

Missouri Early Childhood Curriculum Evaluation Report

Curriculum:

Components	Criteria	Sub-Score
I. Valid Research	1. The curriculum model is grounded in a theoretical framework.	
	Total Score: The model is based on a theory and knowledge base that reflects a philosophical orientation.	
	The model is supported by child development research.	
II. Evaluation Results	1. Valid studies have been conducted to evaluate the effectiveness of the curriculum model on program quality.	
	Total Score: The model produces positive effects on the classroom environment and teacher-child interactions.	
	2. Valid evaluation studies have been conducted to evaluate the effectiveness of the curriculum model on child outcomes.	
	Intellectual development	
	Social/emotional development	
	Language development	
	Other areas of development (optional)	
III. Professional Development	1. The curriculum model provides high quality professional development.	
	Total Score: A curriculum training system exists.	
	The length and format of training is significant.	
	The training is based on sound adult learning theory.	
	Additional resources are provided.	
	The location of the training is convenient.	
	2. The training is presented by certified trainers.	
	Trainers have appropriate knowledge of the curriculum model.	
	3. Training is grounded in a theoretical or philosophical base and linked to practice.	
	The presentation of theory is provided during the training.	
	The presentation of child development research is provided during training.	
	Theory/research and practice are linked.	
	4. The curriculum model provides on-going professional development.	
	The model provides follow-up professional development opportunities.	

Components	Criteria	Sub-Area Score
IV. Developmentally Appropriate Total Score:	A. Content	
	1. The goals and objectives of the curriculum model are developmentally appropriate.	
	The overall goals and objectives of the curriculum are comprehensive.	
	The model's goals and objectives are appropriate for children ages 3-5.	
	The model's goals and objectives address learning in all developmental areas (physical, social, language, aesthetic, and intellectual).	
	2. The curriculum model promotes a positive learning environment.	
	The model promotes community building.	
	The model promotes a positive response to individual and cultural variations.	
	The model promotes the development of self-esteem, self-control and independence in children.	
	3. Learning activities are developmentally appropriate.	
	The model provides a well-thought-out daily routine.	
	The model emphasizes the integration of knowledge and skill across the content areas.	
	The model encourages teachers to use a variety of instructional formats and strategies.	
	Learning activities encourage children's active learning through exploration of materials and social interaction.	
	The model provides a curriculum that is challenging.	
	The model provides for responding to children's emerging ideas, academic needs, and interests.	
	The model provides for daily opportunities to develop children's language and literacy skills.	
	The model provides for daily opportunities to develop concepts and skills in mathematics, science, and social studies.	
	The model provides for daily opportunities for aesthetic expression, fine-and gross- motor development, and self-help skills.	
	B. Alignment with State Standards	
	1. The curriculum model aligns with the Missouri Early Childhood Standards.	
	Literacy Standards	
	Mathematic Standards	
	Physical Development, Health & Safety Standards	
	Science Standards	
	Social & Emotional Standards	
	C. Student Assessment	
	1. The student assessment is developmentally appropriate.	
	The assessment tools are age-appropriate.	
	2. Information from the assessment is used to inform instruction.	
	The model promotes teachers using information to plan and adapt curriculum to meet individual children's developmental or learning needs.	
	3. The curriculum model provides a record keeping system.	
	The model provides a system for documenting learner outcomes.	
4. The curriculum model encourages the gathering of assessment information from multiple sources.		
The model promotes assessing children using multiple sources.		
5. The curriculum model provides strategies to communicate results to families.		
The model promotes informing families of student performance.		
D. Building Family Relationships		
1. The curriculum model promotes a positive school/family partnership.		
The model promotes regular communication with families.		
The model promotes providing opportunities for families to participate in the program.		

Narrative Summary: