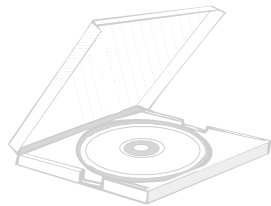


# Spanish-Language Materials Review Instrument



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## Purpose of the instrument

- To serve as support for those who offer training and design child care programs for Latino children, families, and teachers in early childhood education.
- To identify how materials reflect core values and principles common to Latinos, and how the materials provide guidance for applying these values to early childhood teaching practice.

This tool was developed as a companion to *Connections and Commitments: a Latino-based Framework for Early Childhood Educators*, an evolving framework for deepening awareness about Latino values and community needs. Compiled from best practices for working with Latinos and based on standards-aligned practice, the framework and this tool are organized around four core values and principles for practice:

<b>Value</b>	<b>Principle</b>
Family	Forming alliances with the entire family and community surrounding the child
Belonging	Fostering a sense of belonging and community within the program
Learning together	Developing the whole child through shared learning experiences
Commitment	Nurturing the growth and commitment of teachers in their many roles

## General Information About the Resource

1. <b>Title:</b> <b>Cuatro Pasos/Second Helping</b>	
2. <b>Author:</b> Path Finders	
3. <b>Publishing/Purchasing Information:</b> Path Finders, 600 SW 29th Avenue, Fort Lauderdale, FL 33312 Telephone: 954-587-6735 E-mail: <a href="mailto:pathfinders@laker.net">pathfinders@laker.net</a>	
4. <b>Cost:</b> Second Helping licensed instructors only for \$75	
5. <b>Length:</b> 4 module manuals and 1 trainer's guide, 300 pages	
6. <b>Language:</b> (select one) <input type="checkbox"/> Spanish <input type="checkbox"/> English <input checked="" type="checkbox"/> Spanish & English	
7. <b>Overall Content Areas Covered:</b> <input checked="" type="checkbox"/> Behavior Guidance <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Cognitive Development <input checked="" type="checkbox"/> Physical Development <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Creative Development <input checked="" type="checkbox"/> Program Management <input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Health <input checked="" type="checkbox"/> Self and Social Development	8. <b>Type of material</b> (check all that apply): <input checked="" type="checkbox"/> Training manual for trainers <input type="checkbox"/> Activity sheets/cards <input checked="" type="checkbox"/> Training textbook for students <input type="checkbox"/> Article <input type="checkbox"/> Videotape <input type="checkbox"/> Journal <input type="checkbox"/> Audiotape <input type="checkbox"/> Software Program <input type="checkbox"/> CD-ROM <input type="checkbox"/> Website <input type="checkbox"/> Other (please describe): <input type="checkbox"/> On-line Course
9. <b>Describe the material in general and what you like best about it.</b>  This material provides 32 hours of advanced training (4 manuals and a trainer's guide) for family child care providers designed to enhance quality childcare and stimulate professional growth. Includes aspects of self esteem, empowerment, career development, communication, time management, program development, history of family child care, family involvement (providers' families, families served, community), and child development. The material is simple, directly to the point, and all the ideas can be applied. This material was written by family child care providers, specifically for family child care providers.	
10. <b>Check all the potential uses for this material</b> <input checked="" type="checkbox"/> CDA training <input type="checkbox"/> Family education <input checked="" type="checkbox"/> Training for family child care <input checked="" type="checkbox"/> Training the trainers <input checked="" type="checkbox"/> Family child care accreditation <input type="checkbox"/> Other pre-service training <input type="checkbox"/> Training for teaching staff <input type="checkbox"/> Other (please specify):	
11. <b>Describe any points of conflict between the ideas and practices presented in the material and what you believe is culturally and linguistically responsive</b>  The material was adapted, not just translated, by Latina trainers and providers, so there are minimal conflicts.	

## Cultural & Linguistic Criteria

<p><b>12. Family</b></p>	<p><input type="checkbox"/> <i>Check if the material does not address this topic</i></p>
<p><b>Value</b> The whole network of family and friends is involved in the upbringing of the children</p> <p><b>Principle</b> The caregiver forms alliances with the entire family and community surrounding the child</p> <p><b>Examples in practice</b></p> <ul style="list-style-type: none"> <li>• Involving the extended family and community in the program</li> <li>• Communicating with the extended family in culturally and linguistically appropriate ways</li> <li>• Participating in family and community events and forums</li> <li>• Collaborating with families to define goals and program</li> <li>• Referring to and showing extended families in daily routines, environments, and activities</li> </ul>	<p><b>Describe how the material addresses this principle</b></p> <p>One of the four modules is dedicated to the family. The whole module is built around the provider's work with families and focuses primarily on open communication and negotiation with families.</p> <p>The material covers how to design the family child care business according to the needs of the community, and gives suggestions for inviting the entire family to share their special skills regularly. Visits to the neighborhood are encouraged, as is regular active participation of parents in both decision-making and teaching in the child care setting.</p> <p><b>Describe the strengths of the material in covering this principle</b></p> <p>The material emphasizes the value of family and being part of a family, as well as developing a sense of family within the family child care setting, including having children take on family responsibilities, helping with household chores.</p> <p>Negotiating so families' needs are served, including examples to accommodate.</p> <p>The stepped process, starting from provider empowerment, facilitates the provider's communication and appreciation for the families they are serving. This focus is clear throughout, for example, in suggested meetings with parents to collaborate and negotiate the program and the family's view of the child's needs.</p> <p><b>Describe how the material falls short in covering this principle</b></p> <p>The material is richer when used along with training, where participants share their ideas and activities.</p>

<p><b>13. Belonging</b></p>	<p><input type="checkbox"/> Check if the material does not address this topic</p>
<p><b>Value</b> Developing a group identity and a sense of belonging and commitment to the group is essential</p> <p><b>Principle</b> Programs for young Latino children reflect a powerful sense of group cohesiveness and group identity that give each child a sense of belonging</p> <p><b>Examples in practice</b></p> <ul style="list-style-type: none"> <li>• Creating a sense of belonging through daily rituals and routines</li> <li>• Fostering relationships and connections</li> <li>• Providing informal and formal channels for shared decision-making</li> <li>• Using verbal and non-verbal expressions of caring</li> <li>• Building proactive skills such as respect and responsibility for others</li> </ul>	<p><b>Describe how the material addresses this principle</b></p> <p>Module IV, on child development, covers how to have the child become active in the program by sharing responsibilities, by seeing their contributions exposed in the setting, and by feeling part of the child care “family”. There is an emphasis on group activities, including all children, even the infants, eating together.</p> <p><b>Describe the strengths of the material in covering this principle</b></p> <p>Group activities, including circle time, songs, cooking, and field trips are given much priority.</p> <p>The material encourages the provider to create a home-like environment, with familiar objects that the children bring from home.</p> <p><b>Describe how the material falls short in covering this principle</b></p>

<p><b>14. Learning Together</b></p>	<p><input type="checkbox"/> <i>Check if the material does not address this topic</i></p>
<p><b>Value</b> Being well educated—"bien educado"—means knowing how to be a contributing, respectful member of society, learning and working with others</p> <p><b>Principle</b> Learning opportunities involve the holistic development of the child through collaborative methods</p> <p><b>Examples in practice</b></p> <ul style="list-style-type: none"> <li>• Developing the whole child by integrating intellectual, social, creative, and ethical development</li> <li>• Providing informal and formal opportunities for group learning, products, and assessments</li> <li>• Encouraging adults and children of different ages to participate as both mentors and learners</li> <li>• Drawing on everyday experiences of the child, including home language and traditions</li> <li>• Engaging children and adults in many social and verbal ways of learning</li> </ul>	<p><b>Describe how the material addresses this principle</b></p> <p>Group participation and helping behavior are a central part of all the learning situations and activities discussed in the training and the modules</p> <p>The material also covers assessing the children before an activity to see if the activity is accessible in a group or individually.</p> <p><b>Describe the strengths of the material in covering this principle</b></p> <p>As these modules are specifically geared to family child care, the forming of relationships and working together are a central piece of the learning environment. The material encourages older children helping the younger children, reading to each other, feeding each other, and doing collaborative projects.</p> <p>Taking turns, waiting for others are discussed as behaviors that encourage group learning. In the third module on family, the material encourages learning language and custom, cooking typical food, verbally recognizing the origins of each child's family, getting cultural material, and having parents come in to talk about their countries. The module discourages dido sheets and cookie-cutter type activities.</p> <p>The modules include tools for providers to assess their own growth, and the training process for using the material is completely based on group and participatory learning.</p> <p><b>Describe how the material falls short in covering this principle</b></p> <p>The adult's responsibilities are mostly described as supervisory, such as setting up materials, always being present, etc. There is little direct mention of participating alongside children.</p>

<p><b>15. Commitment</b></p>	<p><input type="checkbox"/> Check if the material does not address this topic</p>
<p><b>Value</b> Authority figures are expected to model commitment that is not limited by their job description</p> <p><b>Principle</b> Teachers, as authority figures to whom the family entrusts its children, extend their commitment beyond the classroom</p> <p><b>Examples in practice</b></p> <ul style="list-style-type: none"> <li>• Honoring and supporting the roles of teachers as professionals, advocates, models, and members of their families and communities</li> <li>• Training and teacher team building activities based on relationships and common focus, such as mentoring</li> <li>• Including native language and cultural communication styles in professional activities</li> <li>• Acting outside of the center to ensure the needs of the family are met, e.g., linking with community services</li> <li>• Advocating for and contributing to changing the child care system to improve responsiveness to diversity</li> </ul>	<p><b>Describe how the material addresses this principle</b></p> <p>The training and the material are designed to encourage active participation of students throughout each module. It encourages participants to share and analyze their best practices and give suggestions for changes.</p> <p>The material focuses on providing support and ideas for providers to design programs according to the needs of the community and families, for instance, tailoring their schedules to suit parents' work needs.</p> <p><b>Describe the strengths of the material in covering this principle</b></p> <p>These modules are specifically designed to support family child care providers extend their commitment and power. It opens horizons for providers, validating what they do or know that is positive about child development and giving them the opportunity to feel good about their profession and tools to develop their practice.</p> <p>The material strongly encourages and gives resources to providers for forming support groups and being part of national and local associations. There is a career ladder description with avenues that providers can pursue, including becoming a trainer and furthering their education. The text also includes information about accreditation at the national level, such as the CDA.</p> <p>There are specific activities to trigger ideas to minimize isolation of family child care providers. The language is very accessible to Spanish-speaking providers of different countries. Also, the material encourages advocacy and membership in community groups to raise awareness of child care issues, and emphasizes the importance of researching local statistics to bring into the discussion</p> <p><b>Describe how the material falls short in covering this principle</b></p>

## Overall Quality Criteria

On a scale of 1 to 4, with 4 being the highest, please rate the overall quality of the training material by circling the number.

### 16. Content

Clarity	1	2	3	4
Easily applied to practice	1	2	3	4

### 17. Presentation

Organization	1	2	3	4
Visuals	1	2	3	4

### 18. Language

Language is accessible to the target audience	1	2	3	4
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