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**Great Start to Quality Program**  
Infant & Toddler Curriculum Model Evaluation Rubric

**A: Program Characteristics**

Title of Curriculum Model:

Author(s) of Curriculum Model:

Publisher of Curriculum Model:

Copyright Date:

Revision Date and Edition (if applicable):

**B: Existing Approvals**

List states which have been marked in application as locations that have approved this curriculum for use in state-funded preschool:

List Michigan Head Start grantees which have been marked in application as organizations that have approved this curriculum for use in state-funded preschool:

## C: Required Proposal Elements

Response was submitted by April 4th, 2025

- Yes
- No

All "Program Characteristics" fields are completed and signed by applicant

- Yes
- No

Setting for which the curriculum is intended:

- Center-based
- Home-based
- Both

Ages of children included:

- Infant only
- Toddler only
- Infant and toddler (0-3)

## Content Criteria

<b>Required Criteria</b>	<b>Score</b>
<a href="#">Valid Research</a>	7
<a href="#">Evaluation Results</a>	28
<a href="#">Professional Development</a>	35
<a href="#">Developmental Appropriateness</a>	105
<a href="#">Adaptable Materials &amp; Strategies</a>	14
<a href="#">Family &amp; Community Engagement</a>	14
<a href="#">Alignment with State Standards</a>	42
<a href="#">Evidence-Based Continuous Improvement</a>	14
<b>Total:</b>	<b>/259</b>

<b>Additional Criteria</b>	<b>Score</b>
<a href="#">Nature-Based Integrations</a>	7
<a href="#">Literacy-Rich Classroom Environments</a>	21
<a href="#">Intentional Material Selection: Representation</a>	14
<a href="#">Supports/Scaffolding for Teacher Reflection &amp; Self-Care</a>	14
<a href="#">Framework for Continuous Improvement</a>	14
<b>Total:</b>	<b>/70</b>

## D: Required Criteria

### I. Valid Research \_\_\_\_/7 points

A. The curriculum model is grounded in a theoretical framework and a knowledge base supported by child development research and has a clear philosophical orientation.

7 Points	5 Points	3 Points	1 Point	INP
Grounded in theory and supported by current infant and toddler child development research are present in all written materials. This includes explicit links between theory and practice.	Grounded in theory and supported by current child development research are present.	Based on theory and supported by current child development research are present, but specific details or connections to practice are not provided.	Theory and child development are not addressed in the curriculum model.	Info. not provided

### II. Evaluation Results \_\_\_\_/28 points

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

#### B.1- Social/Emotional Development

7 Points	5 Points	3 Points	1 Point	INP
Two or more rigorous experimental or quasi-experimental studies found positive impacts on infant and toddler outcomes in social-emotional development and included children in diverse settings and communities.	At least one rigorous experimental or quasi-experimental study found positive impacts on infant and toddler outcomes in social-emotional development and included children in diverse settings	At least one evaluation found positive effects on infant and toddler outcomes in social-emotional development, but no evaluation used an experimental or quasi-experimental design and/or the evaluation did not include	No evaluation studies have been conducted, or studies fail to demonstrate measurable effects.	Info. not provided

	and communities.	children in diverse settings and communities.		
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### B.2– Emergent Literacy Development

7 Points	5 Points	3 Points	1 Point	INP
Two or more rigorous experimental or quasi-experimental studies found positive impacts on infant and toddler outcomes in emergent literacy development and included children in diverse settings and communities.	At least one rigorous experimental or quasi-experimental study found positive impacts on infant and toddler outcomes in emergent literacy development and included children in diverse settings and communities.	At least one evaluation found positive effects on infant and toddler outcomes in emergent literacy development, but no evaluation used an experimental or quasi-experimental design and/or the evaluation did not include children in diverse settings and communities.	No evaluation studies have been conducted, or studies fail to demonstrate measurable effects.	Info. not provided

### B.3– Language Development

7 Points	5 Points	3 Points	1 Point	INP
Two or more rigorous experimental or quasi-experimental studies found positive impacts on infant and toddler outcomes in language development and included children in diverse settings and communities.	At least one rigorous experimental or quasi-experimental study found positive impacts on infant and toddler outcomes in language development and included children in diverse settings	At least one evaluation found positive effects on infant and toddler outcomes in language development, but no evaluation used an experimental or quasi-experimental design and/or the evaluation	No evaluation studies have been conducted, or studies fail to demonstrate measurable effects.	Info. not provided

	and communities.	did not include children in diverse settings and communities.		
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#### B.4– Cognition

7 Points	5 Points	3 Points	1 Point	INP
Two or more rigorous experimental or quasi-experimental studies found positive impacts on infant and toddler outcomes in cognition and included children in diverse settings and communities.	At least one rigorous experimental or quasi-experimental study found positive impacts on infant and toddler outcomes in cognition and included children in diverse settings and communities.	At least one evaluation found positive effects on infant and toddler outcomes in cognition, but no evaluation used an experimental or quasi-experimental design and/or the evaluation did not include children in diverse settings and communities.	No evaluation studies have been conducted, or studies fail to demonstrate measurable effects.	Info. not provided

### III. Professional Development \_\_\_\_/35 points

C. The curriculum model provides high quality professional development resources such as guides, manuals, and multimedia materials, to support educator learning.

C.1– A curriculum training system exists.

7 Points	5 Points	3 Points	1 Point	INP
Provides a well-structured, systematic set of professional development materials designed to support educators in understanding and implementing the	Provides structured professional development materials with clear learning objectives and implementation guidance,	Includes professional development materials, but they are loosely structured, limited in depth, or provide minimal	Provides little to no structured professional development materials beyond basic guidance.	Info. not provided

curriculum. Materials include clear learning objectives, implementation guides, and interactive components (e.g., case studies, reflection prompts, practice exercises).	though interactive elements or depth in some areas may be lacking.	guidance on implementation		
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C.2– Materials are designed based on adult learning theory and best practices.

7 Points	5 Points	3 Points	1 Point	INP
Materials are explicitly designed with adult learning principles in mind, incorporating active learning strategies such as self-reflection, application exercises, case studies, and differentiated learning pathways to meet educators' needs.	Materials are based on adult learning principles but may rely more heavily on passive learning with fewer opportunities for interactive engagement or reflection.	Materials do not consistently apply adult learning theory or best practices, with minimal opportunities for interaction or application.	Materials are not designed with adult learning theory in mind and provide limited guidance for educator engagement beyond passive consumption.	Info. not provided

C.3– Materials explicitly connect theory, child development research, and instructional practices.

7 Points	5 Points	3 Points	1 Point	INP
Materials include clear and explicit connections between educational theory, current child development research, and instructional practices. Materials also provide concrete examples of how research and theory translate into classroom implementation.	Materials explain connections between theory, research, and practice, but the depth of explanation varies, and examples may be limited.	Materials acknowledge research and theory but provide only general statements without detailed connections to instructional practices.	Materials do not address theory, research, or their relationship to instructional practices.	Info. not provided

C.4– Materials provide guidance on how to support infants and toddlers as active learners and address individual needs, strengths, and interests.

7 Points	5 Points	3 Points	1 Point	INP
Materials offer comprehensive strategies for supporting infants and toddlers as active learners, including clear guidance on individualized instruction, scaffolding techniques, and to meet the needs of all learners. Examples, case studies, and implementation supports are provided.	Materials provide guidance on supporting active learning and individualization but may lack depth in some areas or provide limited implementation examples.	Materials briefly reference child-centered learning but do not provide sufficient strategies for supporting individual needs.	Materials provide little or no guidance on supporting infants and toddlers as active learners or addressing their individual needs, strengths, and interests.	Info. not provided

C.5– The curriculum includes ongoing professional learning resources beyond initial implementation, such as supplementary modules, coaching supports, and reflection tools.

7 Points	5 Points	3 Points	1 Point	INP
Provides a variety of high-quality ongoing professional learning resources, including supplementary modules, coaching supports, reflection tools, and opportunities for continued educator development.	Includes ongoing learning resources, but they may be more limited in scope or interactivity.	Provides minimal ongoing learning resources, with only a few supplementary materials available.	Does not include ongoing professional learning resources beyond initial implementation .	Info. not provided

#### **IV. Developmental Appropriateness \_\_\_\_/105 points**

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

D.1– The curriculum model is based on the predictable sequences of growth and development of infants and toddlers.

7 Points	5 Points	3 Points	1 Point	INP
Recognizes three stages of infancy (young infant, mobile infant, toddler) with developmentally	Recognizes three stages and provides mostly	Objectives align with developmental stages but offer	Objectives are unclear, general, or missing, with no connection	Info. not provided



appropriate objectives across all areas. Includes a variety of strategies, such as child-led and teacher-supported approaches, outdoor experiences, and movement-based learning.	appropriate objectives but may not fully incorporate a range of teaching strategies.	limited strategies or lack full coverage across domains.	to teaching strategies or family engagement.	
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D.2– The curriculum model is designed to address all aspects of the development of infants and toddlers and to further their learning with emphasis on the unique needs of the young child, including the development of positive adult-child relationships and the importance of partnering with the family.

7 Points	5 Points	3 Points	1 Point	INP
Provides clear, comprehensive objectives that support positive adult-child relationships, individualized learning, and spontaneous exploration. Strong emphasis on family engagement and integration into daily learning.	Objectives are generally clear and support learning but may not fully emphasize relationship-building, self-initiated learning, or family involvement.	Objectives are somewhat vague and inconsistently integrated with activities or family partnerships.	Objectives are unclear or missing, with no emphasis on relationships, learning experiences, or family connection.	Info. not provided

D.3– The curriculum model includes goals and objectives that inform and support individualized learning experiences for all infants and toddlers.

7 Points	5 Points	3 Points	1 Point	INP
Provides clear guidance on using learning objectives to tailor experiences for all infants and toddlers. Includes strategies for observing children’s interests, skills, and interactions, with adaptations for all needs.	Supports individualization but lacks depth in observation strategies or adaptation methods.	Mentions individualization but does not emphasize observation or provide robust accommodation strategies.	No guidance on adapting learning experiences for individual children.	Info. not provided

E. The curriculum model promotes a positive learning environment.

E.1– The curriculum model includes guidance on creating environments that promote a sense of security and that support building strong adult-child relationships.

7 Points	5 Points	3 Points	1 Point	INP
Guides creation of responsive, secure environments that foster attachment, exploration, and trust. Includes primary caregiving strategies and intentional adult-child interactions.	Encourages secure environments but provides limited detail on primary caregiving and relationship-building.	Addresses nurturing spaces but lacks clear guidance on how interactions support security and learning.	Does not address developmentally appropriate environments.	Info. not provided

E.2– The curriculum model provides guidance on creating environments that are flexible to accommodate changing needs and interests of infants and toddlers over time.

7 Points	5 Points	3 Points	1 Point	INP
Emphasizes adaptable environments with strategies for responding to developmental changes, learning styles, and child interests.	Supports flexible learning spaces but lacks depth in strategies for differentiation.	Mentions flexibility but provides few strategies for adjusting to children's needs.	Offers only general suggestions without differentiation between child-initiated and adult-facilitated learning.	Info. not provided

E.3– The curriculum model provides guidance on creating environments that reflect and respect all infants' and toddlers' home and community.

7 Points	5 Points	3 Points	1 Point	INP
Provides clear guidance on incorporating children's home cultures and community into learning spaces in books, music, and materials.	Encourages cultural representation but limits materials to certain areas.	Lacks meaningful integration of home cultures and diverse experiences.	Does not address cultural responsiveness in the environment.	Info. not provided

E.4– The curriculum model provides information and guidance on setting up appropriate physical environments tailored to the needs and abilities of infants and toddlers.

7 Points	5 Points	3 Points	1 Point	INP
Guides design of well-organized, safe, and engaging indoor and outdoor environments tailored to infants and toddlers. Includes strategies for active exploration and responsive learning spaces.	Covers safe and engaging indoor spaces but lacks a strong focus on outdoor learning environments.	Provides general safety guidance but lacks age-specific strategies for engagement.	Focuses primarily on safety with minimal consideration for learning opportunities.	Info. not provided

F. Learning activities are developmentally appropriate.

F.1– The curriculum model provides information and guidance for creating developmentally appropriate routines and a daily schedule that is predictable yet flexible.

7 Points	5 Points	3 Points	1 Point	INP
Encourages schedules that are predictable yet flexible, adapting to children’s natural rhythms. Incorporates caregiving routines as learning opportunities and provides extended blocks of uninterrupted exploration.	Supports flexible scheduling but does not fully integrate caregiving as part of learning.	Provides a general schedule but lacks guidance on extended learning periods.	Does not address daily schedules or natural routines.	Info. not provided

F.2– The curriculum model provides information and guidance for planning, facilitating, and scaffolding play experiences and active learning as an integral part of the infant and toddler program. The value of play is demonstrated throughout the program, and infants and toddlers have opportunities to use play to translate experience into understanding.

7 Points	5 Points	3 Points	1 Point	INP
Emphasizes play as the primary learning mode, with active adult	Recognizes play as important but does not	Mentions play but does not emphasize its	Does not address play as a foundational	Info. not provided

facilitation and opportunities for exploration, movement, and problem-solving.	fully integrate movement or adult-guided facilitation.	role in cognitive and social development.	learning strategy.	
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F.3– The curriculum model fosters the integration of the content areas to support children’s development in all domains.

7 Points	5 Points	3 Points	1 Point	INP
Promotes holistic, child-driven learning with activities integrating multiple content areas.	Supports integration but relies more on adult-planned thematic units than on children’s emerging interests.	Provides minimal guidance on integrating learning across domains.	Treats content areas as separate, isolated skills.	Info. not provided

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

7 Points	5 Points	3 Points	1 Point	INP
Supports differentiated instruction, embedding learning throughout daily experiences with strategies for individualized support.	Includes some individualization strategies but lacks emphasis on child-led learning.	Primarily teacher-directed with limited differentiation.	Focuses only on whole-group instruction without individualization.	Info. not provided

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.

7 Points	5 Points	3 Points	1 Point	INP
Activities are carefully sequenced according to individual developmental levels, ensuring progression in skills and understanding.	Activities are sequenced but may not fully reflect individual developmental stages.	Limited sequencing of activities, with some mismatch to developmental levels.	No clear sequencing of activities based on developmental levels.	Info. not provided

F.6– The curriculum model is designed to enable infants and toddlers to initiate their own learning based on self-motivation and exploration (i.e., to learn or discover those things that are important or of high interest to them).

7 Points	5 Points	3 Points	1 Point	INP
Encourages self-initiated learning, with teacher facilitation and adjustments for spontaneous exploration. Supports child choice and responsiveness to interests.	Promotes self-directed learning but with some structured planning constraints.	Allows for minor flexibility but primarily follows set timelines.	Fully scripted curriculum with no responsiveness to child interests.	Info. not provided

G. Learning activities promote authentic family engagement and collaboration.

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.

7 Points	5 Points	3 Points	1 Point	INP
Provides structured resources for meaningful family engagement, including home-school collaboration, multilingual communication, and culturally responsive strategies.	Supports regular family communication but lacks depth in engagement strategies.	Provides only basic family communication guidance.	Does not address family involvement.	Info. not provided

G.2– The curriculum model promotes multiple opportunities for all families to participate in the child’s classroom program, as they prefer/are able to do so.

7 Points	5 Points	3 Points	1 Point	INP
Encourages active family participation, including sharing cultural traditions, classroom	Supports family participation but lacks robust strategies for	Mentions family participation but without clear guidance.	Does not address family engagement.	Info. not provided

volunteering, and material preparation.	implementation			
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**V. Adaptable Materials & Strategies \_\_\_\_/14 points**

H. The curriculum model is designed with adaptable materials and strategies in mind.

H.1- The curriculum provides materials and teaching strategies that are adaptable to meet the needs of all infants and toddlers.

7 Points	5 Points	3 Points	1 Point	INP
Employs materials and teaching strategies that are highly adaptable, offering specific guidance for modifying content and activities to promote differentiated learning. Resources include examples, visuals, and multilingual supports.	Employs materials and teaching strategies that are adaptable, with some examples for modification provided, though they lack depth in addressing varying needs.	Employs materials and teaching strategies that are somewhat adaptable but provide minimal guidance for modification.	Employs materials and teaching strategies that are not adaptable, with no guidance for supporting varying needs.	Info. not provided

H.2- The curriculum includes resources and guidance for integrating family and cultural backgrounds into classroom learning.

7 Points	5 Points	3 Points	1 Point	INP
Utilizes resources that include detailed strategies for integrating family and cultural experiences into various classroom activities (e.g., reading, play, music).	Utilizes resources that reflect some strategies for integrating family and cultural experiences but may lack specific applications for classroom activities.	Utilizes resources with few strategies for integrating family and cultural experiences.	Utilizes resources do not include strategies for integrating family and cultural experiences.	Info. not provided

**VI. Family & Community Engagement \_\_\_\_/14 points**

I. The curriculum model is designed to engage the families and communities represented in the classroom.

I.1- The curriculum values families as partners in infants' and toddlers' learning and development.

7 Points	5 Points	3 Points	1 Point	INP
Emphasizes families as active partners in their children's academic and socio-emotional development. It provides concrete strategies and tools for families to engage in ongoing support of both classroom learning and child development outside of school.	Recognizes the importance of family involvement in children's development but provides limited guidance on how to actively involve families as co-educators.	Acknowledges family involvement in student learning but provides minimal strategies or tools for families to actively participate in their child's development.	Does not promote family involvement in children's learning or development.	Info. not provided

I.2- The curriculum helps educators connect with the community.

7 Points	5 Points	3 Points	1 Point	INP
Provides robust guidance and tools for educators to connect with community organizations and partners to enhance classroom content and activities.	Includes some guidance and tools for community connection but lacks depth in enhancing classroom content and activities.	Mentions community engagement but provides minimal or unclear guidance.	Does not address community engagement.	Info. not provided

**VII. Alignment with State Standards \_\_\_\_/42 points**

J. The curriculum model aligns with Michigan's Early Learning Expectations outlined in the [Early Childhood Standards of Quality for Birth to Kindergarten](#) ("Early Development and Learning Strands for Infants and Toddlers") and the General Education Leadership Network (GELN) Essential Instructional Practices in Language and Emergent Literacy ("Birth to Age 3")

### J.1– Well-Being

- Goal 1 *Infants and toddlers experience environments where their physical health is promoted*
- Goal 2 *Infants and toddlers experience environments where their social and emotional well-being is nurtured*
- Goal 3 *Infants and toddlers experience environments where they are kept safe from harm*

7 Points	5 Points	3 Points	1 Point	INP
Intentionally designed with <u>all three</u> approaches to infants' and toddlers' well-being. It incorporates the sub-indicators from the ECSQs, creating opportunities for children to demonstrate the described "observable behaviors." Additionally, it provides the described "supportive strategies" to support early childhood professions in these goals.	Addresses <u>at least two</u> approaches to infants' and toddlers' well-being and considers ECSQ sub-indicators. While it includes opportunities for "observable behaviors" to emerge, it offers less explicit guidance on using "supportive strategies."	Acknowledges <u>at least one</u> approach to infants' and toddlers' well-being but does not fully integrate ECSQ sub-indicators. Observable behaviors may occur, but there is minimal alignment, and guidance for educators is vague or inconsistent.	Does not demonstrate intentional alignment with any approaches for infants' and toddlers' well-being. There is little consideration of ECSQ sub-indicators, and it lacks opportunities for observable behaviors. Educator guidance is absent or insufficient.	Info. not provided

### J.2– Belonging

- Goal 1 *Infants and toddlers experience environments where they know that they belong and are valued*
- Goal 2 *Infants and toddlers experience environments where they are comfortable with the routines, schedules, and activities*
- Goal 3 *Infants and toddlers experience environments where they increasingly understand the nature and boundaries of acceptable behavior*
- Goal 4 *Infants and toddlers experience environments where positive connections among families, the program, and the children are affirmed*

7 Points	5 Points	3 Points	1 Point	INP
Intentionally designed with <u>all four</u> Belonging goals in mind. It incorporates the	Addresses <u>at least three</u> Belonging goals and considers	Acknowledges <u>one or two</u> Belonging goals but does	Does not demonstrate intentional alignment with	Info. not provided



sub-indicators from the ECSQs, creating opportunities for children to demonstrate the described “observable behaviors.” Additionally, it provides the described “supportive strategies” to support early childhood professions in these goals.	ECSQ sub-indicators. While it includes opportunities for “observable behaviors” to emerge, it offers less explicit guidance on using “supportive strategies.”	not fully integrate ECSQ sub-indicators. Observable behaviors may occur, but there is minimal alignment, and guidance for educators is vague or inconsistent.	Belonging goals. There is little consideration of ECSQ sub-indicators, and it lacks opportunities for observable behaviors. Educator guidance is absent or insufficient.	
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### J.3– Exploration

- Goal 1 *Infants and toddlers experience environments where the importance of spontaneous play is recognized and play is valued as meaningful learning*
- Goal 2 *Infants and toddlers experience environments where they gain confidence in and greater control of their bodies*
- Goal 3 *Infants and toddlers experience environments where they learn strategies for active exploration, thinking, and reasoning*
- Goal 4 *Infants and toddlers experience environments where they develop a growing sense of social relationships, the natural environment, and the physical world*
- Goal 5 *Infants and toddlers experience environments where their interests and initiative provide direction for learning opportunities and for the practice and mastery of developing skills*

7 Points	5 Points	3 Points	1 Point	INP
Intentionally designed with <u>all five</u> Exploration goals in mind. It incorporates the sub-indicators from the ECSQs, creating opportunities for children to demonstrate the described “observable behaviors.” Additionally, it provides the described “supportive strategies” to support early childhood professions in these goals.	Addresses <u>at least four</u> Exploration goals and considers ECSQ sub-indicators. While it includes opportunities for “observable behaviors” to emerge, it offers less explicit guidance on using “supportive strategies.”	Acknowledges <u>two or three</u> Exploration goals but does not fully integrate ECSQ sub-indicators. Observable behaviors may occur, but there is minimal alignment, and guidance for educators is vague or inconsistent.	Does not demonstrate intentional alignment with the Exploration goals. There is little consideration of ECSQ sub-indicators, and lacks opportunities for observable behaviors. Educator guidance is absent or insufficient.	Info. not provided

#### J.4– Communication

- Goal 1 *Infants and toddlers experience environments where they develop attitudes and skills to communicate successfully with others*
- Goal 2 *Infants and toddlers experience environments where they have opportunities to communicate through the use of symbols/pictures, signs, and stories*
- Goal 3 *Infants and toddlers experience environments where they discover and develop different ways to be creative and expressive about their feelings and thoughts*

7 Points	5 Points	3 Points	1 Point	INP
Intentionally designed with <u>all three</u> Communication goals in mind. It incorporates the sub-indicators from the ECSQs, creating opportunities for children to demonstrate the described “observable behaviors.” Additionally, it provides the described “supportive strategies” to support early childhood professions in these goals.	Addresses <u>at least two</u> Communication goals and considers ECSQ sub-indicators. While it includes opportunities for “observable behaviors” to emerge, it offers less explicit guidance on using “supportive strategies.”	Acknowledges <u>at least one</u> Communication goal but does not fully integrate ECSQ sub-indicators. Observable behaviors may occur, but there is minimal alignment, and guidance for educators is vague or inconsistent.	Does not demonstrate intentional alignment with the Communication goals. There is little consideration of ECSQ sub-indicators, and it lacks opportunities for observable behaviors. Educator guidance is absent or insufficient.	Info. not provided

#### J.5– Contribution

- Goal 1 *Infants and toddlers experience environments where the opportunities for learning are equitable, irrespective of gender, ability, age, ethnicity, or background*
- Goal 2 *Infants and toddlers experience environments where they are affirmed as individuals*
- Goal 3 *Infants and toddlers experience environments where they are encouraged to interact and learn with and alongside others*
- Goal 4 *Infants and toddlers experience environments where they and their families are empowered to make contributions within the program and as members of their communities*

7 Points	5 Points	3 Points	1 Point	INP
Intentionally designed with <u>all four</u> Contribution goals in mind. It	Addresses <u>at least three</u> Contribution	Acknowledges <u>one or two</u> of the	Does not demonstrate intentional	Info. not provided

incorporates the sub-indicators from the ECSQs, creating opportunities for children to demonstrate the described “observable behaviors.” Additionally, it provides the described “supportive strategies” to support early childhood professions in these goals.	goals and considers ECSQ sub-indicators. While it includes opportunities for “observable behaviors” to emerge, it offers less explicit guidance on using “supportive strategies.”	Contribution goals but does not fully integrate ECSQ sub-indicators. Observable behaviors may occur, but there is minimal alignment, and guidance for educators is vague or inconsistent.	alignment with the Contribution goals. There is little consideration of ECSQ sub-indicators, and it lacks opportunities for observable behaviors. Educator guidance is absent or insufficient.	
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### J.6– Language Development (from GELN)

- *Goal: The development of language is particularly crucial during the infant and toddler period. Quality care provides many opportunities for infants to engage in meaningful, experience-based communication with their caregivers and have their communications acknowledged and encouraged.*

7 Points	5 Points	3 Points	1 Point	INP
Intentionally designed with rich, experience-based language opportunities. It fully integrates GELN's Essential Instructional Practices, including structured and responsive caregiver-child interactions. It provides explicit strategies to foster language development, encourage reciprocal communication, and ensure that all infant and toddler communication attempts are acknowledged. Educator guidance is detailed, supporting a variety of language-rich experiences.	Incorporates multiple GELN Essential Instructional Practices and includes intentional opportunities for infants and toddlers to engage in meaningful communication. It provides structured experiences and some guidance for educators, though strategies may be less explicit.	Acknowledges the importance of early language development but only integrates a limited number of GELN practices. Opportunities for meaningful communication may arise but are not systematically designed. Educator guidance is minimal or inconsistent.	Does not intentionally align with GELN Essential Instructional Practices. It lacks structured language experiences, does not prioritize responsive communication, and provides little or no guidance for caregivers to encourage early language development.	Info. not provided

**VIII. Evidence-Based Continuous Improvement\_\_\_\_/14 points**

K. The curriculum uses children’s evidence-based continuous improvement as a method of tracking development, informing instruction, and inspiring reflection.

K.1– The curriculum provides tools for formative assessments that track infant and toddler progress and inform teaching practices.

7 Points	5 Points	3 Points	1 Point	INP
Utilizes formative assessment tools that are comprehensive, provide explicit instructions for implementation, and align with curriculum goals and developmental milestones. Clear resources are provided to guide teachers in analyzing assessment data and adapting teaching strategies accordingly.	Utilizes formative assessment tools that are available and generally useful but may lack detailed instructions, strong alignment with curriculum goals, or comprehensive support for data analysis.	Utilizes formative assessment tools that are mentioned but are vague or lack clear guidance for implementation or use in informing teaching practices.	Formative assessment tools are absent or fail to address meaningful child progress tracking or instructional adjustment.	Info. not provided

K.2– The curriculum supports ongoing reflection and adjustment of teaching practices to align with evolving research and classroom needs for infants and toddlers.

7 Points	5 Points	3 Points	1 Point	INP
Includes a structured and detailed process for teacher reflection, offering practical tools for revising goals, adapting methods, and implementing improvements based on observations, feedback, and emerging research.	Reflection and adjustment processes are included, with general guidance and tools, though they may lack specificity or a strong link to research-based practices.	Reflection and adjustment are mentioned briefly but lack tools or detailed guidance to support effective implementation.	Reflection and adjustment processes are not addressed in the curriculum.	Info. not provided

## E: Additional Criteria

### I. Nature-Based Integrations \_\_\_\_/7 points

A. The curriculum intentionally and explicitly prioritizes nature-based and experiential learning.

#### A.1- Nature-Based and Experiential Learning

7 Points	5 Points	3 Points	1 Point	INP
Provides extensive opportunities for nature-based or experiential learning, including outdoor activities or real-world problem-solving.	Includes some nature-based or experiential learning opportunities, though not consistently emphasized.	References nature-based or experiential learning but provides limited application.	Few nature-based or experiential opportunities included.	Info. not provided

### II. Literacy-Rich Classroom Environments \_\_\_\_/21 points

B. The curriculum intentionally and explicitly promotes early literacy skills and love for reading through diverse and engaging language experiences.

#### B.1- Print-Rich Environment for Emergent Literacy

7 Points	5 Points	3 Points	1 Point	INP
Clear, detailed guidance for creating a literacy-rich environment with diverse print and oral language resources for emergent literacy development.	Guidance provided but lacks diversity or comprehensiveness.	Basic references to creating a literacy-rich environment with limited resources.	Minimal inclusion of literacy-rich environment strategies.	Info. not provided

#### B.2- Integrated Emergent Literacy Strategies

7 Points	5 Points	3 Points	1 Point	INP
Literacy seamlessly integrated into diverse content areas and daily routines with specific strategies.	Some integration of literacy into routines or other content areas.	Limited integration of literacy strategies across content.	Minimal integration of literacy into other areas.	Info. not provided

### B.3– Support for Diverse Emergent Literacy Practices

7 Points	5 Points	3 Points	1 Point	INP
Comprehensive approach to promoting diverse literacy practices within a curriculum. Reflects evidence-based and differentiated learning strategies.	Includes diverse literacy practices but with limited scope.	Mentions diverse literacy practices but lacks clear implementation.	Few diverse literacy practices included.	Info. not provided

### III. Intentional Material Selection & Updates \_\_\_\_/14 points

C. The curriculum ensures materials are intentionally selected and meaningfully updated.

#### C.1– Intentional Selection of Materials

7 Points	5 Points	3 Points	1 Point	INP
Curriculum designed with detailed plan for selecting meaningful materials that are engaging, representative, and compatible with the varying learning styles of all children.	Curriculum designed with some plan for selecting meaningful materials, but may lack attention to engagement, representation, or compatibility with varying learning styles.	Curriculum references materials selection process but lacks detail.	Curriculum lacks clear process for selecting materials.	Info. not provided

#### C.3– Ongoing Review of Materials

7 Points	5 Points	3 Points	1 Point	INP
Curriculum designed with detailed plan to regularly review and update materials to maintain quality and relevance in line with research in the field as well as relevance and efficacy in the classroom.	Curriculum designed with some plan to regularly review and update materials but may lack attention to recent research or relevance and efficacy in the classroom.	Curriculum references regular reviews and updates of materials but lacks detail.	Curriculum lacks clear process for reviewing and updating materials.	Info. not provided

**IV. Supports/Scaffolding for Teacher Reflection & Self-Care \_\_\_\_/14 points**

D. The curriculum demonstrates structures and supports for prioritizing teacher well-being and growth.

D.1- Opportunities for Teacher Reflection

7 Points	5 Points	3 Points	1 Point	INP
Includes extensive reflection tools (journals, prompts, peer discussions) tied to curriculum implementation.	Includes some reflection tools with moderate guidance.	Limited reflection tools provided	Minimal opportunities for reflection	Info. not provided

D.2- Support Networks for Educators

7 Points	5 Points	3 Points	1 Point	INP
Curriculum facilitates professional networks (mentorship, learning communities) for teachers.	Some support networks encouraged but not fully integrated.	References support networks but lacks clear implementation.	Minimal evidence of support networks.	Info. not provided

**V. Framework for Continuous Improvement \_\_\_\_/14 points**

E. The curriculum encourages a dynamic curriculum approach that evolves with feedback, research, and community needs.

E.1- Feedback Integration

7 Points	5 Points	3 Points	1 Point	INP
Detailed process for integrating educator and family feedback into curriculum updates.	Includes a feedback process but lacks comprehensive details.	Mentions feedback integration but lacks clear application.	Minimal feedback process.	Info. not provided

E.2- Adaptability to New Research

7 Points	5 Points	3 Points	1 Point	INP
Curriculum regularly	Curriculum	Curriculum	Curriculum	Info. not

updates content, materials, and practices based on emerging research and best practices.	shows some adaptability to new research.	shows limited adaptability to new research.	shows minimal evidence of adapting to research.	provided
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