

NCECDTL

# Curriculum Consumer Report



NATIONAL CENTER ON

Early Childhood Development, Teaching and Learning

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# About This Report

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## How to Use This Report

### What is the Curriculum Consumer Report?

#### **A review of selected curricula used by Head Start grantees**

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

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

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

### Purpose

#### **To help programs select or augment a curriculum**

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

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

## Target Audience

### **Head Start program leaders and education staff**

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

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

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

## Criteria for Effective Curricula

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

### Criteria for Infant and Toddler Curricula

#### Criterion 1: Evidence Base for Child Outcomes

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

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

#### Review Question

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

#### Other Information Included in the Review Summaries

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

## Criterion 2: Research-Based Curriculum

**The curriculum provides research-based interactions and teaching practices to support children's development and learning.**

A research-based curriculum is consistent with research on how children develop and learn. Specifically, it promotes interactions, teaching practices, and learning experiences that research has shown to be effective in supporting children's development and learning.

### Review Question

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

## Criterion 3: Scope and Sequence

**The curriculum includes an organized developmental scope and sequence to support children's development and learning.**

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

### Review Questions

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

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

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

### Review Question

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

### Criterion 5: Learning Goals for Children

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

### Review Questions

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

### Criterion 6: Ongoing Child Assessment

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

### Review Questions

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

## Criterion 7: Parent and Family Engagement

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

### Review Questions

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

## Criterion 8: Professional Development and Materials to Support Implementation

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

### Review Questions

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



## Criterion 9: Learning Experiences and Interactions

**The curriculum promotes rich learning experiences and interactions to support development across domains.** For infants and toddlers, rich learning experiences take place within the context of an engaging play environment, interactions and conversations with caregivers and peers, and daily caregiving routines. Rich learning experiences support and extend children's knowledge, understanding of concepts, and skills across domains. Infants and toddlers develop and learn by freely moving their bodies and actively exploring their environments in open-ended ways. The curriculum offers infants and toddlers ample opportunities to move and explore and provides teachers with guidance on how to interact with children to extend exploration, thinking, and communication. Rich learning experiences should be culturally and linguistically responsive and inclusive of children with disabilities, suspected delays, or other special needs.

### Review Questions

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

## Criterion 10: Learning Environments and Routines

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

### Review Questions

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

### Criterion 11: Cultural Responsiveness

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

#### Review Questions

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

### Criterion 12: Linguistic Responsiveness

**The curriculum supports linguistic responsiveness.** Linguistic responsiveness refers to teaching practices that support the learning, development, and engagement of children from diverse linguistic backgrounds. It includes supports for continued development of children's home or tribal languages by authentically incorporating children's languages into the learning environment. Furthermore, linguistically responsive practices can facilitate English acquisition. The curriculum provides scaffolding strategies to support children at any level of English knowledge to fully participate in the curriculum's learning experiences and environment. For infants and toddlers, linguistic responsiveness requires partnering with families to intentionally support the development and learning of children who are dual language learners (DLLs) or who are learning tribal languages. This process includes developing a plan, based on the languages of the teacher and family, to support a child's development of each language in the classroom as well as at home.

#### Review Question

- **Linguistic responsiveness:** Does the curriculum provide guidance on how to intentionally support the development and learning of children who are DLLs or who are learning tribal languages?

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

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

#### Review Questions

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

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

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

#### Review Questions

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

## Review Process

### Curriculum Selection

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

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

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

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

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

## Curriculum Review Process

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

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





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

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





## Understanding the Ratings





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

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

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

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

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

			
No evidence	Minimal evidence	Moderate evidence	Full evidence

# All Curriculum Ratings

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

	Criterion 1: Evidence Base	Criterion 2: Research-Based	Criterion 3: Scope & Sequence	Criterion 4: Alignment with ELOF	Criterion 5: Learning Goals	Criterion 6: Ongoing Child Assessmt	Criterion 7: Parent & Family Engagemt	Criterion 8: Prof Dev & Imp	Criterion 9: Learning Exp & Interct	Criterion 10: Learning Env & Routines	Criterion 11: Cultural Responsive	Criterion 12: Linguistic Responsive	Criterion 13: Ind for Special Needs	Criterion 14: Ind Strgths, Needs & Intrsts
Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
Frog Street Infant	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
Frog Street Toddler	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
HighScope Infant-Toddler Curriculum	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
Innovations: The Comprehensive Infant and Toddler Curriculum	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆
The Creative Curriculum® for Infants, Toddlers & Twos, 3 <sup>rd</sup> Edition	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆

# Curriculum Ratings and Reviews

## Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers

### Curriculum Description

*Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers* provides an approach that helps teachers build on children's strengths and interests, support emerging developments, and encourage progress in areas of concern. The curriculum provides "Experiences," organized by children's ages, in eight areas of development.

**Website:** <https://products.brookespublishing.com/Beautiful-Beginnings-P60.aspx>

*Last Updated: March 25, 2019*





### Summary of Curriculum Review



- Promotes interactions, routines, and learning experiences to support the development and learning of infants and toddlers in all Head Start Early Learning Outcomes Framework (ELOF) domains
- Offers sequences of learning experiences to progressively build children's concepts and skills in all domains
- Specifies measurable, developmentally appropriate learning goals
- Provides guidance on ongoing observation and documentation
- Offers an approach to individualize learning experiences based on children's interests, strengths, and needs
- Provides some opportunities for infants and toddlers to engage in movement, play, and active exploration
- Includes some guidance on setting up the learning environment
- Provides limited guidance in the ELOF sub-domain of Health, Safety, and Nutrition
- Gives limited guidance on how to integrate children's and families' cultures into interactions, the learning environment, and learning experiences
- Lacks guidance on standardized and structured assessment instruments
- Lacks strategies and resources for communicating with and engaging families
- Does not offer standardized initial training or ongoing professional development opportunities
- Lacks guidance on how to establish developmentally appropriate schedules for infants and toddlers
- Lacks guidance on how to ensure daily routines, learning experiences, and the physical environment are individually appropriate for children with disabilities, suspected delays, or other special needs



<p><b>Cost of Curriculum</b>  <i>Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers</i>: \$49.95</p> <p><b>Cost of Professional Development</b></p> <p>The curriculum publisher does not offer professional development.</p> <p>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p><b>Availability in Other Languages</b></p> <p>The curriculum manual is not available in other languages.</p>	<p><b>Target Age</b></p> <p>Center-based infant and toddler programs for children 0–36 months</p>	<p><b>Curriculum Materials Reviewed by Raters</b></p> <p>The curriculum manual from <i>Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers</i> was purchased and reviewed in 2018.</p>
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**What Do the Ratings Mean?**



			
No evidence	Minimal evidence	Moderate evidence	Full evidence





<p><b>Evidence Base for Child Outcomes</b></p>	<p> No Evidence</p>	<p>At the time of this review, there are no available published research studies on <i>Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers (Beautiful Beginnings)</i>. Rigorous research is needed in order to establish evidence of positive effects of <i>Beautiful Beginnings</i> on children's learning outcomes.</p>
<p><b>Research-Based Curriculum</b></p>	<p> Full Evidence</p>	<p><b>Responsive Relationships and Interactions:</b> The curriculum consistently promotes responsive relationships and interactions with infants and toddlers, which research has shown are foundational to children's development in all domains. The curriculum's "Social Experiences" provide strategies for building secure, trusting relationships with children (e.g., engaging in back-and-forth interactions, making eye contact, sharing physical affection). In addition, they promote sensitive, responsive caregiving (e.g., guidance on how to appropriately respond to children's cues and requests). Nearly all of the curriculum's learning experiences offer examples of how to engage children in joint attention (e.g., naming an object that the teacher and the child are looking at; responding when a child points at something). Finally, the curriculum encourages teachers to talk with children throughout the day, acknowledge children's responses (e.g., movement, crying, vocalizations), and respond to children's communication (e.g., pointing, babbling, talking).</p> <p><b>Daily Routines as Opportunities for Learning:</b> <i>Beautiful Beginnings</i> provides some guidance on daily routines and schedules. The "Self-Help Experiences" offer several examples of how teachers can engage children in the daily caregiving routines of eating, diapering, toileting, dressing, washing hands, and preparing for naptime. One "Self-Help Experience" for older toddlers suggests having consistent daily routines, helping children understand the routines, and giving cues prior to next steps in routines. However, the curriculum lacks any further guidance on how to establish individualized schedules for infants or developmentally appropriate schedules for toddlers.</p> <p><b>Play and Exploration:</b> The curriculum offers learning experiences that encourage infants' and toddlers' play and active exploration, which research suggests provide rich contexts for learning in all domains. Many of the "Gross Motor Experiences" provide opportunities for children to engage in active physical play (e.g., crawling up and down stairs, walking on a balance beam, playing on riding toys). In addition, many of the "Discovery Experiences" provide open-ended learning experiences that promote children's curiosity, exploration, and creativity (e.g., playing with water, exploring a texture box, finger painting). Finally, the curriculum approach advises teachers to observe children and select "Experiences" that build on their interests. However, the curriculum lacks comprehensive guidance on how to create indoor and outdoor environments that promote active physical play.</p>


**Language-Rich Environment and Interactions:** *Beautiful Beginnings* consistently offers research-based teaching practices to promote language-rich environments and interactions. In particular, the "Communication Experiences" provide guidance on how to engage in varied types of talk with infants and toddlers throughout the day (e.g., talking slowly with animation, describing objects and actions, asking open-ended questions, expanding the child's language). In addition, the curriculum offers strategies to build infants' and toddlers' vocabulary (e.g., labeling familiar objects, introducing words for new objects, using action words). Finally, it features several opportunities to support children's early literacy skills, such as reading books, playing with puppets, singing, reciting nursery rhymes, and scribbling and drawing activities.


**Promoting Emotional, Behavioral, and Cognitive Self-Regulation:** The curriculum consistently promotes research-based teaching practices to support children's emotional, behavioral, and cognitive self-regulation. In particular, the "Social Experiences" offer teaching practices to help infants and toddlers begin to regulate their emotions (e.g., encouraging expression of emotions, labeling and validating emotions, identifying feelings of others). Many of the "Social Experiences" and "Self-Help Experiences" provide strategies to support children's behavioral regulation (e.g., giving the child choices, supporting turn-taking with peers, setting clear expectations for behaviors). Finally, the curriculum provides a range of strategies to facilitate children's cognitive self-regulation (e.g., supporting planning and flexibility in thinking during pretend play, encouraging children to persist and complete tasks).




**Facilitating Cognitive Development:** The curriculum consistently promotes research-based teaching practices that facilitate the cognitive development of infants and toddlers. Nearly all of the curriculum's "Experiences" include prompts that could be used to support cognitive development during play and exploration (e.g., narrating actions, describing objects, modeling actions, expanding language, extending play themes). Similarly, the learning experiences provide examples of how to embed mathematics language and concepts throughout everyday interactions and activities (e.g., talking about quantity, sorting, using shape sorters, nesting, completing puzzles). Finally, some "Experiences" support the development of children's problem-solving skills (e.g., encouraging trial and error, demonstrating how to use tools to solve problems, supporting children to persist during challenging tasks).

		<p><b>Supporting Physical Development:</b> <i>Beautiful Beginnings</i> consistently recommends research-based teaching practices to support the perceptual, motor, and physical development of infants and toddlers. The curriculum's "Experiences" include many, varied opportunities for infants and toddlers to practice fine, gross, and perceptual motor skills. The curriculum features several learning experiences for children to practice fine motor skills (e.g., grasping objects, shaking and banging, developing pincer grasp, scribbling, zipping) and gross motor skills (e.g., pulling up, crawling up and down stairs, throwing, carrying objects while walking). In addition, several "Experiences" support the development of perceptual motor skills (e.g., looking at and tracking objects, mouthing objects, climbing in and out of large boxes, feeling textures, exploring and discussing body motions).</p>
<p><b>Scope and Sequence</b></p>	<p> Full Evidence</p>	<p><b>Scope:</b> <i>Beautiful Beginnings</i> clearly identifies eight areas of development: Communication, Gross Motor, Fine Motor, Intellectual, Discovery, Social, Self-Help, and Pretend. The curriculum manual provides several "Experiences" to support each of these areas of development.</p> <p><b>Sequence:</b> The curriculum manual provides multiple, related learning opportunities for children to explore and learn concepts and skills in all ELOF domains. The "Experiences" are organized by age (e.g., 0–6 months, 6–12 months, 12–18 months) and around the curriculum's eight areas of development. They can be used to progressively build children's concepts and skills as they move through the developmental progressions in all domains. The curriculum describes the "Experiences" as a menu of ideas that can be selected based on each child's unique development, strengths, needs, and interests, demonstrating that the sequences of learning experiences allow for flexibility.</p>
<p><b>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</b></p>	<p> Moderate Evidence</p>	<p><b>Alignment with the ELOF:</b> A thorough review of the curriculum manual indicates that <i>Beautiful Beginnings</i> is mostly aligned with the ELOF. The curriculum manual offers learning experiences to fully support children's development and learning in all of the ELOF domains and almost all of the sub-domains. However, the curriculum partially addresses the ELOF sub-domain of Health, Safety, and Nutrition.</p>


<p><b>Learning Goals for Children</b></p>	 Moderate Evidence	<p><b>Learning Goals:</b> <i>Beautiful Beginnings</i> provides measurable, developmentally appropriate learning goals in the curriculum's eight areas of development. Each "Experience" specifies a "Goal," and the learning experiences support the stated goals. The curriculum suggests selecting "Goals" and "Experiences" based on children's interests, strengths, development, needs, and concerns. However, it lacks explicit guidance on how to modify the learning goals for activities to individualize learning experiences for all children.</p>
<p><b>Ongoing Child Assessment</b></p>	 Minimal Evidence	<p><b>Ongoing Observation and Documentation:</b> The curriculum provides a process for ongoing observation and documentation: observing the child; selecting "Experiences" based on the child's interests, strengths, development, needs, and concerns; offering "Experiences;" and documenting the child's responses. In addition, the curriculum includes a "Goals Sheet," which can be used as a tool to support teachers in the ongoing process of observation and documentation. Many "Experiences" include prompts for teachers to observe children's engagement in the activities (e.g., "Watch him carefully to see how he handles the problem." "Make a mental note of the motions she does today so you can introduce others later.").</p> <p><b>Standardized and Structured Assessment Instruments:</b> The curriculum describes the importance of using the <i>Ages &amp; Stages Questionnaires® (ASQ®)</i> screening instrument. However, it does not address standardized and structured assessment instruments to assess children's developmental progress.</p>
<p><b>Parent and Family Engagement</b></p>	 Minimal Evidence	<p><b>Communicating with Families:</b> The curriculum does not offer materials or strategies for communicating with families about their children's development or about the curriculum's learning experiences.</p> <p><b>Engaging Families:</b> The curriculum provides minimal guidance on how to engage families in children's learning and development. This guidance is limited to including parents in the creation of a portfolio and the completion of the <i>ASQ®</i>. The curriculum lacks any further information on how to engage families in the classroom or how families can extend children's learning at home.</p>
<p><b>Professional Development and Materials to Support Implementation</b></p>	 Minimal Evidence	<p><b>Professional Development:</b> The curriculum publisher does not offer standardized initial training or ongoing professional development opportunities.</p>

		<p><b>Curriculum Materials to Support Implementation:</b> The curriculum provides some materials to support implementation. The manual begins with an overview of the curriculum's approach and components. It also includes guidance on how to implement the curriculum's extensive set of "Experiences." However, the curriculum lacks additional materials to support implementation, such as teaching resources that offer comprehensive guidance on foundational aspects of curriculum implementation (e.g., how to set up the physical environment, establish individualized schedules, engage families) or any training or coaching resources.</p> <ul style="list-style-type: none"> <li>• <b>Fidelity Tool:</b> The curriculum does not include a tool to assess fidelity of implementation.</li> </ul>
<p><b>Learning Experiences and Interactions</b></p>	<p> Moderate Evidence</p>	<p><b>Active Exploration:</b> <i>Beautiful Beginnings</i> provides some opportunities for infants and toddlers to move freely and explore their environments actively. Some "Experiences" encourage movement and open-ended exploration. For example, "Finding Things" encourages teachers to create a "discovery corner" where they set out a new object or toy each week for children to freely explore. In addition, "Pushing and Pulling" invites teachers to provide toddlers with various toys that they can push (e.g., boxes, small chairs, wagons) and pull (e.g., toys with strings attached to them), which provide several opportunities for movement and exploration of how things work. However, other "Experiences" are more teacher-directed, encouraging infants and toddlers to do something very specific and providing limited opportunities for children to engage with the environment in open-ended ways. For example, in one activity, teachers model different types of scribbles and encourage toddlers to imitate the model drawings. In another activity, teachers demonstrate how to use cause-and-effect toys and encourage older infants to do the same actions.</p> <p><b>Interactions That Extend Children's Learning:</b> The curriculum provides specific guidance on how teachers can engage in interactions that extend children's learning. The "Experiences" include prompts or suggestions for teachers to label objects, narrate what adults and children are doing, expand children's language, and extend pretend play. For example, an "Experience" for younger infants suggests that teachers describe various textures and what those textures feel like. Another prompts teachers to initiate possible next steps in children's pretend play, while letting the child choose what to do next.</p>

		<p><b>Individualization:</b> The curriculum provides a general approach for individualizing learning experiences for all children. The approach includes observing children; selecting "Experiences" based on children's interests, strengths, development, needs, or concerns; using the "Goals Sheet" to plan for an individual child or group of children; offering "Experiences;" and documenting the children's responses. "Using <i>Beautiful Beginnings</i> with Children with Special Needs" encourages teachers to use a child's functional age to select learning experiences. "Taking Culture into Consideration" instructs teachers to adapt activities as appropriate. However, the curriculum lacks specific guidance embedded throughout the "Experiences" on how to use learning experiences with diverse children, and at times, is suggestive of a deficit approach: "For children at-risk, such as children from very low-income families, one Experience should always be in the area of communication because of the tendency for children to be delayed in this area."</p>
<p><b>Learning Environments and Routines</b></p>	<p> Moderate Evidence</p>	<p><b>Environment:</b> The curriculum provides minimal guidance on how to design well-organized, engaging indoor and outdoor learning environments. It specifies setting up learning centers that emphasize different areas of development and providing an organized, predictable environment. Some "Gross Motor Experiences" (e.g., "Crawling Up and Down Stairs," "Playing Independently on Riding Toys," "Walking on a Balance Beam") include suggestions for equipment that would promote active physical play. The curriculum lacks guidance on the outdoor environment. Additionally, some "Experiences" suggest equipment that may restrict movement and exploration, such as a bouncer, activity rocker, or high chair.</p> <p><b>Learning Materials:</b> <i>Beautiful Beginnings</i> provides several examples of developmentally appropriate learning materials that foster infants' and toddlers' open-ended exploration and inquiry. For example, the "Experiences" specify a range of learning materials, such as nesting toys, blocks, play dough, materials of different textures, and pretend play props. The curriculum reminds teachers to consider books and objects from within children's and families' cultural backgrounds. However, it lacks guidance on how to select learning materials in children's home languages. It also lacks instruction on how to select learning materials that are accessible to children with disabilities, suspected delays, or other special needs.</p> <p><b>Schedule and Routines:</b> The curriculum provides specific guidance on how to use caregiving routines as learning opportunities. The "Self-Help Experiences" describe how teachers can engage children while the children are eating, diapering or toileting, dressing, washing hands, and preparing for naptime. However, the curriculum lacks guidance on how to establish a flexible daily schedule centered around developmentally and individually appropriate routines.</p>

<p><b>Cultural Responsiveness</b></p>	 Minimal Evidence	<p><b>Interactions:</b> <i>Beautiful Beginnings</i> includes a brief section on "Taking Culture into Consideration," with very few tips that could be used to build relationships with children and families from diverse cultural backgrounds (e.g., honoring cultural variations, valuing parental choices, respecting cultural differences). Additionally, it does not include guidance on learning how families interact with their child or on how to use this information to engage in culturally responsive interactions.</p> <p><b>Learning Experiences:</b> The curriculum includes only two examples of how to provide learning experiences that build on families' cultures. One example describes how gazing in the mirror may not be a valued or appropriate activity in some cultures, and how teachers should make appropriate adaptations. Another example suggests that teachers introduce a wordless book that is in line with a family's tradition of storytelling. Beyond these two examples, the curriculum lacks guidance on how to engage infants and toddlers in learning experiences or caregiving routines that build on families' traditions, cultures, values, and beliefs.</p> <p><b>Learning Environment:</b> <i>Beautiful Beginnings</i> offers two suggestions for providing learning materials that reflect diverse cultures. The "Using Materials" section states that materials acquired from other geographic areas lend welcome diversity. In addition, the "Taking Culture into Consideration" section invites teachers to consider books and objects that are within children's and families' cultural backgrounds. However, the curriculum lacks any further guidance on, or examples of how to select and use, learning materials that authentically represent the cultures and ethnicities of children and families in the program.</p>
<p><b>Linguistic Responsiveness</b></p>	 No Evidence	<p><b>Linguistic Responsiveness:</b> The curriculum lacks guidance on how to intentionally support the development and learning of infants and toddlers who are dual language learners (DLLs). It also does not address how to support children who are learning tribal languages.</p>
<p><b>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</b></p>	 Minimal Evidence	<p><b>Teaching Practices and Interventions:</b> <i>Beautiful Beginnings</i> provides minimal guidance on embedding teaching practices or other interventions into learning experiences or daily routines for children with disabilities, suspected delays, or other special needs. It suggests using a child's functional age to select learning experiences, focusing on a child's strengths, coordinating with other specialists, and encouraging a child to use other senses. The curriculum lacks additional principles or specific guidance embedded throughout the "Experiences" on how to intentionally support the development and learning of children with disabilities, suspected delays, or other special needs.</p>



		<p><b>Learning Environment:</b> The curriculum does not address how to ensure that the physical environment and learning materials are accessible to children with disabilities, suspected delays, or other special needs.</p>
<p><b>Individualization Based on Interests, Strengths, and Needs</b></p>	<p> Moderate Evidence</p>	<p><b>Individualization Based on Interests:</b> The curriculum provides guidance on how to plan learning experiences that build on children's interests. It describes a process for selecting "Experiences" based on children's interests as observing the child (including prompts such as "What seems to energize her?" or noticing what fascinates the child) and then choosing "Experiences" that build on children's interests. In addition, some "Experiences" remind teachers to consider and follow children's interests. For example, a book-reading activity encourages teachers to pay careful attention to what a child shows interest in and to build on those interests. In a pretend play activity, teachers are prompted to follow the child's lead.</p> <p><b>Individualization Based on Strengths and Needs:</b> <i>Beautiful Beginnings</i> provides general guidance on how to plan learning experiences that are responsive to individual children's strengths and needs. The following process is described for selecting "Experiences" based on children's strengths and needs: observe the child, use the "Overview Goals Charts" to help locate the child's developmental level, choose "Experiences" that build on the child's development, use the "Goals Sheet" to plan the "Experiences," offer "Experiences," and document the child's response. Although the curriculum is organized around age ranges, it lacks specific scaffolding strategies to support children at different developmental levels, as well as guidance on how to tailor learning experiences based on individual children's strengths and needs.</p>

## Frog Street Infant

### Curriculum Description

Frog Street Infant features learning experiences and materials that support infants' development and learning. The curriculum is organized around age-appropriate Activity Cards, which can be used to create individualized plans for children.

**Website:** <http://www.frogstreet.com/curriculum/infant/>





*Last Updated: March 25, 2019*



### Summary of Curriculum Review

- Offers sequences of learning experiences that progressively build infants' concepts and skills in all domains
- Specifies developmentally appropriate learning goals throughout the curriculum activities
- Offers comprehensive standardized training and materials to support implementation
- Promotes some research-based teaching practices to support infants' development and learning in all Head Start Early Learning Outcomes Framework (ELOF) domains
- Gives some strategies and resources to support family engagement
- Offers some opportunities for active exploration and interactions that extend infants' learning
- Includes limited guidance in the areas of Creativity, Imitation and Symbolic Representation and Play, and Health, Safety, and Nutrition
- Lacks comprehensive guidance on ongoing child assessment
- Lacks comprehensive guidance on designing indoor and outdoor environments
- Lacks direction on how to effectively support infants' development and learning during caregiving routines
- Provides limited guidance on how to fully integrate children's and families' cultures and home languages into interactions, the learning environment, and learning experiences
- Offers limited support on how to ensure the learning environment and experiences are accessible for infants with disabilities, suspected delays, or other special needs
- Lacks ample opportunities for child-initiated play based on children's interests

<b>Cost of Curriculum</b>	<b>Availability in Other Languages</b>	<b>Target Age</b>	<b>Curriculum Materials Reviewed by Raters</b>
<p><i>Frog Street Infant:</i> \$849.99</p> <p><b>Cost of Professional Development</b></p> <p><i>Frog Street Infant Implementation Training</i> and additional course offerings: \$2,750 per site for each on-site training</p> <p><i>Webinar Introductory Pricing:</i> \$950 per site for three-hour live webinar; \$750 per site for two-hour live webinar; \$500 per site for one-hour live webinar</p> <p>Coaching: \$3,500 per site per day (three-day minimum costs \$10,500)</p> <p>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>Many of the curriculum materials are available in Spanish (e.g., <i>Activity Cards</i>, wall posters) and are included in the curriculum cost.</p>	<p>Center-based infant programs for children ages 0–18 months</p>	<p>All materials from <i>Frog Street Infant</i> were purchased and reviewed in 2018. These materials included:</p> <ul style="list-style-type: none"> <li>• Welcome to Frog Street Infant</li> <li>• Frog Street Infant Administrator Classroom Observation Tool</li> <li>• 264 Activity Cards</li> <li>• 24 Photo Activity Cards</li> <li>• Planning and Assessment CD</li> <li>• Additional Classroom Resources (e.g., wall posters, CDs, manipulatives, children's books)</li> <li>• Online Portal</li> </ul>

**What Do the Ratings Mean?**

			
No evidence	Minimal evidence	Moderate evidence	Full evidence



<p><b>Evidence Base for Child Outcomes</b></p>	<p> No Evidence</p>	<p>At the time of this review, there are no available published research studies on <i>Frog Street Infant</i>. Rigorous research is needed in order to establish evidence for positive effects of <i>Frog Street Infant</i> on children's learning outcomes.</p>
<p><b>Research-Based Curriculum</b></p>	<p> Moderate Evidence</p>	<p><b>Responsive Relationships and Interactions:</b> <i>Frog Street Infant</i> consistently promotes responsive relationships and interactions, which research shows are the foundation for children's Approaches to Learning, Social and Emotional Development, Language and Communication, and Cognition. The curriculum supports teachers in building trusting relationships with infants and engaging in responsive caregiving. For example, many of the <i>Activity Cards</i> provide specific suggestions to make eye contact, provide physical affection, spend time with individual children, and talk with children. It also offers strategies and vignettes to promote sensitive, responsive caregiving. The curriculum provides many opportunities for teachers to initiate joint attention with infants. However, there is minimal guidance for teachers on how to start a back-and-forth exchange based on the child's focus or interest.</p> <p><b>Daily Routines as Opportunities for Learning:</b> The curriculum minimally addresses daily caregiving routines, which are a rich opportunity to support infants' development and learning. <i>Welcome to Frog Street Infant</i> emphasizes following children's verbal and non-verbal cues for hunger, rest, or activity, but it lacks guidance on how to establish developmentally appropriate routines for infants. Additionally, there are only a few examples in the entire curriculum on how to extend children's learning during caregiving routines (e.g., talk with children during mealtimes; chants and rhymes during daily routines; tell children what will happen next during transitions). The curriculum does not provide any further guidance on how teachers can extend children's thinking and communication while engaging in caregiving routines, which are a significant portion of the day for infants.</p>




**Play and Exploration:** The curriculum provides minimal guidance on research-based practices to support infants' play and exploration. *Frog Street Infant* repeatedly mentions the importance of providing plenty of space for infants to move and practice physical skills. However, it lacks concrete guidance on how to create an indoor and outdoor environment for active physical play and exploration. The *Activity Cards* offer some opportunities for infants to engage in open-ended exploration (e.g., manipulating play dough, exploring tactile paths), but they also emphasize a fair amount of teacher-directed activities (e.g., showing a child how to drop an object into a small hole and shake it out). As such, the curriculum lacks opportunities for child-initiated play based on children's interests, which research shows contribute to infants' curiosity, creativity, persistence, and engagement.

**Language-Rich Environment and Interactions:** The curriculum consistently promotes research-based teaching practices to support infants' language and communication, such as using varied types of talk with infants (e.g., using "parent-ese" or child-directed language, modeling full sentences, narrating actions, expanding on what children say) and supporting infants' emergent literacy. For example, the curriculum provides several learning experiences that encourage caregivers to sing songs, say rhymes, and read books with infants. Research demonstrates these actions support infants' emergent literacy skills.


**Promoting Emotional, Behavioral, and Cognitive Self-Regulation:** The curriculum consistently promotes research-based practices to support infants' emotional and behavioral self-regulation. The curriculum gives guidance on how teachers can use emotional coaching to help infants understand and begin to manage their emotions. Similarly, to facilitate the development of emotional and behavioral self-regulation skills, the curriculum suggests setting up an environment that minimizes overstimulation (e.g., eliminating bright lights and loud noises) and provides strategies for soothing babies in distress.


**Facilitating Cognitive Development:** The curriculum consistently promotes research-based teaching practices to support infants' cognition. Many *Activity Cards* provide prompts for teachers to extend infants' learning during play and exploration, such as talking about the sounds different rattles make or comparing the textures of tactile blocks. In addition, the curriculum helps teachers embed math language and concepts throughout learning experiences (e.g., the "Your Hands, My Hands" activity includes prompts to count fingers and compare the size of hands). Finally, the curriculum provides guidance on how to scaffold infants' problem-solving skills.



		<p><b>Supporting Physical Development:</b> The curriculum consistently promotes research-based practices to support infants' perceptual, motor, and physical development. For example, the <i>Activity Cards</i> provide learning experiences to support infants' gross and fine motor skills (e.g., positioning the infant in a prone position to play; encouraging the infant to reach and grasp). Similarly, the <i>Activity Cards</i> suggest intentional teaching practices to support perceptual understanding and perceptual-motor development (e.g., playing games about body parts, teaching movement words). The curriculum includes many varied opportunities for infants to practice new physical skills, such as squeezing a sensory glove, a sponge, or squeeze toys (e.g., a baster or an eyedropper).</p>
<p><b>Scope and Sequence</b></p>	<p> Full Evidence</p>	<p><b>Scope:</b> The curriculum clearly identifies five developmental domains: Language Development, Cognitive Development, Social and Emotional Development, Physical Development, and Approaches Toward Learning. <i>Welcome to Frog Street Infant</i> provides information on each of these learning domains, and the <i>Activity Cards</i> provide learning experiences to support children's development in each of these areas.</p> <p><b>Sequence:</b> The curriculum provides <i>Activity Cards</i> for Physical, Social Emotional, Language, and Cognitive Development. The activities are organized by age: 0–3 months, 3–6 months, 6–12 months, and 12–18 months. These <i>Activity Cards</i> provide sequences of learning experiences that are based on children's developmental progressions with multiple, related opportunities for children to explore or learn concepts or skills in each domain. <i>Welcome to Frog Street Infant</i> describes how teachers use the <i>Activity Cards</i> to make an individualized weekly plan for each child.</p>
<p><b>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</b></p>	<p> Moderate Evidence</p>	<p><b>Alignment with the ELOF:</b> A thorough review of all the curriculum materials indicates <i>Frog Street Infant</i> is mostly aligned with the Head Start Early Learning Outcomes Framework (ELOF) domains and sub-domains. The learning experiences described in the <i>Activity Cards</i> support children across the majority of ELOF sub-domains. The curriculum partially addresses a few ELOF sub-domains: Creativity; Imitation and Symbolic Representation and Play; and Health, Safety, and Nutrition.</p>



<p><b>Learning Goals for Children</b></p>	 Moderate Evidence	<p><b>Learning Goals:</b> The curriculum provides <i>Frog Street Infant Learning Goals</i>, which are measurable and developmentally appropriate. The learning goals are referenced throughout the <i>Activity Cards</i>, and the learning experiences support the stated goals. The curriculum acknowledges infants are at many different stages of development and that some infants may develop faster or slower in a particular domain. However, the curriculum lacks explicit guidance on how to use the learning goals with diverse children or how to modify learning goals for activities to individualize learning experiences for all children.</p>
<p><b>Ongoing Child Assessment</b></p>	 Minimal Evidence	<p><b>Ongoing Observation and Documentation:</b> <i>Welcome to Frog Street Infant</i> describes how ongoing assessment is a process of observing and documenting children's development for the purposes of planning activities to support the growth and development of an individual infant. It includes brief descriptions of written observations, anecdotal records, and work samples. The Planning and Assessment CD provides forms for written observations and anecdotal records. However, the curriculum does not provide specific guidance embedded throughout curriculum materials on how teachers can engage in this process.</p> <p><b>Standardized and Structured Assessment Instruments:</b> The curriculum describes and provides a structured assessment tool, the <i>Frog Street Infant Developmental Checklist</i>, that aligns with the curriculum's learning goals. However, the curriculum lacks guidance on how to choose a standardized and structured assessment instrument that is valid, reliable, and individually, culturally, and linguistically appropriate.</p>
<p><b>Parent and Family Engagement</b></p>	 Moderate Evidence	<p><b>Communicating with Families:</b> <i>Welcome to Frog Street Infant</i> provides some guidance on how to communicate with families (e.g., the parent bulletin board, sending home letters), but most of the suggested strategies describe unidirectional communication (from program to family). The Planning and Assessment CD provides materials to use to communicate with families, including an Infant Daily Report Form and 24 Parent Letters. All forms for communicating with families are translated into Spanish, but there is no further guidance on how to communicate with families from diverse cultures or who speak home languages other than English.</p>




		<p><b>Engaging Families:</b> <i>Welcome to Frog Street Infant</i> provides some guidance on how to engage families in the program (e.g., invitations to staff training; encouraging use of the school resource library). The 24 Parent Letters provide specific tips for "What You Can Do" at home to extend children's development and learning (e.g., read to children daily as part of their bedtime routine; provide a variety of rattles and musical toys for children to explore cause and effect). The Parent Letters are translated into Spanish, but there is no guidance on how to engage families who speak languages other than English and Spanish, are from diverse cultures, or who have disabilities or other special needs.</p>
<p><b>Professional Development and Materials to Support Implementation</b></p>	<p> Full Evidence</p>	<p><b>Professional Development:</b> <i>Frog Street</i> offers a range of in-person courses, including both initial (<i>Frog Street Infant Curriculum Implementation</i>) and ongoing (<i>Frog Street Infant Curriculum Follow-Up</i>) training sessions. Additional courses cover a wide range of content, such as family engagement and how to plan age-appropriate activities in each domain. The curriculum also offers professional learning webinars that can be customized to meet the needs of programs using a pre-webinar questionnaire to identify challenges and share successes.</p> <p><b>Curriculum Materials to Support Implementation:</b> The curriculum includes a comprehensive set of materials to support implementation. Both <i>Welcome to Frog Street Infant</i> and an introductory video in the online portal provide an overview of the curriculum materials, such as <i>Activity Cards</i>, CDs, manipulatives, and books for children. The curriculum features 264 <i>Activity Cards</i> organized by domain and age, which provide best practices, information on child development, learning objectives, required materials, and activity instructions. The curriculum also provides an Infant Activity Tracker to help teachers organize which activities they will focus on for each child.</p> <ul style="list-style-type: none"> <li>• <b>Fidelity Tool:</b> The curriculum offers the <i>Frog Street Infant Administrator Classroom Observation Tool</i>, which can be used to assess fidelity of implementation. Program administrators or coaches can use the tool to assess infant teachers' sensitivity to social and emotional needs of children, instructional strategies, classroom environment, and intentionality.</li> </ul>

<p style="text-align: center;"><b>Learning Experiences and Interactions</b></p>	<p style="text-align: center;">             Moderate Evidence         </p>	<p><b>Active Exploration:</b> <i>Welcome to Frog Street Infant</i> discusses how infants need space and opportunities to move freely. Some of the <i>Activity Cards</i> allow children to actively explore their environment, such as manipulating play dough and touching or crawling on a tactile path. However, many of the activities are more teacher-directed, inviting infants to do something very specific and leaving less opportunity for them to engage with the environment in open-ended ways. For example, one activity instructs teachers to put blue and yellow paint on children's hands to make green. In another activity, teachers model how to create art with a golf ball in a pan, and children are directed to do the same thing.</p> <p><b>Interactions That Extend Children's Learning:</b> Some <i>Activity Cards</i> provide supports for teachers to engage in interactions that extend infants' exploration, thinking, and communication. For example, teachers introduce two rattles and talk about the different sounds with infants. Another activity encourages children to stack tactile blocks and prompts teachers to compare the textures using descriptive words. However, some guidance in the <i>Activity Cards</i> would limit children's open-ended exploration and communication. For example, an activity invites a child to explore a musical toy, but encourages teachers to demonstrate the "right buttons to push." Another activity tells teachers to stack three blocks, encourage the child to copy the tower, repeat, and count the blocks in the towers with the child. This type of guidance for how the teacher should interact with the child during block play limits what the child may learn from exploring the blocks in a more open-ended way with suggested prompts for teachers that focus more on the child's exploration (e.g., balance, size, quantity, symbolic representation).</p> <p><b>Individualization:</b> The curriculum provides minimal guidance on how to individualize learning experiences for all children. The <i>Activity Cards</i> are translated into Spanish, but there is no guidance on how and when to use the Spanish translations with children who are dual language learners (DLLs). <i>Welcome to Frog Street Infant</i> offers a few general tips for working with children with specific needs (e.g., visual and hearing challenges, physical delays). The curriculum does not address how to individualize learning experiences for children from diverse cultures, children who speak languages other than English and Spanish, or how to modify the activities for children with other types of disabilities, suspected delays, or other special needs.</p>
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<p><b>Learning Environments and Routines</b></p>	 <p>Minimal Evidence</p>	<p><b>Environment:</b> <i>Welcome to Frog Street Infant</i> offers limited guidance on designing the indoor and outdoor environment. It focuses primarily on keeping the environment physically safe and free from overstimulation (e.g., bright lights, loud noises, too many choices). The curriculum also emphasizes the importance of giving children space to freely move. However, there is no comprehensive or specific guidance on how to design a well-organized environment to support children's active exploration or development in the ELOF domains.</p> <p><b>Learning Materials:</b> <i>Welcome to Frog Street Infant</i> and many <i>Activity Cards</i> offer examples of materials that could support open-ended exploration and inquiry (e.g., rattles, blocks, nesting toys, sight and sound tubes, scarves). Similarly, the curriculum package comes with some manipulatives that may be used for open-ended exploration and inquiry (e.g., balls, musical instruments, a mirror). The curriculum provides a few suggested materials for children with specific disabilities (e.g., simple adaptive devices to help older infants with delayed motor development turn book pages). However, the curriculum lacks guidance on how to select learning materials that authentically represent the cultures, ethnicities, and home languages of children in the program.</p> <p><b>Schedule and Routines:</b> <i>Welcome to Frog Street Infant</i> mentions the importance of following children's cues rather than using a pre-determined schedule. It provides examples of verbal and non-verbal cues children may express when they are ready for activity, need a rest, or are hungry or sleepy. However, the curriculum does not adequately discuss how teachers can build their schedule flexibly around children's routines, nor does it discuss how to effectively support children's development and learning during caregiving routines.</p>
<p><b>Cultural Responsiveness</b></p>	 <p>Minimal Evidence</p>	<p><b>Interactions:</b> <i>Welcome to Frog Street Infant</i> includes a brief section on "Cultural Sensitivity," with very few tips that could be used to build relationships with children and families from diverse cultural backgrounds (e.g., treating people as individuals rather than stereotypes; modeling respect for others). However, there is no guidance on learning how families interact with their child or how to use this information to engage in culturally responsive interactions.</p> <p><b>Learning Experiences:</b> The curriculum lacks guidance on how to engage infants and toddlers in caregiving routines and learning experiences that build on families' traditions, cultures, values, and beliefs.</p>

		<p><b>Learning Environment:</b> In order to provide learning materials that reflect children and families from diverse cultures and ethnicities, the curriculum suggests presenting a variety of foods and using books, photographs, and posters that celebrate a wide variety of ethnic groups. Additionally, the curriculum's Literature Library includes books with photos of children and families from diverse cultures and ethnicities. However, the curriculum lacks any guidance on how to select and use learning materials that authentically represent the cultures and ethnicities of children and families in the program.</p>
<p><b>Linguistic Responsiveness</b></p>	<p> Minimal Evidence</p>	<p><b>Linguistic Responsiveness:</b> The curriculum offers many materials in English and Spanish (e.g., <i>Activity Cards</i>, vocabulary, children's books), but the curriculum does not include any guidance on how or when teachers should use the English or Spanish versions. <i>Welcome to Frog Street Infant</i> describes how learning a second language can be beneficial for all children, with some general scaffolding strategies for children who are DLLs (e.g., keeping language simple, using actions and illustrations, using visual aids). However, the curriculum lacks guidance on how teachers can partner with families to develop an intentional language plan for children who are DLLs. The curriculum also does not address research-based strategies for linguistic responsiveness, such as encouraging teachers to communicate in their own strongest language(s) or using some words and phrases in children's home languages.</p>
<p><b>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</b></p>	<p> Minimal Evidence</p>	<p><b>Teaching Practices and Interventions:</b> <i>Welcome to Frog Street Infant</i> includes general strategies to support children with visual challenges, hearing challenges, and delayed motor development. Some of these strategies are research-based teaching practices, such as inviting a child to participate partially if a complete activity is too challenging, or using visual representations to teach new concepts. However, these teaching practices and interventions are not embedded throughout the <i>Activity Cards</i>, and they are limited to only three kinds of disabilities. Therefore, they lack the comprehensive support a teacher needs to provide routines and learning experiences that are fully accessible to a child with a disability, suspected delay, or special need.</p>

		<p><b>Learning Environment:</b> <i>Welcome to Frog Street Infant</i> offers few strategies to ensure the environment and materials are accessible for children with visual challenges, hearing challenges, and delayed motor development. Suggested strategies include seating a child to optimize vision (e.g., consider lighting and glare); using line drawings with minimal background clutter; providing simple adaptive devices; and changing a child's position. However, the curriculum lacks overall guidance on how to ensure the physical environment and learning materials are accessible to all children, nor does it include any specific examples to support children with a wider range of disabilities, suspected delays, or other special needs.</p>
<p><b>Individualization Based on Interests, Strengths, and Needs</b></p>	<p> Minimal Evidence</p>	<p><b>Individualization Based on Interests:</b> The curriculum does not address how to plan learning experiences that build on individual children's interests. Learning experiences are pre-planned, and there is no guidance on how to modify them based on the interests of individual children in the program.</p> <p><b>Individualization Based on Strengths and Needs:</b> The <i>Activity Cards</i> are designed to be chosen and used based on individual children's developmental levels. Teachers choose one activity for each domain for each child. These activities should be chosen based on the teachers' understanding of each child's development, and the activities should be repeated throughout the week. Beyond this general overview, there is no guidance on how teachers can select activities based on individual children's strengths and needs.</p>

# Frog Street Toddler

## Curriculum Description

*Frog Street Toddler* offers learning experiences and materials to support toddlers' development and learning. The curriculum is organized around 13 thematic Activity Guides that include choices for weekly activities and learning centers.

**Website:** <http://www.frogstreet.com/curriculum/toddler/>





*Last Updated: March 25, 2019*



## Summary of Curriculum Review

- Aligns fully with the Head Start Early Learning Outcomes Framework (ELOF)
- Specifies developmentally appropriate learning goals throughout the curriculum activities
- Offers a process and tools for ongoing observation and documentation
- Provides strategies and resources to support family engagement
- Offers comprehensive standardized training and materials to support implementation
- Includes support on how to ensure the physical environment is accessible for toddlers with disabilities, suspected delays, or other special needs
- Promotes individualization based on children's strengths and needs
- Promotes some research-based teaching practices to support toddlers' development and learning in all ELOF domains
- Offers some guidance on how teachers can engage in interactions that extend children's learning
- Provides limited opportunities for child-initiated play, exploration, and activities based on children's interests
- Lacks a comprehensive sequence of learning experiences in some domains
- Lacks direction on how to establish a flexible schedule centered around toddlers' daily routines
- Lacks comprehensive guidance on how to integrate children's and families' cultures and home languages into interactions, the learning environment, and learning experiences

<p><b>Cost of Curriculum</b>  <i>Frog Street Toddler (English Only):</i> \$999.99</p> <p><b>Cost of Professional Development</b>  <i>Frog Street Toddler Implementation Training</i> and additional course offerings: \$2,750 per site for each on-site training</p> <p><i>Webinar Introductory Pricing:</i> \$950 per site for three-hour live webinar; \$750 per site for two-hour live webinar; \$500 per site for one-hour live webinar</p> <p>Coaching: \$3,500 per site per day (three-day minimum costs \$10,500)</p> <p>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p><b>Availability in Other Languages</b>  <i>Frog Street Toddler (Bilingual):</i> \$1,199.99</p>	<p><b>Target Age</b>                  Center-based toddler programs for children ages 18–36 months</p>	<p><b>Curriculum Materials Reviewed by Raters</b>                  All materials from <i>Frog Street Toddler</i> were purchased and reviewed in 2018. These materials included:</p> <ul style="list-style-type: none"> <li>• Welcome to Frog Street Toddler</li> <li>• Frog Street Toddler Administrator Classroom Observation Tool for Curriculum Fidelity</li> <li>• 13 Activity Guides</li> <li>• 80 Photo Activity Cards</li> <li>• Planning and Assessment CD</li> <li>• Additional Classroom Resources (e.g., wall posters, CDs, manipulatives, children's books)</li> <li>• Online Portal</li> </ul>
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**What Do the Ratings Mean?**

			
No evidence	Minimal evidence	Moderate evidence	Full evidence


<p><b>Evidence Base for Child Outcomes</b></p>	 No evidence	<p>At the time of this review, there are no available published research studies on <i>Frog Street Toddler</i>. Rigorous research is needed in order to establish evidence for positive effects of <i>Frog Street Toddler</i> on children's learning outcomes.</p>
<p><b>Research-Based Curriculum</b></p>	 Moderate Evidence	<p><b>Responsive Relationships and Interactions:</b> <i>Frog Street Toddler</i> offers suggestions for how to build secure, trusting adult-child relationships that are foundational to children's development in the Social and Emotional domain and all other domains. For example, <i>Welcome to Frog Street Toddler</i> recommends assigning primary caregivers. The <i>Activity Guides</i> invite caregivers to spend time engaging with children and showing physical affection. The curriculum mentions the importance of being responsive to children's cues and needs, but it lacks comprehensive guidance on how to engage in sensitive, responsive caregiving with toddlers. The curriculum offers many opportunities for teachers to initiate joint attention with toddlers. However, it gives minimal guidance to teachers on how to start a back-and-forth exchange based on the child's focus or interest.</p> <p><b>Daily Routines as Opportunities for Learning:</b> The curriculum minimally addresses daily caregiving routines, which are rich opportunities to support toddlers' development and learning in all domains. <i>Welcome to Frog Street Toddler</i> provides limited guidance on how to establish developmentally appropriate schedules and routines for toddlers, such as "follow the same daily schedule" or "tell little ones what is coming next." Additionally, there are only a few examples in the entire curriculum on how to extend children's learning during caregiving routines (e.g., describe actions when changing a diaper or having lunch with little ones; compare real bananas to a photo).</p> <p><b>Play and Exploration:</b> The curriculum provides minimal guidance on research-based practices to support toddlers' play and exploration. <i>Welcome to Frog Street Toddler</i> and "Spruce Up Your Space" tips describe how to create an indoor and outdoor environment for active physical play and exploration (e.g., provide plenty of space for physical movement; set up areas of the room with a variety of activities, textures, and materials). The curriculum mentions the importance of free play for children's development and provides some opportunities for open-ended exploration (e.g., painting; building with boxes; exploring shoes). However, many of the suggested activities are teacher-directed and narrowly focus on completing a task in a particular way. <i>Frog Street Toddler</i> does not describe how or when to allow time for child-initiated play throughout the day or how to provide learning experiences based on children's interests, which research shows contribute to toddlers' development in both Approaches to Learning and Cognition.</p>







**Language-Rich Environment and Interactions:** The curriculum promotes research-based teaching practices to support toddlers' development in the Language and Communication domain, such as using varied types of talk with toddlers (e.g., modeling complete sentences, introducing new words, engaging toddlers in extended discourse). *Frog Street Toddler* also provides several learning experiences that encourage caregivers to sing songs, recite rhymes, do finger plays, and read books with toddlers. Research demonstrates that these activities support toddlers' emergent literacy skills. The curriculum introduces children to new and interesting vocabulary words each week, but this vocabulary is not based on children's interests or engagement.



**Promoting Emotional, Behavioral, and Cognitive Self-Regulation:** *Frog Street Toddler* consistently promotes research-based practices to support toddlers' emotional, behavioral, and cognitive self-regulation. The curriculum gives guidance on how teachers can use emotional coaching to help toddlers understand and manage their emotions. Similarly, *Welcome to Frog Street Toddler* provides strategies to facilitate the development of emotional and behavioral self-regulation skills, such as discussing basic rules and offering choices to children. Finally, the curriculum offers many activities to support toddlers in developing executive functioning skills (e.g., Simon Says; Stop and Go; acting out rhymes and songs).

**Facilitating Cognitive Development:** The curriculum promotes some research-based teaching practices to support toddlers' development in the Cognition domain. For example, the curriculum encourages adults to scaffold toddlers' problem-solving skills by modeling strategies, introducing a process (e.g., identifying a problem, generating possible solutions, trying out solutions), and allowing children to solve their own problems (e.g., understanding why a block tower tumbled down, retrieving a ball out of reach). Many of *Frog Street Toddler's* activities provide prompts for teachers to extend toddlers' learning, such as providing language-rich input about objects or experiences and asking open-ended questions. However, there is less information on how teachers can intentionally support toddlers' cognitive development during play and open-ended exploration. Similarly, the curriculum features several activities that focus on introducing toddlers to math language and concepts, but the curriculum does not specify how to embed math language and concepts into daily caregiving routines (e.g., mealtimes, diapering, toileting).

		<p><b>Supporting Physical Development:</b> <i>Frog Street Toddler</i> consistently promotes research-based practices to support toddlers in the domain of Perceptual, Motor, and Physical Development. For example, the <i>Activity Guides</i> and <i>Photo Activity Cards</i> provide learning experiences to support toddlers' gross and fine motor skills (e.g., jumping, climbing, using paintbrushes, manipulating play dough). Similarly, the <i>Activity Guides</i> and <i>Photo Activity Cards</i> suggest intentional teaching practices to support perceptual understanding and perceptual-motor development (e.g., asking children to name body parts as they stretch, describing textures as toddlers walk on a tactile path). The curriculum includes many varied opportunities for toddlers to practice new physical skills, such as activities inviting toddlers to put on various clothing items or using physical skills during other self-care routines.</p>
<p><b>Scope and Sequence</b></p>	<p> Moderate Evidence</p>	<p><b>Scope:</b> The curriculum clearly identifies five developmental domains: Language Development, Cognitive Development, Social Emotional Development, Physical Development, and Approaches to Learning. <i>Welcome to Frog Street Toddler</i> provides an overview of each learning domain and "What You Can Do" to support children's development in the learning domains. The <i>Activity Guides</i> provide several examples of learning centers and activities to support children's development in each of these areas.</p> <p><b>Sequence:</b> <i>Frog Street Toddler</i> provides a sequence of learning experiences that progressively builds children's knowledge and skills as they move through the developmental progressions in Approaches to Learning and, to some extent, in the domains of Language and Communication and Social and Emotional Development. The curriculum lacks clear sequences of learning experiences that support children's Cognition and Perceptual, Motor, and Physical Development. For example, in the domain of Language and Communication, the curriculum includes three <i>Developmental Storybooks</i> that present a story at three different levels, ranging from simple text to more complex vocabulary and sentence structure, which allow teachers to support children with various levels of receptive language and vocabulary. However, many of the activities that support language development and literacy do not progressively increase in complexity across the <i>Activity Guides</i> (e.g., the language activities in <i>Activity Guide: Theme 2</i> and <i>Activity Guide: Theme 13</i> focus on reading the same book with very similar prompts).</p>


		<p>In the domains of Cognition and Perceptual, Motor, and Physical Development, the curriculum introduces advanced skills and concepts early in the sequence before building foundational knowledge and skills. For example, an early activity in <i>Activity Guide: Theme 2</i> invites children to draw their family, count their family members, and match blocks to family members in order to practice one-to-one correspondence. For a young toddler, this is quite an advanced skill. It is built on practicing more foundational skills such as counting and identifying quantity. Yet, the text provides minimal activities that focus on counting or identifying quantity leading up to this activity. Similarly, <i>Activity Guide: Theme 1</i> invites children to do several complex physical tasks without reference to any prior experiences developing more foundational physical skills (e.g., moving balls on the floor with their chins, putting on their shoes without bending their knees). While <i>Frog Street Toddler</i> provides multiple related opportunities for children to explore or learn concepts and skills in all domains, the sequences of learning experiences in some domains do not fully reflect children's developmental progressions.</p>
<p><b>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</b></p>	<p> Full Evidence</p>	<p><b>Alignment with the ELOF:</b> A thorough review of all curriculum materials indicates <i>Frog Street Toddler</i> is fully aligned with the Head Start Early Learning Outcomes Framework (ELOF) domains and sub-domains. The learning experiences described in the <i>Activity Guides</i> and <i>Photo Activity Cards</i> support children's development and learning of skills and concepts presented across all ELOF sub-domains.</p>
<p><b>Learning Goals for Children</b></p>	<p> Moderate Evidence</p>	<p><b>Learning Goals:</b> The curriculum provides the <i>Frog Street Toddler Learning Goals</i>, which are developmentally appropriate, measurable goals organized around the curriculum's five developmental domains. The learning goals are integrated throughout the <i>Activity Guides</i> in the sections, "Starting the Day" and "Approaches toward Learning." Additionally, the learning goals for the weekly developmental activities are provided in the Lesson Planner forms located on the <i>Assessment and Planning CD</i>. Generally, the weekly developmental activities support the learning goals. However, the Lesson Planners list multiple activities under a set of learning goals, and at times it is unclear which or how activities support the goals. The curriculum lacks guidance on how to use the learning goals with diverse children or how to modify learning goals for activities in order to individualize learning experiences for all children.</p>



<p><b>Ongoing Child Assessment</b></p>	 <p>Moderate Evidence</p>	<p><b>Ongoing Observation and Documentation:</b> The curriculum describes how ongoing assessment is a process used to understand children's developmental progress, plan individualized activities, and guide instruction. It includes brief descriptions of observation, anecdotal records, and work samples. The <i>Assessment and Planning CD</i> offers specific tools that can be used to support teachers in observation and documentation, such as Anecdotal Observation Record forms. At the end of each week, the <i>Activity Guides</i> prompt teachers to engage in the assessment process, such as by inviting teachers to select one to two children to observe specific skills during activities from the week. Depending on the particular skills observed, the curriculum may suggest teachers record a written anecdotal observation, take a photograph, place a work sample in a portfolio, or add a dated entry to a developmental checklist.</p> <p><b>Standardized and Structured Assessment Instruments:</b> <i>Frog Street Toddler</i> describes and provides a structured assessment tool, the <i>Frog Street Toddler Developmental Checklist</i>, that aligns with the curriculum's learning goals. However, the curriculum lacks guidance on how to choose a standardized and structured assessment instrument that is valid, reliable, and individually, culturally, and linguistically appropriate.</p>
<p><b>Parent and Family Engagement</b></p>	 <p>Moderate Evidence</p>	<p><b>Communicating with Families:</b> <i>Welcome to Frog Street Toddler</i> discusses the importance of two-way communication with parents and offers some guidance on how to communicate with families (e.g., the parent bulletin board, parent letters). The <i>Planning and Assessment CD</i> provides materials for communicating with families, including a Toddler Daily Report, All About Me form, and 52 Parent Letters. The Toddler Daily Report and All About Me forms invite parents to share information about their child with the teacher, such as the child's daily routines at home, likes, and dislikes. All forms for communicating with families are translated into Spanish, but no further guidance is provided on how to communicate with families from diverse cultures or who speak home languages other than English and Spanish.</p> <p><b>Engaging Families:</b> <i>Welcome to Frog Street Toddler</i> provides some guidance on how to engage families (e.g., invitations to staff training, encouraging use of the school resource library). The 52 Parent Letters provide specific suggestions for how to extend children's development and learning at home (e.g., singing songs in the car; helping children develop self-care skills at home, such as washing hands or serving food during mealtimes). The <i>Activity Guides</i> prompt teachers to share the Parent Letters with parents at the end of each week. The Parent Letters are translated into Spanish, but there is no further guidance on how to engage families who speak languages other than English and Spanish, are from diverse cultures, or whose adult members have disabilities or other special needs.</p>

<p><b>Professional Development and Materials to Support Implementation</b></p>	<p> Full Evidence</p>	<p><b>Professional Development:</b> <i>Frog Street Toddler</i> offers a range of in-person courses, including both initial (<i>Frog Street Toddler Curriculum Implementation</i>) and ongoing (<i>Frog Street Toddler Curriculum Follow-Up</i>) training sessions. Additional courses cover a wide range of content, such as family engagement and how to plan age-appropriate activities in each domain. The curriculum also offers professional learning webinars that can be customized to meet the needs of programs using a pre-webinar questionnaire to identify challenges and share successes.</p> <p><b>Curriculum Materials to Support Implementation:</b> The curriculum includes a comprehensive set of materials to support implementation. The online portal houses three introductory videos, which provide an overview of the curriculum materials. Similarly, <i>Welcome to Frog Street Toddler</i> describes the program components and how to use the various curriculum materials. The curriculum features 13 <i>Activity Guides</i> that provide weekly lesson plans. The guides include materials, vocabulary, learning centers, and plans for activities that support children's development in specific domains. They also embed prompts for teachers to implement assessment and family engagement. <i>Frog Street Toddler</i> comes with wall posters to remind teachers of best practices for supporting child development.</p> <ul style="list-style-type: none"> <li>• <b>Fidelity Tool:</b> The curriculum offers the <i>Frog Street Toddler Administrator Classroom Observation Tool for Curriculum Fidelity</i>. Program administrators or coaches can use the tool to assess toddler teachers': sensitivity to children's social and emotional needs; instructional strategies implemented individually or in small groups; classroom environment; and intentionality in supporting learning.</li> </ul>
<p><b>Learning Experiences and Interactions</b></p>	<p> Moderate Evidence</p>	<p><b>Active Exploration:</b> <i>Welcome to Frog Street Toddler</i> discusses how toddlers need space and opportunities to move freely and explore with all of their senses. Some of the suggested learning centers and activities in the <i>Activity Guides</i> allow children to actively explore their environment by providing various objects for filling and dumping or offering several boxes for playing and building. However, many of the activities are more teacher-directed. These invite children to do something very specific, leaving less opportunity for toddlers to engage with the environment in open-ended ways. For example, one activity has toddlers sit in a chair and use their toes to move cotton balls from one bowl to another. In another activity, teachers model how to make a paper chain and children are directed to do the same thing.</p>



**Interactions That Extend Children's Learning:** *Frog Street Toddler* provides specific guidance throughout the *Activity Guides* and *Photo Activity Cards* on how teachers can engage in interactions that extend children's learning. There are many prompts for teachers to describe objects, narrate what adults and children are doing, ask children questions, and make connections to children's previous experiences. For example, as children manipulate play dough, teachers are encouraged to discuss the dough's texture, color, and smell. Another activity focuses on round objects and invites children to think of other objects that are round. However, some prompts within activities are too advanced for toddlers. For example, an early activity in the curriculum prompts teachers to ask toddlers if they can feel vibrations when talking normally, but not while whispering. Other prompts elicit very specific or limited responses from children which would not extend their exploration, thinking, or communication (e.g., during a painting activity, one prompt asks, "Which yellow color is darker?;" during block play, another prompt reads, "Do the red materials make you think of something red to build?").

**Individualization:** The curriculum provides some guidance on how to individualize learning experiences for all children. The *Activity Guides* provide many songs, vocabulary, and prompts in Spanish, but provide no guidance on how and when to use the Spanish translations with children who are dual language learners (DLLs). *Welcome to Frog Street Toddler* offers a few general tips for working with children with specific needs (e.g., visual challenges, cognitive challenges, speech or language delays). The *Activity Guides* provide very few adaptations for children with specific needs (e.g., adaptations for two activities in a four-week *Activity Guide*). Similarly, the curriculum very minimally addresses how teachers can individualize learning experiences for children from diverse cultures, such as inviting them to share about celebrations in their family or offering chants and rhymes from diverse cultures. However, the curriculum lacks comprehensive, in-depth guidance on how to individualize learning experiences for children from diverse cultural backgrounds, children who speak languages other than English and Spanish, or how to modify the majority of activities for children with various types of disabilities, suspected delays, or other special needs.

<p style="text-align: center;"><b>Learning Environments and Routines</b></p>	<p style="text-align: center;"> Moderate Evidence</p>	<p><b>Environment:</b> The curriculum provides specific guidance on how to design well-organized, engaging indoor and outdoor learning environments. <i>Welcome to Frog Street Toddler</i> provides overarching guidance on how to set up learning centers, and the <i>Activity Guides</i> offer weekly learning centers (e.g., Construction, Discovery, Library and Listening, Sensory Table, Math) to support toddlers' development across all ELOF domains. The <i>Activity Guides</i> also include suggestions to "Spruce Up Your Space," such as setting up areas of the room with a variety of activities, textures, and materials, allowing children to make choices, and providing open and quiet spaces. <i>Welcome to Frog Street Toddler</i> provides some strategies for ensuring the physical environment is accessible to children with specific special needs, but the curriculum lacks guidance on how to include children's home or tribal languages and cultures into the physical environment.</p> <p><b>Learning Materials:</b> <i>Welcome to Frog Street Toddler</i> and the learning centers described throughout the <i>Activity Guides</i> offer examples of materials that may support open-ended exploration and inquiry (e.g., blocks, play dough, dramatic play props, stack-and-nest sensory toys). Similarly, the curriculum suggests some manipulatives that could be used for open-ended exploration and inquiry (e.g., balls, beanbags, eyedroppers). <i>Frog Street Toddler</i> provides a few suggested materials for children with specific disabilities (e.g., simple adaptive devices such as pencil grips, clothespins for children with delayed motor development). However, it lacks guidance on how to select learning materials that authentically represent the cultures, ethnicities, and home languages (beyond English and Spanish) of children in the program.</p> <p><b>Schedule and Routines:</b> <i>Welcome to Frog Street Toddler</i> provides minimal guidance on how teachers can build a schedule flexibly around children's routines or how to effectively support children's development and learning during caregiving routines. There are some brief suggestions scattered throughout <i>Welcome to Frog Street Toddler</i>, including describing actions while changing a diaper in the "Learning Domains" section; following children's cues rather than a predetermined schedule in the "Nutrition" section; following the same daily schedule in the "Transitions" section. However, they do not offer comprehensive, in-depth guidance for how teachers can establish a daily schedule or fully take advantage of caregiving routines in order to support toddlers' development and learning.</p>
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<p><b>Cultural Responsiveness</b></p>	<p> Minimal Evidence</p>	<p><b>Interactions:</b> <i>Welcome to Frog Street Toddler</i> includes a brief section on "Cultural Sensitivity," with very few tips that could be used to build relationships with children and families from diverse cultural backgrounds (e.g., treating people as individuals rather than stereotypes, focusing on similarities and differences without making judgments, modeling respect for others). The <i>Activity Guides</i> occasionally mention the importance of culturally responsive interactions (e.g., being sensitive to cultures in which children making eye contact with adults is not an acceptable practice, talking with families to build an understanding of how their children's culture differs from the teachers' and attempting to reconcile those differences), but provides no guidance on how to use that information to engage in culturally responsive interactions.</p> <p><b>Learning Experiences:</b> The curriculum includes only a couple brief examples of providing learning experiences that build on families' cultures. One activity invites children to share about celebrations in their families, with a note for teachers to be sensitive to cultural differences. In addition, there are a few examples of "Cultural Rhymes" in the <i>Activity Guides</i> that may build on families' traditions and culture if they share that particular cultural background. The curriculum lacks guidance on how to engage toddlers in caregiving routines that build on families' traditions, cultures, values, and beliefs.</p> <p><b>Learning Environment:</b> <i>Frog Street Toddler</i> offers two suggestions for providing learning materials that reflect children and families from diverse cultures and ethnicities: present a variety of foods for snack and lunch and use books, photographs, and posters that celebrate a wide variety of ethnic groups. Additionally, the curriculum's <i>Literature Library</i> and <i>Photo Activity Cards</i> include books and photos representing children and families from diverse cultures and ethnicities. However, the curriculum lacks any guidance on how to select and use learning materials that authentically represent the cultures and ethnicities of children and families in the program.</p>
<p><b>Linguistic Responsiveness</b></p>	<p> Minimal Evidence</p>	<p><b>Linguistic Responsiveness:</b> <i>Frog Street Toddler</i> provides minimal guidance on how to intentionally support the development and learning of toddlers who are DLLs. The <i>Activity Guides</i> provide songs, prompts, and vocabulary in Spanish, but the curriculum lacks guidance on how to intentionally use the Spanish translations or integrate other home or tribal languages into the learning environment, experiences, or routines. In addition, some of the <i>Activity Guides</i> include a suggestion related to children who are DLLs, like using concrete materials to help DLLs understand vocabulary and using words from children's home languages if possible.</p>



<p><b>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</b></p>	 <p>Moderate Evidence</p>	<p><b>Teaching Practices and Interventions:</b> <i>Welcome to Frog Street Toddler</i> includes general strategies to support children with visual, hearing, or cognitive challenges, delayed motor development, speech or language delays, and behavioral, social, or emotional challenges. Some of these strategies are research-based teaching practices, such as breaking down a challenging task into shorter segments or providing information in a variety of ways (e.g., verbal cues, gestures). In addition, some <i>Activity Guides</i> offer "Adaptations" to modify activities for children with specific disabilities (e.g., describing colors to children with visual challenges by using things they can smell). However, not all <i>Activity Guides</i> include "Adaptations" specifically for children with disabilities or other special needs, and even those that do include only one or two teaching practices for the entire four-week set of activities.</p> <p><b>Learning Environment:</b> <i>Welcome to Frog Street Toddler</i> offers a few strategies to ensure the environment and materials are accessible for children with visual, hearing, or cognitive challenges, delayed motor development, speech or language delays, and behavioral, social, or emotional challenges. Suggested strategies include seating a child in order to optimize vision (e.g., consider lighting and glare), using line drawings with minimal background clutter, providing simple adaptive devices, and changing a child's position. In addition, the <i>Activity Guides</i> give specific examples of how to adapt materials for children with specific disabilities or other special needs (e.g., providing wider-grip paintbrushes).</p>
<p><b>Individualization Based on Interests, Strengths, and Needs</b></p>	 <p>Moderate Evidence</p>	<p><b>Individualization Based on Interests:</b> <i>Frog Street Toddler</i> briefly mentions the importance of activities based on children's interests. It states, "Children are more likely to engage in activities that coincide with their interests...Notice what children are interested in and follow their lead." However, the curriculum does not provide any guidance on how to plan learning experiences that build on individual children's interests. Activity choices are pre-planned and there is no guidance on how to modify them based on individual children's interests.</p> <p><b>Individualization Based on Strengths and Needs:</b> <i>Frog Street Toddler</i> provides specific guidance throughout the <i>Activity Guides</i> on how to make learning experiences responsive to children's strengths and needs. All throughout the <i>Activity Guides</i>, a blue, upward arrow indicates a modification for older children and children who have already mastered earlier skills and concepts (e.g., one activity invites all children to identify facial features and emotions, and the arrow prompts teachers to ask the children why they might be sad or happy). Similarly, the <i>Activity Guides</i> offer "Adaptations" for several activities that may target younger children or children with disabilities, suspected delays, or other special needs (e.g., providing clues to children as they search for a musical toy).</p>

# HighScope Infant-Toddler Curriculum

## Curriculum Description

The *HighScope Infant-Toddler Curriculum* provides an approach characterized by positive attachment relationships, active participatory learning, responsive individual routines, and adult scaffolding. The curriculum includes a set of resources to support teachers in creating learning environments and experiences that reflect the curriculum's approach.

**Website:** <https://highscope.org/infant-toddler>





*Last Updated: March 25, 2019*

## Summary of Curriculum Review

- Promotes research-based teaching practices to support infants' and toddlers' development and learning in all Head Start Early Learning Outcomes Framework (ELOF) domains
- Promotes ongoing observation, planning, and scaffolding based on children's interests and developmental levels
- Provides a range of strategies and resources to support family engagement
- Offers comprehensive standardized training and materials to support implementation
- Promotes opportunities for infants and toddlers to engage in movement, play, and active exploration
- Includes extensive guidance on how to design well-organized, engaging indoor and outdoor environments
- Offers multiple tools and a process to support teachers in planning daily schedules centered around individual children's caregiving routines
- Provides limited guidance in the areas of emotional functioning and emergent mathematical thinking
- Lacks comprehensive guidance for how to support children in moving through developmental progressions from birth to 36 months
- Provides minimal guidance on culturally responsive routines and learning experiences
- Lacks guidance on how to support the development and learning of infants and toddlers who are dual language learners (DLLs)


<b>Cost of Curriculum</b>	<b>Availability in Other Languages</b>	<b>Target Age</b>	<b>Curriculum Materials Reviewed by Raters</b>
<p><i>HighScope Infant-Toddler Curriculum Site Kit</i>: \$263 per program</p> <p><i>HighScope Infant-Toddler Curriculum Classroom Kit</i>: \$267 per classroom</p> <p><b>Cost of Professional Development</b></p> <p><i>Getting Started with HighScope's Infant-Toddler Curriculum</i>: \$750 per participant for one-week course</p> <p><i>Infant-Toddler Curriculum Course</i>: \$750 per participant per week for four weeks</p> <p>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p>The following <i>HighScope</i> DVDs can be purchased with Spanish subtitles for an additional fee.</p> <p><i>The Infant-Toddler Learning Environment</i>: \$40</p> <p><i>Supportive Adult-Child Interactions</i>: \$44.95</p> <p><i>Daily Schedules and Caregiving Routines</i>: \$44.95</p> <p><i>Active Learning</i>: \$34.95</p> <p><i>It's Mine! Responding to Problems and Conflicts</i>: \$36.95</p>	<p>Center-based infant and toddler programs for children 0–36 months</p>	<p>All materials from the <i>HighScope Infant-Toddler Curriculum</i> were purchased and reviewed in 2018. These materials included:</p> <ul style="list-style-type: none"> <li>• HighScope Infant-Toddler Curriculum Site Kit (e.g., program assessment tool, training DVDs)</li> <li>• HighScope Infant-Toddler Curriculum Classroom Kit (e.g., Tender Care and Early Learning, Lesson Plans for a Strong Start)</li> </ul>



**What Do the Ratings Mean?**

			
No evidence	Minimal evidence	Moderate evidence	Full evidence



<p><b>Evidence Base for Child Outcomes</b></p>	<p> No Evidence</p>	<p>At the time of this review, there are no available published research studies on the <i>HighScope Infant-Toddler Curriculum</i>. Rigorous research is needed in order to establish evidence for positive effects of the <i>HighScope Infant-Toddler Curriculum</i> on children's learning outcomes.</p>
<p><b>Research-Based Curriculum</b></p>	<p> Full Evidence</p>	<p><b>Responsive Relationships and Interactions:</b> The curriculum consistently promotes responsive relationships and interactions, which are foundational to children's social and emotional development and development in all other domains. <i>Tender Care and Early Learning</i> describes how to nurture secure attachment relationships with infants and toddlers, including program policies (e.g., continuity of care, primary caregiving) and specific teaching practices (e.g., sensitivity to non-distress, positive regard, lack of negativity, responsiveness to children's communication). The curriculum emphasizes how to engage in sensitive, responsive caregiving and interactions throughout the day. It suggests observing children, responding supportively to children's needs, following their lead, conversing with children in a give-and-take manner, and commenting on their interests and efforts.</p> <p><b>Daily Routines as Opportunities for Learning:</b> The curriculum provides clear guidance on how to use daily caregiving routines as a rich opportunity to support children's development and learning in all domains. <i>Tender Care and Early Learning</i> describes how to establish daily schedules and routines that are predictable as well as flexible and individualized based on children's routines at home, natural biological rhythms, and temperament. In addition, <i>Lesson Plans for a Strong Start</i> provides specific examples of how to support and extend children's learning and development during daily routines of "Bodily Care," "Mealtimes," "Transitions," "Drop-off," and "Pick-up" (e.g., learning about attributes, pattern, change, or sequence; developing self-care skills).</p> <p><b>Play and Exploration:</b> The curriculum provides extensive guidance on research-based practices to support toddlers' play and exploration. The curriculum offers specific strategies for teachers to create safe and engaging indoor and outdoor environments that promote children's active play and exploration. The curriculum emphasizes providing ample opportunities for child-initiated play and activities based on children's interests, which research shows relates to children's attention, engagement, initiative, and curiosity. Throughout the curriculum, teachers are repeatedly encouraged to allow children to explore the classroom freely, observe children's interests, engage with children on their level, and plan how to further support their explorations. Finally, the curriculum stresses the importance of providing open-ended learning materials and experiences that promote children's curiosity, exploration, and creativity (e.g., building with different types of blocks, playing with fabric scraps or textured balls, exploring metal things).</p>

		<p><b>Language-Rich Environment and Interactions:</b> The curriculum promotes research-based teaching practices to support infants' and toddlers' language and communication. These practices include using varied types of talk and introducing new and interesting vocabulary words based on children's engagement. For example, <i>Tender Care and Early Learning</i> provides general strategies with vignette examples (e.g., make comments, communicate and converse in a give-and-take manner, sing, read). <i>Lesson Plans for a Strong Start</i> integrates suggestions for varied types of talk and vocabulary within learning experiences (e.g., providing names for objects children are touching and using descriptive words such as hard, rough, or fuzzy). <i>Tender Care and Early Learning</i> describes the importance of reading to children and how to select appropriate books for infants and toddlers. <i>Lesson Plans for a Strong Start</i> includes interaction strategies for reading with infants and toddlers (e.g., keeping story groups small, using props from time to time), as well as examples of how to integrate book reading into "Group Times with Materials," "Outside Time," and "Mealtime."</p> <p><b>Promoting Emotional, Behavioral, and Cognitive Self-Regulation:</b> The curriculum includes research-based practices to support infants' and toddlers' emotional, behavioral, and cognitive self-regulation. To promote children's emotional and behavioral self-regulation, <i>Tender Care and Early Learning</i> offers guidance on supporting children during social conflicts, providing a soothing physical environment, acknowledging children's feelings and behaviors, and modeling how to cope with feelings. While some of these strategies are integrated throughout <i>Lesson Plans for a Strong Start</i>, others are not. There was also less evidence for other strategies to support children's behavioral regulation, such as redirection of behaviors or providing clear expectations and simple rules for toddlers. The curriculum's lesson plans for toddlers include ongoing scaffolding strategies to support them in developing their executive functioning skills (e.g., acknowledging children's efforts, narrating children's actions and the outcomes of their actions).</p>
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		<p><b>Facilitating Cognitive Development:</b> The curriculum promotes some research-based teaching practices to support children’s cognition. For example, the curriculum encourages adults to scaffold infants’ and toddlers’ problem-solving skills by giving children time to try solving their own problems, narrating their actions, acknowledging children’s feelings and struggles, and providing assistance as needed. <i>Lesson Plans for a Strong Start</i> provides scaffolding charts for teachers to extend children’s learning during play and exploration, such as describing materials, narrating children’s actions and explorations, and using open-ended prompts (e.g., “I wonder …,” “What would happen if …”). Finally, the <i>Lesson Plans for a Strong Start</i> features some learning experiences that focus on introducing toddlers to math language and concepts (e.g., teaching the sign for “more,” counting blocks as children play, narrating the sequence of a diaper change). However, there is much less information and emphasis on emergent mathematical thinking in <i>Tender Care and Early Learning</i> or infant <i>Lesson Plans for a Strong Start</i>.</p> <p><b>Supporting Physical Development:</b> The curriculum consistently promotes research-based practices to support children’s perceptual, motor, and physical development. <i>Lesson Plans for a Strong Start</i> offers many specific learning experiences and scaffolding strategies to support children’s gross and fine motor skills (e.g., squeezing squishy bags, grasping and mouthing a shaker, tossing bean bags). In addition, the curriculum emphasizes providing learning environments and experiences to support perceptual understanding and motor development (e.g., providing rich sensory experiences, including various types of surfaces in the physical environment, labeling children’s actions). Lastly, the specific suggestions in <i>Lesson Plans for a Strong Start</i> guide teachers to repeat activities as well as to encourage children to practice new skills in different contexts.</p>
<p><b>Scope and Sequence</b></p>	<p> Moderate Evidence</p>	<p><b>Scope:</b> The curriculum clearly identifies six content areas: Approaches to Learning; Social and Emotional Development; Physical Development and Health; Communication, Language, and Literacy; Cognitive Development; and Creative Arts. <i>Tender Care and Early Learning</i> describes each of these developmental domains, and <i>Lesson Plans for a Strong Start</i> provides learning experiences to support children’s development in these areas.</p>

		<p><b>Sequence:</b> <i>Tender Care and Early Learning</i> uses the curriculum's key developmental indicators (KDIs) to offer a brief description of children's developmental progressions in each domain. The two <i>Lesson Plans for a Strong Start</i> books each provide 30 days of sample lesson plans, which include multiple related learning opportunities for children to explore or learn concepts and skills in all domains. The lesson plans for activities offer scaffolding charts with specific suggestions for how teachers can support and extend children's learning at earlier, middle, and later developmental levels in all domains. Each scaffolding chart relates to multiple KDIs and provides tips to support children's development in an integrated way. In addition, the curriculum offers strategies and tools to support teachers in future planning of learning experiences based on children's interests and development. While the curriculum provides specific examples for 30 days and general guidance on the process thereafter, the curriculum lacks comprehensive guidance or concrete examples to support children in moving through developmental progressions from birth to 36 months in all domains.</p>
<p><b>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</b></p>	<p> Moderate Evidence</p>	<p><b>Alignment with the ELOF:</b> A thorough review of all the curriculum materials in relation to the ELOF domains and sub-domains indicates that the <i>HighScope Infant-Toddler Curriculum</i> is mostly aligned with the ELOF. <i>Tender Care and Early Learning</i> and <i>Lesson Plans for a Strong Start</i> provide teaching practices and learning experiences that support children's learning and development in the majority of ELOF sub-domains. However, the curriculum only partially addresses the ELOF sub-domains of Emotional Functioning and Emergent Mathematical Thinking.</p>
<p><b>Learning Goals for Children</b></p>	<p> Full Evidence</p>	<p><b>Learning Goals:</b> The KDIs are measurable, developmentally appropriate learning goals in all six content areas of the curriculum. KDIs are integrated throughout many of the curriculum's materials, which provide teaching practices and learning experiences to support children's progress toward these goals. The curriculum materials emphasize the importance of using the KDIs to individualize interactions and learning experiences for children and provide specific vignettes to demonstrate how to do it. Furthermore, <i>Lesson Plans for a Strong Start</i> includes scaffolding charts related to multiple KDIs. They offer concrete support for caregivers on how to individualize learning experiences based on children's individual abilities and needs.</p>



<p><b>Ongoing Child Assessment</b></p>	<p> Full Evidence</p>	<p><b>Ongoing Observation and Documentation:</b> The <i>HighScope Infant-Toddler Curriculum</i> emphasizes the role of the teacher as an observer throughout all of its materials. It provides guidance on how to observe children as well as strategies for taking daily anecdotal notes, discussing observations with others, and using the information to plan for and scaffold children's learning. In addition, <i>Lesson Plans for a Strong Start</i> includes prompts with information about what teachers should be looking for during a given day (e.g., observing how children communicate with the teacher, verbally or non-verbally, to let the teacher know what they need or want).</p> <p><b>Standardized and Structured Assessment Instruments:</b> <i>Tender Care and Early Learning</i> discusses the importance of authentic assessments being valid and reliable, as well as individually, culturally, and linguistically appropriate. The <i>HighScope Infant-Toddler Curriculum</i> encourages programs to use the publisher's <i>Child Observation Record (COR) Advantage</i>.</p>
<p><b>Parent and Family Engagement</b></p>	<p> Moderate Evidence</p>	<p><b>Communicating with Families:</b> The curriculum provides a range of strategies and materials to foster two-way communication with families. Some of these strategies include home visits, face-to-face interactions at drop-off and pick-up, and creating personal spaces for families in the program. The curriculum includes forms to invite families to share aspects of their culture, values, traditions, hobbies, and daily routines at home (e.g., "All About You!," "Developing an Infant Care Plan Based on Parent Input"). The curriculum suggests that enrollment materials should include photos that reflect the cultural diversity of families in the program. The curriculum also points out several ways culture can affect communication and interactions, such as personal space, smiling, eye contact, silence, and touch. Finally, the curriculum suggests translating materials (e.g., enrollment materials, bulletin board announcements) into languages other than English depending on the linguistic background of families in the community.</p> <p><b>Engaging Families:</b> <i>Tender Care and Early Learning</i> provides guidance on how teachers can create a welcoming environment for families and encourage parents to participate in the center. <i>Let's Play and Learn Together</i> offers tips and activities for families to support children's active learning at home (e.g., including toddlers in self-care routines, exploring objects). This book briefly mentions a couple of examples that reference families' cultures (e.g., hosting a cultural potluck, inviting families to do a cooking activity, learning about food names and families' cultures). However, the curriculum lacks additional guidance on how to engage families who speak languages other than English. The curriculum also lacks direction for engaging parents with disabilities or other special needs.</p>

<p><b>Professional Development and Materials to Support Implementation</b></p>	<p> Full Evidence</p>	<p><b>Professional Development:</b> The publisher, HighScope, offers comprehensive standardized initial training and ongoing professional development. Standardized initial training options include two in-person courses: a one-week introduction to the curriculum and a four-week training that covers the five major topics in the "HighScope Infant-Toddler Wheel of Learning:" active learning, adult-child interaction, learning environment, schedule and routines, and assessment. In addition, HighScope delivers ongoing professional development opportunities through a range of in-person trainings, online courses, and certification programs. Finally, HighScope offers customized trainings for programs.</p> <p><b>Curriculum Materials to Support Implementation:</b> The <i>HighScope Infant-Toddler Curriculum</i> provides a comprehensive set of materials to support implementation. <i>Tender Care and Early Learning</i> introduces the HighScope approach and provides guidance on engaging in supportive adult-child interactions, setting up the learning environment, and establishing schedules and routines. The two <i>Lesson Plans for a Strong Start</i> books give teachers six weeks of lesson plans for infants and toddlers as well as information on how to continue to make intentional plans for children. The curriculum also provides a video series that can be used as a tool for coaching or professional development to support staff in their ongoing implementation of the curriculum.</p> <ul style="list-style-type: none"> <li>• <b>Fidelity Tool:</b> The curriculum offers the <i>Program Quality Assessment (PQA)</i> tool, which can be used to understand how teachers are implementing the <i>HighScope Infant-Toddler Curriculum</i>. This tool measures the quality of four aspects of curriculum implementation: learning environment, schedules and routines, adult-child interactions, and curriculum planning and child observation.</li> </ul>
<p><b>Learning Experiences and Interactions</b></p>	<p> Moderate Evidence</p>	<p><b>Active Exploration:</b> Active participatory learning is one of the guiding principles of the <i>HighScope Infant-Toddler Curriculum</i>. Guidance on the learning environment invites teachers to provide children with a variety of interesting and open-ended materials to manipulate and explore. The daily schedule includes multiple opportunities for infants and toddlers to move freely and actively explore during "Choice Time," "Group Time with Materials," "Group Time with Music," and "Outdoor Play." For example, a toddler "Group Time with Materials" has teachers offer children different types of tubes to explore and suggests providing additional tubes to support the ways toddlers play with the tubes (e.g., lining up tubes, fitting one inside the other, tapping them on the floor).</p>

**Interactions That Extend Children's Learning:** Adult scaffolding represents another guiding principle of the *HighScope Infant-Toddler Curriculum*. The "Supportive Adult-Child Interactions" chapter provides guidance and examples on how teachers can engage in interactions that extend children's exploration, thinking, and communication (e.g., communicating with children in a give-and-take manner, making comments and acknowledgements, encouraging children's choices in exploration and play). Furthermore, the scaffolding charts embedded throughout the *Lesson Plans for a Strong Start* books offer specific examples of strategies and interactions to support and extend children's learning and development in the various content areas (e.g., describing the materials children are exploring and what the infants around them are doing, commenting on children's efforts to reach, scoot, or lean toward an item they are curious about).

**Individualization:** The curriculum provides some guidance for how to individualize learning experiences for all children. It describes a process for how to observe children, document their development and interests, reflect, and use this information to plan for individual children. *Lesson Plans for a Strong Start* recommends teachers use the scaffolding charts to make accommodations for children with disabilities, suspected delays, or other special needs. The "All About You!" form suggests the importance of supporting and celebrating families' cultures in the classroom, but there is no advice on how teachers can integrate this information into learning experiences. *Tender Care and Early Learning* includes one suggestion to include traditional songs and rhymes from the cultures of children's families. The curriculum lacks comprehensive, in-depth guidance on how to individualize learning experiences for children from diverse cultural backgrounds, children who are DLLs, or children who are learning tribal languages.

### Learning Environments and Routines



Full Evidence

**Environment:** The curriculum provides specific guidance on how to organize indoor and outdoor learning environments that promote children's active learning. *Tender Care and Early Learning* guides teachers on how to build order and flexibility into the physical space (e.g., creating distinct care and play areas, using moveable furnishings and equipment) and support children's sensory-motor approach to learning (e.g., creating multiple physical levels, providing places for active play and quiet, allowing for stationary play). *The Infant-Toddler Learning Environment* DVD complements this information with video examples of how to set up and equip the learning environment and includes questions for reflection. *Tender Care and Early Learning* provides some strategies for how to make the physical environment accessible to children with specific special needs (e.g., how to accommodate wheelchairs, raising or lowering surface heights by shortening table legs or adding sturdy extensions). It also provides a couple of examples of how to include children's culture in the physical environment (e.g., reflecting children's cultures in the house area, adapting the sleep environment for families with differing cultural sleep routines). The curriculum lacks guidance on how to include children's home or tribal languages in the physical environment.

**Learning Materials:** Many of the curriculum materials provide guidelines and specific examples of developmentally appropriate learning materials that foster open-ended exploration. For example, *Tender Care and Early Learning* offers lists of specific materials to include in caregiving and play spaces (e.g., push and pull toys, balls, things to fill and empty, dough and clay materials). The *Lesson Plans for a Strong Start* books specify materials needed for "Group Time with Materials" (e.g., canisters, wooden or metal rings, nesting bowls, scarves). The curriculum provides some suggested materials for children with disabilities or other special needs (e.g., eating utensils with special grips, books with extra-large pictures). However, it includes only a few suggestions on how to select materials that authentically reflect children's cultures and home languages (e.g., providing dolls reflecting racial and ethnic identities of children, providing board books in children's home languages).

**Schedule and Routines:** *Tender Care and Early Learning* provides guidance on how to establish a daily schedule that includes arrival and departure, caregiving routines, choice time, outside time, and group time. The curriculum includes multiple tools and a process to support teachers in planning daily schedules centered around individual children's caregiving routines. The curriculum provides extensive guidance on how to support infants' and toddlers' development and learning during caregiving routines. The curriculum emphasizes that daily schedules and routines should be based on individual children's home schedules and natural biological rhythms. It offers the "Developing an Infant Care Plan Based on Parent Input" form to support teachers in gathering information from parents about their children's daily routines and activities at home.

**Cultural  
Responsiveness**






Moderate  
Evidence

**Interactions:** The curriculum provides general guidance on how to engage in culturally responsive interactions with families. *Tender Care and Early Learning* describes how teachers often interact with families from diverse backgrounds (e.g., variety of faiths, cultures, home languages, political beliefs) and offers strategies for teachers to overcome any negative impressions or stereotypes, focus on parents' strengths, and use a problem-solving approach to conflicts. It also points out several ways culture can affect communication and interactions, such as personal space, smiling, eye contact, silence, and touch. *Lesson Plans for a Strong Start* suggests that teachers conduct home visits to learn more about each family's home life and culture. These books also include the "All About You!" and "Developing an Infant Care Plan Based on Parental Input" forms, which the curriculum suggests help teachers find out more about children's home lives to better support them in the program.

**Learning Experiences:** The curriculum includes minimal guidance on how to engage infants and toddlers in caregiving routines and learning experiences that build on families' traditions, cultures, values, and beliefs. *Lesson Plans for a Strong Start* provides the "All About You!" questionnaire for teachers to ask parents about how the classroom can support and celebrate families' cultures, but there is no direction on how teachers can integrate this information into classroom routines and experiences. *Tender Care and Early Learning* provides one specific example about how to respond to families' values about sleep routines and one prompt for teachers to include traditional songs and rhymes from children's cultures. The curriculum lacks further general guidance or specific examples of how to provide routines and learning experiences that build on children's cultures.

**Learning Environment:** The curriculum offers general guidance on creating an environment that feels familiar, home-like, and connected to children's personal experiences. It makes a few suggestions for adding materials that reflect children and families from diverse cultures, such as baby dolls reflecting children's racial and ethnic identities, materials in the house area reflecting familiar items to children (e.g., a wok, a rice cooker, a tortilla press), and fabric and material from children's cultures. In addition, the *Program Quality Assessment* includes indicators that suggest learning materials should depict a wide range of non-stereotyped role models and diverse cultures. However, the curriculum lacks more specific guidance embedded throughout its resources on using materials that authentically represent the cultures and ethnicities of children and families.

<p><b>Linguistic Responsiveness</b></p>	 No Evidence	<p><b>Linguistic Responsiveness:</b> The curriculum does not provide guidance on how to intentionally support the development and learning of infants and toddlers who are DLLs or those who are learning tribal languages. The curriculum includes two brief examples of strategies to support children who are DLLs (e.g., using sign language, adding board books in children's home languages), but no information on dual language development or collaborating with families on how to support children's development of each language.</p>
<p><b>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</b></p>	 Moderate Evidence	<p><b>Teaching Practices and Interventions:</b> The curriculum includes some guidance on how to embed teaching practices and other interventions in daily routines and learning experiences to support the development of children with disabilities, suspected delays, or other special needs. <i>Tender Care and Early Learning</i> includes a few examples of teaching practices to support children with disabilities (e.g., using sign language as a communication bridge, accompanying vision-based activities with auditory options for children with impaired vision). <i>Lesson Plans for a Strong Start</i> suggests teachers use the scaffolding charts to provide accommodations for children with disabilities or other special needs. It also suggests choosing and implementing the developmental level that most closely matches the child's current ability. Finally, the curriculum recommends that teachers use Individualized Family Service Plans (IFSPs) and ongoing communication with families to guide plans and strategies to meet the individual needs of children with disabilities, suspected delays, or other special needs.</p> <p><b>Learning Environment:</b> <i>Tender Care and Early Learning</i> includes the brief section, "Modifying the Learning Environment to Accommodate Children with Special Needs," which offers general guidance. It includes some specific ideas for adapting materials (e.g., making brush handles and crayons easier to grip by wrapping them with masking tape, pasting fabric shapes into storybooks to make them more tactile) and accommodating wheelchairs (e.g., adding ramps, checking table heights), as well as possible specialized purchases (e.g., eating utensils with special grips, puzzles with knobs). The <i>Lesson Plans for a Strong Start</i> books do not embed specific examples of how to modify the learning environment or materials throughout the lesson plans.</p>
<p><b>Individualization Based on Interests, Strengths, and Needs</b></p>	 Full Evidence	<p><b>Individualization Based on Interests:</b> The HighScope approach emphasizes the importance of teachers observing in order to plan based on children's interests. Furthermore, "choice" is one of the curriculum's five ingredients for active learning, which allows for children to make choices daily to engage with materials and activities that are of interest to them.</p>

		<p><b>Individualization Based on Strengths and Needs:</b> The HighScope approach emphasizes the importance of teachers observing, planning, and scaffolding based on children's developmental levels. In both <i>Lesson Plans for a Strong Start</i> books, the choice and group time activities include scaffolding strategies to support children at earlier, middle, and later levels of development. In the "Moving Forward" chapter, teachers are reminded to use their ongoing observations to plan for individual children.</p>
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# Innovations: The Comprehensive Infant and Toddler Curriculum

## Curriculum Description

*Innovations: The Comprehensive Infant and Toddler Curriculum* provides an approach grounded in applying child development theory to everyday experiences. The curriculum is organized around major developmental tasks children experience as they learn and grow. Each developmental task includes "Possibilities Plans," characterized by webs of age-appropriate learning experiences.

**Website:** <https://www.gryphonhouse.com/books/category/innovations>

*Last Updated: March 25, 2019*

## Summary of Curriculum Review





- Promotes interactions, routines, and learning experiences to support infants' and toddlers' development and learning in all Head Start Early Learning Outcomes Framework (ELOF) domains
- Offers sequences of learning experiences to progressively build children's concepts and skills in all domains
- Provides guidance and tools to support ongoing observation and documentation
- Includes a range of strategies and resources to communicate with and engage families
- Offers comprehensive standardized training and materials to support implementation
- Encourages ample opportunity for infants and toddlers to engage in movement, play, and active exploration
- Provides limited guidance in the areas of Reasoning and Problem-Solving and Emergent Mathematical Thinking
- Provides limited guidance on how to integrate children's and families' cultures into interactions, the learning environment, and learning experiences
- Lacks measurable, developmentally appropriate learning goals
- Lacks guidance on standardized and structured assessment instruments
- Lacks guidance on how to ensure daily routines, learning experiences, and the physical environment are individually appropriate for children with disabilities, suspected delays, or other special needs





<b>Cost of Curriculum</b>	<b>Availability in Other Languages</b>	<b>Target Age</b>	<b>Curriculum Materials Reviewed by Raters</b>
<p><i>Innovations: Infant and Toddler Development:</i> \$39.95</p> <p><i>Innovations: The Comprehensive Infant Curriculum:</i> \$39.95</p> <p><i>Innovations: The Comprehensive Toddler Curriculum:</i> \$39.95</p> <p><b>Cost of Professional Development</b></p> <p><i>Innovations: The Comprehensive Infant Curriculum Self-Directed Teacher's Guide:</i> \$16.95</p> <p><i>Innovations: The Comprehensive Toddler Curriculum Self-Directed Teacher's Guide:</i> \$16.95</p> <p><i>Innovations: The Comprehensive Infant and Toddler Curriculum Self-Directed Trainer's Guide:</i> \$29.95</p>	<p>The curriculum materials are not available in other languages.</p>	<p>Center-based infant and toddler programs for children 0–36 months</p>	<p>All materials from <i>Innovations: The Comprehensive Infant and Toddler Curriculum</i> were purchased and reviewed in 2018. These materials included:</p> <ul style="list-style-type: none"> <li>• Innovations: Infant and Toddler Development</li> <li>• Innovations: The Comprehensive Infant Curriculum</li> <li>• Innovations: The Comprehensive Toddler Curriculum</li> <li>• Innovations: The Comprehensive Infant Curriculum Self-Directed Teacher's Guide</li> <li>• Innovations: The Comprehensive Toddler Curriculum Self-Directed Teacher's Guide</li> <li>• Innovations: The Comprehensive Infant and Toddler Curriculum Self-Directed Trainer's Guide</li> </ul>

<p>Costs for professional development workshops are not publicly available on the publisher's website.</p> <p>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>			
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**What Do the Ratings Mean?**



			
No evidence	Minimal evidence	Moderate evidence	Full evidence




<p><b>Evidence Base for Child Outcomes</b></p>	<p> No Evidence</p>	<p>At the time of this review, there are no available published research studies on <i>Innovations: The Comprehensive Infant and Toddler Curriculum</i>. Rigorous research is needed in order to establish evidence of its positive effects on children's learning outcomes.</p>
<p><b>Research-Based Curriculum</b></p>	<p> Full Evidence</p>	<p><b>Responsive Relationships and Interactions:</b> The curriculum consistently promotes responsive relationships and interactions with infants and toddlers, which research shows are foundational to children's development in all domains. <i>Innovations: Infant and Toddler Development</i> describes the development of attachment, and the curriculum materials provide strategies to build secure, trusting relationships with children. Strategies include engaging in reciprocal interactions, making eye contact, smiling, and sharing in children's discoveries. The curriculum activity books promote sensitive, responsive caregiving (e.g., guidance on how to cope with crying, suggestions to maximize interactions during care routines). Many curriculum activities also offer examples of how to engage children in joint attention (e.g., "Look, a squirrel!" or "You are pointing at the wind chimes, Eric."). Finally, the curriculum encourages teachers to talk with children throughout the day and respond to their vocalizations.</p> <p><b>Daily Routines as Opportunities for Learning:</b> <i>Innovations: The Comprehensive Infant and Toddler Curriculum</i> provides guidance on how to establish developmentally appropriate schedules and routines for infants and toddlers. The curriculum recommends using individualized scheduling and interacting with children during basic care routines. It also provides specific guidance on how to support children and families during transitions, arrivals, and departures. While the curriculum states that interactions during daily routines support children's social, emotional, physical, language, and cognitive development, it lacks specific direction or examples of how to engage in these interactions during caregiving routines.</p> <p><b>Play and Exploration:</b> The curriculum promotes infants' and toddlers' play and active exploration, which research suggests provide a rich context for learning in all domains. It includes guidance on how to create safe indoor and outdoor environments that support active physical play and exploration. This may include providing climbing equipment, offering loose parts for children to arrange in a variety of ways, and making toys available on low shelves for children's independent choices. In addition, the curriculum suggests providing uninterrupted time for children to explore and play according to their own interests. Finally, the curriculum planning process encourages teachers to observe children's emerging play themes and interests to inform future plans. The webbing approach to curriculum planning allows teachers to plan learning experiences and adjust their plans based on children's individual responses and interests.</p>


**Language-Rich Environment and Interactions:** The curriculum offers research-based teaching practices to promote language-rich environments and interactions. In particular, the Communication with Parents, Teachers, and Friends chapters provide guidance on how to engage in varied types of talk with infants and toddlers throughout the day (e.g., description, parallel talk, self-talk, expansion, reflective dialogue). In addition, the curriculum offers strategies to build infants' and toddlers' vocabulary, like providing word labels for things in the environment, using pictures to enhance vocabulary, playing word games with children, and adding vocabulary words to curriculum plans. Finally, the curriculum's "Literacy Possibilities" feature several opportunities to support children's engagement in early literacy learning, such as read-alouds, puppet stories, and emergent writing experiences.


**Promoting Emotional, Behavioral, and Cognitive Self-Regulation:** *Innovations: The Comprehensive Infant and Toddler Curriculum* promotes research-based teaching practices to support children's emotional, behavioral, and cognitive self-regulation. In particular, the Expressing Feelings with Parents, Teachers, and Friends chapters offer teaching practices to help infants and toddlers begin to regulate their emotions (e.g., labeling and validating emotions, modeling recognition and expression of emotions). These chapters also provide strategies to support children's behavioral regulation (e.g., setting clear limits, teaching social problem-solving, giving children words to use during peer interactions). Finally, the curriculum describes the development of executive function and provides some strategies to facilitate children's cognitive self-regulation (e.g., helping children understand logical consequences for their behaviors, supporting children as they learn to delay gratification).

**Facilitating Cognitive Development:** The curriculum promotes some research-based teaching practices that facilitate infants' and toddlers' cognitive development. The "Teacher Talk" prompts embedded throughout the curriculum's learning experiences provide examples of how to support cognitive development during play and exploration (e.g., narrating actions, describing objects, asking open-ended questions). Similarly, the learning experiences provide examples of how to embed math language and concepts throughout activities (e.g., counting with children, talking about size). However, the curriculum lacks explicit discussion and learning goals of children's emergent math skills or guidance on how to support those skills during daily routines. The curriculum offers instruction for how teachers can scaffold children's social problem-solving skills (e.g., calling for help, trading, walking away, taking turns, plan-making), but it lacks strategies or learning experiences that support the development of children's problem-solving skills more broadly.

		<p><b>Supporting Physical Development:</b> The curriculum consistently recommends research-based teaching practices to support perceptual, motor, and physical development of infants and toddlers. The curriculum activity books include many varied opportunities for infants and toddlers to practice fine, gross, and perceptual motor skills. For example, the curriculum features several learning experiences for children to practice fine motor skills (e.g., shaking rattles, playing pat-a-cake, turning book pages, nesting cans and boxes) and gross motor skills (e.g., kicking legs with foot rattles, tossing a ball, walking on different textures). The curriculum's "Movement Possibilities" encourage teachers to allow infants and toddlers to practice physical skills and provide support to each child as needed.</p>
<p><b>Scope and Sequence</b></p>	<p> Moderate Evidence</p>	<p><b>Scope:</b> <i>Innovations: The Comprehensive Infant and Toddler Curriculum</i> identifies the following areas of development: physical, emotional, social, and intellectual, which includes language and cognition. While each of the curriculum's books briefly mention these developmental domains, the curriculum does not describe how the suggested teaching practices and learning experiences support children's development and learning in these areas.</p> <p><b>Sequence:</b> The two curriculum activity books provide multiple related learning opportunities for children to explore or learn concepts and skills in all ELOF domains. Each chapter includes several activities, or "Possibilities," which specify an age range (e.g., 0–6 months, 6–18 months, 18–24 months). Taken together, these learning experiences can be used to progressively build children's concepts and skills as they move through the developmental progressions in all domains. The sequences of learning experiences allow for flexibility, as teachers are encouraged to plan and implement learning experiences based on children's interests and development.</p>
<p><b>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</b></p>	<p> Moderate Evidence</p>	<p><b>Alignment with the ELOF:</b> A thorough review of all curriculum materials indicates that <i>Innovations: The Comprehensive Infant and Toddler Curriculum</i> is highly aligned with the ELOF domains and sub-domains. <i>Innovations: Infant &amp; Toddler Development</i> describes child development theory and provides general strategies for how to support children's development and learning in the ELOF domains and sub-domains. The curriculum activity books offer learning experiences to support children's development and learning across the five ELOF domains. However, the curriculum only partially addresses the following ELOF sub-domains: Emotional Functioning (lacks guidance related to expressing care and concern toward others) and Reasoning and Problem-Solving.</p>

<p><b>Learning Goals for Children</b></p>	 Minimal Evidence	<p><b>Learning Goals:</b> <i>Innovations: The Comprehensive Infant and Toddler Curriculum</i> lacks measurable, developmentally appropriate learning goals. The curriculum is organized around six very broad developmental tasks or challenges that children experience as they learn and grow (e.g., "Separating from Parents," "Expressing Feelings with Parents, Teachers, and Friends"). The tasks are broken down into progressions of specific skills and behaviors, which make up the items in the curriculum's assessment instrument (e.g., "Unpredictable daily schedule," "Separation anxiety emerges"). While these developmental tasks and progressions are embedded throughout the infant and toddler curriculum activity books, the learning experiences provide no clear indication of which skills and behaviors they support or how they do so.</p>
<p><b>Ongoing Child Assessment</b></p>	 Moderate Evidence	<p><b>Ongoing Observation and Documentation:</b> The curriculum provides specific guidance and tools for ongoing observation and documentation. It includes strategies for engaging in observation (e.g., keep tools handy, observe a single child for extended periods) as well as tools to support observation (e.g., the "Anecdotal Record" form). In addition, it integrates observation prompts into many of its learning experiences (e.g., "Observe children as they show interest in the barn and props. Watch for emerging play themes that can be supported with additional props."). The curriculum encourages teachers to use their observations to discuss children's development with families and plan experiences based on children's interests and development.</p> <p><b>Standardized and Structured Assessment Instruments:</b> <i>Innovations: The Comprehensive Infant and Toddler Curriculum</i> provides structured "Observation/Assessment Instruments" that align with the curriculum's learning goals. However, it offers no evidence that establishes its validity or reliability. The curriculum encourages programs to rely on systematic observations, anecdotal notes, or normative checklists rather than use standardized child development assessment instruments.</p>
<p><b>Parent and Family Engagement</b></p>	 Moderate Evidence	<p><b>Communicating with Families:</b> The curriculum provides strategies and materials for communicating with families. For example, it suggests different methods to share information with families about children's development and learning (e.g., discussing information from assessment, completing a "Communication Sheet" about children's daily experiences). The curriculum also encourages teachers to learn from families in a variety of ways, such as organizing an interview to learn about families' parenting styles and expectations for the child's school experiences. The curriculum provides some guidance on how to communicate in culturally responsive ways (e.g., sharing decision-making, using multiple forms of communication), but lacks support on communicating with families in linguistically responsive ways.</p>

		<p><b>Engaging Families:</b> The curriculum emphasizes the parents' roles as children's first and most important teachers. As such, it provides specific guidance embedded throughout all curriculum materials on how to engage parents and families in children's development and learning. The curriculum activity books feature "Innovations in Parent Partnerships," which provide examples of how families can participate in the program (e.g., sharing materials with the classroom, attending a parent meeting). They also provide a series of "Parent Postcards," which provide useful information on child development and how families can support children's development and learning at home. The curriculum promotes sensitivity to cultural differences when planning events which include parents, but it lacks guidance on how to engage families who speak languages other than English. It also lacks direction on how to engage parents who may have disabilities or other special needs.</p>
<p><b>Professional Development and Materials to Support Implementation</b></p>	<p> Full Evidence</p>	<p><b>Professional Development:</b> One of the curriculum's authors offers comprehensive standardized initial training and ongoing professional development for an additional fee. She provides both introductory and more specialized, advanced workshops for teachers, administrators, and professional development providers on how to implement <i>Innovations: The Comprehensive Infant and Toddler Curriculum</i>. The workshops cover a wide range of content, such as child development, observation and assessment, interactions, and the learning environment. Some of the professional development opportunities reference individualized supports to program administrators and teachers. The curriculum comes with a <i>Trainer's Guide</i> that provides instructions on how to facilitate an eight-hour "Comprehensive Introduction to <i>Innovations: The Comprehensive Infant and Toddler Curriculum</i>" session, as well as 29 modules that can be used with pre- or in-service teachers as either workshops or staff meetings. Finally, the curriculum includes two <i>Teacher's Guides</i> with over 40 hours of self-guided professional development.</p> <p><b>Curriculum Materials to Support Implementation:</b> <i>Innovations: The Comprehensive Infant and Toddler Curriculum</i> includes a thorough set of materials to support implementation. <i>Innovations: Infant and Toddler Development</i> provides theoretical and practical information related to infant and toddler development and introduces teachers to the curriculum's approach. The two curriculum activity books provide age-appropriate activity "Possibilities" for infants and toddlers as well as guidance on assessment, parent partnerships, and the learning environment. The two <i>Teacher's Guides</i> provide 38 modules to support teachers in implementing key components of the curriculum.</p>

		<ul style="list-style-type: none"> <li>● <b>Fidelity Tool:</b> The <i>Teacher's Guides</i> include a "Comprehensive Skills Checklist for Teachers," designed for self-, peer, or performance evaluation. This tool may be used to assess whether teachers implement key teaching practices promoted by the curriculum (e.g., quality teacher-child interactions, ongoing observation, partnerships with parents, learning materials, and curriculum planning).</li> </ul>
<p><b>Learning Experiences and Interactions</b></p>	<p> Moderate Evidence</p>	<p><b>Active Exploration:</b> The curriculum provides ample opportunities for infants and toddlers to freely move and actively explore their environment. It includes suggestions related to the environment that encourage movement and active exploration (e.g., offering a variety of materials to foster exploration, providing equipment that allows children to move and climb). In addition, the curriculum describes the value of long periods of uninterrupted time for exploration of the environment. Finally, the various "Possibilities Plans" provide opportunities for children to manipulate objects, investigate concepts, and engage in open-ended exploration (e.g., exploring shakers, feeling a texture board, manipulating play dough, playing peek-a-boo).</p> <p><b>Interactions That Extend Children's Learning:</b> Many of the curriculum's resources provide guidance on and examples of how teachers can engage in interactions that extend children's learning. <i>Innovations: Infant and Toddler Development</i> offers general strategies for supporting children's exploration, communication, and thinking (e.g., expanding on children's ideas, describing what is going on in a child's world). Furthermore, the activity instructions and "Teacher Talk" comments throughout the "Possibilities Plans" include specific strategies, open-ended questions, and other prompts that teachers can use to spark children's thinking and encourage them to communicate (e.g., modeling different ways to use objects, narrating what children are doing, describing objects, discussing cause and effect, asking simple questions for children to respond to).</p> <p><b>Individualization:</b> <i>Innovations: The Comprehensive Infant and Toddler Curriculum</i> provides a general approach for individualizing learning experiences for all children. The curriculum planning process encourages teachers to observe children's development, interests, and emerging play themes and plan learning experiences based on this information. It also promotes "webbing," whereby teachers plan learning experiences but are prepared to adjust based on children's responses. However, the curriculum does not specify how to ensure learning experiences are culturally and linguistically responsive or inclusive of children with disabilities, suspected delays, or other special needs.</p>



### Learning Environments and Routines







Moderate Evidence

**Environment:** The curriculum offers specific guidance on how to design well-organized, engaging indoor and outdoor environments. The curriculum activity books include "Innovations in Environment," which offer guidelines for how to set up the physical space in ways that promote exploration (e.g., space to climb, open-ended materials) and support children's development in the ELOF domains (e.g., spaces for children to play side-by-side, places for toddlers to scribble, write, and read books). The *Teacher's Guides* offer a reflective tool for teachers to evaluate important classroom elements that make up the environment. The curriculum recommends using images of families and cultures represented in the group of children as well as those not represented. It also invites parents to record lullabies, songs, and other oral language traditions in children's home languages to add to the physical environment. The curriculum lacks guidance on how to ensure the physical environment is accessible to children with disabilities, suspected delays, or other special needs.

**Learning Materials:** The curriculum activity books include specific guidance on selecting learning materials that are developmentally appropriate and foster open-ended exploration (e.g., making toys that encourage action rather than passive watching, providing multisensory toys, offering toys that have a variety of uses). They also provide specific examples of appropriate learning materials for infants and toddlers (e.g., shaker bottles, boxes, sorting toys, dress up props, blocks, books). Finally, the curriculum provides direction for how to provide learning materials that authentically represent children's cultures (e.g., clothing, dolls) and home languages (e.g., books). The curriculum lacks guidance on how to provide or adapt learning materials for children with disabilities, suspected delays, or other special needs.

**Schedule and Routines:** *Innovations: The Comprehensive Infant and Toddler Curriculum* provides minimal guidance on establishing flexible schedules centered around children's caregiving routines. It offers the following directions: allow children to follow their own schedules, learn about their schedules, notice patterns in their schedules, and interact with children during routines. However, the curriculum does not describe how teachers should do these things, nor does it provide any specific examples of how to support children's development and learning in the context of caregiving routines.

<p><b>Cultural Responsiveness</b></p>	 <p>Minimal Evidence</p>	<p><b>Interactions:</b> <i>Innovations: Infant and Toddler Development</i> discusses the importance of cultural context for child development and child-rearing. It provides general principles to promote family-centered and culturally inclusive classrooms (e.g., respecting families' ideas, acknowledging families' strengths, and sharing in decision-making about their child's education). It also includes examples of how teachers consider cultural differences in specific situations, such as responding to biting and supporting a child who is not talking.</p> <p><b>Learning Experiences:</b> The curriculum describes how culture affects the behaviors and perspectives of children, parents, and teachers. As such, culture sets the context for children's caregiving routines and learning experiences. However, the curriculum lacks guidance on how to ensure that caregiving routines and learning experiences build on families' traditions, cultures, beliefs, and values.</p> <p><b>Learning Environment:</b> The curriculum includes limited guidance on providing learning materials that portray society's diversity and authentically represent the cultures and ethnicities of children and families. The curriculum activity books briefly mention that pictures and photos should depict diverse family structures and cultures, representing those of children in the group as well as those that are not. They also suggest cultural remembrances, such as clothing or gifts, as ways to validate children's diverse families. Finally, they suggest providing dolls that represent a variety of ethnicities. However, the curriculum does not provide any further guidance or specific examples on how to provide learning materials that reflect children's cultures or society's diversity.</p>
<p><b>Linguistic Responsiveness</b></p>	 <p>Moderate Evidence</p>	<p><b>Linguistic Responsiveness:</b> <i>Innovations: Infant and Toddler Development</i> provides some strategies on how to support the development and learning of infants and toddlers who are dual language learners (DLLs). For example, it recommends collaborating with parents to support the home language, using both English and children's home languages, and providing books or audio recordings of fingerplays and rhymes in children's home languages. However, the activity books do not provide specific instruction on how to support the development and learning of children who are DLLs. The curriculum does not address how to support the development and learning of children who are learning tribal languages.</p>

<p><b>Individualization for Children with Disabilities, Suspected Delays, or Other Special Needs</b></p>	 <p>Minimal Evidence</p>	<p><b>Teaching Practices and Interventions:</b> The curriculum offers minimal guidance on how to embed intentional teaching practices in daily routines and learning experiences to support the development and learning of children with disabilities, suspected delays, or other special needs. <i>Innovations: Infant and Toddler Development</i> includes one example of how teachers may understand and support a child who is not talking. Through this example, the curriculum offers some specific strategies to support a child who is not talking, such as adult and peer support and collaboration with families or other specialists. However, the curriculum lacks comprehensive guidance or additional examples on how to support the development and learning of children with disabilities, suspected delays, or other special needs.</p> <p><b>Learning Environment:</b> The curriculum lacks guidance on how to ensure the physical environment and learning materials are accessible to children with disabilities, suspected delays, or other special needs.</p>
<p><b>Individualization Based on Interests, Strengths, and Needs</b></p>	 <p>Moderate Evidence</p>	<p><b>Individualization Based on Interests:</b> The curriculum provides general guidance on how to plan learning experiences around children's interests. <i>Innovations: The Comprehensive Infant Curriculum</i> discusses how curriculum webs encourage open-ended planning that allow teachers to adjust their plans according to infants' responses and interests. <i>Innovations: The Comprehensive Toddler Curriculum</i> guides teachers to begin the curriculum-planning process with observations of children's emerging play themes, interests, and preferences in order to individualize experiences to match children's interests. However, these curriculum activity books do not provide prompts or contain suggestions on how to select or tailor activities based on children's interests.</p> <p><b>Individualization Based on Strengths and Needs:</b> The curriculum includes general guidance on how to plan learning experiences that are responsive to individual children's strengths and needs. <i>Innovations: The Comprehensive Infant Curriculum</i> discusses how teachers can use observation and assessment to match learning experiences to children's developmental levels. <i>Innovations: The Comprehensive Toddler Curriculum</i> guides teachers to begin the curriculum planning process with observations of children's emerging development. Curriculum activities provide suggested age ranges, but they lack specific scaffolding strategies to support children at different developmental levels or guidance on how to tailor learning experiences based on individual children's strengths and needs.</p>

## The Creative Curriculum® for Infants, Toddlers & Twos, 3<sup>rd</sup> Edition

### Curriculum Description

The *Creative Curriculum® for Infants, Toddlers & Twos, 3<sup>rd</sup> Edition* provides a set of resources to help teachers plan and implement routines and learning experiences for young children. It includes three volumes that describe the curriculum foundation, routines and experiences, and objectives for development and learning. The curriculum also offers additional resources, such as activity cards, songs and rhymes, and books.

**Website:** <https://teachingstrategies.com/solutions/teach/creative-curriculum-infants-toddlers-twos/>





*Last Updated: March 25, 2019*



### Summary of Curriculum Review

- Promotes interactions, routines, and learning experiences to support infants' and toddlers' development and learning in all Head Start Early Learning Outcomes Framework (ELOF) domains
- Provides scaffolding strategies within activities to support children as they move through the developmental progressions
- Specifies developmentally appropriate learning goals and guidance on how to use them for the individualization of learning experiences based on children's strengths and needs
- Describes a clear process for ongoing child assessment
- Provides a range of strategies and resources to support family engagement
- Offers comprehensive standardized training and materials to support implementation
- Encourages ample opportunity for infants and toddlers to engage in movement, play, and active exploration
- Includes extensive guidance on how to design well-organized, engaging indoor and outdoor environments
- Gives comprehensive guidance and resources to help teachers establish developmentally appropriate daily schedules centered around caregiving routines
- Includes specific guidance on how to support the development and learning of infants and toddlers who are dual language learners (DLLs)
- Offers specific adaptations for children with disabilities, suspected delays, or other special needs
- Lacks guidance on how to provide learning experiences that build on children's cultural experiences at home

<p><b>Cost of Curriculum</b></p> <p><i>The Creative Curriculum® for Infants, Toddlers &amp; Twos, 3<sup>rd</sup> Edition, with Daily Resources (English)</i>: \$1,149</p> <p><i>Coaching to Fidelity, Infants, Toddlers &amp; Twos Edition</i>: \$199.95</p> <p><b>Cost of Professional Development</b></p> <p>2-day in-person course: \$5,000 per site</p> <p>10-hour online professional development course: \$150 per teacher</p> <p>Contact the publisher for the most updated information on costs of the curriculum and current professional development offerings.</p>	<p><b>Availability in Other Languages</b></p> <p><i>The Creative Curriculum® for Infants, Toddlers &amp; Twos, 3<sup>rd</sup> Edition, with Daily Resources (Spanish)</i>: \$1,149</p> <p><i>The Creative Curriculum® for Infants, Toddlers &amp; Twos, 3<sup>rd</sup> Edition, with Daily Resources (Bilingual)</i>: \$1,795</p>	<p><b>Target Age</b></p> <p>Center-based infant and toddler programs for children 0–36 months</p>	<p><b>Curriculum Materials Reviewed by Raters</b></p> <p>All materials from <i>The Creative Curriculum® for Infants, Toddlers &amp; Twos, 3<sup>rd</sup> Edition, with Daily Resources</i> were purchased and reviewed in 2018. These materials included:</p> <ul style="list-style-type: none"> <li>• Guide to The Creative Curriculum® for Infants, Toddlers &amp; Twos</li> <li>• Volumes 1–3 of <i>The Foundation</i></li> <li>• Intentional Teaching Cards</li> <li>• Mighty Minutes</li> <li>• Highlights Hello</li> <li>• Book Conversation Cards</li> <li>• The Classroom and Family Resources Online Portal</li> </ul>
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**What Do the Ratings Mean?**


			
No evidence	Minimal evidence	Moderate evidence	Full evidence

<p><b>Evidence Base for Child Outcomes</b></p>	<p> No Evidence</p>	<p>At the time of this review, there are no available published research studies on <i>The Creative Curriculum® for Infants, Toddlers &amp; Twos, 3<sup>rd</sup> Edition</i> (<i>The Creative Curriculum® for Infants, Toddlers &amp; Twos</i>). The publisher conducted a study that suggests implementing <i>The Creative Curriculum® for Infants, Toddlers &amp; Twos</i> for two years, along with ongoing training and coaching, is associated with growth in children's social and emotional, physical, language, and cognitive development compared to developmental norms. More rigorous research published in peer-reviewed journals is needed in order to establish evidence for positive effects of <i>The Creative Curriculum® for Infants, Toddlers &amp; Twos</i> on children's learning outcomes.</p>
<p><b>Research-Based Curriculum</b></p>	<p> Full Evidence</p>	<p><b>Responsive Relationships and Interactions:</b> The curriculum consistently promotes responsive relationships and interactions with infants and toddlers, which research shows are foundational to children's development in all domains. <i>Volume 1: The Foundation (Volume 1)</i> and <i>Volume 3: Objectives for Development &amp; Learning (Volume 3)</i> provide strategies to build secure, trusting relationships with children (e.g., smile at children, show affection, talk with children, spend time playing with children). <i>Volume 2: Routines &amp; Experiences (Volume 2)</i> offers guidance on how to engage in sensitive, responsive caregiving during daily routines (e.g., hellos and goodbyes, diapering and toileting). For each routine, the curriculum includes "Responding to What Children Need" with a brief scenario, teacher's thoughts and responses, and what the child might be learning. Throughout <i>Volumes 1–3</i>, the <i>Intentional Teaching Cards</i>, and the <i>Book Conversation Cards</i>, the curriculum offers several prompts and examples of how to engage children in joint attention as well as how to respond to children's language and communication.</p> <p><b>Daily Routines as Opportunities for Learning:</b> <i>The Creative Curriculum® for Infants, Toddlers &amp; Twos</i> provides comprehensive guidance on how to use daily routines to support infants' and toddlers' development and learning in all domains. <i>Volume 1: The Foundation</i> includes guidance on how to create predictable and flexible schedules centered around infants' and toddlers' routines (e.g., diapering and toileting, eating and mealtimes) and experiences (e.g., playing with toys, imitating and pretending, enjoying stories and books). It also includes specific tools to support teachers in the process. For example, the "Individual Care Plan" is developed with each family to help create individualized schedules for infants. <i>Volume 2: Routines &amp; Experiences</i> gives further guidance on how to create an environment to support caregiving routines, how to create caring and teaching strategies during routines, and how to partner with families.</p>



**Play and Exploration:** The curriculum promotes infants' and toddlers' play and active exploration, which research suggests provide a rich context for learning in all domains. *Volume 1: The Foundation* describes how children learn through play. It also guides teachers to provide sufficient time in the daily schedule for play and exploration. *Volume 2: Routines & Experiences* offers several examples of equipment for active physical play (e.g., riding toys, climbers, slides, push-and-pull toys) and open-ended materials (e.g., grasping and mouthing toys, blocks, balls, dough, painting materials) that would foster children's curiosity, exploration, and creativity. Several *Intentional Teaching Cards* reinforce these principles by inviting children to explore and use objects in multiple ways (e.g., cups, whisks, rocks, nesting toys, foam blocks, cardboard boxes).



**Language-Rich Environment and Interactions:** The curriculum offers research-based teaching practices to promote language-rich environments and interactions. *Volume 1: The Foundation* provides guidance on how to engage in varied types of talk with infants and toddlers throughout the day. It suggests using high-pitched and sing-song voice with infants, imitating infants babbling, asking toddlers open-ended questions, and describing what children see, hear, taste, and smell. *Volume 3: Objectives for Development & Learning* offers strategies to build infants' and toddlers' vocabulary (e.g., use gestures and concrete objects to clarify words; introduce children to new words through books, songs, conversations, and pretend play). The *Intentional Teaching Cards* include guidance on how to engage in back-and-forth exchanges with children, as well as descriptions of several opportunities to support children's emergent literacy skills. Finally, the *Book Conversation Cards* give developmentally appropriate prompts and strategies to read the curriculum's *Highlights Hello* books with infants and toddlers.


**Promoting Emotional, Behavioral, and Cognitive Self-Regulation:** *The Creative Curriculum® for Infants, Toddlers & Twos* promotes research-based teaching practices to support children's emotional, behavioral, and cognitive self-regulation. *Volume 1: The Foundation* offers general strategies to help infants and toddlers begin to regulate their behaviors (e.g., establish and follow rituals, redirect children's behaviors as needed, offer choices). *Volume 3: Objectives for Development & Learning* gives strategies for creating an emotionally supportive environment (e.g., label and talk about emotions and their causes, help children detect and interpret cues about how someone else feels) and for facilitating cognitive self-regulation (e.g., model self-talk to help children stay engaged and persist; provide specific, positive verbal feedback or physical support during challenging tasks). The *Intentional Teaching Cards* reinforce these strategies with learning experiences to support children's emotional, behavioral, and cognitive self-regulation. For example, "Let's Try This Instead" invites teachers to use a positive approach to redirecting children's inappropriate behavior during routines and experiences.


		<p><b>Facilitating Cognitive Development:</b> The curriculum promotes research-based teaching practices that facilitate infants' and toddlers' cognitive development. The <i>Intentional Teaching Cards</i> provide specific prompts for teachers to support cognitive development (e.g., describe objects, comment about cause and effect of actions, encourage child to make comparisons). <i>Volume 1: The Foundation</i> highlights strategies to embed math language and concepts throughout everyday routines and activities (e.g., count with children, use comparison words, talk about shapes). The <i>Intentional Teaching Cards</i> provide multiple, related opportunities for children to explore math concepts (e.g., matching shapes, doing puzzles, reading counting books). <i>Volume 3: Objectives for Development &amp; Learning</i> offers suggestions to teachers on how to scaffold children's problem-solving skills (e.g., provide opportunities to explore objects in new and creative ways, describe children's problem-solving strategies).</p> <p><b>Supporting Physical Development:</b> The curriculum consistently recommends research-based teaching practices to support infants' and toddlers' perceptual, motor, and physical development. The <i>Intentional Teaching Cards</i> include many, varied opportunities for infants and toddlers to practice fine, gross, and perceptual motor skills. For example, the curriculum features several learning experiences for children to practice the fine motor skill of squeezing (e.g., manipulating playdough, squeezing sponges, wringing out wet clothes). Throughout the learning experiences to support physical development, the curriculum prompts teachers to choose appropriately challenging physical tasks for each child, explain how to perform physical tasks, model actions, describe children's movements, praise children's efforts, and encourage children to keep practicing.</p>
<p><b>Scope and Sequence</b></p>	<p> Full Evidence</p>	<p><b>Scope:</b> <i>The Creative Curriculum® for Infants, Toddlers &amp; Twos</i> clearly identifies nine areas of development and learning: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, and the Arts. Cognitive development encompasses the Approaches to Learning ELOF domain. <i>Volumes 1–3</i> provide an overview of young children's development as well as specific teaching practices to support children's development and learning in each of these areas.</p>





		<p><b>Sequence:</b> The curriculum provides guidance within activities on how to support children as they move through the developmental progressions. The <i>Intentional Teaching Cards</i> describe activities in the domains of Language and Literacy, Mathematics, Social-Emotional, and Physical Development. These activities provide evidence of sequence in all five ELOF domains. Each activity includes a "Teaching Sequence" to support children at different levels of the developmental progressions specified in <i>Volume 3: Objectives for Development &amp; Learning</i>. This allows teachers to individualize activities to meet the strengths and needs of each child. Additionally, teachers can use the <i>Mighty Minutes</i>, <i>Book Conversation Cards</i>, and guidance provided in <i>Volumes 1–3</i> to offer multiple related learning opportunities for children to explore concepts and skills in all domains.</p>
<p><b>Alignment with the Head Start Early Learning Outcomes Framework (ELOF)</b></p>	<p> Full Evidence</p>	<p><b>Alignment with the ELOF:</b> A thorough review of all the curriculum materials indicates that <i>The Creative Curriculum® for Infants, Toddlers &amp; Twos</i> is fully aligned with the ELOF. <i>Volume 1: The Foundation</i> and <i>Volume 2: Routines &amp; Experiences</i> clearly describe how the recommended strategies, interactions, environments, routines, and experiences support children's development and learning in the ELOF domains and sub-domains. <i>Volume 3: Objectives for Development &amp; Learning</i> provides learning goals and strategies to support children's development and learning in all ELOF domains and sub-domains. The <i>Intentional Teaching Cards</i> offer learning experiences to support children's development and learning across the five ELOF domains.</p>
<p><b>Learning Goals for Children</b></p>	<p> Full Evidence</p>	<p><b>Learning Goals:</b> <i>The Creative Curriculum® for Infants, Toddlers &amp; Twos</i> includes 36 objectives for development and learning organized into nine areas: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, and the Arts. The objectives are measurable and developmentally appropriate expectations of the knowledge, skills, and behaviors young children develop and learn. The <i>Intentional Teaching Cards</i> and <i>Mighty Minutes</i> specify objectives for each activity, and the learning experiences supported the stated goals. <i>Volume 3: Objectives for Development &amp; Learning</i> describes how to use the objectives with children with disabilities, suspected delays, or other special needs. It also explains how teachers can use the objectives with children who are DLLs to gather information, no matter which language children use to demonstrate what they know and can do.</p>


<p><b>Ongoing Child Assessment</b></p>	<p> Full Evidence</p>	<p><b>Ongoing Observation and Documentation:</b> The curriculum offers a four-step process for ongoing observation and documentation: 1) Observing and Collecting Facts, 2) Analyzing and Responding, 3) Evaluating, and 4) Summarizing, Planning, and Communicating. In addition, the curriculum includes specific tools to support teachers in the ongoing observation and documentation process. The <i>Intentional Teaching Cards</i> include "Questions to Guide Observations" (e.g., How did the child hold and manipulate the ball? How did the child separate from their family member?). The "Child Planning Form" provides a template for teachers to record observations and future plans based on the documentation.</p> <p><b>Standardized and Structured Assessment Instruments:</b> The curriculum encourages programs to use the publisher's <i>Teaching Strategies GOLD Assessment System (TS GOLD)</i>, which is aligned with <i>The Creative Curriculum®</i> objectives. The online platform, <i>MyTeachingStrategies™</i>, features resources related to <i>TS GOLD</i> that describe how assessment instruments should be valid and reliable, as well as individually, culturally, and linguistically appropriate. The curriculum also stresses the importance of regularly assessing children's development and using this information to plan instruction.</p>
<p><b>Parent and Family Engagement</b></p>	<p> Full Evidence</p>	<p><b>Communicating with Families:</b> The curriculum offers specific guidance on communicating with diverse families. <i>Volume 1: The Foundation</i> provides several communication strategies that encourage both learning from and sharing information with families. Some ideas for sharing information with families include a whiteboard that describes the learning experiences of the day, a daily communication form, email, and newsletters. The curriculum also encourages teachers to learn from families in a variety of ways, such as by conducting home visits or using the "Individual Care Plan—Family Information Form" to learn about children's daily routines and activities at home. The curriculum provides support on how to communicate with families in ways that are culturally responsive (e.g., observe how families interact with their child; communicate with families to learn how their culture affects childrearing practices, beliefs, and goals) and linguistically responsive (e.g., provide messages in families' home languages, provide translators).</p>



		<p><b>Engaging Families:</b> The curriculum provides multiple resources to support parent and family engagement. <i>Volume 1: The Foundation</i> offers a variety of ways for families to be involved in the classroom and program (e.g., classroom jobs, family playtime). <i>Volume 2: Routines and Experiences</i> includes letters to parents and families that focus on how to support children's development during routines and extend their learning at home. In addition, <i>The Creative Curriculum® Learning Games</i> are activities for families to do at home with their children; they are available in both English and Spanish. The curriculum gives general guidance on engaging diverse families (e.g., learn about strengths and needs of each family to individualize approach, connect with social services and family support workers).</p>
<p><b>Professional Development and Materials to Support Implementation</b></p>	<p style="text-align: center;">                       Full Evidence                 </p>	<p><b>Professional Development:</b> The publisher, Teaching Strategies, offers comprehensive standardized initial training and ongoing professional development. In-person training options for teachers range from a two-day introduction called "Implementing The Creative Curriculum® for Infants, Toddlers &amp; Twos, 3<sup>rd</sup> Edition," to more advanced examinations of specific topics (e.g., partnering with families, supporting language and literacy development). The publisher also offers in-person courses designed for administrators and coaches on how to help teachers implement the curriculum with fidelity. Online courses represent another option for ongoing professional development. These include 10 hours of self-paced modules at an additional cost. Finally, the publisher offers to work with programs to customize trainings based on program needs.</p> <p><b>Curriculum Materials to Support Implementation:</b> The curriculum includes a comprehensive set of materials to support implementation. The <i>Guide to The Creative Curriculum® for Infants, Toddlers &amp; Twos</i> orients teachers to the curriculum materials. The curriculum offers three volumes to support teachers during implementation: <i>Volume 1: The Foundation</i>, <i>Volume 2: Routines &amp; Experiences</i>, and <i>Volume 3: Objectives for Development &amp; Learning</i>. Finally, the <i>Daily Resources</i> provide teachers with more specific guidance on how to engage children in learning experiences throughout the day (e.g., <i>Intentional Teaching Cards</i>, <i>Mighty Minutes</i>, <i>Book Conversation Cards</i>).</p> <ul style="list-style-type: none"> <li>• <b>Fidelity Tool:</b> For an additional fee, programs can purchase <i>Coaching to Fidelity, Infants, Toddlers &amp; Twos Edition</i>, which includes <i>The Fidelity Tool for Administrators</i> and <i>The Fidelity Tool Teacher Checklist</i>. Both tools assess the fidelity of implementation of the <i>Daily Resources</i>, <i>The Foundation</i>, and <i>TS GOLD</i>.</li> </ul>

<p style="text-align: center;"><b>Learning Experiences and Interactions</b></p>	<p style="text-align: center;">                       Full Evidence                 </p>	<p><b>Active Exploration:</b> <i>The Creative Curriculum® for Infants, Toddlers &amp; Twos</i> offers ample opportunities for infants and toddlers to freely move and actively explore their environment. <i>Volume 1: The Foundation</i> highlights the importance of children having time for play and exploration daily. <i>Volume 2: Routines &amp; Experiences</i> gives many specific examples of learning materials and equipment that lend themselves to open-ended exploration (e.g., natural materials, cups and pails for filling and dumping, manipulative toys, climbers). The <i>Intentional Teaching Cards</i> provide opportunities for children to manipulate objects, investigate concepts, and engage in open-ended exploration (e.g., exploring water using cups or other props; building with large blocks; exploring bells). Many learning experiences do have teachers modeling or demonstrating how to do something, but even within these activities, children are still given opportunities to freely explore the materials.</p> <p><b>Interactions That Extend Children's Learning:</b> Many of the curriculum's resources provide guidance and examples on how teachers engage in interactions that extend children's learning. <i>Volume 1: The Foundation</i> offers general strategies, such as to describe what a child is seeing or doing, provide vocabulary, or ask children open-ended questions. <i>Volume 2: Routines &amp; Experiences</i> provides "Caring and Teaching" examples of how to extend children's learning (e.g., describe changes the child can observe, point out cause-and-effect relationships, encourage the child to solve problems). Finally, the <i>Intentional Teaching Cards</i> and <i>Book Conversation Cards</i> provide several examples of specific strategies, open-ended questions, and other prompts that teachers can use to spark children's thinking and encourage them to communicate (e.g., model different ways to use objects, describe objects, invite children to share observations, ask simple questions to prompt children to think about solutions).</p> <p><b>Individualization:</b> The curriculum provides specific guidance on how to individualize learning experiences for all children. The <i>Intentional Teaching Cards</i> feature the section "Including All Children," which offers strategies to ensure children with disabilities, suspected delays, or other special needs can participate. The <i>Intentional Teaching Cards</i> also include scaffolding strategies to support children who are DLLs. <i>Volumes 1–3</i> give some suggestions for how teachers can consider children's cultures as they plan routines and learning experiences, but they give very few specific examples of embedding children's cultures within learning experiences throughout the curriculum materials.</p>
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<p style="text-align: center;"><b>Learning Environments and Routines</b></p>	<p style="text-align: center;">                       Full Evidence                 </p>	<p><b>Environment:</b> The curriculum provides extensive guidance on how to design well-organized, engaging indoor and outdoor environments. <i>Volume 1: The Foundation</i> offers direction on how to set up the physical space for daily routines and play; sample layouts for young infants, mobile infants, and toddlers and twos; and a description of how the environment supports children's development in the ELOF domains. <i>Volume 2: Routines &amp; Experiences</i> includes information on how to create an environment to support specific daily routines (e.g., sleeping and naptime, eating and mealtimes) and experiences (e.g., imitating and pretending, exploring outdoors). The curriculum gives specific guidance on how to include children's home languages and cultures into the physical environment (e.g., songs in home languages, pictures that honor the ethnic diversity of children and families). It also explains how to ensure the physical environment is accessible for children with disabilities, suspected delays, or other special needs (e.g., environmental changes for wheelchairs, support for sitting and standing).</p> <p><b>Learning Materials:</b> The curriculum provides specific guidance on selecting learning materials that are developmentally appropriate and foster open-ended exploration. <i>Volume 1: The Foundation</i> encourages teachers to choose materials that support children's development and learning, as well as open-ended and home-like materials that can be used in a variety of ways. The "Playing with Toys" chapter in <i>Volume 2: Routines &amp; Experiences</i> offers explicit examples of developmentally appropriate toys for infants and toddlers and that foster exploration and inquiry (e.g., grasping and mouthing toys, push and pull toys, blocks, transportation toys, animal figures). In addition, the <i>Intentional Teaching Cards</i> provide examples of developmentally appropriate materials, such as natural materials, building blocks, squeeze bottles, and stacking or nesting toys. Finally, the curriculum gives specific guidance on how to provide learning materials that authentically represent children's cultures; that are in children's home languages; and that are accessible to children with disabilities, suspected delays, or other special needs.</p>
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<p><b>Cultural Responsiveness</b></p>	<p> Moderate Evidence</p>	<p><b>Interactions:</b> The curriculum provides guidance on engaging children and families in culturally responsive interactions. <i>Volume 1: The Foundation</i> describes how culture affects children's development as well as families' childrearing practices, beliefs, and goals. It includes general tips (e.g., avoid assigning cultural labels, understand your own belief system) as well as specific strategies, such as observing how families interact with their child and communicating with families to learn about their beliefs, routines, and interactions at home (e.g., "How is discipline handled?" "How do people interact with one another?" "Do they look each other in the eye?"). The "Individual Care Plan—Family Information Form" includes explicit prompts to support teachers in learning how families interact with their child within their home and culture (e.g., "In what language do you speak and sing with your child at home?" "How do you play with your child?"). <i>Volume 3: Objectives for Development &amp; Learning</i> includes a few specific references to acknowledging culture in interactions (e.g., non-verbal communication may have different meanings in different cultures).</p>

		<p><b>Learning Experiences:</b> The curriculum offers some guidance on how to ensure caregiving routines build on families' traditions, cultures, beliefs, and values. However, it lacks adequate guidance on how to provide learning experiences that build on children's cultures. <i>Volume 1: The Foundation</i> includes an "Individual Care Plan—Family Information Form," which encourages teachers to learn about caregiving routines children experience within their home. <i>Volume 2: Routines &amp; Experiences</i> provides some specific examples of how culture may affect daily routines (e.g., cultural preferences related to food, sleeping, and cooking). <i>Volumes 2 and 3</i> include a few examples of how to provide learning experiences that build on children's cultures, such as encouraging families to share cultural music and songs or recipes for cooking activities to acknowledge children's backgrounds. A limitation is that the <i>Intentional Teaching Cards</i>, which are the curriculum's learning experiences, lack specific guidance on providing culturally responsive learning experiences.</p> <p><b>Learning Environment:</b> The curriculum provides some specific guidance on providing learning materials that portray society's diversity and authentically represent the cultures and ethnicities of children and families. <i>Volume 1: The Foundation</i> and <i>Volume 2: Routines &amp; Experiences</i> encourage teachers to choose learning materials that honor diversity, depicting people similar to the children in the class as well as the diversity of society (e.g., books, puzzles, photographs, dolls, music, art supplies). <i>Volume 3: Objectives for Development &amp; Learning</i> suggests teachers provide materials that recognize society's diversity as well as children's home cultures (e.g., various shades of skin tone art utensils; block people and props representing a range of jobs and cultures). <i>Highlights Hello</i> publications include images of children and families that represent society's diversity. A limitation is that the <i>Intentional Teaching Cards</i> provide very minimal guidance on using learning materials that reflect children's cultures.</p>
<p><b>Linguistic Responsiveness</b></p>	<p> Full Evidence</p>	<p><b>Linguistic Responsiveness:</b> The curriculum provides specific guidance embedded throughout several curriculum materials on how to support the development and learning of infants and toddlers who are DLLs. <i>Volume 1: The Foundation</i> includes brief information on dual language development and principles to support children who are DLLs, both for teachers who do and do not speak the child's home language. <i>Volume 3: Objectives for Development &amp; Learning</i> gives information on working with children who are DLLs and includes a "Home Language Survey" and strategies to support children's English language acquisition. The <i>Intentional Teaching Cards</i> include further suggestions to support children who are DLLs, such as to provide directions in the child's home language, watch for non-verbal cues that signal a child's desire to participate, and point to an object or demonstrate an action as you describe it. The curriculum doesn't address how to support the development and learning of children who are learning tribal languages.</p>

<p><b>Individualization for Children with Disabilities or Other Special Needs</b></p>	<p> Full Evidence</p>	<p><b>Teaching Practices and Interventions:</b> The curriculum provides specific guidance on how to embed intentional teaching practices in the daily routines and learning experiences to support the development and learning of children with disabilities, suspected delays, or other special needs. <i>Volume 1: The Foundation</i> offers general tips around caring for and teaching infants and toddlers with disabilities or special needs (e.g., learn about disabilities to know what adjustments need to be made; work closely with families and specialists). The <i>Intentional Teaching Cards</i> feature the section, "Including All Children," with strategies to ensure all children can participate, such as adult support (e.g., demonstrate how to move through tunnels), peer support (e.g., pair children of different skill levels), temporal modifications (e.g., shorten duration of activity), and simplifying the activity (e.g., provide activity simple enough for children to complete).</p> <p><b>Learning Environment:</b> The curriculum offers specific guidance on how to ensure the physical environment and learning materials are accessible to children with disabilities, suspected delays, or other special needs. <i>Volume 1: The Foundation</i> includes examples of how to provide an accessible physical environment for children with physical disabilities, visual, hearing, and sensory impairments, and tactile defensiveness. <i>Volume 2: Routines &amp; Experiences</i> reviews how the toileting area may need to be adapted for children with disabilities, suspected delays, or other special needs, as well as provides examples of modifications for toys (e.g., handles or built-up knobs, playboards). The <i>Intentional Teaching Cards</i> feature the section, "Including All Children," with suggested material adaptations to ensure all children can participate (e.g., use items that are easier to grasp and manipulate, provide books with highly contrasting pictures, record song into child's communication device).</p>
<p><b>Individualization Based on Interests, Strengths, and Needs</b></p>	<p> Full Evidence</p>	<p><b>Individualization Based on Interests:</b> <i>Volume 1: The Foundation</i> describes a process of responsive planning, which includes prompts for teachers to consider children's interests and engagement (e.g., What experiences interest the children now? Which materials are the children using most?). <i>Volume 1: The Foundation</i> and <i>Volume 2: Routines &amp; Experiences</i> provide vignettes that demonstrate how a teacher notices children's interests and plans learning experiences around these interests. The "Child Planning Form" also reminds teachers to note children's interests as they plan learning experiences.</p>



		<p><b>Individualization Based on Strengths and Needs:</b> <i>Volume 1: The Foundation</i> describes a process of responsive planning. Teachers review observation notes, consider recent events and interactions, and analyze information about each child to develop weekly plans to support a child's current knowledge, skills, and abilities. Furthermore, the <i>Intentional Teaching Cards</i> provide specific scaffolding strategies to support children at different levels of a developmental progression. These resources help teachers individualize learning experiences to meet children's strengths and needs. Finally, the <i>Book Conversation Cards</i> provide developmentally appropriate prompts and strategies to read <i>Highlights Hello</i> books with young infants (e.g., describe what is happening in pictures), mobile infants (e.g., name anything the child touches on the page), toddlers (e.g., invite child to point to something as you name it), and twos (e.g., invite child to talk about what she sees in the pictures).</p>
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