Georgia Curriculum Review and Approval Process FY14
CRITERIA DOCUMENTATION (Form B)

Georgia Department of Early Care and Learning

Title of Curriculum:

Publisher:

In the fields on the right, please list where reviewers can find documentation in the curriculum that addresses each criterion. Each entry should not exceed 1000 characters (including spaces). Each document should be submitted using a specific naming convention. For example, this document should be named: PublisherName_TitleofCurriculum_FORMB

Section I. Instructional Approach (41 points):

(A). Includes a philosophy statement that reflects the basic principles of developmentally appropriate instructional practices, and indicates the curriculum 1) is based on theoretical and/or research-based knowledge of how children's development and learning progresses (that is, knowing what is typical for each age/stage); 2) promotes instructional practices that are responsive to individual differences among children; 3) promotes hands-on learning experiences and a balance between teacher-directed and child-initiated learning experiences; and 4) emphasizes the importance of children forming close relationships with caring adults.

(B). Provides guidance and specific strategies/suggested activities that: 1) include opportunities for children to observe, explore, experiment, question, and build conceptual understanding in meaningful contexts; 2) include concrete, hands-on learning experiences with real materials commonly found in a classroom; 3) encourage children to explore, think about concepts, and/or solve problems; 4) address all of children's senses and are suited for different learning styles (auditory, visual, spatial, musical, bodily kinesthetic, and tactile); 5) promote different types of play (physical play, pretend play, games with rules); and 6) utilize daily care routines as opportunities for learning.

(C). Includes specific guidance and strategies for how teachers can support children with disabilities, including 1) an explicit statement affirming inclusion of children with disabilities; 2) general guidance on how to include children with disabilities in classroom activities through modifications in the classroom environment, the schedule and/or activities; and 3) specific suggestions for adapting and/or modifying individual/specific activities to include children with disabilities.

Section I. Instructional Approach (continued):

(D).Provides guidance for and examples of a daily schedule that 1) emphasizes the importance of a predictable schedule and routines; 2) includes provisions for a variety of types of activities (including large-group, small-group, center-based, and individual activities); 3a) for infants, promotes scheduling that is based on the unique needs and rhythms of the individual children within the group, and introduces more small-group and whole group activities and routines for the older toddler period; 3b) for preschoolers, incorporates opportunities for small-group, center-based, and free play activities across the course of the day, with a large proportion of the schedule dedicated to small-group, center-based and free play activities.

(E). Includes both teacher-led activities and child-initiated activities, with specific provisions for children to choose activities they participate in and provisions for activities to be planned based on teachers' observations of children's development, interests and current skills/knowledge. Directs teachers to include child-initiated activates on a daily basis.

(F). Includes guidance and specific tools/strategies to support planning for individual, small group, and large group activities, with individualized and small group activities comprising the majority of planned activities.

(G).Explicitly helps teachers promote children's independence by providing guidance and specific strategies to 1) help children learn to carry out self-care and classroom routines independently; 2) set up the physical environment and materials in a manner that children can use independently; and 3) as age appropriate, incorporate child-initiated and/or planned activities in centers and small group activities so that children learn to make decisions and carry out self-directed activities.

Section I. Instructional Approach (continued):

(H). Explicitly promotes sensitivity to and respect for diversity by: 1) providing guidance that helps teachers interact with children and families from different gender, linguistic, ethnic, age, and social groups in a respectful, positive and unbiased manner; 2) including guidance on how to create a classroom environment that reflects the diverse backgrounds of the children served by the program (e.g., use of materials, activities, etc); 3) promoting an individualized approach to instruction that includes experiences that are respectful of and familiar to children from diverse backgrounds.

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(I). Offers guidance and specific strategies for how teachers can support children who are dual language learners, including 1) support for dual language learners to continue to use their home language while they are learning English; 2) guidance on how to set up the classroom environment in a manner that supports dual language learners (such as using pictures and labels in the home language of dual language learners), 3) suggestions for modifying activities to teach concepts in a manner that is more accessible to dual language learners (such as using objects to illustrate concepts that are being taught), and 4) suggestions for supporting the social development of dual language learners (such as pairing a dual language learner with another child who speaks their home language).

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(J). Includes research related to the effectiveness of the curriculum. (Use Research Summary Form C).

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(K). Provides sufficient resources and guidance to help teachers plan and implement activities that address different content and all types of activities (large-group, small-group, center-based, and individual activities) across the course of a program year.

Section I. Instructional Approach (continued):

(L).On a daily basis, facilitates children's learning and skill development through a variety of different types of activities that explicitly integrate experiences and/or content related to multiple domains (for example, activity goals or purposes target multiple domains, instructions to the teacher to address multiple domains, etc.).

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(M).Includes guidance or an explanation of scaffolding and strategies that promote teachers' ability to extend or gradually advance children's understanding of concepts, their ideas, and their play (i.e., helps teachers know how to scaffold children's learning).

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(N). Contains a process for sequencing of content and learning experiences that is logical and consistent with the typical progression of children's learning and development, and provisions for individualized planning to sequence learning experiences based on the developmental level and progress of individual children.

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(O). Includes intentional planning to promote children's learning in outdoor settings by: 1) including outdoor time as part of the daily schedule; 2) providing specific guidance regarding the outdoor physical environment (i.e. playground safety rules, supervision of children outdoors, selection of outdoor equipment and materials that are appropriate for the size of children being served; supplementing outdoor equipment with a variety of materials and toys, etc.), and 3) providing guidance on how to intentionally plan for children's outdoor experiences and lead outdoor activities when age appropriate, as well as facilitate free play.

Section II. Georgia Early Learning and Development Standards - GELDS (20 points)

For Section II, list where the curriculum contains the following: (1). A description of and/or guidance related to the domain (i.e., narrative that describes what is included in the domain, why it is important, etc.). (2). Learning goals/objectives for each sub-domain/strand (3). Learning activities that are provided on a regular basis for each sub-domain/strand, as addressed within the GELDS for the specific age group targeted in the curriculum.

(A). **For GELDS Domain: COMMUNICATION, LANGUAGE, AND LITERACY**
Strands:
-Receptive Language
-Expressive Language
-Early Reading
-Early Writing

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(B).**For GELDS Domain: Cognitive Development - MATHEMATICS**
Strands:
-Number and Quantity
-Measurement and Comparison
-Geometry and Spatial Thinking
-Mathematical Reasoning

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(C). **For GELDS Domain: PHYSICAL DEVELOPMENT AND MOTOR SKILLS**
Strands:
-Health and Well-Being
-Use of Senses
-Motor Skills

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(D). **For GELDS Domain: SOCIAL AND EMOTIONAL DEVELOPMENT**
Strands:
-Developing a Sense of Self
-Self-Regulation
-Developing a Sense of Self with Others

Section II. Georgia Early Learning and Development Standards - GELDS (continued)

For Section II, list where the curriculum contains the following: (1). A description of and/or guidance related to the domain (i.e., narrative that describes what is included in the domain, why it is important, etc.). (2). Learning goals/objectives for each sub-domain/strand (3). Learning activities that are provided on a regular basis for each sub-domain/strand, as addressed within the GELDS for the specific age group targeted in the curriculum.

(E). **For GELDS Domain: APPROACHES TO PLAY AND LEARNING**
Strands:
-Initiative and Exploration
-Attentiveness and Persistence
-Play

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(F). **For GELDS Domain: COGNITIVE DEVELOPMENT: SCIENCE**
Strands:
-Scientific Skills and Methods
-Earth and Space
-Living Creatures
-Physical Science
-Interaction with Environment

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(G). **For GELDS Domain: COGNITIVE DEVELOPMENT: SOCIAL STUDIES**
Strands:
-Family
-People and Community
-History and Events

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(H). **For GELDS Domain: COGNITIVE DEVELOPMENT: CREATIVE DEVELOPMENT**
Strands:
-Creative Movement and Dance
-Visual Arts, Music
-Drama

Section II. Georgia Early Learning and Development Standards - GELDS (continued)

For Section II, list where the curriculum contains the following: (1). A description of and/or guidance related to the domain (i.e., narrative that describes what is included in the domain, why it is important, etc.). (2). Learning goals/objectives for each sub-domain/strand (3). Learning activities that are provided on a regular basis for each sub-domain/strand, as addressed within the GELDS for the specific age group targeted in the curriculum.

(I). **For GELDS Domain: COGNITIVE DEVELOPMENT: COGNITIVE PROCESSES**
Strands:
-Thinking Skills
-Problem-Solving Skills

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Section III. Classroom and Behavior Management (12 points):

(A). Provides guidance that helps teachers promote children's social-emotional development and teach positive behavior management skills by doing each of the following: 1) interact with children consistently and in a way that helps children develop trusting relationships with the adult and the ability to self-soothe and control their emotions; 2) establish clear expectations for behavior (e.g., development of classroom rules, system/plan for children choosing activities during center time) and respond consistently; 3) be proactive/preventative in behavior management by anticipating situations that might present challenges for children and taking steps to help children develop self-regulation skills (e.g., room arrangement to prevent behavior issues, sufficient materials to minimize conflicts among children, consistent schedule and rules so children know what to expect, visual cues such as labels and pictures to manage behavior, etc.); 4) model appropriate behavior (following rules, problem solving with others, etc.).

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(B). Explicitly provides proactive strategies that help teachers 1) teach children social skills to help them to interact with each other (e.g., problem solve with other children, resolve conflicts with and without assistance from the teacher; identify and express feelings, etc.); and 2). correct misbehaviors or negative behaviors with a positive approach (such as redirection, stating the rules clearly, avoiding negative comments, using natural consequences, etc.). Does not promote use of punitive behavior management strategies such as time out or punishments.

Section III. Classroom and Behavior Management (Continued):

(C). Stipulates guidelines that promote predictable sequencing of experiences for children and a sample or suggested daily schedule that includes a balance of activities that respect children's physical and psychological needs for sensory stimulation, fresh air, rest, and nourishment. Includes guidelines to promote individualized feeding and diapering schedule for infants, and includes specified times for daily routines such as eating, toileting, clean-up and transitions between activities for older children. Includes guidance to help teachers provide a schedule that is consistent and predictable for children.

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(D). Stipulates through guidance and/or sample floor plans the logical arrangement and location of equipment, materials, and supplies to ensure materials are early accessible and encourage children explore and to develop independence and self-reliance by including: 1a) for infants and toddlers, defined areas for eating, sleeping, gross motor activities, and play; 1b) for older toddlers and preschoolers: defined areas for centers with quiet activities separated from noisy activities and sufficient space for several children to work or play in each center;· 2) a floor plan that promotes movement between areas/centers without a significant amount of open space and allows for close supervision of all areas of the room; and 3) recommendations for storage of supplies near the area where they will be used and available for children to access independently as age appropriate.

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Section IV. Assessment (12 points):

(A). Provides guidance and a process for collecting observational data about children by specifying how to observe children, examples of what to focus on within observations, and how to record observations so that they can be used for curriculum planning.

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(B). Provides guidance and a process for utilizing results from authentic assessments and teacher observations in planning for the entire group, for small groups of children, and individual children. Stipulates how teachers use results from authentic assessments and observational data to plan learning experiences.

Section V. Family Engagement (12 points):

(A). Promotes positive relationships with families by providing guidance that 1) encourages sensitivity to families' home language and culture; 2) addresses respectful and supportive attitudes toward parents'/families' role in children's learning and development (within the home and classroom settings); and 3) stresses the importance of open, two-way communication with parents/families.

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(B). Promotes open, two-way communication with parents/families through 1) curriculum tools and/or guidance that support daily or weekly communication with parents/families regarding classroom activities (for infants, the curriculum should promote daily communication regarding feeding schedules, elimination, sleep/wake periods, etc.); 2) stipulations for parent/family-teacher conferences and/or home visits.

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(C). Provides specific strategies for including families in children's learning on an on-going basis, such as 1) materials regarding child development and classroom activities that can be shared with families; 2) process to include families in planning for individual children's learning experiences; 3) materials that support families in providing learning experiences within the home setting that are coordinated with and support the learning experiences provided in the classroom.

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(D). Provides guidance on how to establish positive relationships with non-English speaking families, support for communication, and suggestions or tools teachers can use to involve these families in the classroom and/or their own child's learning experiences, such as translated materials.

Section VI. Professional Development (3 points):

(A). Materials describing the professional development that is available for the curriculum indicate the professional development 1) addresses all components/ areas of the curriculum and all age levels addressed by the curriculum; 2) is available to all providers in GA who select and use the curriculum, and 3) has at least a beginner and a more advanced option available to promote on-going professional development for providers who have received the initial training/are experienced using the curriculum.