

# Unit 5 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:

## Key Topic 1: Three Lenses for Viewing Curriculum

California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:  
Key Topic 1 – Three Lenses for Viewing Curriculum

### Focus of Unit 5 – Key Topic 1

Students explore three “lenses” through which the curriculum framework can provide guidance for planning curriculum for young children. These three lenses are the eight overarching principles, the curriculum-planning process, and the breadth of the curriculum framework across the three domains of the *California Preschool Curriculum Framework, Volume 2*.

Students also have an opportunity to explore considerations regarding cognitive development, which is not addressed as a domain in either the preschool learning foundations or the preschool curriculum framework.

### Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project’s (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Practicum-Field Experience

### Instructional Methodologies

- Interview—community member
- Panel/guest speaker
- Observation
- Class discussion



- Video observation
- Reflection—individual
- Development of resource tool

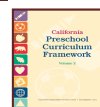
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### **California Early Childhood Educator Competency Areas to Consider**

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development Division’s California Early Childhood Educator Competencies. The “Competency Areas to Consider” below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Learning Environments and Curriculum
- Observation, Screening, Assessment, and Documentation





## Unit 5 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:

### Key Topic 1: Three Lenses for Viewing Curriculum

#### Before You Start

The *California Preschool Curriculum Framework, Volume 2* is “grounded in evidence-based practices that have evolved in the field of early childhood education over decades” (p. 34). As a curriculum framework rather than a preschool curriculum, it has been developed to provide “guidance on planning learning environments and experiences for young children” (p. 3).

One way to make use of this guidance is to use the framework as a series of lenses through which to view off-the-shelf curricula or curriculum developed within one’s program. The *California Preschool Curriculum Framework, Volume 2* provides three lenses or three ways in particular to do this.

- The first is to use the eight overarching principles as a way to reflect on curricula (pp. 5-9).
- The second is to use the curriculum-planning cycle as a way to review curriculum planning and curriculum decisions (pp. 27–34).
- The third is to use the breadth of the *California Preschool Curriculum Framework, Volume 2* across domains to ensure that curriculum serves each child as an individual and each child as a whole child.

The thrust of this key topic is to provide questions that can be used as students look through these lenses. Each lens is addressed by one subtopic with a set of questions. The subtopics can be done by all students, or separate groups could be assigned to each subtopic.

This work might be done best as an out-of-class assignment and in pairs. Also, depending on the educational level and experience of students, instructors may need to provide some explanation and demonstration in class before assigning students to do their reviews out-of-class.

Students will be using questions relating to three key features—principles, planning cycle, and integrated curriculum—of the *California Preschool Curriculum Framework, Volume 2* to review other curricula. This will mean that they must have access to copies of curricula for early childhood that are available commercially or that they will be exploring programs to find these features in existing programs.



It is recommended that students engage with this key topic after they have become familiar with what is in the domains of the *California Preschool Curriculum Framework, Volume 2* because this key topic will require some critical thinking and reflection on the part of students.

As further support and preparation, some of the content of this key topic can be explored in more depth in other key topics in this instructional guide. The eight overarching principles are explored in Key Topic 2 of Unit 1 in this instructional guide. Opportunities to practice using the curriculum-planning cycle are provided in Key Topic 2 in this unit.

There is also a short exercise in this key topic for students to consider cognitive development, which is not developed as a domain in either the foundations or the framework.

If instructors have not used the exercise that introduces Unit 1 of this instructional guide, “Getting Ready for the Unit and Connecting to Experience,” instructors might find that useful here. It could be used as an introduction to this key topic. That exercise helps students develop a working definition of a framework, considers the eight overarching principles, the curriculum process, environments and materials, and interactions and strategies in that context.

Three handouts are provided with this key topic—one for each subtopic. Electronic versions of these handouts will be available when this instructional guide is online at <http://www.wested.org/facultyinitiative>.

### Information Delivery

There are three subtopics in this key topic, and important information is embedded in the subtopics. Ensure that students are familiar with the introductory chapter of the *California Preschool Curriculum Framework, Volume 2*. It should be assigned reading before working through this key topic.

### Active Learning

#### ***Subtopic 1: Using the Eight Overarching Principles as a Lens for Viewing Curricula***



Slides 2-3

#### **Getting it started**

Bring students' attention to pages 5–9 in the *California Preschool Curriculum Framework, Volume 2* that describe the eight overarching principles. If instructors want a fuller introduction to the principles, Key Topic 2 in Unit 1 of this instructional guide will help students explore the eight overarching principles in more depth. Explain to students that these eight overarching principles have been developed to emphasize curriculum for young children that is individually, culturally, and linguistically responsive.



Instructors might want to assign specific curricula or approve some that students know and might be using in their work. Using these overarching principles to review curricula can provide a way to see how a commercial curriculum or one that has been developed within a program puts these principles into practice. Students will be using these principles as they look through a commercially available curriculum to find examples of the principles.

There is a set of questions that follows, which can be used for reviewing curricula. Each overarching principle is addressed through a key question and one or two follow-up questions that might clarify and/or expand the inquiry.

These questions are available on Handout 1, included with this key topic, with space provided for notes and comments.



Slides 4-12

### Keeping it going

These questions can be used as they are, or time could be spent in class expanding or clarifying them.

As they go through these questions, suggest that students keep in mind this question: In reviewing curriculum—either a published curriculum or one developed in my program—do I find ways in which these eight overarching principles are put into practice?

- **How in the curriculum are relationships built, supported, and maintained?** Between whom—children, teachers, families? Is there space that would support relationships? Is there time that would support teachers knowing children and families?
- **Do opportunities for learning occur in the context of play?** Are there times, materials, and spaces specifically for play?
- **Are routines, spaces, materials, and interactions designed to address integrated learning across domains?** Are the visual and performing arts, physical development, and health addressed together across many activities?
- **Is there intentional teaching in both planned learning experiences and attention to moment-to-moment teaching opportunities?** Are systems of assessment, documentation, reflection, and planning in place so that teachers work purposefully to guide children's developmental progress and learning?



- **How are family and community partnerships developed and maintained?** Are there both informal and systematic ways to exchange information with families? What connections to community groups exist?
- **How do teachers recognize and adapt to individual children?** Are there specific teaching strategies or professional supports that ensure this?
- **How are children's cultures and languages respected?** Do learning materials and environments reflect home languages and cultures? How does regular communication between families and teachers happen?
- **Is there specific time allotted to the curriculum-planning process, so that teaching is enhanced through reflection and discussion?** Are there specific procedures and times for professionals to maintain the products of documentation, engage in individual reflection, and plan curriculum as a team?

#### **Taking it further**

Students can investigate these questions in a number of ways.

- They could interview a program director or teacher.
- A panel of directors or teachers from different programs could be invited to a class session, and students could record the panelists' responses to these questions.
- The questions could be used for an observational assignment, with students recording concrete examples or descriptions of how each overarching principle is played out in practice.

#### **Online Options**

If students do interviews or observations, they could post their interview summaries or observation notes online. Students then could review all the interviews or notes and be prepared to discuss them in class or compile examples from them into a personal resource tool.

#### **Putting it together**

Ask students who may be currently working as teachers or as administrators how they could incorporate this principle-based review into their program planning and curriculum development.

Also ask students how they could communicate these overarching principles to families. To deepen the work regarding families and the eight principles, ask students to plan a family night to acquaint families with the principles.



## ***Subtopic 2: Using the Curriculum-Planning Cycle as a Lens for Viewing Curricula***



Slide 13

### **Getting it started**

Before introducing students to a way to use the curriculum-planning cycle to review curricula, it will be important that students have read pages 27–34 in the *California Preschool Curriculum Framework, Volume 2*. It might also be helpful to develop some agreed-upon descriptions of the key parts of the cycle.

Information on these key parts can be found on the following pages in the *California Preschool Curriculum Framework, Volume 2*:

- Observation (p. 27)
- Documentation (p. 28)
- Reflection, discussion, and planning (pp. 29–30)
- Implementation (p. 31)



Slides 14-18

### **Keeping it going**

Once they have a clear idea of how these are described in the curriculum framework, ask students to consider the set of five questions at the end of this active learning segment for reviewing curricula. Again, instructors might want to spend some time going through these questions with students and asking if there are additional clarifying or expanding questions they might want to ask.

As students consider these five questions, suggest that they keep in mind this overarching question: How are the components of the curriculum-planning cycle seen in the curriculum I am reviewing?

As in Subtopic 1 of this key topic, students can explore the five following questions in a number of ways.

- They could interview a program director or teacher.
- A panel of directors or teachers from different programs could be invited to a class session, and students could record the panelists' responses to these questions.
- The questions could be used for an observational assignment, with students recording concrete examples or descriptions of where they see these parts of the planning cycle played out in practice.



Here are the questions to use when looking for how the planning cycle is addressed in curricula, Handout 2, included with this key topic, provides these questions with room for notes.

- How is observation supported? Are there times available for teachers to carefully watch and listen?
- How is documentation supported? What processes are in place to develop documentation for each child? Are multiple means of documentation available and used? How are time and materials provided for maintaining documentation? How is family input gathered and included in documentation? How is documentation shared with families?
- What planned opportunities are in place for teachers to reflect, discuss their observations, and review their documentation?
- Is planning done based on reflection and discussion? Is documentation consulted when planning is done? How are family culture and language included in the planning process?
- How is curriculum adjusted based on observation, documentation, and reflection? Are intentional teaching strategies developed and implemented?

**Note:** Ensure that students are not viewing documentation on individual children without family permission. Additionally, suggest that students look at what the planning cycle procedures and systems are, not necessarily how they play out for any individual child.

### ***Subtopic 3: Using the Domains of the California Preschool Curriculum Framework, Volume 2 as a Lens to View Integration Across Domains in Curricula***



Slides 18-23

The *California Preschool Curriculum Framework, Volume 2* addresses the learning and development domains of performing and visual arts, physical development, and health. In addition, four domains of learning and development are addressed in the *California Preschool Curriculum Framework, Volume 1*: Social-Emotional Development, Language and Literacy, English-Language Development, and Mathematics. Many of the environments and materials and interactions and strategies in all these domains provide examples where students can see that they support development across domains.

As one way to begin this subtopic, instructors might review the domains in the *California Preschool Curriculum Framework*,



*Volume 2* and ask students to look specifically for environments and materials and/or interactions and strategies that would support learning and development in more than one domain. This could be done as a review, if students have already explored the three domains, or as an extended assignment to be done out-of-class.

As students review other curricula, ask them to consider these questions regarding integrated curriculum that are also listed on Handout 3 of this key topic:

- Where is the need for integrated curriculum specifically addressed?
- How is dual language development addressed? As a way to get to know all children, what is available to be used in the planning process to gauge each child's current comprehension and use of English?
- Are there environments and materials designed to address multiple developmental domains? For example, are there books and writing materials in all areas? How do environments and materials reflect children's language, culture, and family life?
- Do environments and materials designed for specific domains show evidence that other domains are also considered? For example, does a book area contain books on healthy habits? Are there books in the home language(s) of children in the program?
- Are interactions and strategies used that cut across domains? For example, is dramatic play used during active outdoor time? Are songs or chants related to health used throughout the day?

### **Taking it further**

The preceding questions might be hard to deal with in published curriculum, and exploring these questions might be more fruitful as an observational assignment, with students recording concrete examples or descriptions of where they see integrated curriculum played out in practice.

#### **Online Options**

Students could complete their reviews of curricula using the three lenses outside class and then post their reviews online. If instructors ask students to review different curricula, students will have the opportunity to learn about different curricula by reading their classmates' reviews.





**Note:** Integrated curriculum might also be seen on video that is available.

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## Reflection



Slide 24

The following questions can be addressed as a journaling exercise or as a class discussion:

- What stood out for you in this key topic?
- What new insights do you have?
- How will this influence your work with young children now or in the future?

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## Deeper Understanding



Slide 25-27

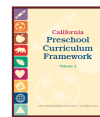
### Integrating Cognitive Development Across the Domains

Cognitive development is a developmental domain that is considered important in many curricula for young children. The foundations and curriculum framework are organized by content that maps onto the California K-12 curriculum frameworks and educational standards, where there is no separate area of cognitive development. Therefore, it is not a separate domain in either the foundations or the curriculum framework. However, there are many developmental and learning processes that cut across domains in early childhood and are considered important to overall cognitive development.

Ask students to address this issue by developing their own version of what a cognitive domain might look like in the curriculum framework. To do this, they will have to develop a list of what is considered cognitive development in other curricula and early childhood documents, including texts on child development.

Then ask them to review the substrands in the *California Preschool Curriculum Framework, Volume 2* and decide which might fit into a cognitive domain. Depending on their level of education and experience, students might go deeper into the challenge and look for environments and materials or interactions and strategies that could apply directly to cognitive development.





## Looking for the Overarching Principles

Instructions: Look through your assigned curriculum and note examples of each overarching principle.

Curriculum reviewed:

Overarching Principles	Question To Ask in Looking for How the Principles Are Played Out in Other Curricula	Pages Where Examples Are Found	Notes
<b>Relationships are central</b>	<p><b>How in the curriculum are relationships built, supported, and maintained?</b></p> <p>Between whom—children, teachers, families? Is there space that would support relationships?</p> <p>Is there time that would support teachers knowing children and families?</p>		
<b>Play is a primary context for learning</b>	<p><b>Do opportunities for learning occur in the context of play?</b></p> <p>Are there times, materials, and spaces specifically for play?</p>		

**California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:**  
 Key Topic 1 – Three Lenses for Viewing Curriculum  
 Handout 1 – Looking for the Overarching Principles



Overarching Principles	Question To Ask in Looking for How the Principles Are Played Out in Other Curricula	Pages Where Examples Are Found	Notes
<b>Learning is integrated</b>	<p><b>Are routines, spaces, materials, and interactions designed to address integrated learning across domains?</b></p> <p>Are the visual and performing arts, physical development, and health addressed together across many activities?</p>		
<b>Intentional teaching enhances children's learning experiences</b>	<p><b>Is there intentional teaching in both planned learning experiences and attention to moment-to-moment teaching opportunities?</b></p> <p>Are systems of assessment, documentation, reflection, and planning in place so that teachers work purposefully to guide children's developmental progress and learning?</p>		



Overarching Principles	Question To Ask in Looking for How the Principles Are Played Out in Other Curricula	Pages Where Examples Are Found	Notes
<b>Family and community partnerships create meaningful connections</b>	<b>How are family and community partnerships developed and maintained?</b>  Are there both informal and systematic ways to exchange information with families?  What connections to community groups exist?		
<b>Individualization of learning includes all children</b>	<b>How do teachers recognize and adapt to individual children?</b>  Are there specific teaching strategies or professional supports that ensure this?		

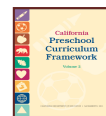


Overarching Principles	Question To Ask in Looking for How the Principles Are Played Out in Other Curricula	Pages Where Examples Are Found	Notes
<b>Responsiveness to culture and language supports children's learning</b>	<b>How are children's cultures and languages respected?</b>  Do learning materials and environments reflect home languages and cultures?  How does regular communication between families and teachers happen?		
<b>Time for reflection and planning enhances teaching</b>	<b>Is there specific time allotted to the curriculum-planning process, so that teaching is enhanced through reflection and discussion?</b>  Are there specific procedures and times for professionals to maintain the products of documentation, engage in individual reflection, and plan curriculum as a team?		



## Looking For The Curriculum-Planning Cycle

Instructions: Look through your assigned curriculum and note examples of how the planning cycle is addressed by responding to the questions for each element of the planning cycle.



Curriculum reviewed:

Components of the Planning Cycle	Questions To Ask in Looking for How the Planning Cycle Is Described and Played Out in Other Curricula	Pages Where Examples Are Found	Notes
Observation	<p>How is observation supported?</p> <p>Are there times available for teachers to carefully watch and listen?</p>		
Documentation	<p>How is documentation supported?</p> <p>What processes are in place to develop documentation for each child?</p> <p>Are multiple means of documentation available and used?</p> <p>How are time and materials provided for maintaining documentation?</p> <p>How is family input gathered and included in documentation?</p> <p>How is documentation shared with families?</p>		

**California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:**  
 Key Topic 1 – Three Lenses for Viewing Curriculum  
 Handout 2 – Looking for the Curriculum-Planning Cycle



<b>Components of the Planning Cycle</b>	<b>Questions To Ask in Looking for How the Planning Cycle Is Described and Played Out in Other Curricula</b>	<b>Pages Where Examples Are Found</b>	<b>Notes</b>
Reflection, discussion, and planning	<p>What planned opportunities are in place for teachers to reflect, discuss their observations, and review their documentation?</p> <p>Is planning done based on reflection and discussion?</p> <p>Is documentation consulted when planning is done?</p> <p>How are family, culture, and language included in the planning process?</p>		
Implementation	<p>How is curriculum adjusted based on observation, documentation, and reflection?</p> <p>Are intentional teaching strategies developed and implemented?</p>		

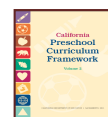


## Looking For Integrated Curriculum Across Domains

Instructions: Look through your assigned curriculum and note examples of how the curriculum is integrated across different domains.

Curriculum reviewed:

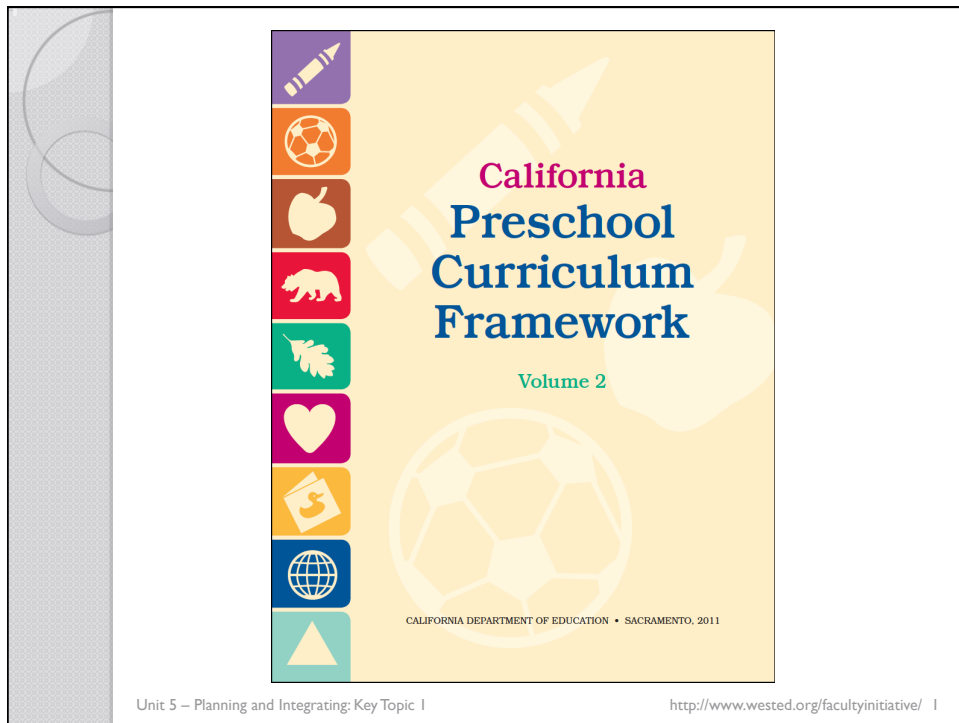
Question To Ask in Looking for How Integrated Curriculum Is Described and How It Is Recommended to Be Implemented	Pages Where Examples Are Found	Notes
Where is the need for integrated curriculum specifically addressed?		
<p>How is dual language development addressed?</p> <p>As a way to get to know all children, what is available to be used in the planning process to gauge each child's current comprehension and use of English?</p>		





Question To Ask in Looking for How Integrated Curriculum Is Described and How It Is Recommended to Be Implemented	Pages Where Examples Are Found	Notes
<p>Are there environments and materials designed to address multiple developmental domains? For example, are there books and writing materials in all areas?</p> <p>How do environments and materials reflect children's language, culture, and family life?</p>		
<p>Do environments and materials designed for specific domains show evidence that other domains are also considered? For example, does a book area contain books on healthy habits?</p> <p>Are there books in the home language(s) of children in the program?</p>		
<p>Are interactions and strategies used that cut across domains? For example, is dramatic play used during active outdoor time?</p> <p>Are songs or chants related to health used throughout the day?</p>		





## *Planning and Integrating Curriculum*

The eight overarching principles in the *California Preschool Curriculum Framework, Volume 2* include:

1. Relationships are central.
2. Play is a primary context for learning.
3. Learning is integrated.
4. Intentional teaching enhances children's learning experiences.

## *Planning and Integrating Curriculum*

5. Family and community partnerships create meaningful relationships connections.
6. Individualization of learning includes all children.
7. Responsiveness to culture and language supports children's learning.
8. Time for reflection and planning enhances learning.

## *Planning and Integrating Curriculum*

### ***Keep in mind...***

- When reviewing curriculum (either a published curriculum or one developed in my program), are there ways in which these eight overarching principles are put into practice?

## *Planning and Integrating Curriculum*

- **How in the curriculum are relationships built, supported, and maintained?**
  - Between whom (children, teachers, families)?
  - Is there space that would support relationships?
  - Is there time that would support teachers knowing children and families?

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## *Planning and Integrating Curriculum*

- **Do opportunities for learning occur in the context of play?**
  - Are there times, materials, and spaces specifically for play?



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## *Planning and Integrating Curriculum*

- **Are routines, spaces, materials, and interactions designed to address integrated learning across domains?**



- Are the visual and performing arts, physical development, and health addressed together across many activities?

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## *Planning and Integrating Curriculum*

- **Is there intentional teaching in both planned learning experiences and attention to moment-to-moment teaching opportunities?**
  - Are systems of assessment, documentation, reflection, and planning in place so that teachers work purposefully to guide children's developmental progress and learning?

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## *Planning and Integrating Curriculum*

- **How are family and community partnerships developed and maintained?**
  - Are there both informal and systematic ways to exchange information with families?
  - What connections to community groups exist?

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## *Planning and Integrating Curriculum*

- **How do teachers recognize and adapt to individual children?**
  - Are there specific teaching strategies or professional supports that ensure this?



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## *Planning and Integrating Curriculum*

- **How are children's cultures and languages respected?**
  - Do learning materials and environments reflect home languages and cultures?
  - How does regular communication between families and teachers happen?



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## *Planning and Integrating Curriculum*

- **Is there specific time allotted to the curriculum-planning process, so that teaching is enhanced through reflection and discussion?**
  - Are there specific procedures and times for professionals to maintain the products of documentation, engage in individual reflection, and plan curriculum as a team?

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## Planning and Integrating Curriculum

### Key parts of the curriculum-planning cycle:

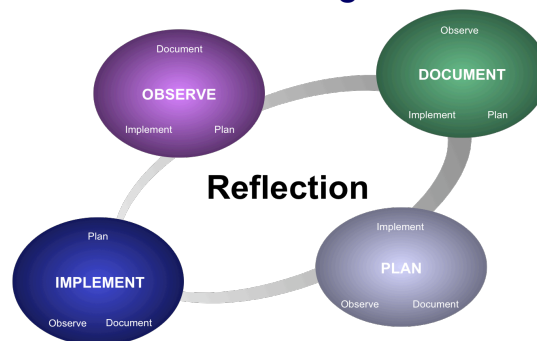
*California Preschool Curriculum Framework, Volume 2 (pp. 27-34):*

- Observation (p. 27)
- Documentation (p. 28)
- Reflection, discussion, and planning (pp. 29–30)
- Implementation (p. 31)

## Planning and Integrating Curriculum

### Keep in mind...

- How are the components of the curriculum-planning cycle seen in the curriculum I am reviewing?



## *Planning and Integrating Curriculum*

- How is observation supported?
  - Are there times available for teachers to carefully watch and listen?



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## *Planning and Integrating Curriculum*

- How is documentation supported?
  - What processes are in place to develop documentation for each child?
  - Are multiple means of documentation available and used?
  - How are time and materials provided for maintaining documentation?
  - How is family input gathered and included in documentation?
  - How is documentation shared with families?

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## *Planning and Integrating Curriculum*

- What planned opportunities are in place for teachers to reflect, discuss their observations, and review their documentation?
- Is planning done based on reflection and discussion?
- Is documentation consulted when planning is done?
- How are family culture and language included in the planning process?

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## *Planning and Integrating Curriculum*

- How is curriculum adjusted based on observation, documentation, and reflection?
- Are intentional teaching strategies developed and implemented?



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## *Planning and Integrating Curriculum*

The *California Preschool Curriculum Framework, Volume 2* addresses the learning and development domains of:

- Performing and visual arts
- Physical development
- Health

## *Planning and Integrating Curriculum*

- Where is the need for integrated curriculum specifically addressed?
- How is dual language development addressed?
  - As a way to get to know all children, what is available to be used in the planning process to gauge each child's current comprehension and use of English?

## *Planning and Integrating Curriculum*

- Are there environments and materials designed to address multiple developmental domains? For example, are there books and writing materials in all areas?
- How do environments and materials reflect children's language, culture, and family life?

## *Planning and Integrating Curriculum*

- Do environments and materials designed for specific domains show evidence that other domains are also considered?
  - For example, does a book area contain books on healthy habits?
  - Are there books in the home language (s) of children in the program?

## *Planning and Integrating Curriculum*

- Are interactions and strategies used that cut across domains?
  - For example, is dramatic play used during active outdoor time?
  - Are songs or chants related to health used throughout the day?

*Wash, wash, wash your hands*

*Wash them each day*

*Scrub and scrub and scrub*

*Scrub the germs away!*



- What stood out for you in this key topic?
- What new insights do you have?
- How will this influence your work with young children now or in the future?

## *Planning and Integrating Curriculum*

### **Integrating Cognitive Development Across the Domains**

- Cognitive development is an important domain in many curricula for young children.
- The foundations and curriculum framework are organized by content that maps onto the California K-12 curriculum frameworks and educational standards, where there is no separate area of cognitive development.

## *Planning and Integrating Curriculum*

### **Integrating Cognitive Development Across the Domains**

- Therefore, cognitive development is not a separate domain in either the preschool foundations or the preschool curriculum framework.
- Many developmental and learning processes that cut across domains in early childhood and are considered important to overall cognitive development.



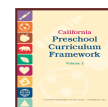
## *Planning and Integrating Curriculum*

### **Integrating Cognitive Development Across the Domains**

- Develop your own version of what a cognitive domain might look like in the curriculum framework.
  - Create a list of what is considered cognitive development in other curricula and early childhood documents, including texts on child development.
- Review the substrands in the *California Preschool Curriculum Framework, Volume 2* and decide which might fit into a cognitive domain.

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# Unit 5 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

## Key Topic 2: Integrated Planning Using California’s Early Learning and Development System

### Focus of Unit 5 – Key Topic 2

Students explore a curriculum-planning process that includes using the Desired Results Developmental Profile, the *California Preschool Learning Foundations, Volume 2*, and the *California Preschool Curriculum Framework, Volume 2*. Students are provided with questions to consider as they make curriculum decisions in this planning process.

### Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project’s (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Practicum-Field Experience

### Instructional Methodologies

- Small group work
- Jigsaw reading
- Note-taking outline or guide
- Shared problem solving
- Reflection—individual
- Class discussion

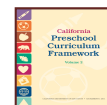


### **California Early Childhood Educator Competency Areas to Consider**

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development Division's California Early Childhood Educator Competencies. The "Competency Areas to Consider" below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Professionalism





# Unit 5 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

## Key Topic 2: Integrated Planning Using California’s Early Learning and Development System

### Before You Start

This key topic is designed to help students see how the *California Preschool Curriculum Framework, Volume 2* fits into the planning cycle as defined in Chapter 1. This exercise is limited to the domains in the *California Preschool Curriculum Framework, Volume 2*, although some reflection across other domains is encouraged. There will be an expanded discussion of the planning process across all nine domains upon the release of the *California Preschool Curriculum Framework, Volume 3*.

The active learning in this key topic provides a skeleton discussion and a pattern for using the Desired Results Developmental Profile (DRDP), the preschool learning foundations, and the *California Preschool Curriculum Framework, Volume 2* in the curriculum-planning cycle. The exercise can be used as an introductory experience, or, depending on the experience and education level of students and the course in which it is being used, it can be expanded with more samples and examples. Even as an introduction to using the system and planning cycle for planning, it will most likely require a full three-hour class or session. There are several parts of this key topic that will require time for students to review text and handouts. It is strongly advised that instructors work through this key topic themselves before introducing it to students.

The key topic as written takes students through observation, documentation, discussion, and reflection before introducing the *California Preschool Curriculum Framework, Volume 2* as a resource. This will be review for some students and some classes, but the process will help get students ready to explore how to use the curriculum framework as a resource. The “Active Learning” section takes students through an exploration of DRDP results for an individual child first and then goes on to work with the results for a small group of children. Because a suggested DRDP summary is provided as Handout 2 with the group results, instructors might want to begin with the group results depending on students’ comfort with assessment and the DRDP.

Some prior work might be helpful to prepare students for this experience with the curriculum framework in this key topic.

First, Key Topic 3 in Unit 1 of this instructional guide will help students get a firm idea of what is meant by various terms in the curriculum-planning cycle graphic on page 27 of the *California Preschool Curriculum Framework, Volume 2*. That graphic will be central to the exercise that follows, and it might be worth going through that fairly short and straightforward



exercise in Key Topic 3 before starting the active learning for this key topic. This will give all students the same working definitions and understandings.

Second, the sole key topic for Unit 2 in the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1* can be used to familiarize students with the components of the California Department of Education's Early Learning and Development System. This key topic is available on the Faculty Initiative Project's Web site (<http://www.wested.org/facultyinitiative/PCF/index.html - unit2.html>).

This system is graphically represented on page 303 of the *California Preschool Curriculum Framework, Volume 1*. Note that the center box is mislabeled in the graphic on page 303 of the 2010 printing. It should read "Learning and Development Foundations." Handout 1, following this key topic, is the corrected version of the graphic.

Several of California Department of Education's early childhood initiatives and publications provide substance for this early learning and development system. Three that are mentioned in the graphic and that are relevant for this key topic are the learning foundations, the curriculum frameworks, and the Desired Results Assessment System. There are several components of the Desired Results Assessment System, but only the Desired Results Developmental Profile (DRDP) will be addressed in this key topic. These three initiatives and publications are brought to bear on the planning process in the following ways:

- 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.

Keep in mind that these parts of California's system are combined with other resources such as additional documentation and published curricular resources to fill out the curriculum-planning process.

This key topic will not address how to administer or score the DRDP. Extensive DRDP resources for trainers, administrators, teachers, and families are online at <http://www.wested.org/desiredresults/training/index.htm>. The DRDP is included here as part of California's Early Learning and Development system so that students will experience including it in the planning process.

Students will explore contextual information for the planning process, a pattern for considering California Department of Education initiatives and publications in that process, and ideas and questions for reflection. This exploration of the planning process will not provide students with the right answers to the questions that are offered for consideration



and reflection; instead students will have an opportunity to practice the planning process with these questions to consider. It is important to do this work in small groups so that students can experience the process of reflecting with their peers and/or families. The groups will be doing concentrated work and might need fairly intensive support and guidance.

There are four handouts included with this key topic. Electronic versions of these handouts will be available when this instructional guide is online at <http://www.wested.org/facultyinitiative>.

## Information Delivery



Slides 2-4

Discuss California's context for planning, using the components of the California Early Learning and Development System as presented in the corrected version of the graphic on page 303 of the *California Preschool Curriculum Framework, Volume 1*. Handout 1, following this key topic, is the corrected version of the graphic.

Several of California Department of Education's early childhood initiatives and publications provide substance for this system. Three that are relevant here are the Desired Results Assessment System, the preschool learning foundations, and the curriculum frameworks.

These are brought to bear on the planning process in the following ways:

- 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—Desired Results Developmental Profile (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.

## Active Learning



Slides 5-6

### Getting it started

Organize students into groups of three. In each group, assign one student to each of the three domains in the *California Preschool Curriculum Framework, Volume 2*. Let students know that they are going to look more closely at how to use the curriculum framework as a resource in the planning process.

Review the graphic on page 27 of the *California Preschool Curriculum*



*Framework, Volume 2* called “The Reflective Curriculum Planning Process.” Remind students that this graphic represents an ongoing, cyclical, evolving process. Teachers are continually observing, documenting, reflecting, discussing, and then planning to make adjustments in environments, materials, interactions, and strategies based on what they observe and document.

**The first part of the process is observation and documentation.**

Direct students to the sections entitled “Observe, reflect, document” that begin on page 27 of the *California Preschool Curriculum Framework, Volume 2*. Ask each group to find definitions of the terms “observation” and “documentation” and write them on separate sheets of paper so that they can keep them at hand.

Remind students that observation and documentation are processes; they involve more than just products. These two processes help teachers document a picture of the child and get to know the child’s story, which they then can reflect on when they are planning curriculum.

Now ask students to find examples in the text of ways to document and ask them to write them on their sheets of paper. Ask them to add any other methods that they have used, seen, or heard of.

**Online Options**

Students could individually write short papers that include the definitions of the terms “observation” and “documentation” and examples of documentation. They then post their papers and review those of their classmates. After reviewing them, students can revise their own definitions and examples. Upon instructor’s recommendation, these revised papers can then be resource tools for students in their work.

Next, ask students to read both vignettes on pages 27–29 and find where the DRDP comes into the process. Point out that the DRDP is used in two ways:

- As the teacher in the vignettes observes the children, she or he 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 next part of the process is discussion and reflection.**

This step involves looking at documentation, reflecting on it, and discussing it with coworkers. This is an ongoing process, and, periodically in this process, the DRDP is brought in for discussion about what curricular adjustments its results indicate might be made. Remind students that the DRDP is a measurement tool based on samples of



observable behaviors in each domain. The DRDP is one of many sources for curricular decisions.



Slide 7

### Keeping it Going

The following three steps are to guide students in practicing using the DRDP, foundations, and framework in the planning process. If you have sample documentation available from previous work or other sources, it could be used along with the DRDP Rating Record provided here.

### Step 1

We do not have specific documentation samples to work from, but let's look at the DRDP and see what we can learn from that.



Slide 8

Sample documentation is available for downloading at [http://www.wested.org/desiredresults/training/resource\\_drdp.htm-pstools](http://www.wested.org/desiredresults/training/resource_drdp.htm-pstools), but it is related to scoring the DRDP from documentation and could be used here only to see what documentation would look like that relates to DRDP use. If scored, it will not match the sample DRDP provided here.

Ask the students to remain in their groups and ask them to review the sample DRDP Rating Record of an individual child that is provided as Handout 2 following this key topic. Then they should consider these questions:

- 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?

#### Online Options

The sample DRDP Rating Record of an individual child and the questions from Step 1 could be posted online for students to review. Students could then respond to the questions in Step 1 online and post their responses for instructor review. Or students could review their classmates' responses and be prepared to discuss them in a class session.



Slide 9

### Step 2

Next, direct students to the foundations to explore areas of development that can be supported or strengthened. Make sure they consider all three domains in the *California Preschool Learning Foundations, Volume 2*. Ask students to look specifically for their assigned domain, but make sure that each group then discusses all the domains among themselves.

A look at the foundations is included here to get an idea of what we want this child to learn over time. We are using the foundations here as goal-like statements describing key areas of development where we would like to see children make progress. They help us see where children are on a continuum of development, where they are headed, and how we can support that.



It is helpful if students have previously explored the foundations, but the Appendix, on pages 103-112 of the *California Preschool Learning Foundations, Volume 2* can help them think through where they might like to see this child make progress.

Point out to students that they will not find exact mapping of the DRDP onto the foundations. Physical development and health are domains in the DRDP, but the measures are not entirely identical to the content of those domains in the foundations. Students should be looking for developmental areas and then the foundations to identify knowledge and skills that curriculum planning should aim to support. This will require thinking across what is represented on the DRDP and how this relates to the foundations in the *California Preschool Curriculum Framework, Volume 2*

Ask students to think about these questions:

- 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?

### Step 3

Now it is time to use the curriculum framework as a resource to find ways to support development in those designated substrands. It is very important here for students to understand that they will not find specific foundations in the curriculum framework but will see guidance for supporting children's progress within domains, strands, and substrands.



Slide 10

Next, in their groups, direct students to go to the *California Preschool Curriculum Framework, Volume 2* and ask each student to look in his or her previously assigned domain for suggested environments and materials that might be helpful to this child. As they do this, ask them to consider how suggestions from one domain would support development in various other domains of the *California Preschool Curriculum Framework, Volume 2*. For example, how could environments and materials suggested in the visual and performing arts domain support development in the physical development domain as well? Health domain? Encourage this cross-domain thinking as much as possible.

Then, ask students to look for interactions and strategies that might be helpful to this child. Again, as they do this, ask them to consider how suggestions from one domain would support development in another domain. For example, how could interactions and strategies suggested in the physical development domain support development in visual and performing arts? Health? As with the environments and materials, encourage this cross-domain thinking as much as possible.





Slides 11-14

**Taking it further**

Repeat this process with the DRDP “Group Data Summary” provided following this key topic as Handout 3. Remind them that, as with the individual child data, the DRDP is reviewed along with other observations and documentation. The DRDP comes into the process only periodically, but we are using it here so we can see how the pieces of the California Early Learning and Development System work together. Handout 4, included with this key topic, provides a possible summary of what these group results suggest. This is intended as a guide for thinking about the results. Students might have some different ideas about what the results suggest. Because of the nature of the DRDP, results might suggest work on domains that are in Volume 1 of the *California Preschool Learning Foundations* and Volume 1 of the *California Preschool Curriculum Framework*. This might be puzzling to students but is a good indication of the way curriculum support can be developed around multiple domains and might elicit some thoughts about how to work across domains. Handout 4, included with this key topic, will take them through the questions that follow, with suggested responses, and prepare students for using the framework as a resource for planning.

As they did in Step 1 for the individual child, have students begin by asking these questions:

- 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?

Then continue the process by looking through the foundations as you did for the individual child, and then go on to the curriculum framework.

Again ask students to work in their groups of three and go to the *California Preschool Curriculum Framework, Volume 2* for suggested environments and materials that might be helpful for this cluster of children and to look across domains wherever possible, as they did with the individual child profile. Then ask students to look for interactions and strategies that might be helpful for this cluster of children and, again, to look across domains as much as possible.



Slides 15-16

**Putting it together**

Go back to the curriculum-planning cycle graphic on page 27 of the *California Preschool Curriculum Framework, Volume 2* and remind students that this is an ongoing, cyclical, evolving process. Once they have found guidance in the curriculum framework, decisions are made about how to implement these intentional adjustments, and then the cycle begins again.



Close this exercise by posing these questions:

- What did you learn about how the California Early Learning and Development System works?
- What did you learn about using the *California Preschool Curriculum Framework, Volume 2* as a resource in the curriculum-planning cycle, as illustrated on page 27 of the curriculum framework?

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## Reflection

The following questions can be addressed as a journaling exercise or as a class discussion:



Slide 17

- 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 2* as a resource for curriculum planning?

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## Deeper Understanding



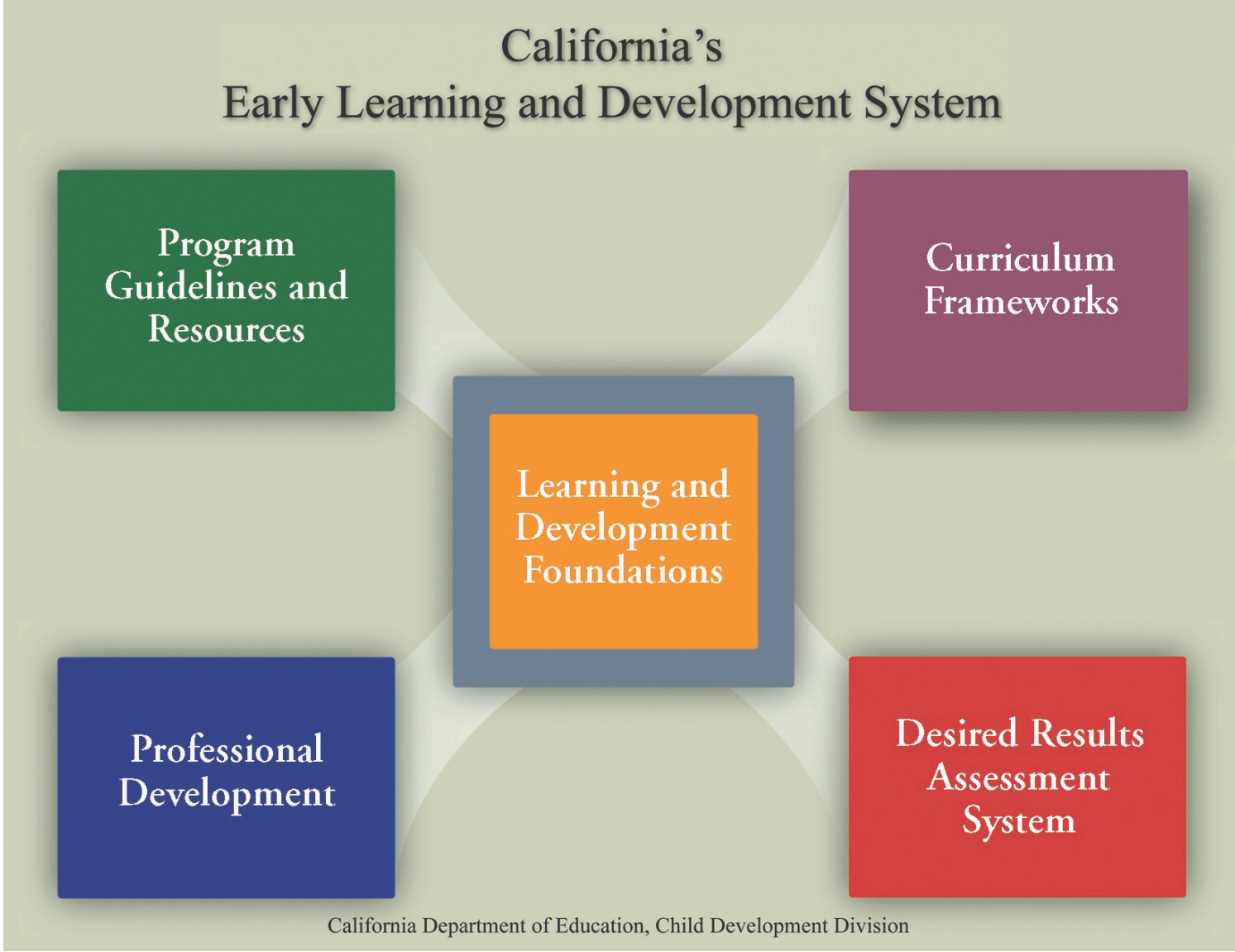
Slides 18-19

This learning experience has asked students to work across documents and across domains. This has been designed to promote curriculum that is integrated across domains. Ask students to review the eight overarching principles that guided the development of the *California Preschool Curriculum Framework, Volume 2*, as well as the rationales for these overarching principles. These begin on page 5 of the curriculum framework. Go through these overarching principles one at a time and ask students to find statements in the rationale paragraphs that tell or suggest how this principle relates to integrated curriculum. As instructors go through the overarching principles, point out to students how foundational these eight overarching principles are to our daily work with young children.





**California Preschool Curriculum Framework as a Resource for Planning and Integrating**  
**Curriculum:**  
 Key Topic 2 – Integrated Planning Using the California’s Early Learning and Development System  
 Handout 1 – California’s Early Learning and Development System





**California Preschool Curriculum Framework as a Resource for Planning and Integrating**  
**Key Topic 2 – Integrated Planning Using the California's Early Learning and Development System**  
**Handout 2 – Integrated Planning Using the Planning Process**

Desired Results Developmental Profile—Preschool® (2010) Rating Record				DRDP-PS® (2010)				
Date of assessment: <u>April 4, 2010</u>		Child: <u>any child</u>		Observer: <u>Teacher A</u>				
Classroom: <u>Blue room</u>		Site: <u>Center Street</u>		Agency: <u>ABC</u>				
Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the <b>Developmental Level</b> the child has mastered. Mark the column <b>Emerging</b> if the child is emerging to the next level for a measure. Mark the column <b>Unable to Rate</b> in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. ix)								
PS Measure	<b>DOMAIN: Self and Social Development (SSD)</b>	Not yet at first level	Developmental Level				Emerging	Unable to Rate
			Exploring	Developing	Building	Integrating		
1	<b>SSD1:</b> Identity of self			X				
2	<b>SSD2:</b> Recognition of own skills and accomplishments				X			
3	<b>SSD3:</b> Expressions of empathy			X				
4	<b>SSD4:</b> Impulse control			X				
5	<b>SSD5:</b> Taking turns		X					
6	<b>SSD6:</b> Awareness of diversity in self and others			X				
7	<b>SSD7:</b> Relationships with adults			X				
8	<b>SSD8:</b> Cooperative play with peers		X					
9	<b>SSD9:</b> Socio-dramatic play				X			
10	<b>SSD10:</b> Friendships with peers			X				
11	<b>SSD11:</b> Conflict negotiation		X					
12	<b>SSD12:</b> Shared use of space and materials		X					
PS Measure	<b>DOMAIN: Language and Literacy Development (LLD)</b>	Not yet at first level	Developmental Level				Emerging	Unable to Rate
			Exploring	Developing	Building	Integrating		
13	<b>LLD1:</b> Comprehension of meaning			X				
14	<b>LLD2:</b> Following increasingly complex instructions			X				
15	<b>LLD3:</b> Expression of self through language				X			
16	<b>LLD4:</b> Language in conversation			X				
17	<b>LLD5:</b> Interest in literacy			X				
18	<b>LLD6:</b> Comprehension of age-appropriate text presented by adults			X				
19	<b>LLD7:</b> Concepts about print			X				
20	<b>LLD8:</b> Phonological awareness			X				
21	<b>LLD9:</b> Letter and word knowledge				X			
22	<b>LLD10:</b> Emergent writing				X			



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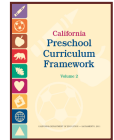


Desired Results Developmental Profile—Preschool® (2010)					DRDP-PS® (2010)				
Rating Record									
Date of assessment: <u>April 4, 2010</u>		Child: <u>any child</u>		Observer: <u>teacher A</u>					
Classroom: <u>Blue Room</u>		Site: <u>Center Street</u>		Agency: <u>ABC</u>					
Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the <b>Developmental Level</b> the child has mastered. Mark the column <b>Emerging</b> if the child is emerging to the next level for a measure. Mark the column <b>Unable to Rate</b> in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. ix)									
PS Measure	<b>DOMAIN: English Language Development (ELD)</b>	English only language spoken in home	Not yet at first level	<b>Developmental Level</b>				Emerging	Unable to Rate
				Exploring	Developing	Building	Integrating		
23	ELD1: Comprehension of English (receptive English)								
24	ELD2: Self-expression in English (expressive English)								
25	ELD3: Understanding and response to English literacy activities								
26	ELD4: Symbol, letter, and print knowledge in English								
PS Measure	<b>Domain: Cognitive Development (COG)</b>		Not yet at first level	<b>Developmental Level</b>				Emerging	Unable to Rate
				Exploring	Developing	Building	Integrating		
27	COG1: Cause and effect								
28	COG2: Problem solving								
29	COG3: Memory and knowledge								
30	COG4: Curiosity and initiative								
31	COG5: Engagement and persistence								
PS Measure	<b>DOMAIN: Mathematical Development (MATH)</b>		Not yet at first level	<b>Developmental Level</b>				Emerging	Unable to Rate
				Exploring	Developing	Building	Integrating		
32	MATH1: Number sense of quantity and counting								
33	MATH2: Number sense of mathematical operations								
34	MATH3: Classification								
35	MATH4: Measurement								
36	MATH5: Shapes								
37	MATH6: Patterning								
PS Measure	<b>DOMAIN: Physical Development (PD)</b>		Not yet at first level	<b>Developmental Level</b>				Emerging	Unable to Rate
				Exploring	Developing	Building	Integrating		
38	PD1: Gross motor movement								
39	PD2: Balance								
40	PD3: Fine motor skills								
PS Measure	<b>Domain: Health (HLTH)</b>		Not yet at first level	<b>Developmental Level</b>				Emerging	Unable to Rate
				Exploring	Developing	Building	Integrating		
41	HLTH1: Personal care routines								
42	HLTH2: Healthy lifestyle								
43	HLTH3: Personal safety								





California Department of Education Child Development Division  
June 2010



## DRDP-PS® (2010) Group Data Summary

### Overview Chart

Three Years To Kindergarten

Number of children listed on  
previous page:

6

Number of children who have  
ELD ratings:

2

1

	Not Yet at First Level	Exploring	Developing	Building	Integrating	Total level percents
<b>Domain: SSD – Self and social development</b>						
<b>Percent of ratings at each level for the 13 measures in the SSD domain (including DR4 measures 41 thru 43)</b>	<b>0%</b>	<b>1%</b>	<b>26%</b>	<b>45%</b>	<b>19%</b>	<b>91%</b>
Numbers rated for each measure						
Measure 1 – Identity of self	0	0	1	4	1	
Measure 2 – Recognition of own skills and accomplishments	0	0	3	3	0	
Measure 3 – Expressions of empathy	0		0	3	3	
Measure 4 – Impulse Control	0	0	0	3	3	
Measure 5 – Taking Turns	0	0	1	3	2	
Measure 6 – Awareness of Diversity in self and others	0	0	0	2	4	
Measure 7 – Relationships with adults	0	0	3	3	0	
Measure 8 – Cooperation play with peers	0	0	3	3	0	
Measure 9 – Socio-dramatic play	0	0	2	4	0	
Measure 10 – Friendships with peers	0	1	4	1	0	
Measure 11 – Conflict negotiation	0	0	1	4	1	
Measure 12 – Shared use of space and materials	0	0	1	3	2	
<b>Domain: LLD - Language and literacy development</b>						
<b>Percent of ratings at each level for the 10 measures in the LLD domain</b>	<b>0%</b>	<b>5%</b>	<b>52%</b>	<b>43%</b>	<b>0%</b>	<b>100%</b>
Numbers rated for each measure						
Measure 13 – Comprehension of meaning	0	0	3	3	0	
Measure 14 – Following increasingly complex instructions	0	0	0	6	0	
Measure 15 – Expression of self through language	0	0	2	4	0	
Measure 16 – Language in conversation	0	0	2	4	0	
Measure 17 - Interest in literacy	0	0	5	1	0	
Measure 18 – Comprehension of age-appropriate text, presented by adults	0	0	5	1	0	
Measure 19 – Concepts about print	0	0	2	4		
Measure 20 – Phonological awareness	0	1	4	1	0	
Measure 21 – Letter and word knowledge	0	1	4	1	0	
Measure 22 – Emergent writing	0	1	4	1	0	

**California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:**  
Key Topic 2 – Integrated Planning Using the California's Early Learning and Development System  
Handout 3 – Integrated Planning Using the Planning Process



California Department of Education Child Development Division  
June 2010

## DRDP-PS® (2010) Group Data Summary

### Overview Chart

Three Years To Kindergarten

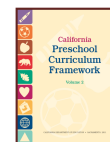
Number of children listed on  
previous page:

6

Number of children who have  
ELD ratings:

2

	Not Yet at First Level	Exploring	Developing	Building	Integrating	Total level percents
<b>Domain: ELD - English language development</b>						
<b>Percent of ratings at each level for the 4 measures in the ELD domain -- Only for children whose home language is other than English</b>	<b>0%</b>	<b>38%</b>	<b>63%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>
Numbers rated for each measure						
Measure 23 – Comprehension of English (Receptive English)	0	1	1	0	0	
Measure 24 – Self expression in English (Expressive English)	0	0	2	0	0	
Measure 25 – Understanding and response to English literacy activities	0	2	0	0	0	
Measure 26 – Symbol, letter, and print knowledge in English	0	0	2	0	0	
<b>Domain: COG - Cognitive Development</b>						
<b>Percent of ratings at each level for the 7 measures in the COG domain</b>	<b>0%</b>	<b>3%</b>	<b>24%</b>	<b>66%</b>	<b>7%</b>	<b>100%</b>
Measure 27 – Cause and effect	0	0	1	4	1	
Measure 28 – Problem solving	0	0	1	5	0	
Measure 29 – Memory and knowledge	0		1	5	0	
Measure 30 – Curiosity and initiative	0	1	3	1	0	
Measure 31 – Engagement and persistence	0	0	1	4	1	
<b>Domain: MATH - Mathematics Development</b>						
<b>Percent of ratings at each level for the 6 measures in the MATH domain</b>	<b>0%</b>	<b>11%</b>	<b>41%</b>	<b>49%</b>	<b>0%</b>	<b>100%</b>
Measure 32 – Number sense of quantity and counting	0	0	3	4	0	
Measure 33 – Number sense of mathematical operations	0	3	3	0	0	
Measure 34 – Classification	0	0	1	5	0	
Measure 35 – Measurement	0	1	3	2	0	
Measure 36 – Shapes	0	0	2	4	0	
Measure 37 – Patterning	0	0	3	3	0	
<b>Domain: MPD - Motor and perceptual development</b>						
<b>Percent of ratings at each level for the 3 measures in the MPD domain</b>	<b>0%</b>	<b>0%</b>	<b>17%</b>	<b>72%</b>	<b>11%</b>	<b>100%</b>
Measure 38 – Gross motor movement	0	0	0	5	1	
Measure 39 – Balance	0	0	2	4	0	
Measure 40 – Fine motor skills	0	0	1	4	1	
<b>Domain: Included above as part of the SSD domain</b>						
<b>Percent of ratings at each level for the 2 Safety and Health measures separately</b>	<b>0%</b>	<b>0%</b>	<b>17%</b>	<b>83%</b>	<b>0%</b>	<b>100%</b>
Measure 41 – Personal care routines	0	0	0	6	0	
Measure 42 – Healthy lifestyle	0	0	0	6	0	
Measure 43 – Personal safety	0	0	3	3	0	



## Sample Interpretation of DRDP Results for Completed Group Summary Data Form

First, note that this is a group summary for six children, two of whom have ratings in the English-language development domain. This means that there are two children in this cluster whose home language is other than English; they are young dual language learners.

All scores are aggregated here. That means this is about intentionally considering and planning what can be done to support these six children as a group. There might need to be further intentional planning for any individual child in this group.

The following questions will guide your conversation and reflection on the group summary. In your small group or pair, go through the questions in sequence. Each question is followed by a possible interpretation of the DRDP results. Think about whether or not you agree, disagree, or have additional ideas or comments and be prepared to discuss your decisions and ideas.

Then, consider the questions for curriculum planning across domains and also be prepared to discuss your responses.

### 1. **Overall, what do you see about this small cluster of children?**

Suggested interpretation: This is a group who seem to be mostly at the “Building level,” except in the domain of language and literacy development, where they spread between “Developing” and “Building.” The two children who are young dual language learners are at “Exploring” and “Developing” levels in their English-language development. There is a range of strengths that can be further supported, and there are some specific areas that can be targeted for support to facilitate progress.

### 2. **Where are there strengths that can be enhanced?**

Suggested interpretation: These six children appear to have good self-identity and awareness of diversity, which might be related. There is also evidence of strength in social-emotional development related to sharing, taking turns, and conflict negotiation. Possibly social-emotional development is emphasized in this program already and might only need to be a continued emphasis. There also might be opportunities to include these strengths in work in other areas, such as health, physical development, or visual and performing arts.

Motor and perceptual development also appears to be strong, as well as memory and problem solving in cognitive development, along with quantity and counting, shapes, and classification in mathematics. Again, these might be emphases of this program and might need only to be a continued emphasis.



3. ***Where are there specific areas that need support to encourage progress?***

Suggested interpretation: In social-emotional development, there appears to be a need to encourage friendships. In language and literacy development, there appears to be a need to encourage comprehension, interest in literacy (including response to English literacy), phonological awareness, letter and word knowledge, and emergent writing. In the mathematics domain, there appears to be a need to support number sense of mathematical operations. Personal safety also appears to merit some special attention.

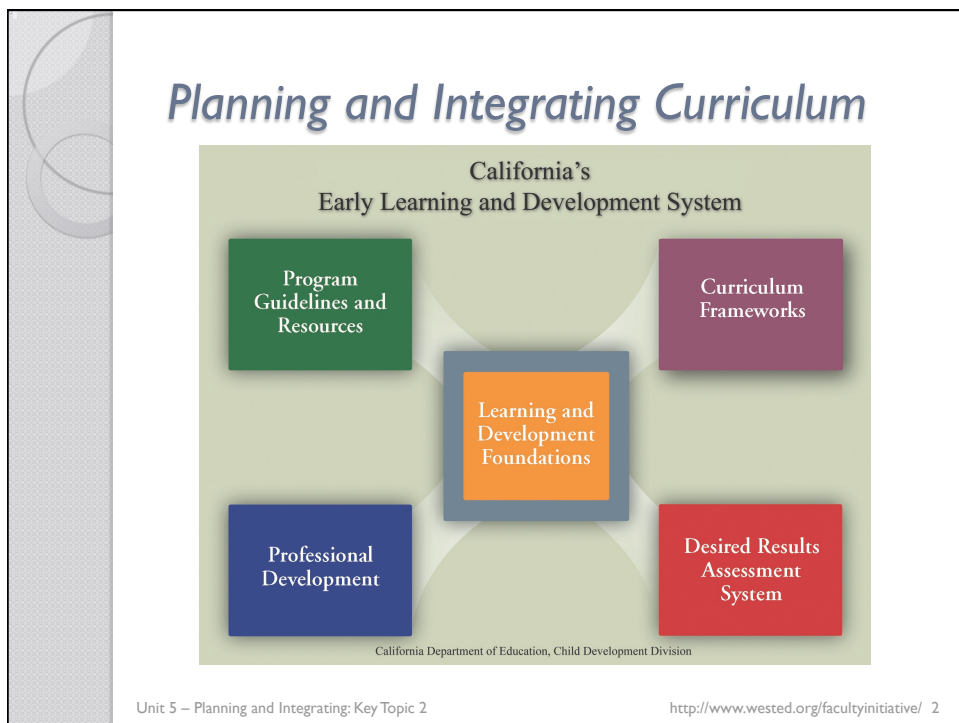
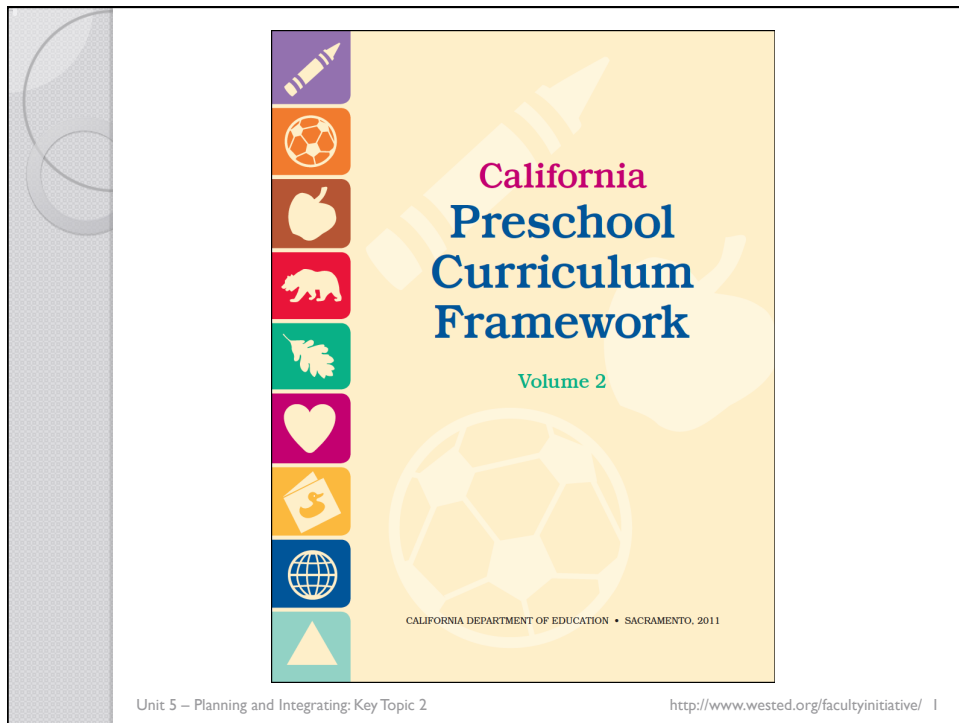
The strongest supports appear to be needed in language and literacy. With two children in this cluster who are young dual language learners, there will be a need to look at additional support related to their English-language development as all are supported in making progress in language and literacy.

### **Implications For Curriculum Planning**

As you reflect on these results and use the *California Preschool Curriculum Framework, Volume 2* as a resource for integrating curriculum planning across domains, consider these further questions for integrated curriculum planning:

1. How will young dual language learners need to be intentionally supported in developing habits of personal safety?
2. How can number sense and mathematical operations be integrated into curriculum related to the visual and performing arts?
3. How can the strengths in motor and perceptual development be used to support the development of friendships?







## *Planning and Integrating Curriculum*

The Desired Results Assessment System, the preschool learning foundations, and the curriculum frameworks are integral to the planning process in the following ways:

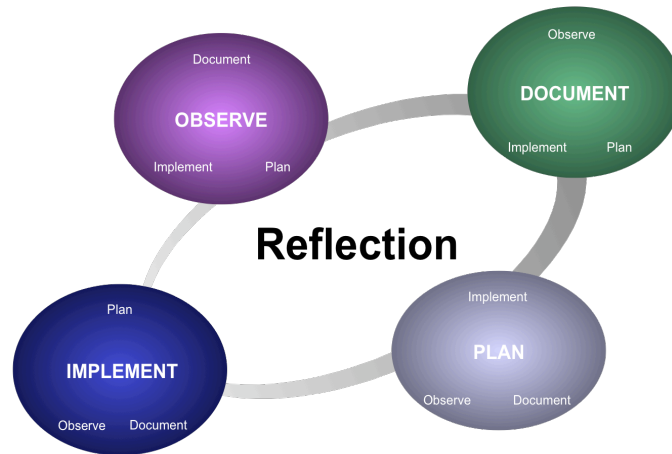
- The learning foundations are goal-like statements in key areas of learning to guide planning. They describe the kind of learning and development we want to support through intentional curriculum planning.

## *Planning and Integrating Curriculum*

- The observational assessment—Desired Results Developmental Profile (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.

## *Planning and Integrating Curriculum*

### The Reflective Curriculum Planning Process



Unit 5 – Planning and Integrating: Key Topic 2

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## *Planning and Integrating Curriculum*

- Observation
- Documentation
- Reflection
- Discussion



Read the vignettes on pages 27–29 and attend to where the DRDP comes into the process.

Unit 5 – Planning and Integrating: Key Topic 2

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## Planning and Integrating Curriculum

Desired Results Developmental Profile—Preschool® (2010) DRDP-PS® (2010)  
**Rating Record**

Date of assessment: April 4, 2010 Child: any child Observer: Teacher V  
 Classroom: Blue room Site: Center Street Agency: ABC

Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the **Developmental Level** the child has mastered. Mark the column **Emerging** if the child is emerging to the next level for a measure. Mark the column **Unable to Rate** in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. 10)

PS Measure	DOMAIN: Self and Social Development (SSD)	Not yet at first level	Developmental Level					Emerging	Unable to Rate
			Exploring	Developing	Building	Integrating			
1 SSD1: Identity of self				X					
2 SSD2: Recognition of own skills and accomplishments				X					
3 SSD3: Expressions of empathy				X		X			
4 SSD4: Impulse control				X					
5 SSD5: Taking turns			X						
6 SSD6: Awareness of diversity in self and others				X					
7 SSD7: Relationships with adults				X					
8 SSD8: Cooperative play with peers			X						
9 SSD9: Solo-dramatic play					X				
10 SSD10: Friendships with peers				X					
11 SSD11: Conflict negotiation			X						
12 SSD12: Shared use of space and materials			X						
PS Measure	DOMAIN: Language and Literacy Development (LLD)	Not yet at first level	Developmental Level					Emerging	Unable to Rate
13 LLD1: Comprehension of meaning			Exploring	Developing	Building	Integrating			
14 LLD2: Following increasingly complex instructions				X					
15 LLD3: Expression of self through language					X				
16 LLD4: Language in conversation				X					
17 LLD5: Interest in literacy				X					
18 LLD6: Comprehension of age-appropriate text presented by adults				X					
19 LLD7: Concepts about print				X					
20 LLD8: Phonological awareness				X					
21 LLD9: Letter and word knowledge					X				
22 LLD10: Emergent writing					X				

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Unit 5 – Planning and Integrating: Key Topic 2

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## Planning and Integrating Curriculum

### Step 1: Review the sample DRDP Rating Record of an individual child:

- 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?

Unit 5 – Planning and Integrating: Key Topic 2

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## *Planning and Integrating Curriculum*

### **Step 2: Consider 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?

Unit 5 – Planning and Integrating: Key Topic 2

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## *Planning and Integrating Curriculum*

### **Step 3: Use the curriculum framework**

- In what ways can you support children's progress within domains, strands, and substrands?
- How do suggestions for environments and materials from one domain support development in various other domains of the *California Preschool Curriculum Framework, Volume 2*?
- What interactions and strategies might be helpful to this child?
- How do suggestions from one domain support development in another domain?

Unit 5 – Planning and Integrating: Key Topic 2

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## Planning and Integrating Curriculum

### DRDP-PS® (2010) Group Data Summary

#### Overview Chart

Three Years To Kindergarten

Number of children listed on previous page:  
Number of children who have ELD ratings:

6

2

	Not Yet at First Level	Exploring	Developing	Building	Integrating	Total level percentages
<b>Domain: SSD – Self and social development</b>						
<b>Percent of ratings at each level for the 13 measures in the SSD domain (including DR4 measures 41 thru 43)</b>	<b>0%</b>	<b>1%</b>	<b>26%</b>	<b>45%</b>	<b>19%</b>	<b>91%</b>
<b>Numbers rated for each measure</b>						
<b>Measure 1 – Identity of self</b>	0	0	1	4	1	
<b>Measure 2 – Recognition of own skills and accomplishments</b>	0	0	3	3	0	
<b>Measure 3 – Expressions of empathy</b>	0		0	3	3	
<b>Measure 4 – Impulse Control</b>	0	0	0	3	3	
<b>Measure 5 – Taking Turns</b>	0	0	1	3	2	
<b>Measure 6 – Awareness of Diversity in self and others</b>	0	0	0	2	4	
<b>Measure 7 – Relationships with adults</b>	0	0	3	3	0	
<b>Measure 8 – Cooperation play with peers</b>	0	0	3	3	0	
<b>Measure 9 – Socio-dramatic play</b>	0	0	2	4	0	
<b>Measure 10 – Friendships with peers</b>	0	1	4	1	0	
<b>Measure 11 – Conflict negotiation</b>	0	0	1	4	1	
<b>Measure 12 – Shared use of space and materials</b>	0	0	1	3	2	

Unit 5 – Planning and Integrating: Key Topic 2

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## Planning and Integrating Curriculum

### Step 1: Use 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?

Unit 5 – Planning and Integrating: Key Topic 2

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## *Planning and Integrating Curriculum*

### **Step 2: Consider the foundations**

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

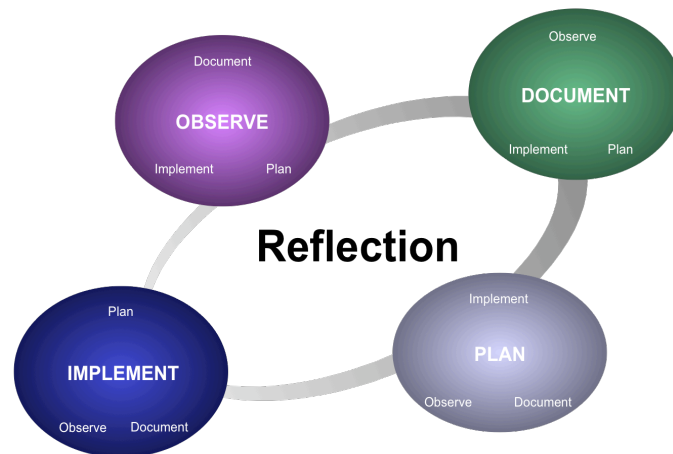
## *Planning and Integrating Curriculum*

### **Step 3: Use the curriculum framework**

- In what ways can you support the children's progress within domains, strands, and substrands?
- How do suggestions for environments and materials from one domain support development in various other domains of the *California Preschool Curriculum Framework, Volume 2*?
- What interactions and strategies might be helpful to this group of children?
- How do suggestions from one domain support development in another domain?

## *Planning and Integrating Curriculum*

### The Reflective Curriculum Planning Process



Unit 5 – Planning and Integrating: Key Topic 2

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## *Planning and Integrating Curriculum*

- What did you learn about how the California Early Learning and Development System works?
- What did you learn about using the *California Preschool Curriculum Framework, Volume 2* as a resource in the curriculum-planning cycle, as illustrated on page 27 of the curriculum framework?

Unit 5 – Planning and Integrating: Key Topic 2

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- 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 2* as a resource for curriculum planning?

## *Planning and Integrating Curriculum*

The eight overarching principles in the *California Preschool Curriculum Framework, Volume 2* include:

1. Relationships are central.
2. Play is a primary context for learning.
3. Learning is integrated.
4. Intentional teaching enhances children's learning experiences.





## *Planning and Integrating Curriculum*

5. Family and community partnerships create meaningful relationships connections.
6. Individualization of learning includes all children.
7. Responsiveness to culture and language supports children's learning.
8. Time for reflection and planning enhances learning.



# **Unit 5 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:**

## **Key Topic 3: Integrating English-Language Development Across the Domains**

### **Focus of Unit 5 – Key Topic 3**

Students become familiar with ways to support children who are young dual language learners as they plan across domains.

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### **Curriculum Alignment Project (CAP) Student Learning Outcomes**

The Curriculum Alignment Project's (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Teaching in a Diverse Society
- Practicum-Field Experience

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### **Instructional Methodologies**

- Pairs work and discussion in pairs
- Small group work
- Jigsaw reading
- Development of resource tool
- Observation
- Video observation
- Class discussion



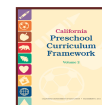
- Interview—community members
- Short report

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### **California Early Childhood Educator Competency Areas to Consider**

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development Division’s California Early Childhood Educator Competencies. The “Competency Areas to Consider” below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



# Unit 5 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:

## Key Topic 3: Integrating English-Language Development Across the Domains

### Before You Start

Integrating planning for children who are young dual language learners across the domains in the *California Preschool Curriculum Framework, Volume 2* will require familiarity with the domain principles, environments and materials, and interactions and strategies presented in the English-language development domain of the *California Preschool Curriculum Framework, Volume 1*. Students will be better equipped to consider young dual language learners in other domains after working through the key topics in Unit 5 of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*. This acquaints students with the English-language development domain.

The California Department of Education offers several valuable resources to support the integration of the English-language development domain across all domains. The *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, (Second edition)* is a rich source of information and strategies to support working with children who are young dual language learners. This Resource Guide is referred to throughout this key topic. It can be ordered through a link on the Faculty Initiative Project Web site ([http://www.wested.org/facultyinitiative/el\\_resource.html](http://www.wested.org/facultyinitiative/el_resource.html)).

The Child Development Division of the California Department of Education has also produced a DVD called *A World Full of Language: Supporting Preschool English Learners*. The DVD can be used independently of this unit to acquaint students with practices to support children who are young dual language learners. It can also be used as a tool for deepening students' understanding of how supports for children who are young dual language learners can be integrated across curriculum.

There are two exercises and viewing guides for this DVD in Chapter 5 of the *Instructional Guide for the Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, (Second edition)*, available at <http://www.wested.org/facultyinitiative/pelguide.html>. The viewing guides relate to observing children at different stages of learning English and observing examples of special supports for children who are young dual language learners as they progress in developing skills for literacy.



In addition, the National Association for the Education of Young Children (NAEYC) has created a document titled *Pathways to Cultural Competence Project Program Guide* (2010). This document is also referred to and used in this key topic and is available on the California Department of Education links section of the Faculty Initiative Project Web site at [http://www.wested.org/facultyinitiative/links\\_cde.html](http://www.wested.org/facultyinitiative/links_cde.html).

The practice in this exercise is intended to familiarize students with a way to consider young dual language learners when they are planning across domains. It can be done as it is presented here, or it can be used with more intensity as a written assignment. As an assignment, each student is asked to explore dual language learning across all three domains in the *California Preschool Curriculum Framework, Volume 2*.

This exercise will require instructors to preview the suggested vignettes. All the vignettes used are from the “Bringing It All Together” segment of each strand in the *California Preschool Curriculum Framework, Volume 2*. Other vignettes can be used in addition to or instead of those suggested.

It will also be helpful if students have worked through Unit 5 in the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*, which will familiarize them with the English-language development domain.

As students do this exercise, questions might arise about where a child in the vignette is in the stages of second language acquisition. Instructors could bring into this discussion the information in Chapter 5 of the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, (Second edition)*, which would systematize students’ understanding of the stages. Or instructors could provide a description of a child, such as a child who has some English vocabulary but is still mostly listening and watching.

Having students do this in pairs or small groups will work best, as discussion and collaborative problem solving are important aspects of the process to be practiced in the exercise.

Handout 1, included with this key topic, lists all the interactions and strategies for the English-language development domain strands of the *California Preschool Curriculum Framework, Volume 1*. An electronic version of this handout will be available when this instructional guide is online at <http://www.wested.org/facultyinitiative>.

**Please note that this instructional guide is using the term “young dual language learners” instead of “preschool English learners” or “young English language learners” in order to be consistent with the current policy of the California Department of Education/Child Development Division. The term “young dual language learners” is used as an indication of supporting the child’s home language while supporting English-language acquisition. However, the domain in the foundations and curriculum framework is still referred to as the “English-language development” domain. When the term “English-language development” is used, the importance of the home language is central.**



## Information Delivery



Slides 2-4

In the English-language development domain on page 178 of the *California Preschool Curriculum Framework, Volume 1*, we learn that what works for children who are young dual language learners works for all children, but children who are young dual language learners might need specific adaptations to make instruction effective. These include the following areas:

- Specific teaching strategies
- Individualized interaction approaches
- Enhanced environments

Page 179 of the *California Preschool Curriculum Framework, Volume 1* states, “It is recommended that, when planning curriculum for all areas of learning, teachers begin by reading and considering the information in the English-language development foundations and the curriculum framework as they gauge each child’s current comprehension and use of English” This statement tells us that, as we are planning curriculum, we should be referring to the English-language development domain before looking at other domains and then using it in tandem with other domains.

There are two questions to keep in mind as we do this:

1. How are we helping children continue developing in their home language?
2. In all we do, as the child is learning English, how do we support learning and development in all domains?

## Active Learning



Slides 5-6

### Getting it started

How do we consider the needs of children who are young dual language learners in other domains?

Let students know that they will have opportunities to incorporate some of the environments and materials and interactions and strategies of the English-language development domain from the *California Preschool Curriculum Framework, Volume 1* into the vignettes in the domains of the *California Preschool Curriculum Framework, Volume 2*.

They will be using the vignettes that are part of the “Bringing It All Together” segment for each strand of the three domains in the *California Preschool Curriculum Framework, Volume 2*. Assign these vignettes to students in pairs or small groups, as



your class size allows. Give students time to find and read through these vignettes from the *California Preschool Curriculum Framework, Volume 2*. The page numbers for the vignettes are provided for each strand:

Visual and performing arts domain strands:

- Visual Arts (p. 61)
- Music (p. 83)
- Drama (p. 98)
- Dance (p. 115)

Physical development domain strands:

- Fundamental Movement Skills (p. 171–172)
- Perceptual-Motor Skills and Movement Concepts (p. 190)
- Active Physical Play (p. 206)

Health domain strands:

- Health Habits (p. 250)
- Safety (p. 260)
- Nutrition (p. 274)

### Keeping it going

When students have become familiar with the vignettes, ask them to refer to the English-language development domain section on environments and materials, on pages 181-183 in the *California Preschool Curriculum Framework, Volume 1*. Ask them to consider their vignette in light of these recommendations for environments and materials and respond to these initial questions:

- Are any of the recommended environments and materials evident in the vignette?
- If not, how could they be incorporated to support children in this vignette if they were young dual language learners?
- Do you have any other ideas about how the environments and materials could come into play in this vignette if the child was a young dual language learner?



Slide 7



Slide 8

**Taking it further**

Students can now go through the same process with interactions and strategies. Because the interactions and strategies in the English-language development domain occur with strands, instructors will need to assign specific strands for each pair or group of students to use with their vignettes. How instructors distribute these will depend on class size and the students' capacity to handle the content. More experienced students might be able to work with several strands. Any group of students could start out with one or two and take on more as they gain experience with the materials. Handout 1, included with this key topic, lists all the interactions and strategies for these strands.

Ask students to respond to the following questions based on their vignettes and assigned English-language development strands, just as they did with environments and materials:

- Are any of the recommended interactions and strategies evident in the vignette?
- If not, how could they be incorporated to support children in this vignette if they were young dual language learners?
- Do you have any other ideas about how the interactions and strategies could come into play in this vignette if the child was a young dual language learner?

Ask them to record their thinking so that it can be shared with the larger group.

Students will need time to scan the interactions and strategies. Not all interactions and strategies will be needed or usable in the particular situation in the vignette. It is mainly important for students to consider what adaptations could be made and then discuss those with their peers.

**Online Options**

Students could post their completed handouts for their assigned vignettes and assigned strands for their work with the interactions and strategies. All students would then review their classmates' postings and be prepared to discuss in class or write a short paper describing the environments, materials, interactions, and strategies that appear repeatedly and those that occur less frequently. Students should also indicate why they think some adaptations are more common and which ones they would be most likely to use in their work.

If each pair or small group brings a report back to the whole





group, students will experience repeated engagement with the practice of reflection and discussion that supports the intentional use of interactions and strategies for children who are young dual language learners. There will probably be several specific adaptations that are repeatedly found to be helpful.

### Another approach

Instructors could put the strand name and page number of each vignette on large chart paper and tape the sheets of paper up around the room. Students could then write out their selected interactions and strategies, and these could be attached to the appropriate chart paper. In this way, students can read the vignettes that other students have worked with and see what adaptations were selected as useful. They could also be collected, recorded, and distributed to students as a resource for future reference.

### Putting it together

The strand assignments in the preceding active learning segments could be used as a basis for observation. This could be done in class or online with the DVD: *A World Full of Language:*

*Supporting  
Preschool  
English Learners,*  
or students could observe in a preschool program, with permission. They

could observe for either environments and materials or interactions and strategies or both. Provide time for reporting to the whole group and discussing what they observed.

#### Online Options

Students could also view online the DVD described in the “Putting it together” section and post summaries of the environments and materials or interactions and strategies they observe.

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## Reflection



Slide 9

Direct students to the reflective questions following each strand in the *California Preschool Curriculum Framework, Volume 2*. These can help students reflect on the content of the strand. For reflection on their experience with this material, the following questions can be done as a journaling exercise, online, or as a class discussion:

- What new insights emerged?
- What was something you already do in your work or have seen others do?
- What was most challenging about this work?



- What can you incorporate into your work now or in the future?

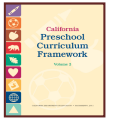
### Deeper Understanding



Slide 10

Direct students to the National Association for the Education of Young Children paper titled *Pathways to Cultural Competence Project Program Guide* (2010), which is available on the California Department of Education links section of the Faculty Initiative Project Web site at [http://www.wested.org/facultyinitiative/links\\_cde.html](http://www.wested.org/facultyinitiative/links_cde.html). This paper provides checklists that program directors and teachers can use to assess how culturally competent practices are being used in their programs. The checklists are arranged by eight concepts that have been developed by a national team. The first checklist can be used by program directors with teachers to discuss the practices in their program. The second checklist can be used by teachers for daily reflection on their practice and then discussed with their program director.

Ask students to read through the paper. The paper can then be used for further exploration through an individual interview with a program director or teacher. As student and teacher and/or program director read through the checklist, ask for examples of how these practices are carried out and/or supported in the program. Ask students to record these examples as a written assignment or to bring to class for discussion.



## English-Language Development Interactions and Strategies

### Listening

#### Children Listen with Understanding

1. Model good listening skills.
2. Use the home language for comprehension.
3. Keep messages and directions short when talking with preschool children who are English learners.
4. Teach children how to listen, repeat messages, and ask questions.
5. Have a listening library in the home language and in English.
6. Summarize or provide key phrases of a story in a book, finger play, or song in the child's home language before introducing it in English.
7. Use language and literacy activities that contain repetitive refrains.
8. Use running commentary when the child is engaged in an activity.
9. Use multiple methods for scaffolding communication depending on the stage of English-language development of the child.
10. Target both the content and English-language development in every activity.
11. Observe preschool English learners during group time, storybook reading, and in small groups.

### Speaking

#### Children Use Nonverbal and Verbal Strategies to Communicate with Others

1. Learn how to pronounce the child's name as accurately as possible.
2. Learn some key words or phrases in the child's home language.
3. Repeat common phrases slowly and clearly to the child.
4. Allow the child to start slowly.
5. Allow for wait time.
6. Scaffold communication by combining English words with some type of body gesture or visual cue.
7. Be thoughtful about helping children understand what words mean.
8. Plan for vocabulary development.
9. Expand and extend the child's language.
10. Create small groups for book reading.

#### Children Begin to Understand and Use Social Conventions in English

1. Ask a family member or knowledgeable community resource to share appropriate social conventions for the child's language and culture.
2. Observe the child during drop-off and pick-up for cues.
3. During circle time or small-group time, talk to children about the different ways they greet adults and other children in their families.

#### Children Use Language to Create Oral Narratives About Their Personal Experiences

1. Listen appreciatively to children's stories.
2. Ask open-ended questions and sustain the conversation over a number of turns.
3. Help children understand idioms.
4. Provide materials that help stimulate talking (or oral narratives as used in the *California preschool Learning Foundations*, page 122).
5. Provide wordless picture books.

### Reading

#### Children Demonstrate Appreciation and Enjoyment of Reading and Literature

1. Expose children enthusiastically to all types of print.
2. Connect literacy to the home culture and community.
3. Build on existing strengths.
4. Use read-alouds.



## English-Language Development Interactions and Strategies (cont.)

### Reading (continued)

#### Children Show an Increasing Understanding of Book Reading

1. Connect print material to children's interests.
2. Invite children to discuss and react to story narratives.
3. Encourage children to dictate, retell, and create their own books.

#### Children Demonstrate an Understanding of Print Conventions

1. Point out print features during shared reading.
2. Point out print features during shared writing.
3. Equip all learning areas with books and writing materials.
4. Help children create their own books.

#### Children Demonstrate Awareness That Print Carries Meaning

1. Point out the meaning of print around the classroom and in the community.
2. Have lots of clear print in multiple languages in the environment.
3. Engage children in purposeful writing.

#### Children Demonstrate Progress in Their Knowledge of the Alphabet in English

1. Have children identify the letters of their own names in any language.
2. Provide English alphabet letters in multiple forms.
3. Read alphabet books in multiple languages.

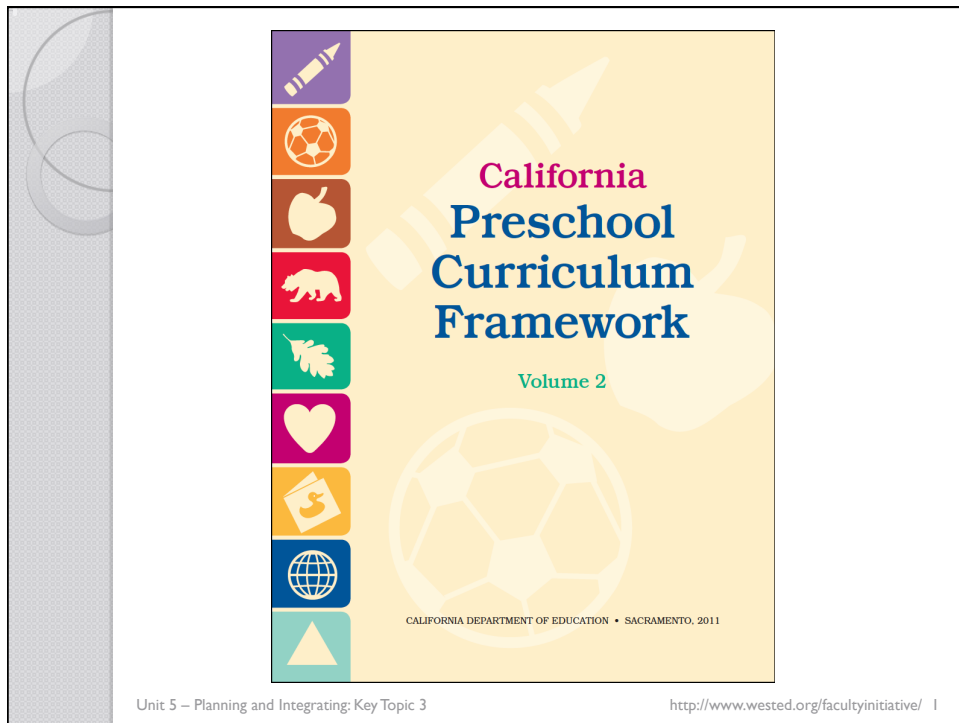
#### Children Demonstrate Phonological Awareness

1. Sing silly English songs that can be phonetically manipulated.
2. Sing songs, recite poems, clap rhythms, and do finger plays that emphasize rhymes daily.
3. Identify and practice English sounds that do not exist in the home language.
4. Use real objects and emphasize syllables and phonemes.
5. Play games that emphasize the first sound of common words.

### Writing

#### Children Use Writing to Communicate Their Ideas

1. Look for opportunities for adult- and peer-mediated conversation about writing by using the child's home language to initiate this discussion.
2. Link writing to listening and speaking so preschool children who are English learners can draw from other language strengths.
3. Focus writing activities on literature.
4. Supply learning areas with writing materials.
5. Have children dictate their own short stories.



## *Planning and Integrating Curriculum*

### **Integrating English-Language Development Across the Domains**

Children who are young dual language learners may need specific adaptations to make instruction effective, including:

- Specific teaching strategies
- Individualized interaction approaches
- Enhanced environments

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## *Planning and Integrating Curriculum*

### **Integrating English-Language Development Across the Domains**

“It is recommended that, when planning curriculum for all areas of learning, teachers begin by reading and considering the information in the English-language development foundations and the curriculum framework as they gauge each child’s current comprehension and use of English”

(Page 179) *California Preschool Curriculum Framework, Volume 1*

## *Planning and Integrating Curriculum*

### **Integrating English-Language Development Across the Domains**

- How are we helping children continue developing in their home language?
- In all we do, as the child is learning English, how do we support learning and development in all domains?

## *Planning and Integrating Curriculum*

### **Vignettes:**

Visual and performing arts domain strands:

- Visual Arts (p. 61)
- Music (p. 83)
- Drama (p. 98)
- Dance (p. 115)

## *Planning and Integrating Curriculum*

Physical development domain strands:

- Fundamental Movement Skills (p. 171–172)
- Perceptual-Motor Skills and Movement Concepts (p. 190)
- Active Physical Play (p. 206)

Health domain strands:

- Health Habits (p. 250)
- Safety (p. 260)
- Nutrition (p. 274)

## *Planning and Integrating Curriculum*

Refer to the English-language development domain section on environments and materials (*California Preschool Curriculum Framework, Volume 1*, pp. 181-183).

- Are any of the recommended environments and materials evident in the vignette?
- If not, how could they be incorporated to support children if they were young dual language learners?
- Do you have any other ideas related to the environments and materials and young dual language learners?

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## *Planning and Integrating Curriculum*

- Are any of the recommended interactions and strategies evident in the vignette?
- If not, how could they be incorporated to support children in this vignette if they were young dual language learners?
- Do you have any other ideas about how the interactions and strategies could come into play in this vignette if the child was a young dual language learner?

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- What new insights emerged?
- What was something you already do in your work or have seen others do?
- What was most challenging about this work?
- What can you incorporate into your work now or in the future?

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## *Planning and Integrating Curriculum*

### *Pathways to Cultural Competence Project Program Guide*



National Association for the Education of Young Children  
(2010)

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