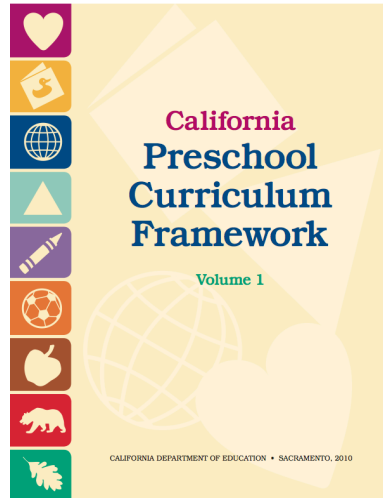
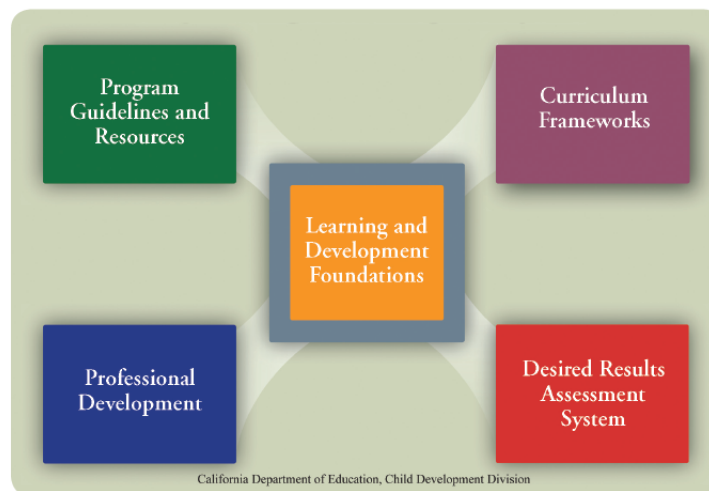


Integrated Planning Using the Planning Process



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California Early Learning and Development System



California Department of Education, Child Development Division

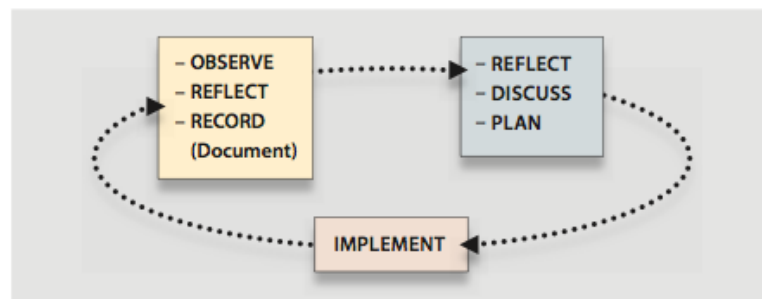
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- ★ The *learning foundations* are goal-like statements in key areas of learning to guide planning. They describe the kind of learning and development we want to support through intentional curriculum planning.

- ★ The *observational assessment (DRDP)* provides information regarding how individual children and groups of children are progressing in the different learning and development domains.

- ★ The *curriculum framework* provides guidance in planning and implementing curriculum that supports children as they progress in their learning and development in each domain.

The Curriculum-Planning Cycle



The Curriculum-Planning Cycle

The DRDP is used in two ways:

- As the teacher in the vignette observes the children, she recognizes some behavior as evidence of progress for a few children on some DRDP measures.
- Documentation could be used to support a teacher's periodic assessment of a child's progress using the DRDP.

The Curriculum-Planning Cycle

Reviewing the DRDP Rating Record:

- Overall, what do you see about the individual child?
- Where are there strengths that can be enhanced?
- Where are there areas that need specific intentional support to encourage progress?

The Curriculum-Planning Cycle

Using the Foundations:

- What strands and substrands in each domain will be important for supporting this child's learning and development?
- What might be some later-developing areas that we can intentionally plan to support?

The Curriculum-Planning Cycle

Using the Curriculum Framework:

- What are environments and materials that might be helpful to this child?
- How do suggestions from one domain support development in another domain?
- How could environments and materials suggested in the mathematics domain support social-emotional development? Language development? English-language development?

The Curriculum-Planning Cycle

Using the Curriculum Framework:

- Which interactions and strategies might be helpful to this child?
- How do suggestions from one domain support development in another domain?
- How could interactions and strategies suggested in the language and literacy domain support social-emotional development? Mathematical development? English-language development?

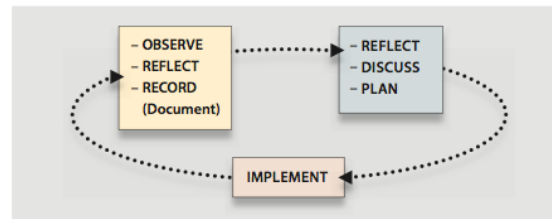
The Curriculum-Planning Cycle

Using the DRDP Group Data Summary:

- Overall, what do you see about this small cluster of children?
- Where are there strengths that can be enhanced?
- Where are there specific areas that need support to encourage progress?

The Curriculum-Planning Cycle

- What did you learn about how the California Early Learning and Development System works?
- What did you learn about using the *Preschool Curriculum Framework, Volume 1* as a resource in the curriculum-planning cycle?



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The Curriculum-Planning Cycle

- What ideas stood out for you today?
- What has been most helpful?
- Where are there still challenges?
- What do you need to do to fill in any gaps in your understanding of the *California Preschool Curriculum Framework, Volume 1* as a resource for curriculum planning?



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