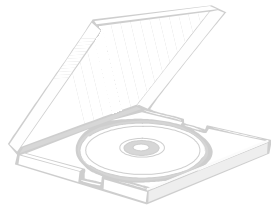


Spanish-Language Materials Review Instrument



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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:

Value	Principle
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. Title: El Currículo Creativo para Educación Preescolar/The Creative Currciulum for Infants & Toddlers	
2. Author: Diane Trister Dodge and Laura Colker	
3. Publishing/Purchasing Information: Teaching Strategies Toll-free: 1-800-637-3652; Telephone: 202-362-7543 Web Address: www.TeachingStrategies.com	
4. Cost: \$39.95 for the text (video also available @ \$99.50)	5. Length: 377 pages
5. Language: (select one) <input type="checkbox"/> Spanish <input type="checkbox"/> English <input checked="" type="checkbox"/> Spanish & English	
7. Overall Content Areas Covered: <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"/> Curriculum Planning <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Families <input checked="" type="checkbox"/> Self and Social Development <input checked="" type="checkbox"/> Health	8. Type of material (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 checked="" 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. Describe the material in general and what you like best about it. A comprehensive manual for implementing the Creative Curriculum series, a method based on building relationships with children and families. This book, for infant and toddler education, is available in both languages, as well as other materials in this series. The text includes information and literature useful for families. The language, organization, and content is simple and functional. Chapters devoted to knowing the family and community, program set-up and management, daily routines and learning activities, and assessment. Each chapter contains examples and questions caregivers may ask. This could be a stand-alone book to support CDA training. Forms, questionnaires, and matrices make it easy for caregivers to document and plan objectives and activities. The English version also includes Spanish-language translation of letters to the parents. This is a user-friendly manual for entry-level teachers and families.	
10. Check all the potential uses for this material <input checked="" type="checkbox"/> CDA training <input checked="" type="checkbox"/> Family education <input checked="" type="checkbox"/> Training for family child care <input checked="" type="checkbox"/> Training the trainers <input type="checkbox"/> Family child care accreditation <input checked="" type="checkbox"/> Other pre-service training <input checked="" type="checkbox"/> Training for teaching staff <input type="checkbox"/> Other (please specify):	
11. Describe any points of conflict between the ideas and practices presented in the material and what you believe is culturally and linguistically responsive Respecting diversity is mentioned, as well as incorporating family culture and language, but the main focus is on the individual development of the child. The cultural concept of building a group identity and group learning opportunities and goals are not a part of this method.	

Cultural & Linguistic Criteria

<p>12. Family</p>	<p><input type="checkbox"/> <i>Check if the material does not address this topic</i></p>
<p>Value The whole network of family and friends is involved in the upbringing of the children</p> <p>Principle The caregiver forms alliances with the entire family and community surrounding the child</p> <p>Examples in practice</p> <ul style="list-style-type: none"> • Involving the extended family and community in the program • Communicating with the extended family in culturally and linguistically appropriate ways • Participating in family and community events and forums • Collaborating with families to define goals and program • Referring to and showing extended families in daily routines, environments, and activities 	<p>Describe how the material addresses this principle</p> <p>This material covers family involvement as a means to develop relationships in terms of the needs of the child, but not as an active part of the program.</p> <p>Family and community involvement is mentioned as an idea to pay attention to but the text does not focus activities and strategies around involving the extended family or specifically addressing this in daily planning.</p> <p>Describe the strengths of the material in covering this principle</p> <p>The theoretical framework recognizes the role of parents as very important, especially in terms of having good communication as to child development, what is appropriate, activities they can do at home, etc. Each chapter provides materials for parents, and ideas for keeping them informed about the learning process of the children, the skills and areas and daily activities of the center.</p> <p>Describe how the material falls short in covering this principle</p> <p>The material is very geared to provide parents' information on how their children are growing and learning, incorporating families in defining program goals is not carried through in the method.</p>

<p>13. Belonging</p>	<p><input type="checkbox"/> Check if the material does not address this topic</p>
<p>Value Developing a group identity and a sense of belonging and commitment to the group is essential</p> <p>Principle 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>Examples in practice</p> <ul style="list-style-type: none"> • Creating a sense of belonging through daily rituals and routines • Fostering relationships and connections • Providing informal and formal channels for shared decision-making • Using verbal and non-verbal expressions of caring • Building proactive skills such as respect and responsibility for others 	<p>Describe how the material addresses this principle</p> <p>The theory behind the material is that the child should feel accepted and loved, and feel comfortable in the environment, and insuring the self-esteem for each child.</p> <p>Describe the strengths of the material in covering this principle</p> <p>Child-oriented activities, including each individual child's ideas, in terms of acceptance and being cared for, but not a mutual responsibility between child and group.</p> <p>Describe how the material falls short in covering this principle</p> <p>Although the main emphasis in the method is on building relationships with children and families, building a group identity is not a large focus of this material. Creating a sense of belonging comes across as more of a one-on-one responsibility.</p>

<p>14. Learning Together</p>	<p><input type="checkbox"/> Check if the material does not address this topic</p>
<p>Value Being well educated –“bien educado”–means knowing how to be a contributing, respectful member of society, learning and working with others</p> <p>Principle Learning opportunities involve the holistic development of the child through collaborative methods</p> <p>Examples in practice</p> <ul style="list-style-type: none"> • Developing the whole child by integrating intellectual, social, creative, and ethical development • Providing informal and formal opportunities for group learning, products, and assessments • Encouraging adults and children of different ages to participate as both mentors and learners • Drawing on everyday experiences of the child, including home language and traditions • Engaging children and adults in many social and verbal ways of learning 	<p>Describe how the material addresses this principle</p> <p>Respecting others is a basic principle throughout the book, as well as group inquiry and teacher-child interaction as part of the learning process. Developmentally appropriate practice is emphasized throughout, including discovery, hands-on learning. The complete development of the child, including the ethical.</p> <p>Describe the strengths of the material in covering this principle</p> <p>This principle is covered in depth throughout, through empowering individual children. Suggestions and charts of recommendations for caregivers to help children learn in groups are helpful. Individualized learning and observing and building on individual children’s interests and needs is also well developed.</p> <p>Describe how the material falls short in covering this principle</p> <p>The material talks about cooperation, respect and learning together, but mainly focused on the individual child’s development.</p> <p>Although the text mentions that including family culture and language is important, there are no concrete activities or recommendations to build the curriculum around family or familiar learning opportunities.</p>

<p>15. Commitment</p>	<p><input type="checkbox"/> <i>Check if the material does not address this topic</i></p>
<p>Value Authority figures are expected to model commitment that is not limited by their job description</p> <p>Principle Teachers, as authority figures to whom the family entrusts its children, extend their commitment beyond the classroom</p> <p>Examples in practice</p> <ul style="list-style-type: none"> • Honoring and supporting the roles of teachers as professionals, advocates, models, and members of their families and communities • Training and teacher team building activities based on relationships and common focus, such as mentoring • Including native language and cultural communication styles in professional activities • Acting outside of the center to ensure the needs of the family are met, e.g., linking with community services • Advocating for and contributing to changing the child care system to improve responsiveness to diversity 	<p>Describe how the material addresses this principle</p> <p>The book has a chapter, “Community: Building a Network of Support,” devoted to working with the community to serve families’ needs. The chapter covers risk factors, awareness of and partnership with community institutions, and tips for using the community as a resource</p> <p>The Teacher’s Guide, a separate text which is part of the Creative curriculum series, gives strategies and activities for the teaching team to learn together and plan activities together based on the based.</p> <p>Describe the strengths of the material in covering this principle</p> <p>The teacher’s role is described well in theory and with practical examples, including tools for self-assessment.</p> <p>The teacher is encouraged to use the community as a resource and to be aware of issues in the community.</p> <p>The video that is part of the series includes ideas for bilingual training for teachers and parent workshops.</p> <p>Describe how the material falls short in covering this principle</p> <p>Throughout the series, the teacher is seen as a resource and a educator. Acting as an advocate or participating in the community is not emphasized.</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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