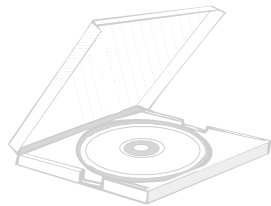


Spanish-Language Materials Review Instrument



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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: ¡Mire Quien Viene a Su Cuidado Infantil Hogareño!	
2. Author: Kathy Zetes	
3. Publishing/Purchasing Information: The California Child Care Resource and Referral Network, (415) 882-0234, www.ccnetwork.org	
4. Cost:	5. Length: (in pages or minutes if audiovisual) 86 pages
6. Language: (select one) <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> English <input 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 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. 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 material is easily understandable and short enough to get to its target audience. It leaves room to grow and expand on topics. It gives simple, concrete recommendations. One of the problems is that the book is designed to provide information on children from 0-24 months. There is not enough mention of older children.	
10. Check all the potential uses for this material <input type="checkbox"/> CDA training <input type="checkbox"/> Family education <input checked="" type="checkbox"/> Training for family child care <input type="checkbox"/> Training the trainers <input 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. Describe any points of conflict between the ideas and practices presented in the material and what you believe is culturally and linguistically responsive. The manual mentions different cultural beliefs and languages without mentioning specific cultures, and does not necessarily represent the Latino culture, in the opinion of the reviewer. It is important to mention, though, that the manual insists on understanding and respecting other cultures and beliefs.	

Cultural & Linguistic Criteria

<p>12. Family</p>	<p><input type="checkbox"/> Check if the material does not address this topic</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 makes clear the notion of cultural values in child rearing. For example, page 4 has 2 paragraphs that describe clearly that all families are not alike and that the provider needs constant and open communication with the parents. It even goes to say that cultural “differences need to be recognized, worked with, and sometimes negotiated.” Chapter 3 refers to welcoming the families.</p> <p>Describe the strengths of the material in covering this principle</p> <p>The material is very clear and simple. It gives nice, concrete recommendations and it even uses short phrases to summarize the topic of the chapter or make a point.</p> <p>The book discusses collaborating with families, but mostly about how the provider should talk about the program so parents understand.</p> <p>The book also suggests on page 58 how to make a book with pictures of the child’s family and pets. It also suggests sending pictures home of the children doing activities during the day.</p> <p>Describe how the material falls short in covering this principle</p> <p>The material does not present the point of opening the program to the extended family and community. The only mention of other adults that are important to the child is over inviting them to the parent-provider conferences.</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>The book divided this topic area of Learning Together into different chapters. There is a chapter for basic care (feeding, sleeping, self-care), socio-emotional development, language and literacy skills, and play and learning. Each chapter provides simple examples of activities and suggestions.</p> <p>Describe the strengths of the material in covering this principle</p> <p>Page 46 and 47 mention the subject of involving children of different ages in activities, but does not mention any adults other than the provider. For example "Place children (0-6 months) so they can see each other, so they can recognize faces."</p> <p>Describe how the material falls short in covering this principle</p> <p>This book does not show the value of learning together. There are certain small topics that are related to this topic, but the value is not the strength of this manual.</p>

<p>15. Commitment</p>	<p><input checked="" type="checkbox"/> Check if the material does not address this topic</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>There is only one mention of working outside of the child care environment or with others on page 76, where it suggests it is the provider's responsibility to find a network.</p> <p>Describe the strengths of the material in covering this principle</p> <p>Describe how the material falls short in covering this principle</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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