

Publisher:			
Subject:		Specific Grade:	
Course:		Title:	
Copyright:			
SE ISBN:		TE ISBN:	

2018 Instructional Materials Adoption procedure is subject to change based on pending legislation.

NON-NEGOTIABLE EVALUATION CRITERIA

2019-2025
Group 1 – Universal Pre-K
CCR: Pre-K Curriculum

Equity, Accessibility, and Format			
Yes	No	Criteria	Notes
		1. INTER-ETHNIC The instructional material meets the requirements of inter-ethnic: concepts, content, and illustrations, as set by West Virginia Board of Education Policy 2445.41.	
		2. EQUAL OPPORTUNITY The instructional material meets the requirements of equal opportunity: concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.	

		<p>3. BIAS The instructional material is free of political bias.</p>	
		<p>4. COMMON CORE The instructional materials do not reference Common core academic standards. (WV Code §18-2E-1b-1)</p>	
		<p>5. INSTRUCTIONAL PRACTICES Materials/strategies such as worksheets, extended periods of sitting, seat work at desks or tables, flashcards, prescribed sequence of content, content areas taught in isolation, requiring all children to be working on the same skill, lack of individualization, or a high level of teacher directed instruction are not included. (WVBE Policy 2525 15.4.a.)</p>	
		<p>6. RESEARCH-BASED CURRICULAR FRAMEWORK Instructional materials are part of an early childhood curricular framework consistent with research on how children develop and learn.</p>	

GENERAL EVALUATION CRITERIA

2019-2025

Group 1 – Universal Pre-K

Curricular systems for WV Universal Pre-K will establish a comprehensive framework which provides high-quality, appropriate learning processes that create an engaging and responsive environment that supports each child’s development in all domains. The curricular system, along with the approved curricular assessment, and the content standards and objectives, will be a part of an inter-related system that measures a child’s progress on a continuum of development and individualize the children’s educational opportunities. To be recommended for approval as a WV Universal Pre-K curriculum, materials must be rated “In depth” or “Adequate” on **80%** of the criteria.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses							
	I=In-depth, A=Adequate, M=Minimal, N=Nonexistent	I		A		M		N
	In addition to alignment of Content Standards, materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop:							
	A. Philosophy <i>Curricular system that is based on current research and knowledge of child development and learning styles. It should reflect an understanding of how children learn and develop by:</i>							
	1. Addressing the developmental needs of children through practices that are consistent with current research, nationally recognized, and most effective practices. (All domains are taught in an integrated manner, not in isolation.)							
	2. Valuing exploration, creativity, and construction as the child's primary learning approaches (Children are actively moving about the room, interacting, exploring and investigating their environment.)							
	3. Engaging children actively in the learning process and providing them opportunities to make meaningful choices. (Worksheets are not utilized in any manner.)							
	4. Responding to individual child interests, strengths and needs based on ongoing observation and assessment. (Sequence of content is determined by individual child assessment and child interest.)							
	5. Supporting children so they will view themselves as part of a larger community (Children's needs and interests should be considered, and peer to peer opportunities should be supported.)							

	6. Emphasizing 21 st century learning skills for the development of processing skills through strategies such as open-ended questions, investigations, imaginative and dramatic play, and peer interactions. (Flashcards or worksheets are not utilized in any manner.)						
	7. Providing supports and strategies to link home and school to promote the role of families as partners in planning and implementing the child's growth.						
	8. Including guidance and activities that reflect a variety of cultures, languages, ages, abilities and beliefs.						
	9. Including intentional teaching strategies that focus on acceptance and respect of all individuals. Each child's home culture and language are brought into the classroom as part of this shared classroom community.						
	B. Implementation <i>The curriculum provides clear direction for how implementation supports the philosophy by:</i>						
	10. Providing children with opportunities to make independent choices and decisions within the environment, pertaining to interactions, engagement, and use of materials and center activities.						
	11. Supporting children as active and individual learners by presenting opportunities for children to engage in open-ended activities that facilitate investigative, constructive, and independent engagement in learning activities.						
	12. Providing opportunities for English language learners to develop expressive and receptive language.						
	13. Offering a least restrictive environment for children with special needs that provide opportunities to develop across domains through interaction with peers and adults. Individualized modifications and adaptations provide each child with opportunities to reach their full potential.						

	14. Embedding experiences that develop abstract thinking by providing opportunities for active exploration pretend play, and symbolic communication.						
	15. Utilizing the environment as the child’s third teacher. Guide environmental design in a manner that supports discovery, small group, and individual learning, exploration, problem solving, and develop a sense of community.						
	16. Supporting a formative assessment process to inform instruction and personalized learning.						

SPECIFIC EVALUATION CRITERIA

**2019-2025
Group 1 – Universal Pre-K**

WV Universal Pre-K Curricular systems provide high-quality and appropriate learning processes that create an engaging and responsive environment to support each child’s development across all domains. Only comprehensive curricular systems will be utilized by WV Universal Pre-K classrooms, including those that serve children with identified special needs, will be a part of an inter-related system. To be recommended for approval as a WV Universal Pre-K curricular system, materials must be rated “In depth” or “Adequate” on **80%** of the criteria.

All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	For student mastery of West Virginia Pre-K Standards (ages 3-5), the instructional materials will provide students with the opportunity to:										

	A. Curriculum and Assessment							
	1. Curricular system: is balanced and designed to achieve long-range goals for social, emotional, physical, and cognitive and academic (early literacy, early numeracy, and language) achievement. There are processes described in the curriculum that support children's progress on developmental continuum in each domain of development. Content is integrated throughout the curriculum							
	2. Approaches to Learning: supports continuous growth of children's abilities to function appropriately within the classroom, throughout routines, and during transitions. Children have opportunities to take on appropriate leadership roles within their environment, express needs, feelings, and positive coping skills. Children may also develop in problem solving, independence, and group work.							
	3. Social and Emotional: supports students through opportunities to development self-concept, positive social relationships, and knowledge of family and community roles.							
	4. English Language Arts: supports children's language skills through developmentally appropriate literacy immersion. Experiences in listening, speaking, reading, and writing must be embedded across all elements of the daily schedule and routines.							
	5. Mathematics: supports the development of counting and cardinality, operations and algebraic thinking, measurement and data, and geometry by formulating, representing, and solving simple mathematical problems through creative thinking and active exploration.							
	6. Science: the development inquiry and problem solving skills and knowledge of the world around them through investigations. It promotes a science rich environment with numerous opportunities for hands-on, child-centered inquiry.							
	7. Health and Physical Development: supports a healthy environment and have numerous opportunities to practice and use a variety of healthy habits, safety practices, and engage in physical activities.							
	8. The Arts: supports the development of creative expression through music, visual arts, creative movement, and dramatic play.							

	9. Technology: promotes the use of developmentally appropriate curriculum and formative assessment principles to determine how to incorporate technology into the classroom environment as a resource for effective teaching.						
	10. Assessment: supports a developmentally appropriate formative assessment process that is aligned to West Virginia Pre-K Standards (Ages 3-5) (Policy 2520.15) and has been designed both to measure learning objectives and inform instruction. It uses ongoing observation and assessment to determine appropriate planning and adaptations.						
B. Child Guidance							
	11. The curricular system addresses the role of children's psychological safety in learning and promoting positive guidance techniques that support children's frequent responses, respectful interactions between children and children and between children and staff.						
C. Family Engagement							
	12. Offers a variety of appropriate strategies to promote the essential role of families as partners in planning and implementing the child's care and education and connecting the child's early education experience to the home.						
D. Environmental Design							
	13. Transitions: Strategies promoting consistency in schedules and routines and facilitating smooth transitions.						
	14. Classroom Organization: Clearly defined and organized learning centers, which include environmental print, daily classroom schedule, and labeled materials.						
	15. Learning Centers: includes learning centers, incorporated within the classroom, designed to support literacy, early numeracy, and language, such as blocks and construction, books, manipulative materials, science and nature, writing materials, dramatic play and role playing, physical activity, art, and music.						
	16. Daily Outdoor Activity: includes daily outdoor activity as an extension of the classroom. It provides suggestions for a variety of high energy releasing activities, including musical activities, in which children participate indoors and outdoors. Daily outdoor activity shall support the implementation of the approved WV Pre-K curriculum and Policy 2520.15.						

	17. Child Choice: addresses opportunities for children to make choices and to participate in learning centers so children can learn through center-based activities.						
	18. Daily Routines: encourages participation in routines to develop responsibility and independence.						
	E. Planning						
	19. Teacher Planning: Integration of curricular framework content is supported through use of a planning organizer (such as studies, projects). A process for planning for weekly experiences and sharing plans with families is included.						
	F. Professional Development Opportunities						
	20. Curricular System Training: Includes a variety of professional development opportunities and/or ongoing technical assistance, including those at the site level, on-line, or via phone.						