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# **Great Start Readiness Program (GSRP) Preschool Curriculum Model Evaluation Rubric**

September 2018

**Title of Curriculum Model:**

**Author of Curriculum Model:**

**Publisher of Curriculum Model:**

**Copyright Date:**

**Revision Date and Edition, If Applicable:**

**Identify states that have approved this curriculum for use in state-funded preschool. Check all that apply.**

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

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**Identify Michigan Head Start grantees that have approved this curriculum for use. Check all that apply.**

- |                                                                                           |                                                                                                     |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Adrian Public Schools Head Start                                 | <input type="checkbox"/> Macomb Community Action                                                    |
| <input type="checkbox"/> Alger Marquette Community Action Board                           | <input type="checkbox"/> Matrix Human Services                                                      |
| <input type="checkbox"/> Community Action of Allegan                                      | <input type="checkbox"/> Menominee-Delta-Schoolcraft Community Action Agency                        |
| <input type="checkbox"/> BHK Child Development Board, Inc.                                | <input type="checkbox"/> Metropolitan Children and Youth Inc. United Children and Family Head Start |
| <input type="checkbox"/> Blue Water Community Action                                      | <input type="checkbox"/> Michigan Family Resources                                                  |
| <input type="checkbox"/> Branch Intermediate School District, ISD, Head Start             | <input type="checkbox"/> Monroe County ISD                                                          |
| <input type="checkbox"/> Capital Area Community Services                                  | <input type="checkbox"/> Muskegon Area ISD                                                          |
| <input type="checkbox"/> Child Development Services                                       | <input type="checkbox"/> New St. Paul Tabernacle Church of God in Christ                            |
| <input type="checkbox"/> Chippewa Luce Mackinac Community Action Human Resource Authority | <input type="checkbox"/> Northeast Michigan Community Service Agency                                |
| <input type="checkbox"/> Community Action Agency                                          | <input type="checkbox"/> Oakland Livingston Human Service Agency                                    |
| <input type="checkbox"/> Community Action Agency of South Central Michigan                | <input type="checkbox"/> Renaissance Head Start                                                     |
| <input type="checkbox"/> Dickinson Iron ISD Head Start                                    | <input type="checkbox"/> Saginaw Intermediate School District                                       |
| <input type="checkbox"/> EightCAP, Inc.                                                   | <input type="checkbox"/> Sault Tribe Head Start and Early Head Start                                |
| <input type="checkbox"/> FiveCAP, Inc.                                                    | <input type="checkbox"/> Southfield Public Schools Bussey Center for Early Childhood                |
| <input type="checkbox"/> Genesee County Community Action Resource Department              | <input type="checkbox"/> Starfish Family Services                                                   |
| <input type="checkbox"/> Genesee ISD                                                      | <input type="checkbox"/> Tri-county Council for Child Development                                   |
| <input type="checkbox"/> Gogebic-Ontonagon Community Action Agency Head Start             | <input type="checkbox"/> Washtenaw ISD                                                              |
| <input type="checkbox"/> Grand Traverse Band of Ottawa and Chippewa Indians               | <input type="checkbox"/> Wayne County Health & Family Services                                      |
| <input type="checkbox"/> Inter-Tribal Council of Michigan Head Start                      | <input type="checkbox"/> Wayne Metro Community Action Agency                                        |
| <input type="checkbox"/> Kalamazoo Regional Educational Service Agency                    | <input type="checkbox"/> The Guidance Center                                                        |
| <input type="checkbox"/> Livingston Educational Service Agency Head Start                 |                                                                                                     |

## Instructions

In the right-hand column, curriculum vendors must list the specific locations of content within their product. The left-hand column shows the criteria with which the content items must align.

### I. Valid Research

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

<b>A-1. The curriculum model is based on theory and a knowledge base that reflects a philosophical orientation.</b>	<b>Curriculum Source: Report Specific Location of Content Within Product</b>
<p><b>7</b>—A clear, detailed description of how the curriculum model is grounded in theory is present in all written materials.</p> <p><b>5</b>—A clear description of how the curriculum model is grounded in theory is present.</p> <p><b>3</b>—A statement that the curriculum model is based on theory is present, but no further information is given.</p> <p><b>1</b>—Theory is not addressed in the curriculum model.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>A-2. The curriculum model is supported by child development research.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—A clear and detailed description of how the curriculum model is supported by current child development research is present. An extensive bibliography, possibly annotated, is also provided.</p> <p><b>5</b>—General descriptions of how the curriculum model is supported by child development research and a bibliography of supporting research are present.</p> <p><b>3</b>—A statement that the curriculum model is supported by child development research is present, but no written explanation of how the research supports the curriculum model is provided. A bibliography of sources may or may not be present.</p> <p><b>1</b>—No statement connecting the curriculum model to child development research is present. A bibliography may or may not be present.</p> <p><b>INP</b>—Information not provided.</p>	

## II. Evaluation Results

### B. Valid evaluation studies have been conducted to evaluate the effectiveness of the curriculum model on child outcomes.

<b>B-1. The curriculum model has been evaluated to demonstrate its effects on development in approaches to learning.</b>	<b>Curriculum Source: Report Specific Location of Content Within Product</b>
<p><b>7</b>—Two or more evaluation studies, including at least one with over five years of longitudinal data, demonstrate the curriculum model’s positive effects on children’s approaches to learning.</p> <p><b>5</b>—Two or more short-term, less than five years, evaluation studies demonstrate the curriculum model’s positive effects on children’s approaches to learning.</p> <p><b>3</b>—One short-term, less than five years, evaluation study demonstrates the curriculum model’s positive effects on children’s approaches to learning.</p> <p><b>1</b>—No evaluation studies have been conducted.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>B-2. The curriculum model has been evaluated to demonstrate its effects on social/emotional development.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—Two or more evaluation studies, including at least one with over five years of longitudinal data, demonstrate the curriculum model’s positive effects on children’s social/emotional development.</p> <p><b>5</b>—Two or more short-term, less than five years, evaluation studies demonstrate the curriculum model’s positive effects on children’s social/emotional development.</p> <p><b>3</b>—One short-term, less than five years, evaluation study demonstrates the curriculum model’s positive effects on children’s social/emotional development.</p> <p><b>1</b>—No evaluation studies have been conducted.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>B-3. The curriculum model has been evaluated to demonstrate its effects on language and early literacy development.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—Two or more evaluation studies, including at least one with over five years of longitudinal data, demonstrate the curriculum model’s positive effects on children’s language and early literacy development.</p> <p><b>5</b>—Two or more short-term, less than five years, evaluation studies demonstrate the curriculum model’s positive effects on children’s language and early literacy development.</p> <p><b>3</b>—One short-term, less than five years, evaluation study demonstrates the curriculum model’s positive effects on children’s language and early literacy development.</p> <p><b>1</b>—No evaluation studies have been conducted.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>B-4. The curriculum model has been evaluated to demonstrate its effects on mathematics development.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—Two or more evaluation studies, including at least one with over five years of longitudinal data, demonstrate the curriculum model’s positive effects on children’s mathematics development.</p> <p><b>5</b>—Two or more short-term, less than five years, evaluation studies demonstrate the curriculum model’s positive effects on children’s mathematics development.</p> <p><b>3</b>—One short-term, less than five years, evaluation study demonstrates the curriculum model’s positive effects on children’s mathematics development.</p> <p><b>1</b>—No evaluation studies have been conducted.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>B-5. The curriculum model has been evaluated to demonstrate its effects on other areas of development: social studies, physical health and motor development, creative arts, technology, dual-language learning.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—Two or more evaluation studies, including at least one with over five years of longitudinal data, demonstrate the curriculum model’s positive effects on children’s development.</p> <p><b>5</b>—Two or more short-term, less than five years, evaluation studies demonstrate the curriculum’s positive effects on children’s development.</p> <p><b>3</b>—One short-term, less than five years, evaluation study demonstrates the curriculum model’s positive effects on children’s development.</p> <p><b>1</b>—No evaluation studies have been conducted.</p> <p><b>INP</b>—Information not provided.</p>	

### III. Professional Development

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

<b>C-1. A curriculum training system exists.</b>	<b>Curriculum Source: Report Specific Location of Content Within Product</b>
<p><b>7</b>—The curriculum model developer facilitates an established, systematic, in-service training program that is designed to help participants understand and implement the curriculum model. Training is provided by a certified trainer of the curriculum model.</p> <p><b>5</b>—The curriculum model developer facilitates an established, systematic, in-service training program that is designed to help participants understand and implement the curriculum model.</p> <p><b>3</b>—Training is available, but no organized system exists.</p> <p><b>1</b>—No systematic, in-service training exists.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>C-2. The training plan is based on sound adult-learning theory.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—Training plan is based on sound adult-learning theory and regularly involves participants through the use of small- and large-group activities, hands-on activities, group discussions, and multiple processing opportunities.</p> <p><b>5</b>—Training plan is sometimes based on sound adult learning theory; however, trainings are primarily trainer-directed lectures.</p> <p><b>3</b>—Training plan is not based on sound adult learning theory.</p> <p><b>1</b>—No training plan is provided according to information provided.</p> <p><b>INP</b>-Information is not provided.</p>	

<b>C-3. Theory, child development research, and practice are linked.</b>	<b>Curriculum Source: Report Specific Location of Content Within Product</b>
<p><b>7</b>—During the training, trainers make explicit links between theory, child development research and practice. For example, the training emphasizes not only the “why,” but also the “how”. In addition, the training includes activities and/or scenarios designed to help participants make connections between theory/research and their own practice and as well as time to reflect on these connections.</p> <p><b>5</b>—During the training, trainers make explicit links between theory, child development research, and practice. For example, the training emphasizes not only the “why,” but also the “how”, but few activities or scenarios are included to help participants make their own connections between theory, research, and practice.</p> <p><b>3</b>—Trainers may state that the practice is grounded in theory and research, but trainers do not make this linkage explicit. No time or activities are provided to help teachers make such connections themselves.</p> <p><b>1</b>—Trainers provide no linkage between theory, research, and practice.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>C-4. Curriculum training provides adult guidance to honor children as active learners, outlining a comprehensive, child-focused, constructivist curriculum based on the individual needs, strengths, and interests of all enrolled children.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—Training includes guidelines and discussion of building upon the individual needs, strengths, and interests of children to set up the learning environment; make decisions about comprehensive learning objectives as well as specific methods to accomplish objectives; structure activities so that there is a balance of child-initiated and adult-guided active learning; structure activities that are responsive to a variety of ability levels and populations, such as dual-language learners and children with Individualized Education Plans, or IEPs; and support positive interactions with families.</p> <p><b>5</b>—Training includes guidelines and discussion on how to set up the learning environment; make decisions about comprehensive learning objectives as well as specific methods to accomplish objectives; structure activities so that there is a balance of child-initiated and adult-guided active learning; structure activities that are responsive to a variety of ability levels and populations, such as dual-language learners and children with IEPs; and support positive interactions with families.</p> <p><b>3</b>—Training dedicates a small amount of time for instruction and discussion on setting up the learning environment, selecting learning objectives and engaging children throughout the preschool daily routine. Discussion focuses on the indoor learning environment or adult-initiated portions of the routine, such as large- and small-group times. Discussion does not thoroughly address structure of activities that are responsive to a variety of ability levels and populations or how to interact with families.</p> <p><b>1</b>—Training provides teachers with instruction on how to use the curriculum model materials without consideration of the individual needs, strengths, and interests of enrolled children.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>C-5. Ongoing opportunities are provided for in addition to base in-service training.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—Ongoing opportunities include onsite consultations/coaching and other resources, such as books, audiovisual materials, and/or a website with support information. Follow-up professional development opportunities are available on specific, established topics.</p> <p><b>5</b>—Onsite consultation/coaching may be provided. Some additional resources, such as books, audiovisual materials, and/or a website with support information, exist.</p> <p><b>3</b>—Onsite consultation/coaching is not provided, and few additional resources are available.</p> <p><b>1</b>—No onsite consultation/coaching or additional resources are available.</p> <p><b>INP</b>—Information not provided.</p>	

## IV. Developmental Appropriateness

### D. The learning objectives of the curriculum model are developmentally appropriate.

<b>D-1. The curriculum model is based on the predictable sequences of growth and development of three- and four-year-old children.</b>	<b>Curriculum Source: Report Specific Location of Content Within Product</b>
<p><b>7</b>—All learning objectives are developmentally appropriate for children ages three to four in all areas of development and learning. The curriculum model describes a range of opportunities and materials for play and describes a variety of teaching strategies, e.g., child initiated, child directed, outdoor experiences, teacher supported and teacher initiated, and use of natural materials and complex materials.</p> <p><b>5</b>—All learning objectives are developmentally appropriate for children ages three to four.</p> <p><b>3</b>—Some of the learning objectives are developmentally appropriate for children ages three to four.</p> <p><b>1</b>—Learning objectives are inappropriate for children ages three to four.</p> <p><b>INP</b>—Information not provided.</p>	

<b>D-2. The curriculum model is designed to address all aspects of children’s development and to further their learning, with emphasis on the unique needs of the young child.</b>	<b>Curriculum Source: Report Specific Location of Content Within Product</b>
<p><b>7</b>—Learning objectives are comprehensive, specific, and clearly worded. The curriculum model supports programs to help achieve objectives and to develop activities, routines, and transitions that reflect the wide range of individual characteristics/needs of each child. Curriculum materials support the incorporation of spontaneous learning experiences into the daily schedule and ample opportunities for children to play, cooperate, investigate, and create with others. The curriculum encourages two-way communication between homes and school as well as partnership on planning a child’s day and school experiences that are connected to family situations.</p> <p><b>5</b>—Learning objectives are comprehensive and the majority are specific and clearly worded. The curriculum model supports programs to develop activities, routines, and transitions, with connections to classroom or program learning objectives; however, the model may not emphasize connection with each child’s needs. Curriculum supports about the connection between teaching staff and parents consist mostly of written information that can be provided to parents, e.g., description of how the program works.</p> <p><b>3</b>—Learning objectives are not comprehensive and are, for the most part, general. Wording of the learning objectives may be unclear. It is not always clear that curriculum, activities, and teaching strategies are designed to achieve the learning objectives. Curriculum supports regarding connections between teaching staff and parents are not addressed or have a limited focus of only a few specific developmental domains and content areas.</p> <p><b>1</b>—Learning objectives are not provided for the curriculum model or they are few, general, and/or unclear. There is no attempt to show connections between curriculum, activities, and teaching strategies and the learning objectives or family situations.</p> <p><b>INP</b>—Information not provided.</p>	

<b>D-3. The curriculum model is designed to provide a developmentally and linguistically appropriate environment to enable the participation of children with a variety of needs, such as dual-language learners and children with IEPs.</b>	<b>Curriculum Source: Report Specific Location of Content Within Product</b>
<p><b>7</b>—Learning objectives, suggested activities, and teaching strategies support all children to achieve a sense of belonging, contribution, and membership in the classroom. Adaptations are suggested for making accommodations or using other strategies to integrate children socially, with a goal to enable them to participate in indoor/outdoor activities, regardless of abilities. Curriculum materials support teaching staff to observe children carefully to identify their preferred ways of interacting, interest in listening to stories and songs, and skills in handling materials.</p> <p><b>5</b>—Learning objectives, suggested activities, and teaching strategies support all children to achieve a sense of belonging, contribution, and membership in the classroom. Adaptations are suggested to make accommodations or use other strategies to integrate children socially, with a goal to enable them to participate in indoor/outdoor activities, regardless of abilities.</p> <p><b>3</b>—Learning objectives provide limited strategies or resources to individualize the curriculum for children with a variety of needs. Additional adults may be supported for child management or specialized instruction. Trainers may refer participants to a local design of multitiered system of supports for individualization of children in their care.</p> <p><b>1</b>—Learning objectives, suggested activities, and teaching strategies do not address the participation of children with special needs.</p> <p><b>INP</b>—Information not provided.</p>	

**E. The curriculum model promotes a positive learning environment.**

<p><b>E-1. The curriculum model promotes community building.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—The curriculum model emphasizes a positive climate and classroom community by providing many opportunities throughout the daily routine for children to work collaboratively with others, developing social skills such as cooperating, helping, negotiating, and talking with others to solve problems with materials and peers. The curriculum model emphasizes strategies for teachers in how to facilitate these activities, such as being alert for opportunities to refer children to one another, supporting children’s spontaneous cooperative efforts, and sharing control of both conversations and activities with children. In addition, the curriculum model provides many suggestions for teachers on supporting children’s transition into daily classroom activities and showing positive attention in their interactions with children—smiling, hugging, nodding, using a calm voice, making eye contact, getting down to children’s level, and listening attentively.</p> <p><b>5</b>—The curriculum model promotes a positive climate and classroom community by providing opportunities for children to work collaboratively with others, developing social skills such as cooperating, helping, negotiating, and talking with others to solve problems. The curriculum model provides an overview on development of social skills yet offers few strategies for teachers in how to facilitate these activities.</p> <p><b>3</b>—The curriculum model promotes some opportunity for children to work collaboratively with others. Opportunities for meaningful social interactions with adults and other children may occur predominately during a daily choice time. Little information is provided to teaching staff on the development of social skills, or teaching strategies may include preplanned rules about sharing, taking turns, or rewards for behavior or accomplishments.</p> <p><b>1</b>—The curriculum model provides few, if any, opportunities for children to work collaboratively.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>E-2. The curriculum model is developmentally and linguistically appropriate and takes into account children’s individual rates of development as well as individual interests, personalities, temperaments, languages, cultural and family backgrounds, and learning styles.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—The curriculum model emphasizes that learning objectives be presented in a sequence and rate in keeping with children’s individual needs. The curriculum model emphasizes responsiveness to children’s demonstrated levels of functioning, various learning styles, and patterns of development in adult-guided and child-initiated portions of the daily routine. The curriculum model also provides specific strategies for teachers that support respect, consideration, and care for others, assuring that no child is ignored or allowed to become isolated.</p> <p><b>5</b>—The curriculum model promotes the learning of all children by providing information about individual patterns of development. Learning objectives are presented in a sequence and rate that is in keeping with children’s individual needs. The curriculum model promotes responsiveness to children’s demonstrated levels of functioning, various learning styles, and patterns of development. Strategies for teachers to use to ensure that each child’s individual needs are met are predominately related to adult-guided portions of the daily routine, such as large- and small-group time.</p> <p><b>3</b>—The curriculum model provides some general comments about individual patterns of development, the timing of children’s growth, and cultural variations among children, but offers few strategies for dealing with these variations.</p> <p><b>1</b>—The curriculum model does not mention individual or cultural variations among children. The curriculum model promotes that learning objectives be presented on a predetermined schedule.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>E-3. The curriculum model is designed to include experiences related to multicultural awareness.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—The curriculum model emphasizes that children have meaningful opportunities to receive positive, accurate information about a variety of cultural groups. The curriculum model encourages use of materials throughout the learning environment that represent the home and community cultures of enrolled children, such as books, photos, music, foods, clothing, and field trips. The curriculum model also encourages multicultural activities in an integrated way throughout the daily routine and program year.</p> <p><b>5</b>—The curriculum model predominately encourages use of classroom materials representing the home culture of enrolled children for specific areas of the classroom, such as the reading area or dramatic-play area. The curriculum model promotes positive, accurate information for children about a variety of cultural groups but may not emphasize cultural groups present within the community.</p> <p><b>3</b>—The curriculum model does not promote classrooms that reflect the home and community cultures of enrolled children. The curriculum model promotes information for children about a variety of cultural groups but may not offer a balance of present-day and historic perspectives.</p> <p><b>1</b>—The curriculum model does not address multicultural awareness, or it addresses the topic in a limited fashion, e.g., holidays or special occasions.</p> <p><b>INP</b>—Information not provided.</p>	

**F. Learning activities are developmentally appropriate.**

<p><b>F-1. The curriculum model provides a daily routine that is predictable yet flexible.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—The curriculum model stresses a schedule that is predictable but not rigid, responds to a child’s natural timetable, and encourages teachers to take advantage of “teachable moments” that do not fit the regular schedule. The balanced daily routine includes extended blocks of time so that children can become engaged and persevere, and so that they can be absorbed in learning experiences without interruption.</p> <p><b>5</b>—The curriculum model stresses a predictable, consistent schedule that allows children to know what is coming and when. There is a balance between active, quiet, large-group, small-group, paired, individual, independent, and guided activities, as well as time spent indoors and outdoors.</p> <p><b>3</b>—The curriculum model promotes a schedule that varies from day to day. The schedule may also lack balance, with not enough time to carry out child-initiated ideas or too much time to participate in adult-initiated ideas.</p> <p><b>1</b>—Information about the daily schedule is vague.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>F-2. The value of play is demonstrated throughout all aspects of the program and children have opportunities to use play to translate experience into understanding.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—The curriculum model emphasizes play as the primary mode of learning for preschool children. The curriculum model emphasizes the importance of a variety of play opportunities throughout the day for children, individually and in groups, both indoors and outdoors. The curriculum model provides a daily routine that includes an extended block of time, at least one hour daily, for child-initiated play to explore, investigate, and experiment with natural materials individually and with others.</p> <p><b>5</b>—The curriculum model promotes a daily routine that allows for children to have an adequate amount of time, at least one hour daily, in which to engage in child-initiated play that allows them to explore, investigate, and experiment with materials individually and with others.</p> <p><b>3</b>—The daily routine provides limited time, less than one hour daily, for children to engage in child-initiated play that allows them to explore, investigate, and experiment with materials individually and with others.</p> <p><b>1</b>—The curriculum model does not allow daily, regular periods of time for children to engage in child-initiated play.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>F-3. The curriculum model fosters the integration of various content areas to support children’s development in all domains.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—Curriculum from content areas is clearly integrated through concept-based activities and design of the learning environment that emerge from children’s interests, inquiry, and curiosity. Content is emphasized in an integrated fashion rather than through isolated bits of knowledge and activities. Strategies are presented for teachers to help children make connections between prior learning and new experiences. Extensive additional resources—books, videotapes, newsletters, etc.—are provided to help teachers understand the theory and practice of integrated curriculum and instruction.</p> <p><b>5</b>—Curriculum from content areas may be implemented in an integrated fashion through adult-initiated themes, rather than an emphasis on activities that emerge from children’s interests, inquiry, and curiosity. Strategies are presented for teachers to help children make connections between prior learning and new experiences.</p> <p><b>3</b>—The curriculum model provides limited integration across content areas.</p> <p><b>1</b>—The curriculum model emphasizes separate content areas and isolated skills.</p> <p><b>INP</b>—Information not provided.</p>	

<b>F-4. The curriculum model is designed to promote individualized teaching and learning rather than requiring children to move in a group from one learning activity to the next.</b>	<b>Curriculum Source: Report Specific Location of Content Within Product</b>
<p><b>7</b>—The curriculum model stresses meaningful context for learning activities that occur on multiple occasions. To address the varying abilities of children in the group, a developmentally appropriate range of objectives are emphasized for learning activities as well as a variety of child-initiated and adult-guided hands-on activities and interactions. The curriculum model provides information about encouraging language and positive behaviors by adults so that children are never penalized in any way for lagging behind peers in any area of development. In addition, the curriculum model provides further resources that support teachers’ knowledge base about effective instruction, including books, audiotapes, videotapes, newsletters, etc.</p> <p><b>5</b>—The curriculum model promotes meaningful context for learning activities that occur on multiple occasions. To address the varying abilities of children in the group, a variety of child-initiated and adult-guided hands-on activities and interactions are promoted. Information about strategies, such as modeling, demonstration, offering encouragement, and feedback, is provided to create varied levels of challenge for children.</p> <p><b>3</b>—The curriculum model focuses primarily on the use of large- and small-group instructional formats. Some limited information about effective teaching strategies related to encouraging language and behavior is provided.</p> <p><b>1</b>—The curriculum model provides a limited range of instructional formats, with large-group activities dominating.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>F-5. The curriculum model is designed so that activities are carefully and developmentally sequenced in keeping with individual children’s levels of functioning and comprehension.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—The curriculum model emphasizes the importance of staff to be aware of each child’s level of functioning and comprehension in relation to all areas of development and emphasizes planned experiences in which children’s thinking progresses over time from the simple toward the complex, from the concrete toward the abstract. The curriculum model is designed so that staff support children’s emerging capacities by introducing skills, concepts, and information for children to learn, only after children have had ample opportunity for exploration, investigation, or play. The curriculum model provides many alternate strategies/materials across content areas to make tasks more manageable, building problem-solving skills and persistence when a child experiences difficulty.</p> <p><b>5</b>—The curriculum model promotes the importance of staff to be aware of each child’s level of functioning in relation to all areas of development and promotes experiences in which children’s thinking progresses over time from the simple toward the complex, from the concrete toward the abstract. The curriculum model is designed so that staff introduce skills, concepts, and information for children to learn after children have had some opportunity for exploration, investigation, or play. The curriculum model provides a few alternate strategies/materials across content areas to make tasks more manageable, building problem-solving skills and persistence when a child experiences difficulty.</p> <p><b>3</b>—The curriculum model promotes the importance of staff to be aware of each child’s level of functioning in relation to all areas of development. However, the curriculum supports staff to sometimes introduce skills, concepts, and information for children to learn before they have had ample opportunity for exploration, investigation, or play. Alternate strategies/materials to make tasks more manageable may be inconsistently featured across content areas.</p> <p><b>1</b>—The curriculum model promotes staff to be aware of each child’s level of functioning and comprehension within only a few developmental areas and/or predominately promotes introduction of skills, concepts, and information before children have had ample opportunity for related exploration, investigation, or play.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>F-6. The curriculum model is designed to enable children to learn or discover those things that are important or of high interest to them.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—The curriculum model encourages activities and areas of investigation based on children’s ideas, interests, and concerns, and encourages adjustments to lesson plans in response to spontaneous occurrences in the classroom. The curriculum model emphasizes that staff should be responsive to children’s questions and children’s requests for specific materials. In addition, home and community events are used as opportunities for learning, building social skills, and problem solving.</p> <p><b>5</b>—The curriculum model promotes activities and areas of investigation based on children’s ideas, interests, and concerns, and encourages adjustments to lesson plans in response to spontaneous occurrences in the classroom. Children have some opportunities to make choices concerning activities and materials in order to match their own interests.</p> <p><b>3</b>—The curriculum model provides teachers some flexibility to match individual children’s interests, but timelines and teaching methods are fairly rigid.</p> <p><b>1</b>—The curriculum model is scripted and/or themes are planned for an entire year, so that individual children’s interests and needs are not taken into consideration.</p> <p><b>INP</b>—Information not provided.</p>	

**G. The curriculum model provides for authentic family engagement in a child’s early education.**

<p><b>G-1. The curriculum model promotes multiple opportunities for regular family involvement with the program and its staff including placement, planning for individualization, and evaluation related specifically to their child.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—The curriculum model provides information and resources on how to build positive relationships with custodial and noncustodial families through regular communication, e.g., home visits; parent-teacher conferences—with translation or language supports as necessary; and written, digital, and verbal communication, using an appropriate literacy level and home language when possible. Parents are promoted as partners in their child’s development, collaborating with staff on aligned activities for home and school so that expectations and learning objectives for the child can be met and collaboration can take place on intervention strategies when there are difficulties. Home activities are designed to fit into home routines. The curriculum model promotes practices and materials that reflect the diversity of families served and promotes a welcoming climate, e.g., entrance signs, posted daily schedule, and bilingual information. Training in how to establish regular and reciprocal communication is provided as part of the initial curriculum training or during follow-up trainings.</p> <p><b>5</b>—The curriculum model provides information and resources on how to build positive relationships with families through regular communication, e.g., parent-teacher conferences and written, digital, and verbal communication. Home visits, connections with noncustodial parents, language/literacy supports, or collaboration on intervention strategies may not be thoroughly addressed. The curriculum model may promote one or two strategies to develop a welcoming program climate for families. Written explanations about how to establish regular communication, or explanations on audiotape, videotape, etc., are provided in the curriculum model materials.</p> <p><b>3</b>—Some information is provided on how to build positive relationships with families through regular communication, but only a few communication methods are mentioned and explanations are limited to a few general statements.</p> <p><b>1</b>—Information about communication with families is not addressed in the curriculum model.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>G-2. The curriculum model promotes multiple opportunities for families to participate in the child’s classroom program, as they prefer and are able to do so.</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—The curriculum model provides information and resources on how to encourage families to participate in the preschool program, such as opportunities to plan and/or share culture, traditions, and special skills with other children and adults, as well as how to encourage families to play an active role in a variety of classroom activities and observations, e.g., interact with or observe children, assist in planning and implementing field trips/classroom activities, or assist with the preparation of learning materials for daily activities. Training in home-school communication techniques and how to set up and run activities that occur outside of the classroom session are provided as part of the initial curriculum training or during follow-up trainings.</p> <p><b>5</b>—The curriculum model provides information and resources on how to encourage families to participate in the preschool program, such as opportunities to share culture, traditions, and special skills with other children and adults, family enrichment/education opportunities, as well as how to encourage families to participate in a variety of classroom activities and observations. Written explanations of home-school communication techniques and how to set up and run activities that occur outside of the classroom session are provided in the curriculum model materials.</p> <p><b>3</b>—Some information is provided on how to encourage families to participate in their child’s classroom learning and development, but only a few such ideas are provided.</p> <p><b>1</b>—Information about encouraging families to participate in their child’s learning and development is not addressed in the curriculum model.</p> <p><b>INP</b>—Information not provided.</p>	

## V. Alignment with State Standards

- H. **The curriculum model aligns with Michigan’s Early Learning Expectations outlined in the Early Childhood Standards of Quality for Prekindergarten and the General Education Leadership Network—GELN—Essential Instructional Practices in Early Literacy—Pre-K.**

<b>H-1. Approaches to Learning</b>	<b>Curriculum Source: Report Specific Location of Content Within Product</b>
<p><b>7</b>—The curriculum model clearly aligns learning objectives to seven to eight of Michigan’s Approaches to Learning Standards. The learning activities promote the standards.</p> <p><b>5</b>—The curriculum model clearly aligns learning objectives to four to six of Michigan’s Approaches to Learning Standards. The learning activities promote the standards.</p> <p><b>3</b>—The curriculum model clearly aligns learning objectives to one to three of Michigan’s Approaches to Learning Standards. The learning activities promote the standards.</p> <p><b>1</b>—The curriculum model makes no claim of alignment with any of Michigan’s Approaches to Learning Standards, and there is no evidence of alignment.</p> <p><b>INP</b>—Information not provided.</p>	

<b>H-2. Creative Arts</b>	<b>Curriculum Source: Report Specific Location of Content Within Product</b>
<p><b>7</b>—The curriculum model clearly aligns learning objectives to all five of Michigan’s Creative Arts Standards. The learning activities promote the standards.</p> <p><b>5</b>—The curriculum model clearly aligns learning objectives to three to four of Michigan’s Creative Arts Standards. The learning activities promote the standards.</p> <p><b>3</b>—The curriculum model clearly aligns learning objectives to one to two of Michigan’s Creative Arts Standards. The learning activities promote the standards.</p> <p><b>1</b>—The curriculum model makes no claim of alignment with any of Michigan’s Creative Arts Standards, and there is no evidence of alignment.</p> <p><b>INP</b>—Information not provided.</p>	

<b>H-3. Language and Early Literacy Development</b>	<b>Curriculum Source: Report Specific Location of Content Within Product</b>
<p><b>7</b>—The curriculum model clearly aligns learning objectives to six to seven of Michigan’s Language and Early Literacy Development Standards. The learning activities promote the standards.</p> <p><b>5</b>—The curriculum model clearly aligns learning objectives to four to five of Michigan’s Language and Early Literacy Development Standards. The learning activities promote the standards.</p> <p><b>3</b>—The curriculum model clearly aligns learning objectives to two to three of Michigan’s Language and Early Literacy Development Standards. The learning activities promote the standards.</p> <p><b>1</b>—The curriculum model makes no claim of alignment with any of Michigan’s Language and Early Literacy Development Standards, and there is no evidence of alignment; or, the curriculum model clearly aligns learning objectives to just one of Michigan’s Language and Early Literacy Development Standards. The learning activities promote the standards.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>H-4. GELN Essential Instructional Practices in Early Literacy—Pre-K</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—The curriculum model clearly aligns with seven to ten of GELN’s Essential Instructional Practices in Early Literacy—Pre-K.</p> <p><b>5</b>—The curriculum model clearly aligns with four to six of GELN’s Essential Instructional Practices in Early Literacy—Pre-K.</p> <p><b>3</b>—The curriculum model clearly aligns with one to three of GELN’s Essential Instructional Practices in Early Literacy—Pre-K.</p> <p><b>1</b>—The curriculum model makes no claim of alignment with any of GELN’s Essential Instructional Practices in Early Literacy—Pre-K, and there is no evidence of alignment.</p> <p><b>INP</b>—Information not provided.</p>	

<b>H-5. Dual Language Learning</b>	<b>Curriculum Source: Report Specific Location of Content Within Product</b>
<p><b>7</b>—The curriculum model clearly aligns learning objectives to all five of Michigan’s Dual Language Learning Standards. The learning activities promote the standards.</p> <p><b>5</b>—The curriculum model clearly aligns learning objectives to three to four of Michigan’s Dual Language Learning Standards. The learning activities promote the standards.</p> <p><b>3</b>—The curriculum model clearly aligns learning objectives to one to two of Michigan’s Dual Language Learning Standards. The learning activities promote the standards.</p> <p><b>1</b>—The curriculum model makes no claim of alignment with any of Michigan’s Dual Language Learning Standards, and there is no evidence of alignment.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>H-6. Technology Literacy—Early Learning and Technology</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—The curriculum model clearly aligns learning objectives to five to six of Michigan’s Technology Literacy—Early Learning and Technology Standards. The learning activities promote the standards.</p> <p><b>5</b>—The curriculum model clearly aligns learning objectives to three to four of Michigan’s Technology Literacy—Early Learning and Technology Standards. The learning activities promote the standards.</p> <p><b>3</b>—The curriculum model clearly aligns learning objectives to one to two of Michigan’s Technology Literacy—Early Learning and Technology Standards. The learning activities promote the standards.</p> <p><b>1</b>—The curriculum model makes no claim of alignment with any of Michigan’s Technology Literacy—Early Learning and Technology Standards, and there is no evidence of alignment.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>H-7. Social, Emotional and Physical Health and Development</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—The curriculum model clearly aligns learning objectives to seven to ten of Michigan’s Social, Emotional, and Physical Health and Development Standards. The learning activities promote the standards.</p> <p><b>5</b>—The curriculum model clearly aligns learning objectives to four to six of Michigan’s Social, Emotional, and Physical Health and Development Standards. The learning activities promote the standards.</p> <p><b>3</b>—The curriculum model clearly aligns learning objectives to one to three of Michigan’s Social, Emotional, and Physical Health and Development Standards. The learning activities promote the standards.</p> <p><b>1</b>—The curriculum model makes no claim of alignment with any of Michigan’s Social, Emotional, and Physical Health and Development Standards, and there is no evidence of alignment.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>H-8. Early Learning in Mathematics</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—The curriculum model clearly aligns learning objectives to six to seven of Michigan’s Early Learning in Mathematics Standards. The learning activities promote the standards.</p> <p><b>5</b>—The curriculum model clearly aligns learning objectives to four to five of Michigan’s Early Learning in Mathematics Standards. The learning activities promote the standards.</p> <p><b>3</b>—The curriculum model clearly aligns learning objectives to two to three of Michigan’s Early Learning in Mathematics Standards. The learning activities promote the standards.</p> <p><b>1</b>—The curriculum model makes no claim of alignment with any of Michigan’s Early Learning in Mathematics Standards, and there is no evidence of alignment; or, the curriculum model clearly aligns learning objectives to just one of Michigan’s Early Learning in Mathematics Standards. The learning activities promote the standards.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>H-9. Early Learning in Science</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—The curriculum model clearly aligns learning objectives to all three of Michigan’s Early Learning in Science Standards. The learning activities promote the standards.</p> <p><b>5</b>—The curriculum model clearly aligns learning objectives to two of Michigan’s Early Learning in Science Standards. The learning activities promote the standards.</p> <p><b>3</b>—The curriculum model clearly aligns learning objectives to one of Michigan’s Early Learning in Science Standards. The learning activities promote the standards.</p> <p><b>1</b>—The curriculum model makes no claim of alignment with any of Michigan’s Early Learning in Science Standards, and there is no evidence of alignment.</p> <p><b>INP</b>—Information not provided.</p>	

<p><b>H-10. Early Learning in Social Studies</b></p>	<p><b>Curriculum Source: Report Specific Location of Content Within Product</b></p>
<p><b>7</b>—The curriculum model clearly aligns learning objectives to five to six of Michigan’s Early Learning in Social Studies Standards. The learning activities promote the standards.</p> <p><b>5</b>—The curriculum model clearly aligns learning objectives to three to four of Michigan’s Early Learning in Social Studies Standards. The learning activities promote the standards.</p> <p><b>3</b>—The curriculum model clearly aligns learning objectives to one to two of Michigan’s Early Learning in Social Studies Standards. The learning activities promote the standards.</p> <p><b>1</b>—The curriculum model makes no claim of alignment with any of Michigan’s Early Learning in Social Studies Standards, and there is no evidence of alignment.</p> <p><b>INP</b>—Information not provided.</p>	