

Use the Curriculum Nomination Form to nominate a curriculum for Parent Aware. For definitions of terms and guidance on nominating a curriculum, see the Curriculum Nomination Guide starting on page three.

Instructions

Complete page two of this document and submit your nomination according to the information in the tables below.

Published curricula	Self-designed curricula
<p>Enter the name of the curriculum, and related information such as edition and copyright date. Provide the age group with which the tool is designed to be used.</p> <p>No other information is needed. The curriculum review committee will obtain copies of the nominated curriculum from the publisher, will review it for alignment with the Minnesota Early Childhood Indicators of Progress, and will let you know whether or not it was found to be aligned.</p>	<p>Enter the name of the curriculum. Because site-designed curricula are not published, information such as edition and copyright date are not needed, and therefore those spaces in the nomination form should be left blank. Provide the age group with which the curriculum is designed to be used.</p> <p>Provide a copy of the self-designed curriculum and all supporting materials. Be sure to include: a research basis or philosophy statement, goals and objectives for children's learning, forms used for lesson planning and daily routines, description of the learning environment, at least one example of young children's learning experiences for each domain in the Early Childhood Indicators of Progress for each age group served. Materials can be provided in hard copy or as attachments to an email.</p>
Bundled curricula	
<p>Often, bundled curricula are a combination of published and self-designed materials. For the published parts of the bundle, follow the directions for "published curricula" above. For the self-designed parts, follow the directions for "self-designed curricula" to the right.</p>	

Submit your curriculum nomination via mail or email to:

By mail	By email
<p>To submit your nomination via mail, put a hard copy into an envelope addressed to:</p> <p>Child Care Aware of MN Attn: Quality Improvement Team 10 River Park Plaza, Suite 820 St. Paul, MN 55107</p>	<p>To submit your nomination via email, scan or take a picture of your completed nomination form and attach it, along with a copy of your curriculum, to an email addressed to Parent Aware Quality Improvement team using the following email address:</p> <p>qualityimprovementinfo@childcareawaremn.org</p>

What You Can Expect

Curriculum nominations are processed in the order in which they are received. Before full reviews of nominations are conducted, curricula are screened. The screening process helps to ensure that the curricula include the required information and allows for any necessary revisions or the submission of additional documentation before the full review. Your program will be notified if the nomination has not passed screening. Final decisions will be sent to the nominating program in approximately 8 weeks.

Questions

If you need information or technical assistance regarding the Parent Aware curriculum review process, please contact the Quality Improvement team at Child Care Aware of Minnesota at:

qualityimprovementinfo@childcareawaremn.org

Curriculum Nomination Form

Contact information for the program nominating the curriculum (please complete all fields):

Program Name:	
Program Contact Name:	
License or School District Number:	
County:	
Email:	
Phone Number:	
Parent Aware Pathway (Full-Rating or Accelerated):	
If Full-Rating, Parent Aware Cohort:	

Type of curriculum nominated (fill in or check the circle next to the curriculum's type, below):

- Self-designed
- Published
- Bundle of curricula

Notes:

Is there something unique about your curriculum or bundle of curricula? Add a note here to help explain how it works:

Curricula:

Enter the following information about the curriculum you wish to nominate. If you wish to nominate more than two tools, additional pages may be attached.

Title:	
Edition:	
Author(s):	
Publisher:	
Copyright Year:	
Website Address:	
Ages designed for (infant/toddler or preschool/pre-k):	

Title:	
Edition:	
Author(s):	
Publisher:	
Copyright Year:	
Website Address:	
Ages designed for (infant/toddler or preschool/pre-k):	

Curriculum Nomination Guide

This is a guide for nominating curricula for Parent Aware review for alignment with the Early Childhood Indicators of Progress.

The guide provides:

- Who is eligible to submit curricula for review
- Types of curricula eligible for review
- How to submit curricula for review
- Requirements for curricula for Parent Aware rated programs
- Criteria used to review curricula

Who is eligible to submit curricula?

Child care and early learning programs participating in Parent Aware are invited to nominate classroom curricula for review.

What types of classroom curricula are eligible?

- Comprehensive, published curricula
- Comprehensive, site-designed curricula
- A bundle of curricula. These include multiple curricula that, when reviewed together, are comprehensive of the domains in the Minnesota Early Childhood Indicators of Progress. A bundle can include both published and self-designed curricula, and is typically a combination of both.

What will be reviewed?

The Parent Aware Curriculum Review Team reviews curricula developed for providers and teachers to use in early care and education settings. Examples of materials that are reviewed include: curriculum manuals, guidance for early educators, training materials, books, learning objectives, lesson planning forms, charts for daily routines and schedules, diagrams and photos with written explanation describing the learning environment, and descriptions of activities.

Review process

Nominated curricula will first be reviewed to determine if they meet the Parent Aware definition of a curriculum. The definition of “curriculum” is:

A set of written materials caregivers/early educators use to develop engaging learning experiences for young children that include:

- 1) A research basis or philosophy that describes how children learn and how teachers teach
- 2) Goals and objectives of children’s learning
- 3) Instructional approaches used to help children achieve the goals and objectives
- 4) Information about the setting and environment in which learning happens
- 5) Examples of learning experiences for young children

The curriculum must also be reasonably aligned with the Minnesota Early Childhood Indicators of Progress.

If the nominated curriculum is found to meet the Parent Aware definition of a curriculum, it will be reviewed to determine if it meets the required criteria. The guidance at the end of this document provides a detailed description of what the reviewers will be looking for as they review each curriculum.

Other things to consider when developing curriculum are provided at the end of this guide. These items are recommended but not required and will not be reviewed.

Guidance

Requirements:	What reviewers will look for:
<p>Research basis or philosophy statement that describes how children learn and how teachers teach</p> <p>Definition: This is a description of the theory, approach, philosophy, and/or research the curriculum is based on.</p> <p>Original research is <i>not</i> required.</p>	<p>Types of materials that would qualify:</p> <ul style="list-style-type: none"> • Section in a published curriculum manual • Short written statement • Book, or chapter from a book • Handout from a training <p>Is the statement clearly written?</p> <p>Does it include references to generally accepted early learning approaches, child development theorists and/or research?</p>
<p>Goals and objectives of children’s learning</p> <p>Definition: A list of the things the program wants children to know and be able to do</p> <p>The reviewers will look for consistency between the curriculum’s learning objectives and the Minnesota Early Childhood Indicators of Progress. The curriculum must include goals and objectives in all of the following domains:</p> <ul style="list-style-type: none"> • Approaches to Learning • The Arts • Cognitive • Language, Literacy and Communications • Physical and Movement • Social and Emotional 	<p>Types of materials that would qualify:</p> <ul style="list-style-type: none"> • Section from a published curriculum manual • Developmental chart • The Minnesota Early Childhood Indicators of Progress (ECIPs) <p>The Minnesota ECIPs may be used as the goals and objectives of your curriculum. If you are using them as the goals and objectives for your curriculum, make sure your curriculum reflects this and includes a link to the ECIPs for each domain.</p> <p>Are the goals and objectives “comprehensive” of the domains in the Minnesota Early Childhood Indicators of Progress? In other words, does it include goals and objectives for each of the domains in the Minnesota Early Childhood Indicators of Progress? Note that exact alignment is not required, but your goals and objectives will be reviewed to determine if there is reasonable inclusion of goals and objectives for each domain.</p>
<p>Information about the setting and environment in which learning happens</p> <p>Definition: A description of the features of your learning environment</p>	<p>Types of materials that would qualify:</p> <ul style="list-style-type: none"> • Section from a published curriculum manual • Description of how you arrange the environment • Information about the materials needed for particular activities. • Book, or chapter of a book • Sketch of the room’s layout • Photos of the features of your learning environment. <p>Is the arrangement of the environment clearly described?</p> <p>Does the environment include sufficient materials to address all of the domains in the Minnesota ECIPs?</p>

Requirements:	What reviewers will look for:
<p>Instructional approaches used to help children achieve the goals and objectives</p> <p>Definition: A description of how to plan engaging learning experiences for young children, including how to conduct lesson planning and use daily schedules</p>	<p>The curriculum must include:</p> <ul style="list-style-type: none"> • Lesson plan form(s) • Daily routine or daily schedule form(s) <p>In addition to the forms mentioned above, a written description of how to plan engaging experiences for young children is required. The following types of materials would qualify:</p> <ul style="list-style-type: none"> • Section in a published curriculum manual • Short written statement • Book, or chapter from a book • Handout from a training <p>Is the description clearly written?</p>
<p>One example of young children’s learning experiences for each domain in the Minnesota Early Childhood Indicators of Progress</p>	<p>Types of materials that would qualify:</p> <ul style="list-style-type: none"> • Section(s) from a published curriculum manual • Short written statements for each domain in each of the ECIPs • Book, or chapter from a book, describing activities you carry out in your program • Handout(s) from training(s) <p>At least six examples are required for each age group served, one for each of the following domains:</p> <ul style="list-style-type: none"> • Approaches to Learning • The Arts • Cognitive • Language Development and Communication • Physical and Movement • Social and Emotional Development <p>Age groups:</p> <ul style="list-style-type: none"> • Infants and/or toddlers • Preschoolers/pre-k

Other things to consider when developing or choosing curriculum

The following information is provided to encourage early learning programs to consider critical characteristics of curriculum when developing a site-designed curriculum or selecting a published curriculum.

None of the following items are reviewed as part of the Parent Aware review process, and programs are *not* required to provide evidence that their curriculum includes these items.

Curriculum should include:	Questions to consider when developing or choosing curriculum:
<p>Provisions for including families</p>	<p>Did you embed the following items in the lesson design (home follow-up ideas; items to discuss) and/or suggestions about at home or family activities, on-site family activities (i.e., activity nights) and/or resources/guidance for teachers?</p> <p>What connections are made between lessons and children’s family experiences? Are there explicit home follow-up ideas?</p> <p>How are parents’ interests, concerns or resources included or represented?</p>
<p>Sequence</p> <p>Definition: Sequence is the order in which various activities/topics are presented to children within a curriculum. A curriculum’s sequence should provide a continuum of skills from beginner to emerging to mastery/proficiency.</p>	<p>Do skills build on or “scaffold” each other? Do the materials include guidance for teachers on how adults should plan for skills across ages?</p> <p>Does the curriculum articulate a sequence and, if so, is the sequence logical?</p> <p>Is there a clear way to gauge children’s progress and a description of the skills and knowledge that should be expected to come next?</p> <p>Does the curriculum clearly explain how teachers would use data from their observations of individual children to plan activities?</p>
<p>Developmentally appropriate materials</p> <p>Definition: Developmentally appropriate activities vary with and adapt to the age, experience, interests, and abilities of individual children.</p>	<p>Do the materials fit the age range of the children? Are they adaptable?</p> <p>Does the curriculum include guidance for using open-ended materials that children can use for play-based learning?</p> <p>The majority of activities should not include worksheets and teacher-modeled activities in which children have little or no ability to be creative.</p>
<p>General approach (appropriate balance of teacher-directed and child-directed activities)</p>	<p>Is there a balance of both teacher-directed and child-directed or “child-initiated” learning indicated in the written materials?</p> <p>Do the examples of activities provided demonstrate a good mix of both?</p>
<p>Provision for different types of learning experiences (individual, small group, and large group, learning centers, “hands-on” learning experiences and learning during routines and transitions)</p>	<p>Are different types of experiences listed in the written materials? Are particular activities matched with different types of learning? Is there a good mix?</p> <p>Are there examples of how routines and transitions are used as learning experiences?</p> <p>Are there examples of different types of experiences provided?</p>

<p>Guidance on adult-child interaction, including behavior management</p>	<p>Are there suggested follow-up questions to group/small group activities?</p> <p>Is there guidance about how teachers follow/adapt to children’s interests (either as a group or individual children)? Is there guidance on interactions/conversations with individual children?</p> <p>Is there guidance on arranging the environment to reduce stresses that could lead to behavior management issues/problems?</p>
<p>Guidance on adapting/refining to serve children of differing developmental levels or abilities</p> <p>Definition: Materials that describe how to adapt or refine instruction for children with differing developmental levels or abilities.</p>	<p>Often, written materials claim to be “for a wide range of abilities.” How is this actually demonstrated in the materials?</p> <p>Are there specific suggestions about how to adapt materials to serve children at different levels? For example, is there guidance for how to adapt activities for children who are ahead of the other children in the class, or children who are struggling with the materials or who have developmental delays?</p>
<p>Guidance on adapting/refining to serve children who are English language learners</p> <p>Definition: Materials that describe how to adapt or refine instruction for children who speak another language at home and are learning English.</p>	<p>Are there specific suggestions about how to adapt materials to serve children learning English as a second language?</p> <p>Does guidance show respect for children’s home languages when they are different from the primary language in the classroom? Does the curriculum include resources or suggestions for incorporating children’s home languages into the classroom?</p> <p>Does the curriculum provide materials in other languages?</p>
<p>Guidance for using instructional assessment information in curriculum planning process</p> <p>Definition: Materials that describe how to use assessment results to plan meaningful instruction.</p>	<p>Is there guidance about how teacher follows/adapts to children’s interests and ability levels using observations of children?</p>

References

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Copple, C & Bredekamp, S. (2006). *Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Children 3 to 6*. National Association for the Education of Young Children.

National Association for the Education of Young Children (2004). *Where We Stand on Curriculum, Assessment and Program Evaluation*. A position statement of the National Association for the Education of Young Children. (<http://www.naeyc.org/about/positions/pdf/StandlCurrAss.pdf>)

National Association for the Education of Young Children (1995). *Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education*. A position statement of the National Association for the Education of Young Children. (<http://www.naeyc.org/about/positions/pdf/psdiv98.pdf>)

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Minnesota Department of Human Services. (2007). *Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3*. Link to the standards: <http://edocs.dhs.state.mn.us/lfserver/Legacy/DHS-4438-ENG>.

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