and appropriate pencil grip). The curriculum's learning experiences also build on children's existing knowledge (e.g., discussion of environmental print, such as EXIT and bathroom signs).

Mathematics Development: *World of Wonders* consistently promotes research-based practices to support children's mathematics learning. It provides a variety of planned math learning experiences in whole- and small-group formats, and in *Math and Manipulatives* learning centers. In addition, *Daily Math Talk* sections are incorporated into lessons to introduce children to the language of mathematics. The curriculum promotes conceptual understanding through the use of manipulatives (e.g., putting together shapes to create new shapes). Unlike for the other domains, the curriculum does not provide any differentiation between 3- and 4-year-old age groups and for DLLs. Some of the math activities appear to be at a higher level than what one would expect for 3-year-olds (e.g., asking children to say the next number in a sequence when lining up).

		<p>Scientific Reasoning: The curriculum consistently supports research-based practices for children to observe, inquire, and participate in science learning. It nurtures children's curiosity through hands-on, inquiry-based explorations (e.g., experiments with simple machines; exploration of soil, sand, and rocks). To foster the development of important inquiry skills, the curriculum provides science-related flip-chart images and teacher-prompted questions within the learning experiences (e.g., "What makes the toys move? What could you build or use so that it moved on its own?"). Children are given opportunities to explore concepts in depth through multiple related activities (e.g., revisiting the growth cycle of plants).</p> <p>Perceptual, Motor, and Physical Development: The curriculum consistently promotes research-based practices to support children's perceptual, motor, and physical development. <i>World of Wonders</i> discusses indoor and outdoor learning environments in the "Outdoor & Indoor Play" and "Let's Move" text boxes, as well as in the <i>Music and Movement</i> lessons. For example, the curriculum promotes body awareness through songs and transitional movements that include body part vocabulary. It also promotes spatial awareness through obstacle courses and cooperative games. Supports for hand-washing and knowledge related to healthy food consumption are provided in the "Health and Safety" text boxes. In addition, the curriculum supports fine motor development with the inclusion of shapes, puzzles, and mini-projects that require children to use small utensils, such as creating a hole punch.</p>
<p>Scope and Sequence</p>	<p> Moderate Evidence</p>	<p>Scope: <i>World of Wonders</i> identifies six content areas: Social-Emotional Development, Literacy (including Alphabet Time and Book Time), Science and Social Studies, Math, and Music and Movement. The units include daily lessons and learning activities to support children's development in these domains.</p> <p>Sequence: The curriculum materials provide a developmental sequence of learning experiences in most ELOF domains, including Approaches to Learning, Social and Emotional Development, Language and Communication, Mathematics Development, and Scientific Reasoning. However, for some aspects of Perceptual, Physical, and Motor Development, it is unclear how the sequences of learning experiences gradually build children's knowledge and skills as children move through the developmental progressions. In addition, the learning goals and objectives within the Scientific Reasoning and Literacy domains do not consistently follow a developmentally appropriate sequence.</p>

<p>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</p>	<p> Full Evidence</p>	<p>Alignment with the ELOF: A thorough review of all curriculum materials in relation to the ELOF domains and sub-domains indicates that <i>World of Wonders</i> is fully aligned with the ELOF. The learning experiences and centers described in the units provide opportunities for children to develop skills in each of the ELOF domains and sub-domains.</p>
<p>Learning Goals for Children</p>	<p> Full Evidence</p>	<p>Learning Goals: The curriculum specifies learning objectives that are fully embedded within the curriculum. A majority of these learning goals are measurable and developmentally appropriate, and specific learning experiences are designed to support each objective. The curriculum provides learning objectives and experiences for 4-year-olds, and a parallel set of objectives and learning experiences modified for learners of different abilities. Objectives and learning experiences provide scaffolded lessons for 3-year-olds and those in need of extra support; extension activities focused on kindergarten standards for advanced learners; and suggestions and pre-teaching strategies for children acquiring English.</p>
<p>Ongoing Child Assessment</p>	<p> Moderate Evidence</p>	<p>Ongoing Observation and Documentation: The curriculum describes a process for observing and documenting children's development in the <i>Assessment Handbook</i>. To support this process, the curriculum includes weekly reminders to use <i>Observation Checklists</i> and <i>Daily Observation Forms</i> to monitor children's progress. The curriculum also promotes the use of varied tools to record and observe children's learning, such as photos, notes, and work samples in a portfolio.</p> <p>Standardized and Structured Assessment Instruments: <i>World of Wonders</i> provides guidance on using structured assessment instruments to regularly assess children's developmental progress. In the <i>Assessment Flip Book</i>, some measures include counting, comparing and ordering numbers, walking in a straight line, and phonological awareness. The curriculum does not discuss reliability and validity information for the assessments presented. The curriculum suggests that assessment should "take into account the diversity of children's experiences, language, and cultural backgrounds." However, although some of the assessments are translated into Spanish, there does not appear to be other information on how the included assessments are culturally, linguistically, and individually appropriate.</p>

<p>Parent and Family Engagement</p>	<p> Moderate Evidence</p>	<p>Communicating with Families: The <i>Welcome to the Wonders</i> section within the units describe the importance of ongoing, positive communication with parents and families. The curriculum provides <i>Family Unit Letters</i> in several languages (e.g., Spanish, Chinese, Haitian), which include "Ideas for Busy Families" with thematic activities that are organized around key times of the day (e.g., car activities, cooking activities). In addition, unit finger plays are sent home to build children's literacy and phonological awareness skills. Some bidirectional communication incorporates prompts that ask family members to share information on their cultures or traditions. This may include asking families to send in photos of their children cooking so teachers can use the photos as a basis for oral language and writing activities. However, the curriculum does not provide guidance for how to communicate in culturally responsive ways.</p> <p>Engaging Families: The curriculum provides specific guidance on how to engage parents and families in their children's development and learning. The <i>Home-School Connection</i> pages within each unit offer multiple ways to engage families in experiences that are linked to their children's learning in school. For example, the curriculum provides a list of theme-related books for families to find in libraries. It also recommends setting up a game lending library so children have the opportunity to check out their favorite classroom games (e.g., puzzles) and play them at home with family members. In addition, <i>Theme Projects</i> often promote family visits to the classroom so parents can join activities and observe their child's learning. Although a range of materials are used to engage families, guidance on engaging families who speak languages other than English and families from diverse cultures is limited.</p>
<p>Professional Development and Materials to Support Implementation</p>	<p> Full Evidence</p>	<p>Professional Development: The curriculum provides comprehensive standardized training to support <i>World of Wonders</i> implementation. There is a large selection of professional development videos, which are limited in duration but address a wide range of initial and ongoing training through coaching and classroom videos, digital resources, and administrator support. The publisher provides a range of customizable professional training options, such as program implementation training for teachers, support staff, and administrators. These trainings are designed to meet teacher and program needs.</p> <p>Curriculum Materials to Support Implementation: Embedded throughout the curriculum is a comprehensive, systematic set of user-friendly materials to facilitate understanding and implementation of the curriculum. Curriculum support includes schedules for full- and half-day programs, differentiated instructional pathways, weekly planning outlines with classroom materials, and family newsletters.</p>

		<ul style="list-style-type: none"> • Fidelity Tool: <i>World of Wonders</i> provides the Classroom Observation Tool with specific guidance for observing five components: classroom environment, classroom management, teaching and learning, interactions with families, and professionalism and growth.
<p>Learning Experiences and Interactions</p>	<p> Full Evidence</p>	<p>Active Exploration: <i>World of Wonders</i> provides ample opportunities for children to actively engage in open-ended, hands-on exploration. For example, the learning centers are designed for "purposeful play," where children freely manipulate objects and investigate concepts related to the units of study (e.g., art activities, science center experiences). A majority of learning centers are open-ended and child-initiated with few rules dictating how children should navigate these experiences within their classrooms.</p> <p>Interactions that Extend Children's Learning: The curriculum provides guidance on how to engage in interactions that extend children's thinking and learning. <i>Purposeful Play Prompts</i> include specific questions to promote communication and thinking (e.g., "Which melted faster? Why?"; "How do you know it is a living thing?"). In addition, probing questions in the "Time to Talk" text boxes often connect learning experiences to children's personal lives and previous experiences.</p> <p>Individualization: The curriculum provides specific guidance embedded throughout curriculum materials for how to ensure learning experiences are relevant, accessible, and appropriate for all children. Many of the structured activities include text boxes that discuss specific considerations for children who are DLLs and those with special needs, such as utilizing concept or oral language cards. Differentiated learning experiences for younger and advanced learners introduce specific learning strategies to scaffold (e.g., three-column charts, sentence frames) and extend (e.g., additional probing questions, extending the pattern or counting sequence) learning experiences.</p>
<p>Learning Environments and Routines</p>	<p> Moderate Evidence</p>	<p>Environment: <i>World of Wonders</i> provides specific guidance for how to design a well-organized, engaging indoor environment that promotes active exploration and supports development in the ELOF domains. It includes specific guidance on how to set up centers, calendars, and circle time areas. Guidance for outdoor play recommends offering many portable play options, such as balls, jump ropes, bubbles, bean bags, and sidewalk chalk. In addition, the "Adaptations for Children with Special Needs" text boxes provide specific strategies and suggestions to support children with differing abilities. However, fewer supports are provided for how to adjust the environment to reflect children's unique cultural and linguistic backgrounds.</p>

		<p>Learning Materials: The curriculum suggests specific developmentally appropriate learning materials that foster open-ended exploration and inquiry. The units outline all included materials and suggest materials for learning centers and experiences. The curriculum provides support on how to adjust learning materials to meet the needs of children with various disabilities or suspected delays (e.g., special crayons or pencils, visual reminders, e-books). The curriculum also invites families to bring in materials that are representative of their children's cultures. However, overall there is limited guidance on providing learning materials that represent the unique cultures and home languages of children and families.</p> <p>Schedule and Routines: The curriculum provides specific guidance on how to establish a daily schedule and developmentally appropriate routines. The <i>Welcome to the World of Wonders</i> guide provides information on how to set up learning centers and establish routines. Learning experiences embedded within the social and emotional lessons provide support on classroom expectations, hand-washing, clean-up, and mealtime. However, the curriculum provides limited guidance on how schedules and routines can be adjusted based on individual children's needs and backgrounds.</p>
<p>Cultural Responsiveness</p>	<p> Moderate Evidence</p>	<p>Interactions: The curriculum provides some general guidance on how to engage with families in culturally responsive ways. The <i>Welcome to the World of Wonders</i> guide and professional development materials describe the importance of culturally responsive interactions and provide suggestions for inviting family and community members into the classroom. However, the curriculum lacks specific guidance on how teachers should engage families from diverse backgrounds.</p> <p>Learning Experiences: <i>World of Wonders</i> provides some specific guidance for how to offer learning experiences that build on families' cultures, values, and beliefs. Some <i>Theme Projects</i> and <i>Family and Community Home-School Connections</i> pages encourage family members to share cultural practices and traditions. For example, the curriculum invites children's family members to bring a food dish that is special to their cultural heritage or family traditions. The curriculum also asks families to send in copies of photos of their children at family gatherings or celebrations to provide information about their family's culture. Systematic guidance on how to modify learning experiences to authentically build on children's cultures is limited.</p>

		<p>Learning Environment: The curriculum provides some specific learning materials that authentically represent the cultures and ethnicities of children and families. For example, the curriculum encourages the sharing of cultural objects from the children's homes and includes diverse book selections. In addition, concept cards portray foods, instruments, holidays, and types of homes from around the world. However, guidance on how to select learning materials that represent the cultures and ethnicities of children and families in the program is limited, and is not systematically included across all units.</p>
<p>Linguistic Responsiveness</p>	<p> Full Evidence</p>	<p>Scaffolding Strategies: The curriculum provides specific guidance on how to scaffold development and learning for children who are DLLs throughout its units. <i>World of Wonders</i> includes scaffolding strategies embedded within the "English Learners" text boxes (e.g., concept cards, sentence frames). Specific strategies recommended for children who are DLLs include previewing a book, utilizing visuals to support children's language acquisition, and using gestures and simple questions for children to respond to.</p> <p>Home and Tribal Languages: The curriculum provides specific, embedded guidance on how to authentically incorporate children's home and tribal languages into learning experiences. The <i>Welcome to the World of Wonders</i> guide briefly states the importance of using home languages and suggests that teachers should make children's home languages and bilingual experiences visible in the classroom. In addition, the curriculum includes prompts for teachers to ask children to respond both in English and in their native languages. Some curriculum materials are translated into languages other than English, and sign language is incorporated during classroom practices (e.g., listening, bathroom).</p>
<p>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</p>	<p> Moderate Evidence</p>	<p>Teaching Practices and Interventions: <i>World of Wonders</i> provides embedded guidance throughout the curriculum materials to support the development of children with disabilities, suspected delays, and other special needs. The "Adaptations for Children with Special Needs" text boxes provide support for children with varying special needs (e.g., language delays, physical, vision impairments, the autism spectrum). However, the same specific strategies are repeated across the units for everyday classroom experiences (e.g., circle time, learning song movements). Adaptations are not tailored to specific activities within the different domains, but provide general guidance (e.g., quiet praise for appropriate behavior, modeling turn-taking).</p>

		<p>Learning Environment: The curriculum provides guidance to ensure the physical environment and learning materials are accessible to children with disabilities, suspected delays, and other special needs. The <i>Welcome to Wonders of the World</i> guide discusses the importance of facilitating learning opportunities to ensure children with disabilities can access the learning experiences. In addition, the "Adaptations for Children with Special Needs" text boxes provide examples of modifications for learning materials to meet individual needs (e.g., visual reminders, Velcro to stabilize puzzle pieces). Similar to the teaching practices, suggestions for adaptations to the learning environment are general and not specific to the learning experiences presented throughout the curriculum.</p>
<p>Individualization Based on Interests, Strengths, and Needs</p>	<p> Full Evidence</p>	<p>Individualization Based on Interests: <i>World of Wonders</i> offers guidance on how to plan learning experiences that build on individual children's interests. Within the learning experiences themselves, teachers are prompted to learn from children if they have prior experiences with the topic. In addition, the curriculum includes templates for teachers to create their own mini-units based on children's interests. Teachers are also invited to think about other thematic projects or about a center based on children's interest.</p> <p>Individualization Based on Strengths and Needs: The curriculum provides specific, embedded guidance that is responsive to individual children's strengths and needs. The differentiated text boxes modify the learning experiences for younger children and include additional support (e.g., tracing letters, giving time for experimentation with pencil grasp and body position). In addition, some of the descriptions within the learning experiences and centers include prompts to challenge children who have mastered a basic skill set (e.g., prompting children to retell key story events to a partner and share personal responses).</p>