California
Preschool Curriculum Framework

Volume 2

CALIFORNIA DEPARTMENT OF EDUCATION • SACRAMENTO, 2011

Planning and Integrating Curriculum

California's
Early Learning and Development System

Program Guidelines and Resources

Curriculum Frameworks

Learning and Development Foundations

Professional Development

Desired Results Assessment System

California Department of Education, Child Development Division

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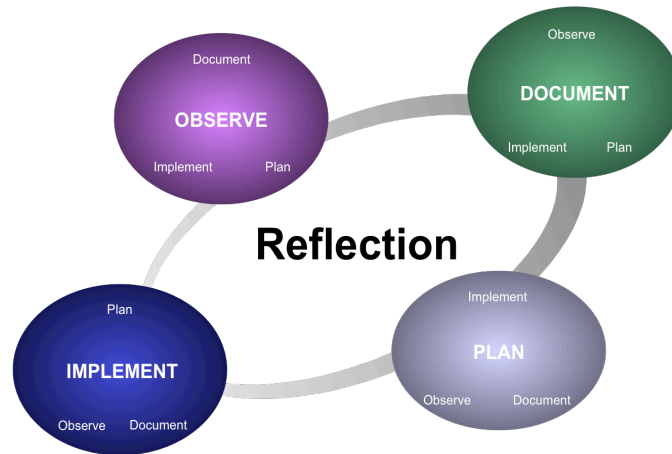
- The <u>learning foundations</u> are goal-like statements in key areas of learning to guide planning. They describe the kind of learning and development we want to support through intentional curriculum planning.

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- The <u>observational assessment</u>—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 <u>curriculum framework</u> provides guidance in planning and implementing curriculum that supports children as they progress in their learning and development in each domain.

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The Reflective Curriculum Planning Process

Reflection

OBSERVE
- Document
- Implement
- Plan

DOCUMENT
- Observe
- Implement
- Plan

IMPLEMENT
- Plan
- Observe
- Document

PLAN
- Implement
- Observe
- Document

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- Observation
- Documentation
- Reflection
- Discussion

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

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

Date of assessment: April 4, 2010 Child: any child Observer: teacher A
Classroom: Blue room Site: JCenter 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. ix)

PS Measure	DOMAIN: Self and Social Development (SSD)	Not yet at first level	Exploring	Developing	Building	Integrating	Emerging	Unable to Rate
1	SSD1: Identity of self			X				
2	SSD2: Recognition of own skills and accomplishments				X			
3	SSD3: Expressions of empathy			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: Socio-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	Exploring	Developing	Building	Integrating	Emerging	Unable to Rate
13	LLD1: Comprehension of meaning			X				
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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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?

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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?

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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?

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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
Domain: SSD – Self and social development						
Percent of ratings at each level for the 13 measures in the SSD domain (including DR4 measures 41 thru 43)	0%	1%	26%	45%	19%	91%
	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	

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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?

6

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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?
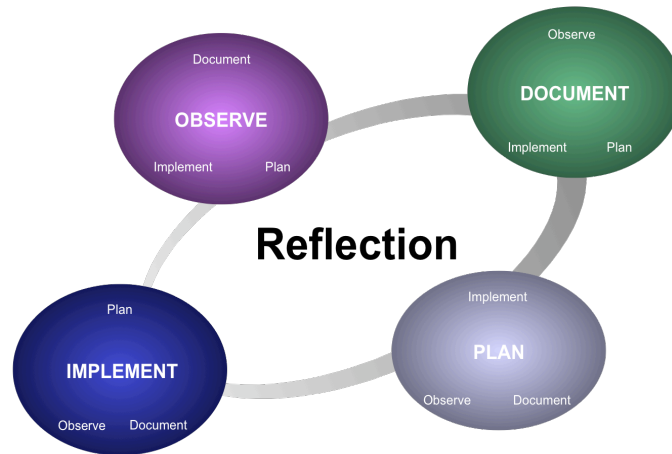
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Step 3: Use the curriculum framework

- 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?

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The Reflective Curriculum Planning Process

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- 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?

- 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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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.

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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.