

Introduction

Responding to early childhood priorities in California, the Early Education and Support Division of the California Department of Education (CDE) has developed initiatives and published materials to support practitioners, young children, and families involved in early childhood education (ECE) programs. The CDE/ECE Faculty Initiative Project has been entrusted with supporting faculty members in institutions of higher education across the state as they infuse these initiatives into their course work.

The purpose of the CDE/ECE Faculty Initiative Project is to align and integrate content and competencies from key CDE/ECE materials with core ECE curriculum of the California Community College and California State University systems. Faculty will have information and resources to integrate content from CDE initiatives and publications into unit-bearing course work required for the attainment of college certificates, permits granted by the California Commission on Teacher Credentialing, and graduation from colleges and universities.

About the Instructional Guides: Key Topics, Active Learning Experiences, and Resources for Faculty of Higher Education

To support faculty in preparing California's early care and education workforce to implement recent Early Education and Support Division initiatives and publications, the CDE/ECE Faculty Initiative Project has been developing instructional guides to accompany these initiatives and publications. The guides are intended to connect professional development in systems of higher education with the content of the Early Education and Support Division initiatives and the following publications:

- *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*
- *California Preschool Learning Foundations, Volume 1, Volume 2, and Volume 3*
- *California Preschool Curriculum Framework, Volume 1, Volume 2, and Volume 3*
- Parts One, Two, and Three of the *California Preschool Program Guidelines*
- *Family Partnerships and Culture*

Instructional guides have been developed for all of these publications. The *Family Partnerships and Culture* publication is addressed in this guide. The instructional guides for publications released prior to the *California Preschool Program Guidelines* are posted on the CDE/ECE Faculty Initiative Project Web site at <https://facultyinitiative.wested.org/> (accessed February 1, 2018).

The instructional guides have been designed to:

- support the greatest possible utility across the complexity of California’s systems of higher education;
- maintain fidelity to the content of the Early Education and Support Division’s initiatives;
- adhere to commonly accepted principles of adult learning;
- provide maximum flexibility for faculty;
- support faculty as decision makers;
- allow faculty to select curricular content that suits their particular students, courses, and program needs.

The instructional guides are intended to help faculty acquaint college students who are preparing for work in preschool settings with Early Education and Support Division publications. In the instructional guides, the word *students* refers to college students—not children in preschool settings.

Purpose of the *Instructional Guide for the Family Partnerships and Culture*

This instructional guide aims to support faculty as they deepen their students’ familiarity with the *Family Partnerships and Culture* publication. It is also intended to prepare students to integrate the content and guidelines included in this publication into their professional lives.

Organization of this Guide: Flexible Use for Faculty in Individual Courses and Across Programs

Like many of the previous instructional guides, this publication is organized into instructional units, and each unit consists of a “Getting Ready for the Unit” and key topics. This design enables faculty to use the instructional guide for different courses in a variety of ways. The intent is to support faculty as decision makers as they piece together what will work in an individual course or across a program.

The organizational table for this guide indicates that faculty can explore individual units or key topics, or they may combine or select pieces of the units that might be most appropriate for their particular students. Some repetition of instructional design across key topics is also intended to deepen habits of exploration and reflection that students then carry into their work.

This guide includes a section titled “A Closer Look at the Foreword and Introduction to *Family Partnerships and Culture*.” Following this introductory piece, each unit of the *Instructional Guide for Family Partnerships and Culture*

instructional guide parallels one of the parts of the publication. Unit 1 covers Part I of the publication, Guiding Principles for Developing Cultural Competency. Unit 2 covers Part II of the publication, Understanding Culture. Unit 3 covers Part III of the publication, Understanding Contemporary Families and Households. Unit 4 covers Part IV of the publication, Culture, Family Life, and the Early Childhood Curricula.

Wherever possible, this instructional guide includes relevant page numbers and possible connections to previous CDE publications—including the *California Preschool Learning Foundations*, the *California Preschool Curriculum Framework*, and *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*—and their accompanying instructional guides. Key topics, active learning experiences, approaches, and strategies are described broadly enough so that faculty can choose, adapt, tailor, and shape these to their unique teaching styles, students, and program needs. This flexibility is offered in the hope of providing maximum utility for the initiatives and publications that the Early Education and Support Division is preparing for California’s child care community.

Note: When *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)* and the first volumes of the *California Preschool Learning Foundations* and the *California Preschool Curriculum Framework* were published, the terms *preschool English learners* and *English-language development* were used. To be consistent with the current policy of the CDE’s Early Education and Support Division, this instructional guide uses the term *young dual language learners* instead of *preschool English learners* or *young English language learners*. However, the domain in the foundations and curriculum framework is still referred to as English-Language Development.

Structure of Key Topics in Each Unit: Preview Pages and Core Instructional Components

Each unit in this instructional guide begins with “Getting Ready for the Unit and Connecting to Experience.” This includes background information for faculty as well as resources and references to other key topics or learning experiences in previous instructional guides that might be helpful to students. Following this information, there is a learning experience that will support students in connecting the topic of the unit to their own lives and experiences. This learning experience further establishes motivation by embedding the topic within a situation or question with which the learner might be familiar, and it suggests ways to extend learning by providing challenges or issues to consider. The “Motivator and Connection to Experience” may include the following elements:

- Critical question
- Challenging situation—a short vignette that might be text, video, or audio
- Challenging quote or text

The “Motivator and Connection to Experience” is often accompanied by a set of guiding questions for reflection. These are not assessment questions but are intended to

engage learners in remembering and reflecting on—not evaluating—their own experiences, feelings, personal actions, or the actions of others.

Each key topic begins with Preview Pages that include the Focus Statement, Curriculum Alignment Project (CAP) Courses, Instructional Methodologies, and California Early Childhood Educator Competency Areas to Consider.

Following the Preview Pages, the key topic opens with a section titled “Before You Start.” This section provides an overview of the learning experience to help faculty decide if the key topic fits into their purpose and goals for a class session. Background information and a few tips for faculty preparation or reflection are also included.

Following this section, the materials in each unit and key topic adhere to a framework of core instructional components and are organized into three components:

1. Information Delivery

For each key topic, this component is designed to introduce specific content to students in the class setting. The delivery of information may be brief or long and may be composed of a single topic or several related topics, such as key concepts within a given chapter. “Information Delivery” may include lecture content, reading assignments, and/or location of key information in the *Family Partnerships and Culture*, as well as the preschool learning foundations, the curriculum framework, or the program guidelines.

2. Active Learning

Some learning experiences in previous instructional guides were designated for use in class or out of class. In this instructional guide, these experiences are part of the “Active Learning” instructional components. Many of these can be fashioned into work that is done in class or out of class based on faculty determination of what will work best for a particular situation. The intent of the suggested active learning is to engage students in the key topic through learning experiences that will be active, thoughtful, challenging, and relevant to the content. This work might include, but is not limited to, the following instructional approaches:

- Class discussions
- Small-group work
- Demonstrations
- Observations
- Interviews or panels
- Internet resources
- Research on a particular topic

3. Reflection

This section provides opportunities for students to reflect on the experience of working with the key topic. Across many, but not all, of the key topics in this instructional guide is a set of questions with a repeated structure. This is intentional and is designed to impart to students a useful set of questions to carry with them for reflection in their current or future work.

4. Deeper Understanding

This segment provides suggestions for independent research and/or ways to take students deeper into some important issues or concepts related to the key topic.

PowerPoint Presentations



Slide 1

Throughout this guide, the icon at left indicates that there are PowerPoint slides corresponding to a particular part of the “Active Learning” component of a key topic.

Organization of Active Learning Components: Flexible Segments

The “Active Learning” components in this guide describe learning segments that can be conducted within the time frame of a single class or over several class sessions by individuals, pairs, small groups, or the whole class. Each “Active Learning” component is organized in a sequence by which the work can unfold for students as they move progressively deeper into the topic. These learning segments are intended to be active, thoughtful, challenging, and relevant to the content. “Active Learning” is divided into the following segments:

- Getting it started
- Keeping it going
- Taking it further
- Putting it together
- Another approach

Not every key topic contains all of these segments of “Active Learning.” When relevant, they are included to enhance learning or instructional possibilities.

Features of this Instructional Guide

Student Learning Outcomes

To support faculty in making decisions about how and where they can best use *Family Partnerships and Culture* in their course work or across their program, the 2015 version of the student learning outcomes developed by the Curriculum Alignment Project (CAP) for the eight core lower-division early childhood courses—as well as for the applicable CAP expansion courses—have been mapped onto each key topic in this instructional guide. Additional information about the Curriculum Alignment Project and the student learning outcomes is available at

https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm (accessed February 1, 2018). At the beginning of each key topic, the Preview Pages provide a list of courses that have been mapped onto the topic.

These student learning outcomes are organized by the Curriculum Alignment Project's core lower-division early childhood courses and expansion courses. This is not an exhaustive list, and faculty might find additional ways to use the key topics to address student learning beyond what has been indexed. Working through these key topics does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.

To assist faculty in using these student learning outcomes as supports for decision making, the key topics in this guide have been indexed first by units and then by the Curriculum Alignment Project's courses and student learning outcomes; the intention was for faculty to select what is most relevant to their particular needs. In this guide, student learning outcomes are matched to specific key topics that will support attainment of those outcomes. However, some student learning outcomes cannot be mapped onto the content of this guide.

The Student Learning Outcomes Index of this guide presents an overview of the mapping for each unit. Appendix A of this guide presents more detailed information about the student learning outcomes, objectives, and examples of course content and topics.

Instructional Methodologies

Each key topic includes a variety of instructional methodologies. This is intended to provide varied learning experiences for students as they become familiar with the *Family Partnerships and Culture* publication. It also provides another variable for faculty to use in deciding which key topics will best suit the needs of their students and programs. In this instructional guide, methodologies are identified for each key topic and are listed on the key topic Preview Pages.

Although these methodologies were designed for a face-to-face course, they can be implemented online in a synchronous or asynchronous learning environment.

These instructional methodologies are also indexed so that faculty have an overview of which methodologies are used across all units and key topics. The index also includes a description of each methodology used in this guide.

California State University and University of California

The Curriculum Alignment Project (CAP) course and student learning outcome mapping provided in this instructional guide was completed with the understanding that some institutions will choose not to use these particular student learning outcomes or objectives. This is especially true for faculty at California State University and University of California campuses. The student learning outcomes in this guide may be used selectively or with adaptations for courses at California State University and University of California campuses, and they indicate what can be accomplished by students through use of the key topics in this guide.

California Early Childhood Educator Competency Areas

In this instructional guide, the competency areas of the California Early Childhood Educator Competencies are listed on the key topic Preview Pages; the list is titled “California Early Childhood Educator Competency Areas to Consider.” These are preliminary connections and are not meant to be exhaustive. Faculty will find more connections in their courses to competency areas and competency contexts as they become more familiar with them. Competency areas are listed in this instructional guide as an initial exploration of how particular areas might be addressed through these key topics; however, there is no index for the competency areas in this guide due to the preliminary nature of the mapping.

Appendixes

To support the preparation of the early care and education workforce in California, this instructional guide includes two appendixes with relevant content:

- **Appendix A:** Student Learning Outcomes, CAP Courses, Objectives, Course Content, and Topics Mapped with the Instructional Guide
- **Appendix B:** California’s Early Learning and Development System Graphic and Related Links and Resources

Organization of the *Family Partnerships and Culture* Publication

The *Family Partnerships and Culture* publication is organized into four parts and each of these parts is addressed in this instructional guide.

The *Family Partnerships and Culture* publication contains an extensive foreword and introductory chapter with contextual information, demographics, and an explanation of the organization of the publication.

Part I, Guiding Principles for Developing Cultural Competence, focuses on Cognitive Cultural Competence, Affective Cultural Competence, Cultural Responsiveness, and the NAEYC Cultural Competence Project.

Part II, Understanding Culture, consists of the Definition of Culture, Why an Understanding of Culture is Important, Distinguishing Between Ethnicity and Culture, Learning About Cultures, Exploring Dimensions of Culture, Collectivist Versus Individualist Cultures, Myths About Cultures, and Support Development of the Home Language.

Part III, Understanding Contemporary Families and Households, focuses on Family Composition, Culturally Based Family Strengths, Family Strains, and Impact of Family Stress.

DRAFT February 1, 2018

Part IV, Culture, Family Life, and the Early Childhood Curricula, consists of Implications of Cultural and Family Experiences for Teaching and Learning, Curriculum Frameworks, and the Conclusion.

The *Family Partnership and Culture* publication includes an Appendix with Questions to Expand Understanding of Families. A Glossary of terms that are bolded throughout the publication is also included as well as Additional Resources and References.

Additional instructional guide resources and links are available through the CDE/ECE Faculty Initiative Project Web site at <https://facultyinitiative.wested.org/> (accessed February 1, 2018).