

**Maryland State Department of Education  
 Division of Early Childhood Development  
 Comprehensive Curriculum Review for Infant and Toddlers, 3, 4, and 5 year olds**

**Rater Review Appendix B: Professional Development**

<b>Narrative content</b>	<b>Fully Met</b>	<b>Partially Met</b>	<b>Not Met</b>	<b>Comments and Suggestions</b>
<b>Information related to the programs capacity to provide professional development in implementing the comprehensive curriculum</b>				
<b>Identified type of training</b>				
<b>Information related to the follow-up/monitoring of curriculum and assessment implementation</b>				
<b>Number of training hours provided</b>				

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**Rater Review Appendix C: Assessment**

Narrative content	Fully Met	Partially Met	Not Met	Comments and Suggestions
<b>Assessment process is identified and examples are provided of on-going assessment strategies (observation, monitoring, and documenting children’s activities, behaviors and progress)</b>				
<b>Assessment policies are aligned to the programs instructional practices, are age appropriate and allow for differences in learning styles and demonstrate a progression of skill development in each domain</b>				
<b>Description provided on how results of assessment will guide individualized instruction</b>				
<b>A sample of the assessment and a time schedule is provided</b>				

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**Rater Review Appendix D: Pedagogy**

Narrative content	Fully Met	Partially Met	Not Met	Comments and Suggestions
<p><b>I. Using child development to optimize children’s growth</b></p> <p>The curriculum is based on current knowledge of child development and learning styles and reflects an understanding of how children learn and develop by:</p> <ul style="list-style-type: none"> <li>a. addressing the developmental needs of children and incorporating best practices that are consistent with current, nationally recognized research findings</li> <li>b. actively engaging children in the learning process and allowing them opportunities to make meaningful choices</li> <li>c. incorporating exploration, creativity and construction in the curriculum</li> </ul>				



<b>Narrative content</b>				
<p><b>II. Engaging early childhood programs with families and communities</b></p> <p>The curriculum is designed to work with and through families and communities to support children's learning and development by:</p> <ul style="list-style-type: none"> <li>a. affirming that the child's home culture and language is important to the child's well-being</li> <li>b. working with families to garner support for the child and school</li> <li>c. incorporating a variety of ways to communicate with families both formally and informally</li> <li>d. assisting families with the transitioning of their children to the next level of his/her learning experience</li> <li>e. providing families with up-to-date and timely information about their child's progress</li> </ul>				

<p><b>III. Diversity: Fostering appreciation and support</b></p> <p><b>IV.</b></p> <p>The curriculum is based on an appreciation of and respect for individual differences and the unique needs of each member of the learning community by:</p> <ul style="list-style-type: none"> <li>a. supporting children’s home culture and language while developing children’s abilities to participate in the shared culture of the program and community</li> <li>b. creating a safe and secure learning environment for all children</li> <li>c. addressing the needs of children with exceptionalities and ensuring that all children achieve success in their individualized learning goals and objectives</li> <li>d. addressing relevant diversity issues affecting instruction, class management, and student and family participation in the learning environment</li> </ul>				

<p><b>V. Importance of play and subject matter for teaching young children</b></p> <p>The curriculum is designed to foster developmentally appropriate learning experiences that integrate within and across the disciplines by:</p> <ul style="list-style-type: none"> <li>a. combining two or more topics within a discipline or two or more disciplines together or connecting all disciplines into a seamless learning experience</li> <li>b. ensuring that integration is authentic</li> <li>c. developing learning experiences that foster the joining of skills, concepts and knowledge from multiple disciplines</li> <li>d. ensuring that language arts instruction promotes skills that interrelate all of the areas of reading, writing, speaking, listening and viewing</li> </ul>				

<p><b>VI. Planning and managing the environment for development and learning</b></p> <p>The curriculum supports children’s cognitive, social, emotional, physical, and linguistic development by:</p> <ul style="list-style-type: none"> <li>a. organizing the classroom environment into centers that facilitate the development and learning of young children</li> <li>b. incorporating opportunities for children to use problem-solving strategies</li> <li>c. providing meaningful content to enrich children’s understanding and promote higher level thinking and questioning skills</li> <li>d. using past experiences, technology, and hands-on materials as a support in developing concepts and understanding</li> <li>e. providing ample opportunities for children to play</li> </ul>				



<p><b>VII. Making instruction thoughtful, intentional, and differentiated</b></p> <p>The curriculum is designed to include a variety of practices and resources to promote individual development, meaningful learning, and social cooperation by:</p> <ul style="list-style-type: none"> <li>a. providing a range of instructional resources and a wide range of learning experiences</li> <li>b. integrating technology into the learning environment as a way to help children become critical consumers of information</li> <li>c. providing accommodations for children who learn at different rates and with diverse learning styles</li> <li>d. Providing opportunities for children to make choices in order to pursue special interests.</li> </ul>				

