California Department of Education/Early Childhood Education Faculty Initiative Project Instructional Guide

California Preschool Curriculum Framework, Volume 2 (2011)

Introduction to the Instructional Guide

Introduction to The Faculty Initiative Project:
Supporting Faculty

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

The purpose of the Faculty Initiative Project is to align and integrate essential content and competencies of key California Department of Education/Child Development Division materials and initiatives with core early childhood education curriculum of the California Community College and the California State University systems. The Faculty Initiative Project provides information and resources about the California Department of Education initiatives and publications for faculty to use in unit-bearing course work required for the attainment of college certificates, permits granted by the Commission for Teacher Credentialing, and campus graduation requirements.

About the Instructional Guides:
Key Topic Learning Experiences and Resources
for Higher Education Faculty

To support faculty as they prepare the early care and education workforce in California to successfully meet the challenges and requirements of implementing recent California Department of Education/Child Development Division initiatives and publications, the Faculty Initiative Project has been developing instructional guides that accompany several of these initiatives and publications. These instructional guides are intended to connect professional development in higher education systems with the content of the California Department of Education/Child Development Division initiatives and the following publications:

- *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*
- *California Preschool Learning Foundations, Volume 1*
- *California Preschool Curriculum Framework, Volume 1*
- *California Preschool Learning Foundations, Volume 2*
- *California Preschool Curriculum Framework, Volume 2*

Faculty Initiative Project Instructional Guide for the *California Preschool Curriculum Framework, Volume 2*
Introduction to the Instructional Guide
CDE/Child Development Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.

1

Instructional guides have been developed for:

- *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*
- *California Preschool Learning Foundations, Volume 1*
- *California Preschool Curriculum Framework, Volume 1*
- *California Preschool Learning Foundations, Volume 2*

These guides are available on the Faculty Initiative Project Web site file://localhost/(http/::www.wested.org:facultyinitiative).

This *Instructional Guide for the California Preschool Curriculum Framework, Volume 2* will become available on the Faculty Initiative Project Web site by Fall 2013.

The instructional guides are developed to:
- support the greatest possible utility across California's complex systems of higher education
- maintain fidelity to the content of Child Development Division's initiatives
- adhere to commonly accepted principles of adult learning
- provide maximum flexibility for faculty
- support faculty as decision makers
- allow faculty to select curricular content that suits their particular students, courses, and program needs

The instructional guides are intended to help faculty acquaint college students with California Department of Education/Child Development Division publications as they prepare for work in early care and education settings. In the instructional guides, the word "students" refers to college students and not to children in preschool settings.

Purpose of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

The purpose of the Faculty Initiative Project's *Instructional Guide for the California Preschool Curriculum Framework, Volume 2* is to support faculty as they deepen their students' familiarity with the content of the publication and provide students with opportunities to understand and practice using the curriculum framework as a resource in planning curriculum and reflecting on intentional curriculum decisions. This instructional guide is designed to encourage students to consistently open and explore the *California Preschool Curriculum Framework, Volume 2*.

The organization of the *California Preschool Curriculum Framework, Volume 2* is parallel to the organization of the *California Preschool Learning Foundations, Volume 2.* Both publications address three domains of early learning and development: visual and performing arts, physical development, and health. Each domain has a specific

Faculty Initiative Project Instructional Guide for the *California Preschool Curriculum Framework, Volume 2*
Introduction to the Instructional Guide
CDE/Child Development Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.

2

organizational format, with each domain divided into strands and substrands. Each domain of the *California Preschool Curriculum Framework, Volume 2* has sections relating to environments and materials and strategies and interactions that students can implement in their current or future work in early care and education settings. There are also vignettes to illustrate the strategies and interactions as well as teachable moments. Each domain has reflective questions and ideas for connecting to families. In addition, there is information in each domain—such as research highlights—that is specific to that domain.

In the *California Preschool Curriculum Framework, Volume 2* there is also an introductory chapter with contextual information, information relating to several critical topics when planning curriculum, and a description of eight overarching principles that guided the development of the framework. This introduction parallels the introduction in the *California Preschool Curriculum Framework, Volume 1,* with some adjustments for the different domain content of the *California Preschool Curriculum Framework, Volume 2*. The eight overarching principles are the same in both volumes of the *California Preschool Curriculum Framework*.

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

Like the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*, the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2* is organized into instructional units. Each unit then consists of key topics. This design enables faculty to use the instructional guide in different courses in a variety of ways. The intent is to support faculty as decision makers as they piece together what will work in an individual course or across a program.

Faculty can explore individual domains or specific key topics—such as environments and materials or interactions and strategies—across domains. For example, each domain has a key topic for environments and materials and one for interactions and strategies. Thus, faculty could choose to work with environments and materials and/or with interactions and strategies across all domains. To support working across domains, some of the suggested instructional content for one domain could be used in other domains. This design feature makes it easier for faculty to expand that topic for work across all domains. This is especially true for the key topic in all three domain units called "Universal Design, Individualizing, and Family Partnerships," where the instructional design is essentially the same with adjustments made for the specific content of each domain. This approach also supports faculty if they choose to work individually in each domain and ensures that students are getting essential information and experience in-depth for that domain. Some repetition of instructional design across key topics is also intended to deepen habits of exploration and reflection that students then carry into their work.

Faculty Initiative Project Instructional Guide for the *California Preschool Curriculum Framework, Volume 2*
Introduction to the Instructional Guide
CDE/Child Development Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.

3

Content in Chapter 1 of the *California Preschool Curriculum Framework, Volume 2* is addressed in Unit 1 of the instructional guide and can be used with the domain units or independently of them. Unit 5 of the instructional guide provides students with support and practice in understanding how to use the *California Preschool Curriculum Framework, Volume 2* as a resource for curriculum decisions in their work. These units are similar to Units 1 and 7 of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1.* For most students, Unit 5 will work best after they are familiar with the content of the three domain units (Units, 2, 3, and 4). But there will be situations, perhaps with more experienced students, where Unit 5 can be used to familiarize students with the domains in the context of curriculum planning.

The Organizational Chart for the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2* immediately precedes the Table of Contents.

When the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)* and the first volumes of the *California Preschool Learning Foundations* and the *California Preschool Curriculum Framework* were published, the terms "preschool English learners" and "English-language development" were used. 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.

Wherever possible, relevant page numbers as well as possible connections to the *California Preschool Learning Foundations, Volume 2*, and the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)* are provided. Some references also will relate back to the *California Preschool Learning Foundations, Volume 1* and the *California Preschool Curriculum Framework, Volume 1*, especially when students need to be familiar with the English-language development domain. Exercises, approaches, and strategies are described broadly enough so that faculty can choose from them and then adapt, tailor, and shape these to their own preferred teaching styles, students, and program needs. It was intended that each unit could be done in a three-hour class, but that will vary extensively based on faculty choices and student needs. This flexibility is offered in the hope of providing maximum utility for the initiatives and publications that the California Department of Education/Child Development Division is preparing for the early education community in California.

Faculty Initiative Project Instructional Guide for the *California Preschool Curriculum Framework, Volume 2*
Introduction to the Instructional Guide
CDE/Child Development Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.

4

Structure of the Key Topics in Each Unit:
Core Instructional Components

Each key topic begins with a section titled "Before You Start." This section provides an overview of the learning experience to help faculty decide if the exercises fit into their purpose and goals for a class session. Background information and a few tips for faculty preparation or reflection are also included.

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

1. Motivator and Connection to Experience
This component is available for Units 1, 2, 3, and 4, but not for each key topic. The component is intended to connect the content of the unit to the personal and/or professional experience of the learner. It establishes motivation by embedding the topic within a situation or question with which the learner might be familiar and suggests ways to extend learning by providing challenges or issues to consider. The Motivator and Connection to Experience may include the following elements:

- Critical question
- Challenging situation: short vignette might be text, video, or audio
- Challenging quotation or text

The Motivator and Connection to Experience is often accompanied by a set of guiding questions for reflection. These are not presented as assessment questions but are intended to engage the learner in remembering and reflecting on—not evaluating—their own experiences, feelings, and personal actions or actions of others.

2. Information Delivery
This component is designed to introduce students to the specific content for each key topic. The delivery of information may be brief or long and may be composed of a single topic or several related topics, such as key topics within a given chapter. Information Delivery may include lecture content and/or reading assignments that are done in or out-of-class.

3. *Active Learning*
In some previous instructional guides there were learning experiences designed to be used in or out-of-class. In this instructional guide, these are part of the Active Learning instructional components. Many of these can be fashioned into work that is done in or out-of-class based on faculty determination of what will work best for a particular situation. Examples of these Instructional Methodologies might include:

- Categorizing
- Class presentation
- Conversation grid

Faculty Initiative Project Instructional Guide for the *California Preschool Curriculum Framework, Volume 2*
Introduction to the Instructional Guide
CDE/Child Development Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.

5

- Development of a resource tool
- Guest speakers
- Literature review
- Observations
- Pairs work and discussion
- Reflection and reflective discussion
- Research on a particular topic

The intent of the suggested active learning is to engage students in the key topic through exercises or experiences that are active, thoughtful, challenging, and relevant to the content. This work might include, but is not limited to, the Instructional Methodologies listed on each Key Topic Preview Page as well as organized by unit in the Instructional Methodologies Index; please refer to the Table of Contents for specific locations.

4. *Reflection*

These questions provide opportunities for students to reflect on the experience of working with this key topic. There are questions for reflection at the end of each strand in the *California Preschool Curriculum Framework, Volume 2*, but they differ in that they generally ask students to reflect on the information in the framework. Across many, but not all of the key topics in the instructional guide is a set of questions with a repeated structure. This is intentional and designed to give students a useful set of questions to carry with them for reflection in their current or future work.

5. *Deeper Understanding*

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

Organization of Each Active Learning Component: *Flexible Segments*

Each Active Learning component is organized in a sequence by which the work can unfold for students as they move progressively deeper into the topic. The sequence can be reviewed by faculty and then implemented as appropriate.

Active Learning is divided into segments entitled "Getting it started," "Keeping it going," "Taking it further," "Putting it together," and "Another approach." Not every Active Learning component includes all of these segments for implementation, and faculty can choose which segments to use.

PowerPoint shows and PowerPoint student handouts will be available once the instructional guide is uploaded to the Faculty Initiative Project Web site: http://www.wested.org/facultyinitiative/index.html.

Faculty Initiative Project Instructional Guide for the *California Preschool Curriculum Framework, Volume 2*
Introduction to the Instructional Guide
CDE/Child Development Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.

6

For those who attended the seminar the PowerPoint shows and PowerPoint student handouts are available on the flash drive you received at the seminar. You will see this icon with the listed PowerPoint slide numbers that correspond to the specific segment of the particular key topic.

Student Learning Outcomes

To support faculty in deciding how and where they can best use the *California Preschool Curriculum Framework, Volume 2* in their course work or across their program, the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) for the eight core lower division early childhood courses have been mapped onto the key topics for each unit in this instructional guide. Each Key Topic Preview Page provides course suggestions for instructor consideration.

More information about the Curriculum Alignment Project can be found on its Web site: http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm.

Appendix A is a listing of the suggested CAP lower division eight courses for all units and key topics in this instructional guide with the addition of the student learning outcomes, objectives, and examples of course content and topics. These SLOs are organized by the CAP core lower division early childhood courses. This is not an exhaustive list, and faculty might find ways to use the key topics to address SLOs by means other than what has been indexed. Working through these selected key topics does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.

To further assist faculty in using these SLOs when deciding what key topics or elements of key topics (1) are most relevant to their particular needs and (2) could be included in their course work, the instructional guide units/key topics are indexed by SLOs. Please refer to the Table of Contents for the specific location of this Student Learning Outcomes Index.

California State University and University of California

The Curriculum Alignment Project (CAP) course and student learning outcomes (SLO) mapping with this instructional guide is done with the understanding that not all institutions will use these particular SLOs or objectives. This is particularly true for faculty at the California State University (CSU) and University of California (UC) campuses. The SLOs do provide learning outcomes that can be used selectively or with adaptations for courses at the CSU and UC campuses and indicate what can be accomplished by students through using the key topic learning experiences in this instructional guide.

Faculty Initiative Project Instructional Guide for the *California Preschool Curriculum Framework, Volume 2*
Introduction to the Instructional Guide
CDE/Child Development Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.

7

Instructional Methodologies

Each key topic is written to include a variety of instructional methodologies. This is intended to provide varied learning experiences for students as they encounter the curriculum framework. It also provides another variable for faculty to use in deciding which key topic learning experiences will best suit the needs of their students and programs. In this instructional guide, these methodologies are identified on each Key Topic Preview Page. These instructional methodologies are also indexed so that faculty can get an overview of which methodologies are used across all units and key topics. The location of the Instructional Methodologies Index is listed in the Table of Contents for this instructional guide.

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" are listed on the Key Topic Preview Pages in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these key topics.

Faculty Initiative Project Instructional Guide for the *California Preschool Curriculum Framework, Volume 2*
Introduction to the Instructional Guide
CDE/Child Development Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.

8