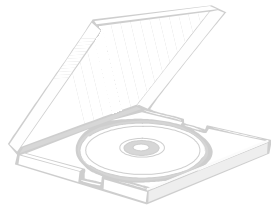


Spanish-Language Materials Review Instrument



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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: La Rutina Diaria de High Scope: Compendio de Lecturas	
2. Author: Roberto Barocio (Editor)	
3. Publishing/Purchasing Information: (1991) Editorial Trillas, Av. Río Churubusco 385, Col. Pedro Anaya, C.P. 03340, México, D.F. English version available through High Scope Foundation, 600 N. River Street, Ypsilanti, Michigan, Toll-free: 1-800-407-7377	
4. Cost: \$14.95	5. Length: (in pages or minutes if audiovisual) 82 pages
6. Language: (select one) <input type="checkbox"/> Spanish <input type="checkbox"/> English <input checked="" type="checkbox"/> Spanish & English	
7. Overall Content Areas Covered: <input type="checkbox"/> Behavior Guidance <input type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Cognitive Development <input type="checkbox"/> Physical Development <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Professional Development <input type="checkbox"/> Creative Development <input checked="" type="checkbox"/> Program Management <input checked="" type="checkbox"/> Curriculum Planning <input type="checkbox"/> Safety <input type="checkbox"/> Families <input type="checkbox"/> Self and Social Development <input 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 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. This book is part of a training series for early childhood teachers using the High Scope approach. It is a good source for teachers on cognitive development and how to support learning through discovery throughout the day in a child care center. This version, written in Spanish, is a translation from an English version with some adaptations, such as culturally sensitive names for the children. This book focuses in particular on daily routines and building activities around the children's interests, and would be a good tool for preparing a workshop on planning and transitions. Since it is part of a series of five books with selected readings in various topics, it does not discuss topics covered in other books in the series, such as adult-child interactions and environment.	
10. Check all the potential uses for this material <input checked="" type="checkbox"/> CDA training <input type="checkbox"/> Family education <input 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 The only mention of involving families and community is in reference to other books in the High Scope series and in an example of a home visit. The text emphasizes independence and the individual development of the child, following the child's lead, involving the child in decision-making, but neglects group responsibility and guidance that prepares the child to accommodate to others' needs and preferences, and to behave according to the social demands of a situation. This may cause conflict with Latino families where a child's social behavior and respect for others is highly valued. In addition, there is no mention of building on home experiences, customs, or culture. Very few visuals make this text less practical for daily application or for entry-level staff.	

<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 book specifically addresses group activities that foster relationships and group learning. Emphasis throughout the book is on the learning process, and setting up an environment where children become independent learners.</p> <p>Describe the strengths of the material in covering this principle</p> <p>Group activities and planning encourage children helping and playing with others. Circle and more teacher-structured activities are very child-centered, emphasizing the importance of teachers listening to children, as well as children sharing and relating to each other. The major focus of this method is to involve children in planning and decision-making.</p> <p>Describe how the material falls short in covering this principle</p> <p>The chapter that encourages child initiation and decision-making in the daily curriculum and routines does not address group decision-making, but rather individual children planning their own day and activities, without mention of other children. The chapter on transitions emphasizes that children have their own rhythms and may finish activities at different times, and that the teacher should not make the children wait. Meal times are encouraged in small, rather than whole group. Therefore, the formation of a group identity or belonging to the group is not addressed directly other than through promoting sharing and helping behaviors.</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>Two chapters are devoted to small group activities and its rationale. Another chapter talks about group assessment and observation of children in various ways, including group sharing or “recall” experiences during daily activities.</p> <p>Describe the strengths of the material in covering this principle</p> <p>The book has many examples of children and adults engaging in social and verbal learning, and includes possible dialogues between child and teacher to illustrate open-ended questioning and extending the child’s learning. Teachers’ planning is largely based on observing children’s natural play and interests, and extending these opportunities through teacher-constructed activities or set-ups. Suggestions include building learning experiences or providing materials that will encourage children to work together in small groups towards a common goal.</p> <p>Describe how the material falls short in covering this principle</p> <p>Ethical development is not discussed, nor is civic responsibility. There is little mention of including the child’s home language, community, culture, or customs in the learning activities. References are not culturally responsive. For instance, in discussing festivities, Halloween is mentioned. Learning situations are “constructed” through materials and the way the learning environment is set up, and not necessarily congruent with a home environment.</p> <p>The adult’s major role is to observe and support the child’s learning, but teacher participation as learner in an activity is not encouraged.</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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