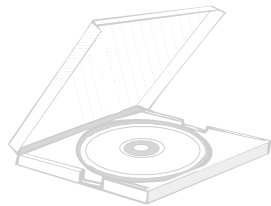


# Spanish-Language Materials Review Instrument



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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>Un Currículo Integrado para Preescolares</b>	
2. <b>Author:</b> Carmen M. Cintrón de Esteves, María Isabel López de Cruz and Germiné Corujo Martínez	
3. <b>Publishing/Purchasing Information:</b> First Book Publishing of Puerto Rico Telephone: 787-757-4020	
4. <b>Cost:</b> \$42.50	5. <b>Length:</b> (in pages or minutes if audiovisual) 389 pages
6. <b>Language:</b> (select one) <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> English <input 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 checked="" 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 book could be useful for both college courses and training and teachers in the classroom. Some parts of this book could also be used in trainings for family child care providers. This is a good alternative to the "Creative Curriculum for Preschoolers." It has practical ideas, including many songs and rhymes in Spanish. The language is easy to understand, and the book presents a simple approach to child development theories. The idea of having a child understand and relate to his/her extended family is well presented, for e.g., in the activities "Mi familia y mi hogar" and "Puerto Rico," where the children explore their country.	
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 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. <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, including activities involving culture, geography, and folklore, are geared towards Puerto Rico only, since the book was developed in that region.	

## Cultural & Linguistic Criteria

<p><b>12. Family</b></p>	<p><input type="checkbox"/> Check if the material does not address this topic</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>The book deals with family issues mostly in three parts. In a unit called “Mi familia y mi hogar,” there are several activities, songs, and references for resources on covering family. The chapter “El trabajo con los padres” covers many aspects of communicating with parents and stimulating their collaboration in the child care environment. Another part of the book discusses home visits, including an observation form.</p> <p><b>Describe the strengths of the material in covering this principle</b></p> <p>The family and the home is one of seven theme units covered, with various activities and suggestions, as well as objectives linked to family issues. Children can play in the dramatic play area at all times, therefore encouraging naturalistic role-play. There are also some family-centered activities, such as making a family tree. Some forms and evaluations are shared with parents to elicit their collaboration.</p> <p><b>Describe how the material falls short in covering this principle</b></p> <p>The book explores the child’s family but not necessarily the child’s community. For example, the book does not discuss participating in the child’s community, or joining community events and forums. There is little mention of the extended family in its daily routines, environments, and activities, although some activities encourage children to share their family customs and routines.</p> <p>With the exception that the book is in Spanish, includes a great number of Latino poetry and songs, and includes a unit on Puerto Rico, the reviewer did not see much difference between what is practiced in centers in Puerto Rico and in the United States mainland.</p>

<p><b>13. Belonging</b></p>	<p><input type="checkbox"/> <i>Check if the material does not address this topic</i></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>The book was created and printed in Puerto Rico, and addresses the issue of belonging to Puerto Rico, as well as being part of an environment and a family.</p> <p><b>Describe the strengths of the material in covering this principle</b></p> <p>The book encourages the exploration of the child's family, extended family, their country (Puerto Rico), and environment.</p> <p>There are checklists throughout the book for teachers to share with parents, and also some tools for children to use to evaluate or make decisions.</p> <p>The curriculum units are organized to present the child's relationship to others, to family, to country, and to the environment, including animals and neighborhood.</p> <p><b>Describe how the material falls short in covering this principle</b></p> <p>Non-verbal expressions of caring were evident in the illustrations throughout the book, but expressions of caring was not emphasized in the text.</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 book discusses how CDA certification can broaden the teacher’s knowledge and also mentions NAEYC accreditation. The text encourages complying with the NAEYC standards and discusses enhancement to the quality of the program</p> <p><b>Describe the strengths of the material in covering this principle</b></p> <p>The book encourages the teacher’s flexibility to work in their preferred areas and to support each other as a team. Teachers are mentioned as part of the planning process, and the role of the family in the child’s life is discussed.</p> <p><b>Describe how the material falls short in covering this principle</b></p> <p>Teacher’s role outside of the center is not discussed. Nor are advocacy efforts or understanding the context of the family’s life and barriers to development.</p> <p>The material is based on developmentally appropriate practice that is not necessarily applicable to Latino culture and does not include any attention to linguistic and cultural differences.</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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