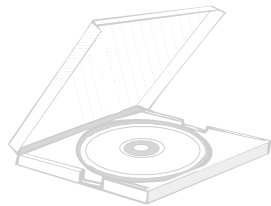


Spanish-Language Materials Review Instrument



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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: Words for the Future/Creando el Futuro	
2. Author: Rebeca Barrera, Bibi Lobo, Geri Luna Wilson, and Georgina Duarte	
3. Publishing/Purchasing Information: National Latino Children's Institute (2000)	
4. Cost: \$134	5. Length: Coordinator's handbook (31 pages), CD-ROM, 2 posters
6. 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 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. Type of material (check all that apply): <input checked="" type="checkbox"/> Training manual for trainers <input checked="" type="checkbox"/> Activity sheets/cards <input 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 checked="" type="checkbox"/> CD-ROM <input type="checkbox"/> Website <input checked="" type="checkbox"/> Other (please describe): posters <input type="checkbox"/> On-line Course
9. Describe the material in general and what you like best about it. A portion of this material presents the latest research on brain development through a series of slides and slide scripts in Spanish and English. This material is fairly complete as a tool for building skills in teachers, students, children, and families. The Activity sheets and the "Consejos de Mi Tía" (Advice from My Aunt) draw on daily life and routines and include all members of the family and the community. This kit could be a useful tool for entry-level staff and can be used to complement other training material. The visuals and organization are accessible and attractive, with culturally relevant images as well as activities and advice. The CD-ROM and other parts of the kit offer many tools, such as a press release, partner letters, a useful index, and a PowerPoint demonstration. The material also includes ideas to extend children's learning through daily activities, and reinforces the concept that everything in life can be turned into a learning and teaching opportunity for children, teachers, adults, and family members. In addition, includes activities and ideas for community agencies working with Latino 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 checked="" type="checkbox"/> Other (please specify): community agencies and public institutions of all types	
11. Describe any points of conflict between the ideas and practices presented in the material and what you believe is culturally and linguistically responsive Some of the language and examples are fairly regional, most appropriate to the American Southwest.	

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>All the material is directed at both Latino families and those working with Latino families, from child care providers to clinic workers, the focus being the optimum development of young Latino children.</p> <p>Activities, scripts, and coordinator’s handbook are all geared to include the extended family, culture, and native language of the children.</p> <p>Describe the strengths of the material in covering this principle</p> <p>The material comprehensively covers family involvement and family-based activities for extending the child’s learning, as well as developing responsive services in their community. A section of the handbook, “Reaching the Audience” also gives many culturally appropriate suggestions for including and appreciating the family in various community contexts, e.g., storytellers and elders, a children’s day celebration, a baby shower in a church, parent discussion groups, etc.</p> <p>Parents’ hopes and dreams for their children are also validated in activities such as the “Family Milagros.” Family references are throughout the material, for instance, in the family stories that are the vehicle for “Consejos de Mi Tía” (Advice from My Aunt).</p> <p>Simple and clear directions for set-up and evaluation of each activity are included.</p> <p>Describe how the material falls short in covering this principle</p> <p>The section on brain development may be difficult for many families to understand, since it includes technical terms. Experienced teachers and community workers may find this section most useful. Detailed scripts in Spanish and English are included.</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 material provides information and activities that can support non-Latinos in their work by giving many examples of how group identity and family belonging is important and should be included in the services.</p> <p>Describe the strengths of the material in covering this principle</p> <p>Most of the activities are based on making connections with families or building the child-family relationship through daily routines. Respect and caring, as well as responsibility to family and others are discussed and included in many of the activities and advice. The visuals reinforce these values.</p> <p>Describe how the material falls short in covering this principle</p> <p>This material is mostly meant to be a public education tool, and not specifically meant for the child care setting.</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>Activities include ideas for parents to learn together with other parents and children in discussion groups, in interactive workshops, and community events.</p> <p>The ideas for coordinators involve gathering groups of families and parents and children for all the events and workshops.</p> <p>Describe the strengths of the material in covering this principle</p> <p>Both the "Consejos de Mi Tía" section and the "Recetario de Actividades" completely revolve around learning through informal, daily activities and family traditions. The development of creativity and social and intellectual skills is integrated in the Consejos.</p> <p>The material highly values and supports the use of oral and interactive learning, and the approach includes activities, discussions in the text, and even a poster that illustrates the family in daily activities to invite sharing and oral discussion.</p> <p>Describe how the material falls short in covering this principle</p> <p>The ideas in the activity sheets (Recipes for Fun/Recetario de Actividades) are all geared to engage individual parents and children in learning activities in a supermarket, and the Consejos are mostly geared to individual families, so not much of the material covers the typical learning activities in a child care setting with many children, nor group products or assessment.</p>

<p>15. Commitment</p>	<p><input 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>The Latino's perspective on the role and importance of the teacher is discussed, but mostly the material covers the role of the community worker in reaching, understanding, supporting, and including the Latino family.</p> <p>Describe the strengths of the material in covering this principle</p> <p>Language issues and cultural responsiveness are central to all the suggestions in this material.</p> <p>The text for coordinators reinforces the need to understand the context of the lives of the families being served, and gives many suggestions for reaching the families where they work, live, and worship.</p> <p>The material is appropriate for radio stations, churches, clinics, social service agencies, schools, health and safety campaigns, and even public utilities' efforts to reach and advocate for the Latino community.</p> <p>Partnering and working together across agencies is encouraged.</p> <p>Describe how the material falls short in covering this principle</p> <p>Team building within agencies is not necessarily the focus of this material.</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	<input checked="" type="radio"/> 4
Easily applied to practice	1	2	3	<input checked="" type="radio"/> 4

17. Presentation

Organization	1	2	3	<input checked="" type="radio"/> 4
Visuals	1	2	3	<input checked="" type="radio"/> 4

18. Language

Language is accessible to the target audience	1	2	3	<input checked="" type="radio"/> 4
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