

PROMISE Initiative Preschool Curriculum Review Tool

ECE Dual Language Curriculum

Identification of Pertinent Curricular Materials and Programs For PROMISE Initiative Preschools

PROMISE Preschool does not advocate a particular curriculum for use with the preschool models. However, adhering to the Preschool Core Principles is particularly important:

Challenging and relevant curriculum Empowering pedagogy

More specifically, there are a number of curriculum components that are appropriate for these models.

Purpose: To review curricular materials to help inform and concretize the PROMISE Initiative Vision of an optimal preschool environment for language minority/dual language learners in the PROMISE Preschool through grade 12 virtual district.

To consider the precursors and trajectory of learning for bilingualism, biliteracy, positive self-esteem and multicultural competence.

To engage PROMISE Working Group Members, Facilitators and other interested persons in thinking about the status of planning for their own preschools in terms of building a foundation to support biliteracy through the PROMISE Core Principles

Instructions:

Use this "tool" to record strengths, highlights and concerns while reviewing curricular materials.

- 1.) Identify and classify curricular materials by some major features relating to programs and practices for preschool dual language learners. Based on degree of evidence, highlight strengths by scoring greater to fewer points in each area:
 - 3 - A Strength
 - 2 - Limited Mention
 - 1 - Not Addressed
- 2.) View and critique the curriculum through the PROMISE Core Principles.
- 3.) Recommend for PROMISE Preschools in various settings:
 - a. **PROMISE Preschools in the PROMISE Virtual District:**
Recommend for consideration for the "PROMISE Initiative Preschool Resource Guide" for PROMISE Working Group, Facilitators and Preschool Staff in preparation and planning PROMISE Preschools in the PROMISE Virtual District.
 - b. **Dual Language and Language Enrichment Preschools:**
Recommend consideration of the curriculum for interested persons, including preschool administrators, teachers and parents in preparation and planning for dual language preschools and other child-centered preschool settings.

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Title:

Author(s):

Publisher:

Languages available: _____

KEY	A Strength 3	Limited Mention 2	Not Addressed 1
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Relevance of Curriculum	Notes/Evidence	3	2	1
Curriculum pertains specifically to infants and toddlers, ages 0 to 3				
Curriculum pertains specifically to preschool aged children, ages 3 to 5				
Curriculum pertains specifically to children raised within a home language (L1) environment other than English L1: _____				
Curriculum pertains specifically to children raised within a dual language home environment: L1: _____ L2: English				
Curriculum pertains to language minority children with special needs				
Curriculum is based on research/information on model programs for dual language preschools				
Curriculum is based on research addressing issues of assessment for children learning two languages				
Research provides a framework compatible to the PROMISE Core Principles				
Other				

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Recommended
for PROMISE
Preschool
Yes ____
No ____

Title:

Author(s):

Publisher:

Languages available: _____

KEY	A Strength 3	Limited Mention 2	Not Addressed 1
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PROMISE Preschool Curriculum Elements	Notes/Evidence	3	2	1
<ul style="list-style-type: none"> Research-based curriculum - Curriculum is based on research and has evaluation research showing that it is effective with culturally and linguistically diverse students 				
<ul style="list-style-type: none"> Developmentally appropriate set of activities to meet the various needs of students - language, thinking, preliteracy, prenumeracy, exploration, indoor and outdoor activities to promote large and small muscle control and coordination 				
<ul style="list-style-type: none"> Use of purposeful grouping strategies (small group, pairs, triads) to provide additional opportunities for language, social and cognitive development 				
<ul style="list-style-type: none"> Strong emphasis on family and communities 				
<ul style="list-style-type: none"> Integrates culturally diverse music, drama, and oral storytelling to promote language and cognitive proficiencies and multicultural understanding 				
<ul style="list-style-type: none"> Considerable language development, especially in the primary language 				
<ul style="list-style-type: none"> Extensive use of multicultural literature to promote literacy (comprehension and academic language), language development, and multicultural competencies 				
<ul style="list-style-type: none"> Thematic approach to develop greater depth of understanding and vocabulary 				
<ul style="list-style-type: none"> Use of centers for dramatic play, music, arts and crafts, physical education/movement 				