Early Childhood Education Evaluation Tool

2020 Curricular Materials Review

Idaho Family and Consumer Sciences & Human Resources (FACS&HR) Early Childhood Education Program Standards[[1]](#footnote-1)

**Publisher information**

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* Title:
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# Instructions:

Complete the Publisher Standards Alignment Report below. Please provide written justification as to how the material meets the standard along with location references. If a justification requires additional space, please submit response on an additional document.

# Publisher STANDARDS ALIGNMENT Report:

## Standard ECE.1.0: Career Pathways and Industry Professional Standards

### Performance Standard ECE.1.1 Professional Foodservice Industry, History, Traditions, and Current Trends

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE ECE.1.1.1 Analyze career paths and opportunities for employment in early childhood education and related services. |  |
| CTE ECE.1.1.2 Describe specific work environments, qualifications, salaries, and benefits that provide services to children and families at each level of the career ladder. |  |
| CTE ECE.1.1.3 Explain the roles and functions of individuals engaged in early childhood education and services (early childhood education, special needs). |  |
| CTE ECE.1.1.4 Describe trends that affect child‐related careers. |  |

### Performance Standard ECE.1.2 Early Childhood Education Professions, Related Services, and Programs

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE ECE.1.2.1 Explore career and technical student organizations associated with early childhood education (FCCLA). |  |
| CTE ECE.1.2.2 Participate in student and/or professional organizations’ functions. |  |
| CTE ECE.1.2.3 Compare professional early childhood education organizations and programs (e.g., community agencies, National Association for the Education of Young Children (NAEYC), American Association of Family and Consumer Sciences (AAFCS), professional journals, higher education Institutions, IdahoSTARS). |  |

### Performance Standard ECE.1.3 Ethical Standards and Professional Guidelines

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE ECE.1.2.1 Explore career and technical student organizations associated with early childhood education (FCCLA). |  |
| CTE ECE.1.3.1 Maintain confidentiality and impartiality. |  |
| CTE ECE.1.3.2 Integrate the NAEYC Code of Ethical Conduct into practice. |  |
| CTE ECE.1.3.3 Analyze ethical dilemmas and determine appropriate courses of action. |  |
| CTE ECE.1.3.4 Explain the purpose and importance of program accreditation and licensure. |  |

### Performance Standard ECE.1.4 Continuous, Collaborative Learning

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE ECE.1.4.1 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements. |  |
| CTE ECE.1.4.2 Facilitate and participate on collaborative teams. |  |
| CTE ECE.1.4.3 Foster effective relationships within collaborative teams. |  |
| CTE ECE.1.4.4 Research initial and ongoing requirements for professional development. |  |
| CTE ECE.1.4.5 Identify program types and indicators of quality early childhood programs (i.e. NAEYC checklist). |  |
| CTE ECE.1.4.6 Identify a variety of agencies, organizations, and professionals available to young children. |  |

### Performance Standard ECE.1.5 Integrate Knowledge, Reflection, and Critical Analysis

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE ECE.1.5.1 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements. |  |
| CTE ECE.1.5.2 Create a portfolio/resource binder for use in preparation for future employment (similar to Child Development Associate [CDA] portfolio). |  |
| CTE ECE.1.5.3 Develop awareness of anti-bias approach to working with diverse children and families. |  |

### Performance Standard ECE.1.6 Informed Advocacy for Children and the Profession

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE ECE.1.6.1 Examine the impact of early childhood education services on local, state, national economies. |  |
| CTE ECE.1.6.2 Define advocacy and determine advocacy style. |  |
| CTE ECE.1.6.3 Demonstrate understanding of Idaho Legislative process and impact on laws governing child care licensing and early education. |  |
| CTE ECE.1.6.4 Advocate personal and professional position on legislation affecting young children. |  |
| CTE ECE.1.6.5 Discuss the significance of the early years and the value of quality early childhood education programs for the community. |  |

## Standard ECE.2.0: Promoting Child Development and Learning

### Performance Standard ECE.2.1 Characteristics and Needs of Young Children

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE ECE.2.1.1 Explain developmental domains: cognitive, physical, language, social-emotional, and creative development. |  |
| CTE ECE.2.1.2 Explain factors that impact children’s ability to meet developmental milestones (e.g., prematurity, nutrition, prenatal care, maternal depression, child abuse and neglect, and mother’s level of education). |  |
| CTE ECE.2.1.3 Apply knowledge of developmental theories (e.g., Piaget, Erikson, Gardner, Maslow, and Vygotsky) to meet children’s individual needs in the group setting. |  |

### Performance Standard ECE.2.2 Multiple Influences On Development and Learning

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE ECE.2.3.1 Differentiate developmental differences and unique characteristics of children. |  |
| CTE ECE.2.3.2 Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-control. |  |
| CTE ECE.2.3.3 Plan experiences that address the needs of young children to promote growth and development within the developmental domains. |  |

## Standard ECE.3.0: Building Family and Community Relations

### Performance Standard ECE.3.1 Family and Community Characteristics

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE ECE.3.1.1 Recognize that diversity exists in language, culture, socio-economic level, special needs, faith traditions, family structure, and individual differences. |  |
| CTE ECE.3.1.2 Implement practices which facilitate respect and acceptance of diverse families. |  |

### Performance Standard ECE.3.2 Support and Empower Families and Communities through Respectful, Reciprocal Relationships

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE ECE.3.2.1 Demonstrate how to build partnerships with families through frequent, effective communication about their child’s experiences and development. |  |
| CTE ECE.3.2.2 Identify opportunities for family support and participation. |  |
| CTE ECE.3.2.3 Explore how families’ attitudes influence children’s abilities and interest in learning. |  |
| CTE ECE.3.2.4 Encourage family members to play an active role in their child’s education. |  |
| CTE ECE.3.2.5 Utilize the community as a resource for children’s learning and well-being (e.g., field trips and visitors). |  |

## Standard ECE.4.0: Observation, Documentation, and Assessment

### Performance Standard ECE.4.1 Evaluate the Goals, Benefits, and Uses of Assessment

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE ECE.4.1.1 Name and use a variety of methods and tools for observation, documentation, and assessment for children and programs (e.g. Idaho Early Learning Guidelines, checklists, anecdotal notes, running records, participation charts). |  |
| CTE ECE.4.1.2 Recognize that findings in child observation, documentation, and assessment assist in setting goals for children, communicating with families and planning classroom curriculum. |  |
| CTE ECE.4.1.3 Interpret child observation, documentation, and assessment data to ensure that children’s developmental needs are met. |  |

## Standard ECE.5.0: Teaching and Learning

### Performance Standard ECE.5.1 Utilize Positive Relationships and Supportive Interaction as the Foundation for Working with Young Children

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE ECE.5.1.1 Develop supportive, responsive relationships among adults and children. |  |
| CTE ECE.5.1.2 Create a supportive learning environment that promotes positive interaction and behaviors and minimizes risk of early childhood mental health issues. |  |
| CTE ECE.5.1.3 Interact positively with children in ways that are responsive, consistent, encouraging, and nurturing. |  |

### Performance Standard ECE.5.2 Formulate Effective Approaches, Strategies, and Tools for Early Education

| Student Competencies by Performance Standard | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| CTE ECE.5.2.1 Engage in everyday conversations with children to promote their positive self-concept. |  |
| CTE ECE.5.2.2 Use strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions. |  |
| CTE ECE.5.2.3 Assist children in separating from family and integrating into the classroom. |  |
| CTE ECE.5.2.4 Monitor and support children’s engagement in routines, activities, and social interactions. |  |
| CTE ECE.5.2.5 Select various teaching approaches along a continuum from child-initiated exploration to adult- directed activities, including modeling, to meet the individual needs of children. |  |

# Indicators of quality Rubric:

Standards aligned and Integrated Curriculum:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The curriculum is based on industry-validated technical standards and competencies.
 |  |
| 1. The curriculum is aligned with relevant content and standards for core subjects, such as reading, math and science, including federal, state and/or local standards, as appropriate.
 |  |
| 1. The curriculum incorporates employability skill standards that help students succeed in the workplace, such as problem solving, critical thinking, teamwork, communications and workplace etiquette.
 |  |
| 1. The curriculum allows for student application of integrated knowledge and skills in authentic scenarios.
 |  |
| 1. Materials used reflect current workplace, industry and/or occupational practices and requirements.
 |  |

Access and Equity:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |

Student Focus:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |
| 1. The material cross-refers and integrates other content areas.
 |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |
| 1. The material includes appropriate instructional strategies.
 |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |

Pedagogical Approach:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and, self-assessment measures of learning.
 |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |

Presentation and Design:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.
 |  |

Technology:

| Standards | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers. |
| --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |

For Questions Contact

Content & Curriculum

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1. [Idaho FACS&HR Early Childhood Program Standards](https://cte.idaho.gov/wp-content/uploads/2018/03/Early-Childhood-Program-Standards.pdf) [↑](#footnote-ref-1)