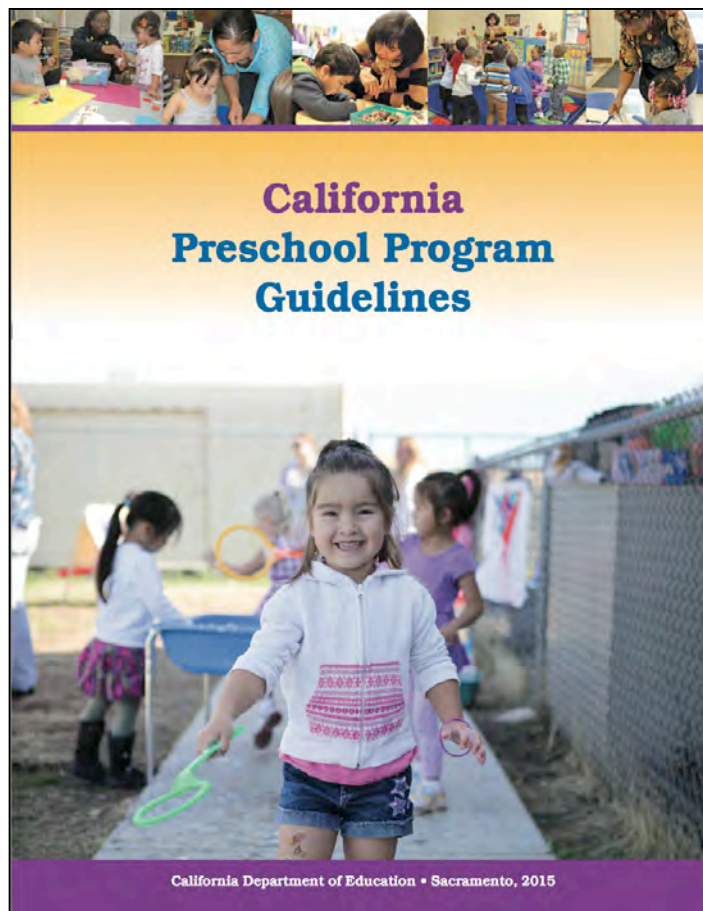




California Department of Education
Early Education and Support Division
WestEd Center for Child and Family Studies



Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two

*Supporting faculty in the California Community College
and California State University systems with
CDE early childhood publications and initiatives*

A Foreword from the Co-Director of the Center for Child and Family Studies, WestEd

Seeking to forge a strong link between the California Department of Education's (CDE) early care and education quality improvement activities and higher education in California, the Faculty Initiative Project (FIP) has been supporting the efforts of faculty to infuse information from the CDE's activities into their course work. The instructional guides, which are being created collaboratively with higher education faculty, are an essential component of the Faculty Initiative Project's work. This document, the *CDE/ECE Faculty Initiative Project Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two* is the latest installment of these practical, user-friendly resources. The *Instructional Guide for the California Preschool Program Guidelines, Part Three* will be developed in the 2016-17 fiscal year and disseminated at the spring 2017 seminars.

The preschool program guidelines are an essential component of the CDE's preschool learning and development system. The guidelines are based on research and evidence-based information on preschool program policies and practices. This volume is primarily written for preschool program directors, but teachers will also find it useful. It places recommendations for preschool program quality in the current context of early childhood research and practice. Research has increasingly shown that high-quality preschool programs have a significant impact on young children's learning and development and their readiness for school. Moreover, cost/benefit analyses demonstrate a positive return on investments in high-quality early childhood programs. Another area that informs preschool practice is recent research on early brain development. This research indicates that social-emotional development and cognitive development are interconnected, and that exposure to chronic early stress is harmful. Preschool programs need to focus on both social-emotional and cognitive learning and provide an emotionally positive, supportive social environment. Such programs benefit all children, especially those experiencing chronic stress outside the program.

Higher education faculty will easily recognize the content of this publication, for it focuses on many concepts they already teach. The discussion of the preschool child centers on the five essential domains of school readiness, including social-emotional development, language and literacy, cognition and general knowledge, physical well-being and motor development, and approaches toward learning. It also considers the fundamentally important role of play in children's learning and development. The chapter that addresses the role of the preschool teacher emphasizes the building and maintaining of positive relationships with children. Emphasis is also placed on planning the learning environment and curriculum and embedding assessment in the process of teaching and learning. The chapter on the role of administrators describes how they establish a climate that supports reflective curriculum planning, collaboration in a learning community, and reflective supervision and mentorship.

The preschool program guidelines envision the *California Preschool Curriculum Framework, Volumes 1-3* as central in supporting young children's learning and development. Indeed, the preschool program guidelines work hand-in-hand with all of the resources of the CDE's Early Learning and Development System, including the curriculum framework, the preschool learning foundations, and the Desired Results Developmental Profile (DRDP) assessment instrument. Through infusing the preschool program guidelines into their course work, faculty will be able to introduce resources and tools that are intended to facilitate their students' work as early childhood educators.

The *California Preschool Program Guidelines* address two areas that make critical contributions to program quality. In California, students learning to become early childhood educators need to have a deep understanding of early bilingual development and how to support young dual language learners in preschool programs. A chapter is dedicated to this topic. It spells out guiding principles for supporting young dual language learners, describes program approaches, raises key issues when assessing dual language learners, explores family engagement, and discusses how to include in preschool programs young dual language learners who have special needs. In addition to the chapter, information about dual language development and strategies for supporting young dual language learners appear throughout the publication. Faculty can use this resource to help students both deepen their knowledge of young dual language learners and see that supporting young dual language learners is integral to every aspect of early childhood program quality.

The second area that this publication examines in-depth is the use of technology and interactive media with preschool-age children. An overview of research informs a discussion of the benefits and challenges of using technology and interactive media in preschool programs. Guidance is provided on selecting technology and interactive media to enhance young children's learning as well as on integrating technology in the preschool environment.

Of course, the *California Preschool Program Guidelines* publication specifies guidelines for high-quality preschool programs. In Part Three of the *California Preschool Program Guidelines* the ten guideline areas are presented, including addressing culture, diversity, and equity; supporting relationships, interactions, and guidance; including children with disabilities or other special needs; and supporting professionalism and continuous learning. Taken together, the guidelines provide a comprehensive definition of high-quality preschool programs.

This instructional guide covers Part One and Part Two of the *California Preschool Program Guidelines* publication. The *Instructional Guide for the California Preschool Program Guidelines, Part Three* will be developed in the 2016-17 fiscal year and disseminated at the spring 2017 seminars.

The series of instructional guides is designed to meet the needs of faculty in a wide variety of situations. Following a broadly used teaching and learning sequence, it offers open-ended activities that can be used in their current form or adapted. In a nutshell, each instructional guide provides an easy-to-use, ready-to-go set of comprehensive resources, including in-class activities and handouts, that relate to all instructional levels, from an introductory class to master's level graduate study.

My colleagues and I at WestEd greatly appreciate having the opportunity to partner with the Faculty Initiative Project advisors and consultants from higher education. We are excited about this collaborative effort to create resources that are designed specifically for faculty. It is our hope that this instructional guide will contribute to the efforts of our colleagues in higher education to foster a broad and deep understanding of early learning and development in their students—tomorrow's early childhood educators. Together with the CDE, we look forward to continuing our work with higher education to ensure that all young children have teachers who possess the knowledge, skills, and dispositions necessary to provide high quality early childhood education.

Peter L. Mangione
Co-Director, Center for Child and Family Studies
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Introduction to the Faculty Initiative Project: *Supporting Faculty*

Responding to early childhood priorities in California, the Early Education and Support 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 California Department of Education/Early Childhood Education Faculty Initiative Project is to align and integrate essential content and competencies of key California Department of Education/Early Education and Support Division materials and initiatives with core early childhood education curriculum of the California Community College and the California State University systems. Faculty will have information and resources to integrate content of the California Department of Education initiatives and publications into unit-bearing course work required for the attainment of college certificates, permits granted by the Commission on Teacher Credentialing, and campus graduation requirements.

About the Instructional Guides: *Key Topics, Active 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 Early Education and Support Division initiatives and publications, the Faculty Initiative Project has been developing instructional guides to accompany several of these initiatives and publications. These instructional guides are intended to connect professional development in systems of higher education with the content of the Early Education and Support Division initiatives and the following publications:

- *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*
- *California Preschool Learning Foundations, Volume 1*
- *California Preschool Learning Foundations, Volume 2*
- *California Preschool Learning Foundations, Volume 3*
- *California Preschool Curriculum Framework, Volume 1*

- *California Preschool Curriculum Framework, Volume 2*
- *California Preschool Curriculum Framework, Volume 3*
- *California Preschool Program Guidelines*

Instructional guides have been developed for all these publications, including this *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*. Part Three of the program guidelines publication will be addressed in a forthcoming instructional guide expected to be available in the spring of 2017.

The instructional guides for the publications released prior to the *California Preschool Program Guidelines* are currently available on the Faculty Initiative Project Web site, <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

Once EESD and CDE Press have reviewed and approved the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*, it will also be available on our Web site.

The instructional guides are developed to

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

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

Purpose of the *Instructional Guide for the California Preschool Program Guidelines*

The purpose of the Faculty Initiative Project's *Instructional Guide for the California Preschool Program Guidelines* is to support faculty as they deepen their students' familiarity with the content of the publication and to prepare students to integrate the guidelines into their professional lives.

Organization of the Publication: *California Preschool Program Guidelines, Part One and Part Two*

The *California Preschool Program Guidelines* is organized into three parts. Part Three consists of the guidelines themselves and will be addressed in a forthcoming instructional guide expected to be available in the spring of 2017. This instructional guide addresses Part One and Part Two of the *California Preschool Program Guidelines*.

Part One, Setting the Stage for Program Quality, consists of four chapters. Chapter 1 presents background information on early childhood education issues from both national and California perspectives and resources available to early childhood professionals. Chapter 2 presents important features of development in early childhood. This is organized around the California preschool learning foundations and relates to five essential domains of school readiness: social and emotional development, language and literacy development, cognition and general knowledge, physical well-being and motor development, and approaches toward learning. These five essential domains for school readiness have been developed by the National Education Goals Panel. Chapters 3 and 4 focus on the role of the teacher and the role of the administrator in quality preschool programs, respectively.

Part Two, Supporting Young Children's Learning and Development, consists of three chapters. Chapter 5 provides an overview of the *California Preschool Curriculum Framework*, Chapter 6 focuses on practices and approaches that support the learning and development of young dual language learners, and Chapter 7 provides suggestions regarding the use of technology with preschool-age children.

The *California Preschool Program Guidelines* also contains an introductory chapter with contextual information, a description of the organization of the guidelines, and descriptions of other resources within the California Early Learning and Development system as well as related resources.

California Preschool Program Guidelines DVD Set

The California Department of Education, Early Education and Support Division in collaboration with WestEd Center for Child and Family Studies produced a set of DVDs, titled *California Preschool Program Guidelines DVD Set*, to accompany the *California Preschool Program Guidelines* publication. There are two DVD discs in this set, Disc 1 and Disc 2. Interviews with experts and program leaders, along with rich video footage from California classrooms, illustrate key issues for planning and implementing a high-quality preschool program.

Throughout this instructional guide you will find references to specific DVD chapters and segments which support the integration of content from the *California Preschool Program Guidelines* and the specific topic being covered in that instructional guide unit and/or key topic.



Disc 1

This DVD disc symbol appears in the left margin of the instructional components throughout selected key topics in this instructional guide. This symbol indicates that there is a reference to a specific DVD chapter and/or segment that corresponds to a particular part of the “Active Learning” component of the key topic. This symbol will indicate either Disc 1 and/or Disc 2 for your reference.

Copies of the *California Preschool Program Guidelines DVD Set* are available for purchase from CDE. For prices and ordering information, please visit the CDE Web site at <http://www.cde.ca.gov/re/pn/rc>, or contact the CDE Press sales office at 1-800-995-4099 (toll-free).

Organization of the *Instructional Guide for the California Preschool Program Guidelines*: Flexible Use for Faculty in Individual Courses and Across Programs

Like many of the previous instructional guides, the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*, 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.

The Organizational Chart for the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two* illustrates the organization of the instructional guide. The location of this chart can be found in the Table of Contents of this instructional guide. This chart indicates that faculty can explore individual units or key topics or combine or select pieces of the units that might

be most appropriate for their particular students. Some repetition of instructional design across key topics is also intended to deepen habits of exploration and reflection that students then carry into their work.

The information in the introduction to the *California Preschool Program Guidelines* is addressed in an introductory piece in the instructional guide titled, “A Closer Look at the Introduction to the *California Preschool Program Guidelines*.” Following this introductory piece, each unit parallels a chapter. That is, Unit 1 relates to Chapter 1, Unit 2 to Chapter 2 and so on through each unit and chapter.

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

Note: 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/Early Education and Support Division. However, the domain in the foundations and curriculum framework is still referred to as the English-language development domain.

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

Each unit begins with a segment called “Getting Ready for the Unit and Connecting to Experience.” This includes background information for faculty as well as resources and references to other key topics or learning experiences in previous instructional guides that might be helpful for students. Following this information, there is a learning experience that will support students in connecting the topic of the unit to their own lives and experiences. This learning

experience further establishes motivation by embedding the topic within a situation or question with which the learner might be familiar and 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 that might be text, video, or audio*
- *Challenging quote or text*

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

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

Following the Preview Pages, the key topic opens with a section titled “Before You Start.” This section provides an overview of the learning experience to help faculty decide if the key topics 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. *Information Delivery*

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

2. *Active Learning*

In some previous instructional guides there were learning experiences designated to be used in class 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 class or out of class based

on faculty determination of what will work best for a particular situation. The intent of the suggested active learning is to engage students in the key topic through learning experiences that will be active, thoughtful, challenging, and relevant to the content. This work might include, but is not limited to, these instructional approaches:

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

Each key topic is written to include a variety of instructional methodologies. This is intended to provide varied learning experiences for students as they become familiar with the *California Preschool Program Guidelines*. It also provides another variable for faculty to use in deciding which key topics will best suit the needs of their students and programs. In this instructional guide, these methodologies are identified for each key topic and are listed on the key topic Preview Pages. 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 index also includes working definitions of each of the instructional methodologies used in the instructional guide. The location of the Instructional Methodologies Index is listed in the Table of Contents for this instructional guide.

3. *Reflection*

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

4. *Deeper Understanding*

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

5. *Online Options*

Suggestions are made for ways to implement or adapt active learning to student work that is done online. These options might be used in online courses, as online assignments for face-to-face courses, or in hybrid or blended courses. These are not meant to be exhaustive but to indicate the kinds of adaptations that can be made to support faculty and students who work online. Some options for online work are also offered within the active learning segments themselves.

PowerPoint Presentations



Slide 1

This symbol appears in the left margin of the instructional components throughout the key topics in the instructional guide. This symbol indicates that there are PowerPoint slides that correspond to a particular part of the “Active Learning” component of the key topic.

Organization of Each Active Learning Component: *Flexible Segments*

Active Learning

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

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

Not every key topic contains all of these segments of “Active Learning.” They are included when they are relevant and enhance learning or instructional possibilities.

Features of the *Instructional Guide for the California Preschool Program Guidelines*

Student Learning Outcomes

To support faculty in decisions regarding how and where they can best use Part One and Part Two of the *California Preschool Program Guidelines* in their course work or across their program, the 2015 version of the student learning outcomes developed by the Curriculum Alignment Project (CAP) for the eight core lower division early childhood courses as well as for the applicable CAP expansion courses have been mapped onto each key topic in this instructional guide for consideration. More information about the Curriculum Alignment Project and the student learning outcomes can be found at

https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm (accessed January 20, 2016). At the beginning of each key topic, the Preview Pages will provide the list of courses that have been mapped onto the specific key topic.

The Curriculum Alignment Project's student learning outcomes, objectives, and examples of course content and topics indicated for this *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*, can be found in Appendix A of this instructional guide. Refer to the Student Learning Outcomes Index for an overview of this instructional guide mapping listed by unit. The location of the Student Learning Outcomes Index is listed in the Table of Contents for this instructional guide.

These student learning outcomes are organized by the Curriculum Alignment Project's core lower division early childhood courses and expansion courses. This is not an exhaustive list, and faculty might find ways to use the key topics to address student learning outcomes in ways 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 assist faculty in using these student

California State University and University of California

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

learning outcomes as supports for decision making, the instructional guide key topics are indexed first by units then by the Curriculum Alignment Project's courses and student learning outcomes so that faculty can select what is most relevant to their particular needs. Student learning outcomes are matched to specific key topics in the instructional guide that will support attainment of that outcome. Not all student learning outcomes map onto the specific content of the instructional guide.

Refer to the Student Learning Outcomes Index for an overview of this instructional guide mapping listed by units. Refer to Appendix A of this instructional guide for more detailed and specific student learning outcomes, objectives, and examples of course content and topics.

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 become familiar with the *California Preschool Program Guidelines*. It also provides another variable for faculty to use in deciding which key topics will best suit the needs of their students and programs. In this instructional guide, these methodologies are identified for each key topic and are listed on the key topic Preview Pages. 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 index also includes working definitions of each of the instructional methodologies used in the instructional guide. The location of the Instructional Methodologies Index is listed in the Table of Contents for this instructional guide.

California Early Childhood Educator Competency Areas

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

Instructional Guide Resources: Appendixes

To support the preparation of the early care and education workforce in California, this instructional guide offers appendixes containing relevant content.

To locate these appendixes, refer to the Table of Contents of this instructional guide.

Appendix A – “CAP Lower Division Eight Courses, CAP Expansion Courses, and Student Learning Outcomes Mapped Onto the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*”

The following appendix is a list of the California Preschool Program Guidelines.

Appendix B – “Guidelines for Operating Preschool Programs”

For additional instructional guide resources and links, continue to check out the Faculty Initiative Project’s Web site at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

Draft Organizational Chart
Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two

Introduction to the Instructional Guide Introduction to the Faculty Initiative Project About the Instructional Guides Organization of the Publication and the Instructional Guide Companion DVD Set Student Learning Outcomes Instructional Methodologies ECE Competency Areas Appendixes	A Closer Look at the California Preschool Program Guidelines	Part One: Setting the Stage for Program Quality				Part Two: Supporting Young Children's Learning and Development		
		Unit 1 Chapter 1: Current Issues in Early Childhood Education	Unit 2 Chapter 2: The Preschool Child	Unit 3 Chapter 3: The Role of the Preschool Teacher	Unit 4 Chapter 4: The Role of the Administrator	Unit 5 Chapter 5: Use of the California Preschool Curriculum Framework	Unit 6 Chapter 6: Support for Dual Language Learners	Unit 7 Chapter 7: Using Technology and Interactive Media with Preschool-Age Children
		Getting Ready for the Unit	Getting Ready for the Unit	Getting Ready for the Unit	Getting Ready for the Unit	Getting Ready for the Unit	Getting Ready for the Unit	Getting Ready for the Unit
		Key Topic 1: Overview and Rationale of the Chapter	Key Topic 1: Some Factors That Influence Learning and Development in the Preschool Years	Key Topic 1: Overview and Rationale of the Chapter	Key Topic 1: Overview and Rationale of the Chapter	Key Topic 1: Using the CA Preschool Curriculum Framework to Develop Integrated Curriculum	Key Topic 1: Overview and Rationale of the Chapter	Key Topic 1: Overview and Rationale of the Chapter
		Key Topic 2: Exploring the Benefits and Quality Features of Preschool Programs	Key Topic 2: The Nine Domains of CA Preschool Learning Foundations and the Five Essential Domains for School Readiness	Key Topic 2: A Closer Look at Teachers' Responsibilities	Key Topic 2: Leadership	Key Topic 2: Working with Children Who are Dual Language Learners in Integrated Curriculum	Key Topic 2: Characteristics of Preschool Dual Language Learners	Key Topic 2: A Closer Look at Children and Electronic Media
		Key Topic 3: A Closer Look at the Research on Brain Development		Key Topic 3: Engaging All Families and Supporting All Children	Key Topic 3: Management	Key Topic 3: Using Universal Design in Integrated Curriculum	Key Topic 3: Program Approaches and Teaching Practices	Key Topic 3: A Closer Look at Integrating Technology and Interactive Media into Preschool Programs
		Key Topic 4: A Closer Look at School Readiness		Key Topic 4: Building Skills for Reflective Teaching		Key Topic 4: Exploring the Curriculum Planning Process of the CA Preschool Curriculum Framework	Key Topic 4: Further Considerations Regarding Dual Language Learners	
		Key Topic 5: A Closer Look at the CA Context						



Introduction

Key Topic: A Closer Look at the Introduction to the *California Preschool Program Guidelines*

Focus Statement

Students become familiar with the purpose, content, and organization of the *California Preschool Program Guidelines* and explore the components of the California Early Learning and Development System.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education
- Administration II: Personnel and Leadership in Early Childhood Education
- Introduction to Children with Special Needs
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Notetaking outline or tool



- Pairs or small groups
- Reflective discussion

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Culture, Diversity, and Equity
- Family and Community Engagement
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Introduction

Key Topic: A Closer Look at the Introduction to the *California Preschool Program Guidelines*

Before You Start

This introductory key topic will familiarize students with the organization of the *California Preschool Program Guidelines*. It also provides an opportunity for students to become familiar with, or refresh their knowledge of, the California Early Learning and Development System. This system is given more comprehensive coverage in Chapter 2 of Volume 1 of the *California Preschool Curriculum Framework*, pages 29–36. A learning experience for that chapter is provided as Unit 2 in the Faculty Initiative Project's *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*. The presentation of the system in the introduction to the *California Preschool Program Guidelines* provides a brief overview of components of the system as well as brief summaries of other resources that are related to these components and are to be used in conjunction with the *California Preschool Program Guidelines*.

There is a graphic of the California Early Learning and Development System in the introduction to the guidelines, on page xv. Handout 1, which is included with this key topic, provides the students with a copy of this graphic. Handout 2 provides students with the template for the graphic; the template does not contain the content. An electronic version of this handout will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

It is suggested that students write the names and summaries of resources that are part of the California Early Learning and Development System on large sticky notes or half sheets of 8 ½" x 11" paper, which are then posted on a large version of the California Early Learning and Development System graphic. If this method is used, the following materials will be needed: half sheets of 8 ½" x 11" paper or large sticky notes, four large sheets of chart paper on which to re-create the system graphic, dark-colored markers, and tape. Whiteboards or interactive whiteboards could also be used.

If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).



Information Delivery

Let students know that they will be doing an active learning experience that will acquaint them with the organization of the *California Preschool Program Guidelines* and then will continue to acquaint themselves with publications that are relevant for use of the guidelines. It is suggested that all of this work be done in small groups.

The content for this key topic is from the Introduction of the *California Preschool Program Guidelines* on pages xii–xviii.

Active Learning

Getting it started

Organize students into groups of three or four, depending on class size. Ask students to work in their groups and read the first two sections on page xii. Students are to look for key ideas that will respond to these questions:



Slide 2

- Who are the primary and broader audiences that the publication is intended to address?
- What do the guidelines provide?
- What do the guidelines represent?
- What do they suggest?

Because these questions can be addressed directly by reading the text, faculty could either ask students to briefly describe what they found or move on to the organization of the guidelines.



Slide 3

Next, ask students to stay in their groups and find the section titled "Organization of the Content" on pages xii–xiii. Ask students to read the descriptions of the chapters included in Part One and Part Two. Each group is to write a one-sentence summary of the description of each chapter.

Ask each group, in a round-robin fashion, to read aloud the names of each of the 10 guidelines in Part Three on page xiii.

Check for questions about the guidelines or chapters before proceeding to the next section of the introduction.



Slide 4

Keeping it going

Provide each group with a copy of Handout 2, included with this key topic, which is a blank version of the graphic in the text on page xv.



Let students know that, in their groups, they will be filling in the boxes on the handout. You might want to create a large version of this handout that can be visible to all students when groups are reconvened for discussion. This could be done on a large whiteboard or by combining several sheets of chart paper. Give each group a set of half sheets of 8 ½" x 11" paper or half-sheet size sticky notes.



Slide 5

Introduce students to the California Early Learning and Development System through the graphic on page xv. Remind students that, as stated in the *California Preschool Program Guidelines* on page xiii, “Each component area in the system provides resources that focus on a different aspect of supporting preschool teachers and links to the resources provided in every other component of the system” (CDE 2010b, 30).



Slide 6

Ask students in each group to work through the resources listed in the text and add them to the graphic. They are to insert the names of resources that are relevant to each component of the system into the blank spaces of the graphic. Ask them also to provide a one- or two-sentence summary of each resource. If this information does not all fit into or near the box, suggest that they record the summaries on a separate sheet of paper.

There are also some other resources listed in the “Complementary Resources” on pages xvi–xvii that could be added to the graphic but not in a box. These could be listed under the system on the handout.

Taking it further

Using the large visible version of the graphic that has been created, let students know that you will fill this in as a whole group. This could be done by designating one group for each component or by assigning groups to components based on the number of groups in the class.

Putting it together

When each group has completed the work on their

Online Options

If there is document-sharing capability for the course, the completion of the California Early Learning and Development System handout can be done online. Faculty could ask different students to add resources and the summaries to the different boxes. If the course also supports online discussion, faculty could then facilitate a discussion based on the questions in the “Putting it together” section.



graphic or when the class has completed the large graphic together, ask the following discussion questions:



Slides 7-8

- What is your general impression of the California Early Learning and Development System?
- What is most familiar?
- What is least familiar to you?
- Were there components where you wanted more descriptions?
- Are there components that you want to find out more about?
- Could you develop a one- or two-sentence summary of the California Early Learning and Development System for parents? For colleagues?
- What other questions do you have about the system?

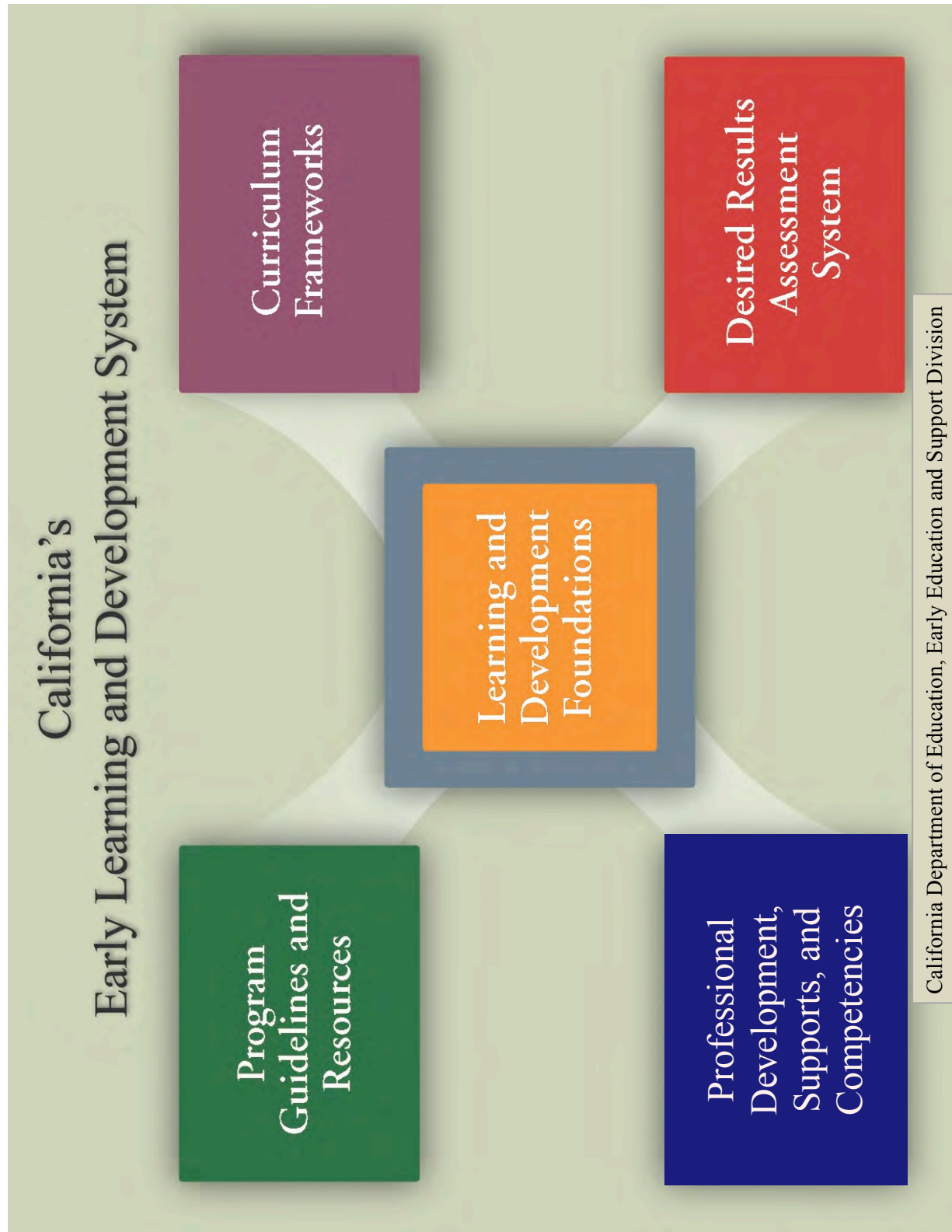
Reflection

The following reflective questions can be used to support students in thinking about their work in this key topic:



Slides 9-10

- Were there parts of this learning experience that were difficult for you?
- Were you familiar with much of this material?
- Can you think of some different ways that students could review the content of this introduction?
- Did reviewing parts of the Introduction and completing the handout help you understand the role of the guidelines in the California Early Learning and Development System?



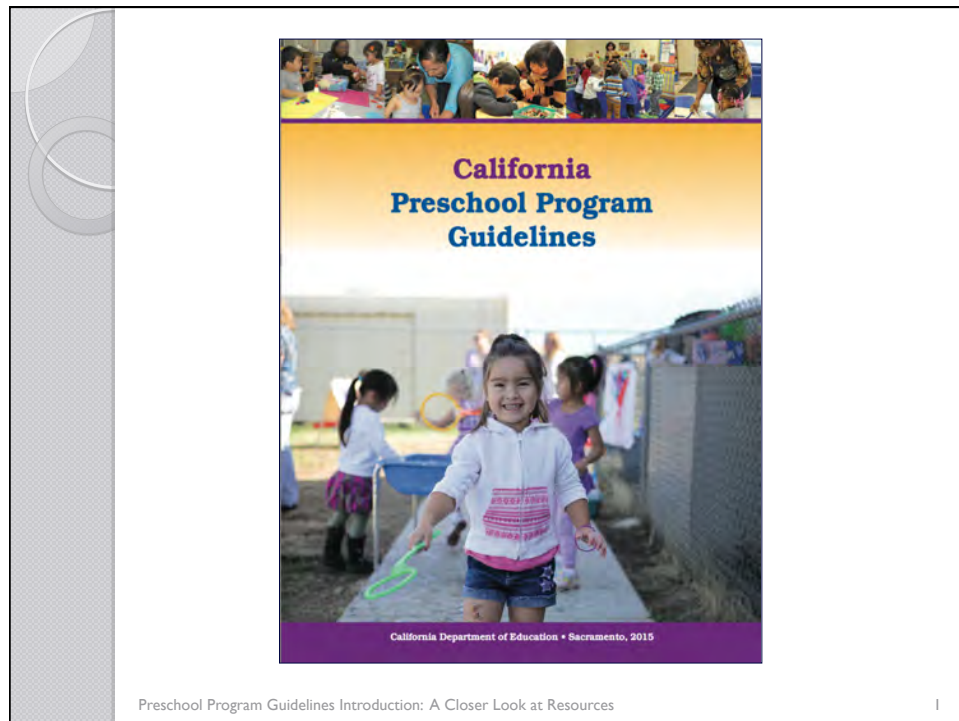
Introduction
 Key Topic – A Closer Look at the Introduction to the *California Preschool Program Guidelines*
 Handout 1 – California's Early Learning and Development System



California's Early Learning and Development System

California Department of Education, Early Education and Support Division

Introduction
Key Topic - A Closer Look at the Introduction to the *California Preschool Program Guidelines*
Handout 2 – California's Early Learning and Development System – Blank



California Preschool Program Guidelines

California Preschool Program Guidelines “Introduction” page xii

- Who are the primary and broader audiences that the publication is intended to address?
- What do the guidelines provide?
- What do the guidelines represent?
- What do they suggest?

California Preschool Program Guidelines

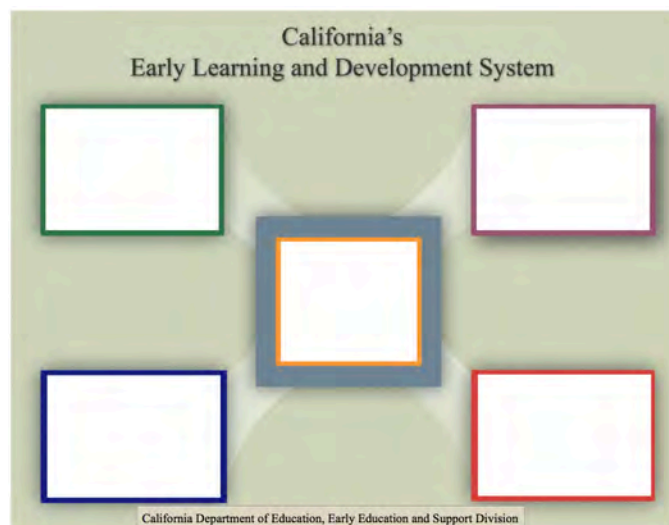
California Preschool Program Guidelines “Organization of the Content” pages xii–xviii

- Write a one sentence summary of the description of each chapter in Part One and Part Two.
- Read each of the 10 guidelines in Part Three.

Preschool Program Guidelines Introduction: A Closer Look at Resources

3

California Preschool Program Guidelines



Preschool Program Guidelines Introduction: A Closer Look at Resources

4

California Preschool Program Guidelines



Preschool Program Guidelines Introduction: A Closer Look at Resources

5

California Early Learning and Development System

- Review the resources listed in the text.
- List the names of the resources relevant to each component of the system into the blank spaces on the graphic.
- Write a 1-2 sentence summary of each resource.

Preschool Program Guidelines Introduction: A Closer Look at Resources

6

California Early Learning and Development System

- What is your general impression of the California Early Learning and Development System?
- What is most familiar? What is least familiar to you?
- Were there components where you wanted more descriptions?

Preschool Program Guidelines Introduction: A Closer Look at Resources

7

California Early Learning and Development System

- Are there components that you want to find out more about?
- Could you develop a 1 or 2 sentence summary of the California Early Learning and Development System for parents? For colleagues?
- What other questions do you have about the system?

Preschool Program Guidelines Introduction: A Closer Look at Resources

8

California Early Learning and Development System



- Were there parts of this learning experience that were difficult for you?
- Were you familiar with much of this material?
- Can you think of some different ways that students could review the content of this introduction?

Preschool Program Guidelines Introduction: A Closer Look at Resources

9

California Early Learning and Development System



- Did reviewing parts of the “Introduction” and completing the handout help you understand the role of the guidelines in the California Early Learning and Development System?

Preschool Program Guidelines Introduction: A Closer Look at Resources

10



Unit 1 – Current Issues in Early Childhood Education

Getting Ready for the Unit and Connecting to Experience

Focus Statement

Students identify issues related to early childhood education that surface through everyday interactions and news and social media. They then reflect on how these issues influence them as current or future preschool teachers.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Child, Family, and Community
- Principles and Practices of Teaching Young Children
- Administration II: Personnel and Leadership in Early Childhood Education

Instructional Methodologies

- Brainstorming
- Categorizing
- Class discussion
- Lecture
- Personal reflection
- Reflective discussion

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies*



(CDE 2011). 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 learning experiences.

- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 1 – Current Issues in Early Childhood Education

Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

Chapter 1 of the *California Preschool Program Guidelines*, “Current Issues in Early Childhood Education,” presents information on issues related to quality early childhood and preschool education. The chapter is divided into two major sections. The first section includes issues and research relevant to early childhood education and settings throughout the United States; the second section focuses on the California perspective of these issues and some of the state’s current early childhood education initiatives.

Four general issues are addressed in the first section: “. . . benefits of high-quality **preschool programs**, societal benefits of investing in early childhood education (ECE) programs, research on brain development and its implications for supporting young children’s learning and development, and key features of preschool that have been shown to be important to young children’s school readiness and long-term achievement” (*California Preschool Program Guidelines*, p. 3).

The first section includes the following specific topics or subsections:

- Evidence from Research
 - *How is quality in preschool measured?*
- The Need for High-Quality Preschool Programs
- Early Childhood Investments and Societal Impacts
- Recent Research on Brain Development
 - *How are the brain and its related functions studied?*
- School Readiness

The second section’s focus on California includes these topics:

- The California Context
 - *Demographics*
 - *Dual Language Learners*
 - *Socioeconomic Status*



- *Children with Disabilities or Other Special Needs*
- Readiness Gap
- Desired Results for Children and Families
 - *Background of Desired Results for Children and Families*
- Overview of Preschool Learning Foundations

A list of references is at the end of the chapter.

Unit 1 of this instructional guide is designed to provide both an overview of the issues and research presented in the chapter and opportunities to explore each issue in more depth. There are six learning experiences in Unit 1 of this instructional guide—the first two introduce the key content of the chapter and the last four key topics provide more in-depth exploration of the chapter’s main topics. This first learning experience, “Getting Ready for the Unit and Connecting to Experience,” provides an opportunity for students to identify and think about how early childhood education issues, events, research, and initiatives at national, state, and local levels impact them in their everyday lives. Key Topic 1 has students doing a jigsaw reading of the chapter and identifying the main messages and research for each issue.

In Key Topic 2, students take a closer look at the benefits and elements of high-quality preschool programs by reviewing some of the research references for the chapter. Key Topic 3 focuses on the brain development research and its implications for practice and policy. Key Topic 4 asks students to consider what school readiness means for children, schools, families, and communities and how they would explain school readiness to families. Key Topic 5 concludes the unit with students finding data for their counties to compare with some of the demographic data presented in the chapter. Students then reflect on how they would use this information to ensure that their preschool programs can meet specific needs of children in their communities.

Motivator and Connection to Experience

Before You Start

This learning experience is intended to raise students’ awareness of how issues related to early childhood education and preschool programs impact their lives and roles as current or future preschool teachers. Students consider the kinds of information and messages they receive through different media and reflect on what may be important for them to do to increase their knowledge of key issues.

Depending on the students’ background, they may not be aware of the history of preschool programs in the United States and the universal preschool movement. It may be helpful for students if the instructor introduces this learning experience by discussing



the increased public awareness about early childhood education at the national, state, and local levels. Faculty may also choose to deliver a short lecture summarizing the general issues discussed in Chapter 1. Providing a few examples of current legislation, initiatives, research, or news items may also provide some context for students.

The “Keeping it going” segment references Urie Bronfenbrenner’s ecological systems framework and suggests an adaptation of his model as a way for students to consider the varying influences of current issues on their lives. If students are not familiar with Bronfenbrenner’s framework, faculty may need to prepare a brief overview for them.

Students are asked to brainstorm and share lists of issues by writing each item on a sticky note and then posting it in an appropriate circle or column on a wall. If this method is used, materials needed include sticky notes approximately 3” x 3” in size, string or yarn to make the circles or columns, tape, and paper and marking pens to create the labels for the circles or columns.

Handout 1, “Circles of Influence,” is provided for students to individually list and categorize the issues that come to their attention and potentially impact their lives. An electronic version of this handout will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

In the “Another approach” segment of the active learning, students report on an issue related to early childhood education and preschool programs. Again depending on the students’ experience, faculty may provide a list of resources that students could review to locate an issue. For example, the National Association for the Education of Young Children (NAEYC) has a newsletter that addresses a variety of topics and a listserv in which subscribers receive updates and alerts on national legislative and administrative issues related to early childhood education. NAEYC also hosts a blog for family members to share stories. The National Institute for Early Education Research (NIEER) provides several ways for subscribers to receive updates on different topics through various social media. Students can also go to the NIEER Web site’s page titled “Early Education in the News.” Web sites for these resources are listed in the “Information Delivery” section. Handout 2, “Early Childhood Education Resources,” is provided for students’ easy access to these resources.

Information Delivery

If students are not familiar with some of the history and national interest around early childhood education and Bronfenbrenner’s ecological systems framework, faculty may provide brief lectures on both topics.

If the “Another approach” segment is used, the instructor may wish to provide some resources where students can locate issues. The following Web sites are for the resources mentioned in the “Before



You Start” box of this learning experience. Handout 2, “Early Childhood Education Resources,” is provided for students’ easy access to these resources.



Slide 2

- National Association for the Education of Young Children—newsletters and other updates about the organization
<http://www.naeyc.org/content/stay-connected> (accessed January 20, 2016)
- National Association for the Education of Young Children—legislative and administrative policy information
<http://www.naeyc.org/policy/action> (accessed January 20, 2016)
- National Association for the Education of Young Children—blog for families
<http://families.naeyc.org/blog> (accessed January 20, 2016)



Slide 3

- National Institute for Early Education Research—updates through different social media
<http://nieer.org/about-nieer/subscribe-nieer-content> (accessed January 20, 2016)
- National Institute for Early Education Research—Early Education in the News
<http://nieer.org/news-events/early-education-news> (accessed January 20, 2016)

Active Learning

Getting it started

Introduce this learning experience by briefly discussing the increased public awareness about early childhood education at the national, state, and local levels. Then ask students to think of any recent news articles; blog postings; listserv communications; conversations with family, friends, or colleagues; television or radio public service announcements; advertisements in any media; or class or community of practice group discussions about anything related to preschool programs and early childhood education. These could range from national policy or legislation to what a friend’s child did in preschool. Ask students to summarize each item or issue in a few words on a small sticky note.

Keeping it going

Next introduce or remind students of Bronfenbrenner’s ecological systems framework with its circles of influence or impact on the child. Explain that the students will be adapting this model to consider how



Slides 4-5



issues related to early childhood education could be seen in their lives.

Review Handout 1, “Circles of Influence,” with students and point out the four circles that represent the student and student’s family in the center and the student’s community, state, and nation in the other three rings. Students are to then review the items from their sticky notes and write them into one of the four circles. For example, if a student received a listserv request to write to a state lawmaker or the governor to support legislation related to funding preschool programs, that item would be in the state level circle. If a friend asked for advice about choosing a child care program, that could be in the community circle. A class assignment to interview a preschool teacher about how the teacher creates a positive emotional climate could be in the center circle. As students work on their handouts, ask them to sort their sticky notes into the four categories if they have not already done so.

Taking it further

If possible, create four concentric circles on a wall using string or yarn and label each circle or ring the way it is done on the handout. Or create four columns on the wall or a whiteboard with the four category labels. Ask students to then place their sticky notes in the appropriate circle or under the appropriate column.

Putting it together

Because the print on the sticky notes will probably be difficult for students to read from a distance, ask for a volunteer to read each item in one circle or column. Have other volunteers read the items in the other three circles or columns

The following questions could then be used to discuss the content of the circles or columns:

- What do you notice about the circles or columns? What catches your attention?
- What is the most interesting circle or column? How does it compare with your own?



Slides 6-7

Online Options

Students could develop a list of issues out of class and post a completed handout for their classmates to review. If there is online-discussion capability for the course, the instructor could then facilitate a discussion of the students’ responses for each level or circle. The discussion could be based on modifications of the questions in the Putting it together section.



- Why is it important to be aware of community, state, and national early childhood education and preschool program issues and how they impact you as a student and/or preschool teacher?
- What is one thing you can do to increase your awareness of early childhood education and preschool program issues?

Another approach

Instead of students recalling events or issues through different media or interactions with others, students identify a local, state, or national level issue by reviewing different sources such as email listservs, blogs, discussion forums, Web sites, or other social media. They then share a brief summary of the issue that includes these points:



Slide 8

- Source
- Description of the issue
- Why it was selected
- How the issue impacts the student

Students then share their issues in a class discussion, grouping them by either topic or level. It may be interesting to group the issues both ways and note any similarities and differences. The discussion could also focus on these questions:



Slides 9-10

- Which issue resonates the most strongly with you?
- How easy or difficult was it for you to find an issue to report on?
- What did you learn from doing this search?
- Why is it important to be aware of community, state, and national early childhood education and preschool program issues and how they impact you as a student and/or preschool teacher?

Online Options

Students could post online their summaries and then review their classmates' summaries prior to an in-class discussion. Or if there is online-discussion capability, the instructor could facilitate a discussion of the similarities and differences in the summaries. The online discussion could also include the questions in the "Another approach" section.



- What is one thing you can do to increase your awareness of early childhood education and preschool program issues?

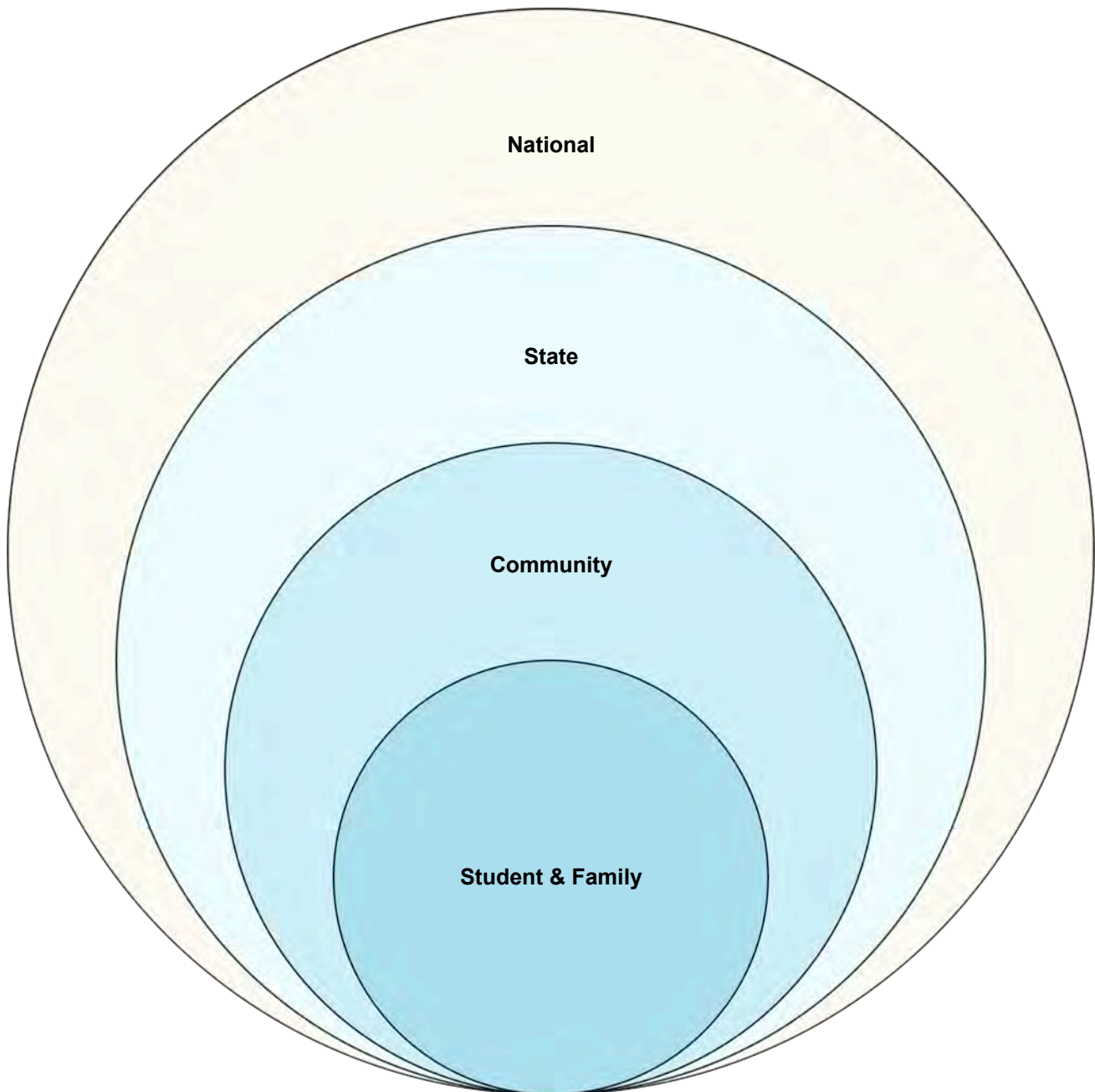
Reflection

The discussion questions in the “Putting it together” or “Another approach” section can be used for reflecting on this learning experience.



Circles of Influence

Fill in each circle with items related to early childhood education and preschool programs. These items can be from news articles, blog postings, conversations with others, public service announcements, advertisements, class assignments, and so forth.



Unit 1: Current Issues in Early Childhood Education
Key Topic 1 – Overview and Rationale of the Chapter
Handout 1: Circles of Influence



Early Childhood Education Resources

National Association for the Education of Young Children

Newsletters and other updates about the organization

<http://www.naeyc.org/content/stay-connected> (accessed January 20, 2016)

Unit 1 : Current Issues in Early Childhood Education
Getting Ready for the Unit and Connecting to Experience
Handout 2: Early Childhood Education Resources

National Association for the Education of Young Children

Legislative and administrative policy information

<http://www.naeyc.org/policy/action> (accessed January 20, 2016)



National Association for the Education of Young Children

Blog for families

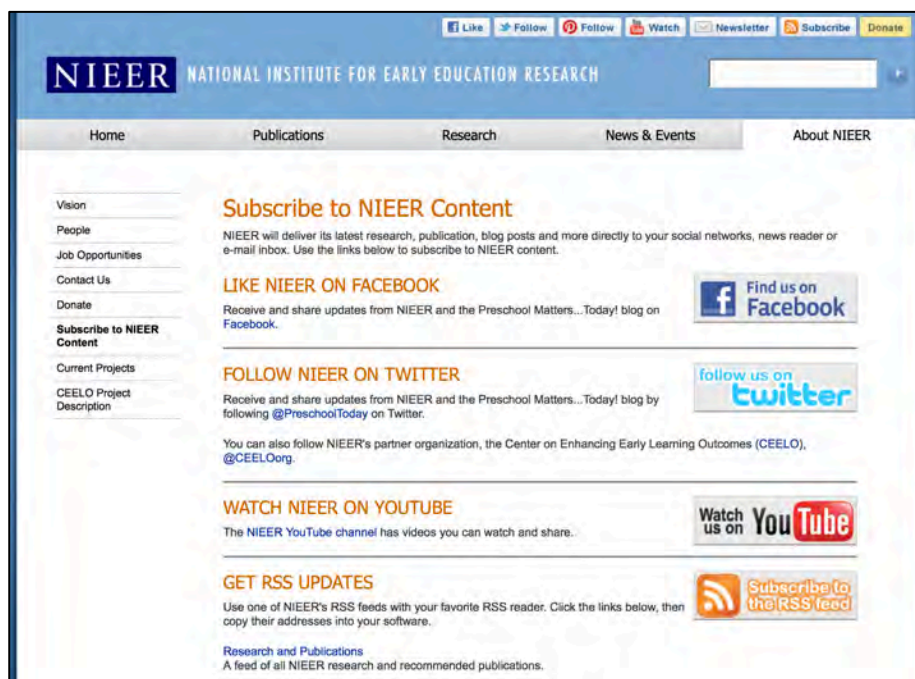
<http://families.naeyc.org/blog> (accessed January 20, 2016)



National Institute for Early Education Research

Updates through different social media

<http://nieer.org/about-nieer/subscribe-nieer-content> (accessed January 20, 2016)





National Institute for Early Education Research

Early Education in the News

<http://nieer.org/news-events/early-education-news> (accessed January 20, 2016)

The screenshot shows the NIEER website interface. At the top, there is a navigation bar with links for Home, Publications, Research, News & Events, and About NIEER. Below the navigation bar, the main content area is titled 'Early Education in the News'. On the left side, there is a sidebar with filters for 'NIEER News Releases', 'Early Education in the News', and 'Events'. The main content area features a featured article titled 'Can taking pre-K classrooms outdoors end education inequity for our youngest learners?' by The Hechinger Report, dated January 19, 2016. The article text discusses the high cost of preschool and the benefits of outdoor learning. Below the featured article, there is another article titled 'Why governments should pay attention to early childhood education' by Devex, also dated January 19, 2016. On the right side, there is a 'WELCOME' message from NIEER, providing contact information for journalists and a note about website updates.

NIEER NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH

Home Publications Research News & Events About NIEER

NIEER News Releases

Early Education in the News

Events

Early Education in the News

Year State Topic

Can taking pre-K classrooms outdoors end education inequity for our youngest learners?

The Hechinger Report
January 19, 2016

Preschool is expensive and increasingly a luxury that only the wealthy can afford. In most states in our country, preschool costs more than rent or college tuition. This leads to women (and increasingly men) dropping out of the workforce during a critical time in their careers and contributing to a shortage of skilled talent in our economy, from the technology sector to the school classroom — not to mention the 60 percent of children in our country who enter kindergarten two years behind their wealthier (and luckier) peers.

In the recent Hechinger Report article, Into the woods: When preschoolers spend every class outdoors, Lillian Mongeau presented a hopeful portrait of a new trend in American preschools: breaking down the school house walls and taking the classroom outdoors.

A preschool where children develop the emotional, social and academic skills they need to thrive in kindergarten while also living a vibrant, joyful childhood. A childhood full of play, exploration and wonder in the natural world. The article also appeared in The New York Times. The article also mentions that outdoor preschools make a quality education more affordable.

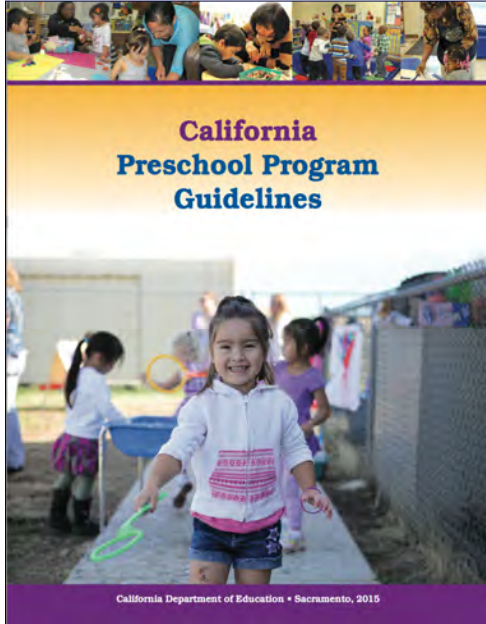
Why governments should pay attention to early childhood education

Devex
January 19, 2016

WELCOME

If you are a journalist who needs information on early education, please call Kirsty Brown at 732-953-8051 or email kbrown@nieer.org.

We are currently updating our website. We apologize for any inconvenience. If you have found a broken link, please send it to info@nieer.org, with Broken Link in the subject line, and we will do our best to update it within 24 hours. We appreciate your patience.



California
Preschool Program
Guidelines

California Department of Education • Sacramento, 2015

Current Issues in Early Childhood Education: Unit 1, Getting Ready 1

Current Issues in Early Childhood Education

National Association for the Education of Young Children

- Newsletters and other updates about the organization
<http://www.naeyc.org/content/stay-connected>
- Legislative and administrative policy information
<http://www.naeyc.org/policy/action>
- Blog for families
<http://families.naeyc.org/blog>

Current Issues in Early Childhood Education: Unit 1, Getting Ready 2

Current Issues in Early Childhood Education

National Institute for Early Education Research

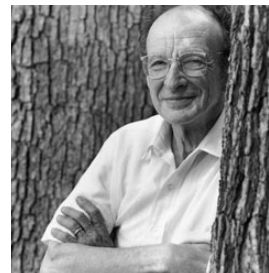
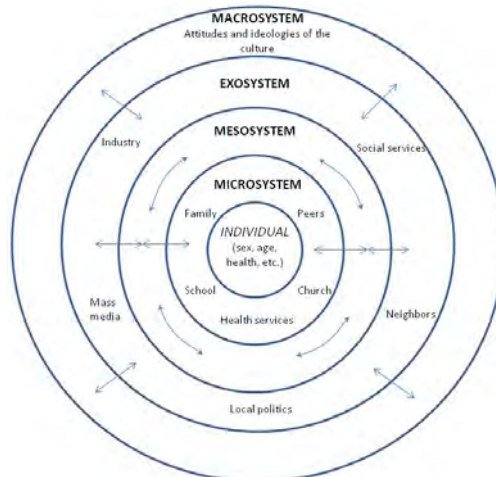
- Updates through social media
<http://nieer.org/about-nieer/subscribe-nieer-content>
- Early Education in the News
<http://nieer.org/news-events/early-education-news>

Current Issues in Early Childhood Education: Unit 1, Getting Ready

3

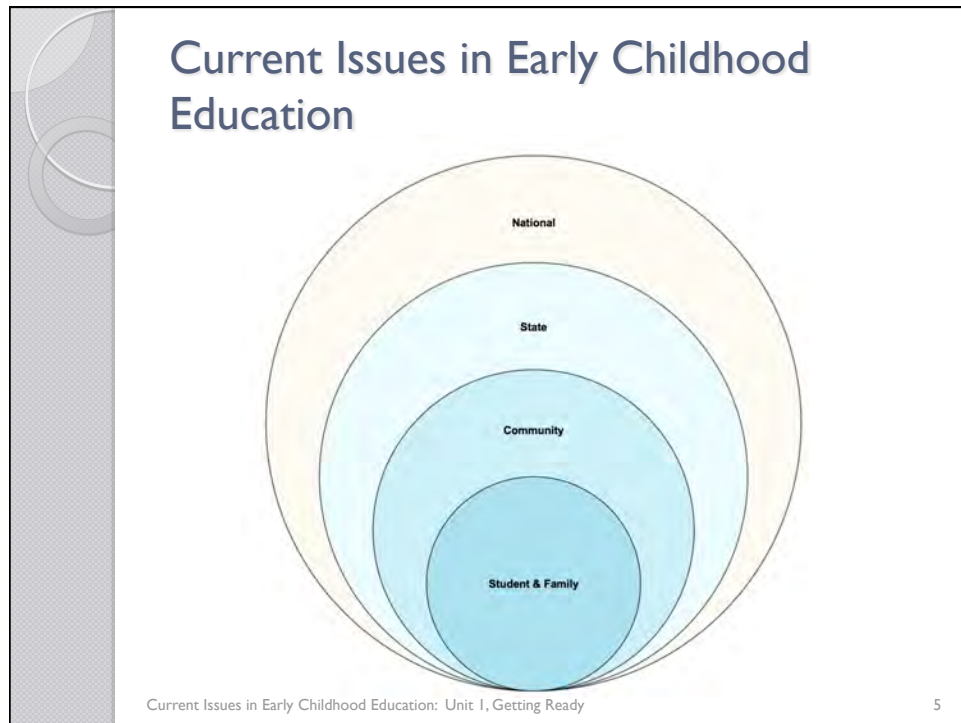
Current Issues in Early Childhood Education

Bronfenbrenner's Ecological Systems Framework



Current Issues in Early Childhood Education: Unit 1, Getting Ready

4



Current Issues in Early Childhood Education

- What do you notice about the circles or columns? What catches your attention?
- What is the most interesting circle or column? How does it compare with your own?

Current Issues in Early Childhood Education: Unit 1, Getting Ready

6

Current Issues in Early Childhood Education

- Why is it important to be aware of community, state, and national early childhood education and preschool program issues and how they impact you as a student and/or preschool teacher?
- What is one thing you can do to increase your awareness of early childhood education and preschool program issues?

Current Issues in Early Childhood Education: Unit 1, Getting Ready

7

Current Issues in Early Childhood Education

Summarize the issue, including:

- Source
- Description of the issue
- Why you selected it
- How the issue impacts you

Current Issues in Early Childhood Education: Unit 1, Getting Ready

8

Current Issues in Early Childhood Education

- Which issue resonates the most strongly with you?
- How easy or difficult was it for you to find an issue to report on?
- What did you learn from doing this search?

Current Issues in Early Childhood Education: Unit 1, Getting Ready

9

Current Issues in Early Childhood Education

- Why is it important to be aware of community, state, and national early childhood education and preschool program issues and how they impact you as a student and/or preschool teacher?
- What is one thing you can do to increase your awareness of early childhood education and preschool program issues?

Current Issues in Early Childhood Education: Unit 1, Getting Ready

10



Unit 1 – Current Issues in Early Childhood Education

Key Topic 1: Overview and Rationale of the Chapter

Unit 1: Current Issues in Early Childhood Education
Key Topic 1 – Overview and Rationale of the Chapter

Focus Statement

Students gain an overview of key issues and research related to high-quality preschool programs from both national and California perspectives.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Child, Family, and Community
- Principles and Practices of Teaching Young Children
- Administration II: Personnel and Leadership in Early Childhood Education

Instructional Methodologies

- Class discussion
- Jigsaw reading
- Notetaking outline or tool
- Pairs or small groups
- Reflective discussion

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 1 – Current Issues in Early Childhood Education

Key Topic 1: Overview and Rationale of the Chapter

Before You Start

Chapter 1 in the *California Preschool Program Guidelines* focuses on issues in early childhood and preschool education that are related to enhancing the quality of preschool programs. There are two major sections in this chapter. The first section presents research and findings from a national perspective. The second section is a discussion of implications of these issues for California, including current initiatives that address some of the research findings and issues.

In this key topic, students will review the chapter to acquire an overview of the chapter's contents—its main messages and some of the research behind these messages. Students work both individually and in groups to read sections of the chapter, discuss the key points, and develop a brief summary of the two major sections. The purpose of this key topic is to familiarize students with the chapter; more in-depth exploration of some of the chapter's content is provided in this unit's other key topics.

Handout 1, “General Issues in Early Childhood Education and the California Context,” is a notetaking form that students can use when taking notes on their reading and discussions. An electronic version of this handout will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016). Students will also be asked to review parts of Chapter 1. If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

Information Delivery



Slide 2

As described in the “Before You Start” section, Chapter 1 of the *California Preschool Program Guidelines* is divided into two major sections. The following four general issues, summarized in the second paragraph of the chapter on page 3, are discussed in the first section:

- Benefits of high-quality preschool programs



Slide 3

- Societal benefits of investing in early childhood education programs
- Research on brain development and implications for young children's learning and development
- Key features of preschool relevant to young children's school readiness and long-term achievement

The second major section focuses on issues and initiatives in California:



Slides 4-5

- Demographics—including young dual language learners, socioeconomic status of families, and children with disabilities or other special needs
- Readiness gap and California's children
- Desired Results assessment system
- California preschool learning foundations

This information could be delivered by lecture. However, it is recommended that students read assigned sections to become familiar with the *California Preschool Program Guidelines* publication.

Active Learning

Getting it started

Introduce this key topic by summarizing or asking students to read the first two paragraphs of Chapter 1, "Current Issues in Early Childhood Education," on page 3 of the *California Preschool Program Guidelines*. Then point out the two major divisions or sections of the chapter and the subsections for each. Students will be reviewing the chapter to become familiar with its major points and rationale.

Keeping it going

Ask the students to form small groups and explain that each group will be reading the chapter to identify key points, main messages, and research highlights. Each group will present its main messages and research highlights to the other groups.

The reading is to be done with the jigsaw method, in which students in each group first individually read a designated subsection and



Slide 6

record the key points in the appropriate column of the handout. They then share their findings with the other students in their group. Handout 1, “General Issues in Early Childhood Education and the California Context,” is provided as a notetaking form that lists the two major sections and nine subsections of the chapter, which are summarized in the following table:

General issues		Pages 3–11
	Evidence from Research (benefits of ECE programs)	Pages 3–4
	The Need for High-Quality Preschool Programs	Page 5
	Early Childhood Investments and Societal Impacts	Pages 5–6
	Recent Research on Brain Development	Pages 6–10
	School Readiness	Pages 10–11
California developments		Pages 11–15
	The California Context	Pages 11–12
	Readiness Gap	Page 12
	Desired Results for Children and Families	Pages 12–15
	Overview of Preschool Learning Foundations	Page 15

The students in each group are to decide how to divide the nine subsections among the members of their group. Depending on each group’s size, some students may read more than one subsection or a part of a subsection. For example, students may decide to assign the subsection “Evidence from Research” to two students. One reviews the first four paragraphs, and the second reviews the last two paragraphs titled “*How is quality in preschool measured?*”

Students may note that there is not a lot of space for writing notes in Handout 1. This is intentional because this review is to create an overview—not a detailed outline—of the chapter. The intent is to capture the most salient information in bullet points, key words, and symbols. For example, a few key points in the first column about benefits of early childhood education might be these phrases:



- High-quality preschool → ↑cognitive, language, social skills
- Positive benefits → adolescence, adulthood

Also explain that the last two rows on each page of the handout are to be completed by the group after the students in the group have shared and discussed each of the subsections.

Taking it further

After the students have read and taken notes on their assigned subsections, they are to present and discuss their notes with the others in their group. It is suggested that the other students record some of their classmates' points on their own handout.

After all students in the group have shared their sections, each group comes to agreement on the main messages and research highlights for the two major sections of the chapter. Each group also decides which member should record these messages and research highlights and how the group will share them with the rest of the class.

Online Options

Students work in small groups out of class to complete the handout. Each group then posts online its key messages and research highlights for the other groups to review prior to a class discussion. If there is online-discussion capability, the instructor could facilitate this discussion online, asking students to note similarities and differences among the groups' selection of key messages and research highlights.

Putting it together

Ask each group to share its summary of the chapter. It may be helpful to have the groups first discuss the general issues section and then the California section. Focusing on one section may make it easier to compare findings among the groups.

Another approach

Instead of using the jigsaw approach, students could all read the whole chapter and complete Handout 1. This might best be done as an out-of-class reading assignment. Then students could

Online Options

Students could post online their completed handouts for their classmates to review prior to a class discussion. If there is online-discussion capability, the instructor could facilitate this discussion online, asking students to note similarities and differences among their key messages and research highlights.



compare and discuss their main messages and research highlights as a full class or in small groups.

Reflection

Conclude this learning experience by asking students to reflect on the following questions:



Slides 7-8

- What key points do you remember from your group's discussion of the chapter? Which main message? Which research highlight?
- Describe how your group decided on the main messages and research highlights. What was easy about the process? What was more challenging?
- What relationships do you see between the two major sections of the chapter?
- What are implications from this chapter for your program or community?

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 9-11

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?



General Issues in Early Childhood Education and the California Context

Record the key points for your designated pages, and then share your key points with the other members of your group. Discuss with your group what the key message(s) and research highlight(s) should be for each section.

Section 1: “ . . . issues that are central to early childhood and preschool education throughout the United States.” (pp. 3–11)				
Evidence from Research (benefits of ECE programs)	The Need for High-Quality Preschool Programs	Early Childhood Investments and Societal Impacts	Recent Research on Brain Development	School Readiness
Key message(s):				
Research highlight(s):				

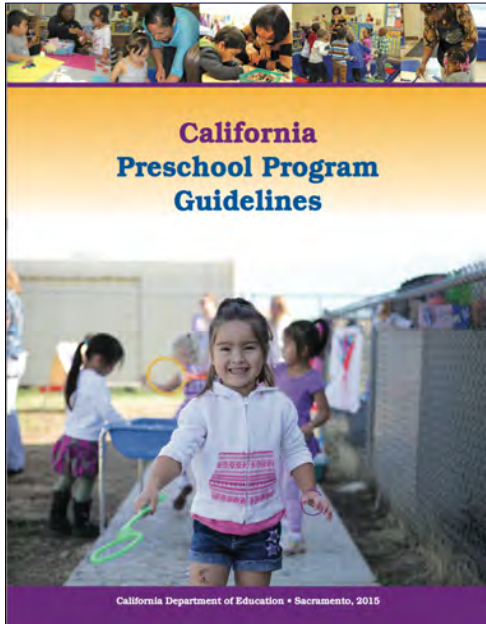
Unit 1: Current Issues in Early Childhood Education
 Key Topic 1 – Overview and Rationale of the Chapter
 Handout 1: General Issues in Early Childhood Education and the California Context





General Issues in Early Childhood Education and the California Context
(Continued)

Section 2: “ . . . recent developments in early childhood and preschool education in California.” (pp. 11–15)			
The California Context	Readiness Gap	Desired Results for Children and Families	Overview of Preschool Learning Foundations
Key message(s):			
Research highlight(s):			



California
Preschool Program
Guidelines

California Department of Education • Sacramento, 2015

Current Issues in Early Childhood Education: Unit 1, Key Topic 1

1

Current Issues in Early Childhood Education

California Preschool Program Guidelines, Chapter 1, pp. 3-11: General Issues

- Benefits of high-quality preschool programs
- Societal benefits of investing in early childhood education programs

Current Issues in Early Childhood Education: Unit 1, Key Topic 1

2

Current Issues in Early Childhood Education

California Preschool Program Guidelines, Chapter I, pp. 3-11: General Issues

- Research on brain development and implications for young children's learning and development
- Key features of preschool relevant to young children's school readiness and long-term achievement

Current Issues in Early Childhood Education: Unit I, Key Topic I

3

Current Issues in Early Childhood Education

California Preschool Program Guidelines, Chapter I, pp. 11-15

Issues and Initiatives in California

- Demographics—including young dual language learners, socioeconomic status of families, and children with disabilities or other special needs
- Readiness gap and California's children

Current Issues in Early Childhood Education: Unit I, Key Topic I

4

Current Issues in Early Childhood Education

California Preschool Program Guidelines, Chapter I, pp. 11-15

Issues and Initiatives in California

- Desired Results assessment system
- California preschool learning foundations

Current Issues in Early Childhood Education: Unit I, Key Topic I

5

Current Issues in Early Childhood Education

General Issues in Early Childhood Education and the California Context				
Record the key points for your designated pages, and then share your key points with the other members of your group. Discuss with your group what the key message(s) and research highlight(s) should be for each section.				
Section 1: "... issues that are central to early childhood and preschool education throughout the United States." (pp. 3-11)				
Evidence from Research (benefits of ECE programs)	The Need for High-Quality Preschool Programs	Early Childhood Investments and Societal Impacts	Recent Research on Brain Development	School Readiness
Key message(s):				
Research highlight(s):				

Current Issues in Early Childhood Education: Unit I, Key Topic I

6

Current Issues in Early Childhood Education



- What key points do you remember from your group's discussion of the chapter? Which main message? Which research highlight?
- Describe how your group decided on the main messages and research highlights. What was easy about the process? What was more challenging?

Current Issues in Early Childhood Education: Unit 1, Key Topic 1

7

Current Issues in Early Childhood Education



- What relationships do you see between the two major sections of the chapter?
- What are implications from this chapter for your program or community?

Current Issues in Early Childhood Education: Unit 1, Key Topic 1

8

Current Issues in Early Childhood Education



- Which ideas stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

Current Issues in Early Childhood Education: Unit 1, Key Topic 1

9

Current Issues in Early Childhood Education



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

Current Issues in Early Childhood Education: Unit 1, Key Topic 1

10

Current Issues in Early Childhood Education



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?



Unit 1 – Current Issues in Early Childhood Education

Key Topic 2: Exploring the Benefits and Quality Features of Preschool Programs

Unit 1: Current Issues in Early Childhood Education
Key Topic 2 – Exploring the Benefits and Quality Features of Preschool Programs

Focus Statement

Students explore elements and considerations in determining what constitutes high quality in preschool programs and the benefits that result when children attend high-quality preschools.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Administration I: Programs in Early Childhood Education
- Administration II: Personnel and Leadership in Early Childhood Education

Instructional Methodologies

- Class discussion
- Creation of a visual representation
- Literature review
- Pairs or small groups
- Reflective discussion
- Short paper or report



California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Learning Environments and Curriculum
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 1 – Current Issues in Early Childhood Education

Key Topic 2: Exploring the Benefits and Quality Features of Preschool Programs

Before You Start

This key topic looks at the issues of what constitutes high quality in a preschool program and the benefits that children and society experience when children attend a high-quality preschool. After reviewing the sections in Chapter 1 of the *California Preschool Program Guidelines* that address these issues, students explore some of the chapter's references to further their understanding of the major points.

Faculty may wish to review the references prior to doing this key topic to guide students to material that is commensurate with the course objectives and the students' experience with reviewing and analyzing articles and reports from peer-reviewed journals and professional organizations. Faculty may also have additional references related to this key topic that they would prefer their students to use.

Students prepare a poster on one of the articles from the reference list. In addition to becoming familiar with some of the research base for the chapter, students will also have the opportunity to analyze a research article and learn about poster sessions that are often held at professional conferences. The Writing@CSU Web site, an online resource through Colorado State University, provides an overview, tools, and samples for creating a poster. The poster session information can be found at <http://writing.colostate.edu/guides/guide.cfm?guideid=78> (accessed January 20, 2016). It is suggested that faculty review this resource and/or prepare their own examples and guidance before doing this key topic.

Faculty can choose how much detail the students should put into their posters as there will be some expenses associated with the materials. Posters often are made with poster board or foam board and include text and graphics done with different colored materials that are attached to the board. For this learning experience, it is suggested that the posters be simple and even done on chart paper or some kind of paper that may not be as durable as poster or foam board but less expensive. Most students have access to computers and printers to create the text and graphics, and they can also cut out images from magazines or make their own.



Because there are several steps in this learning experience, faculty may find it most effective to plan part of two or three class sessions for this key topic plus time between sessions for students to work out of class.

Students will also be asked to review parts of Chapter 1 as part of the active learning. If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

Information Delivery

This key topic focuses on pages 3–6 and the reference list on pages 16–18 of Chapter 1 of the *California Preschool Program Guidelines*. As mentioned in the “Before You Start” section, faculty may also choose to provide a specific list of references for students to use.

Students will be asked to prepare a poster for this learning experience. In addition to what faculty may wish to provide as guidance in developing a poster, information on how to prepare a poster can be found at the Writing@CSU Web site, an online resource through Colorado State University described in the “Before You Start” section.

Active Learning

Getting it started

Begin this key topic by having students read the three parts of Chapter 1 on pages 3–6:



Slide 2

- Evidence from Research
- The Need for High-Quality Preschool Programs
- Early Childhood Investments and Societal Benefits

If students have done Key Topic 1 for this unit, they can refer to the notes they made for those parts of the chapter. If this is their introduction to Chapter 1, ask them to consider the following questions in their reading:



Slide 3

- What are some of the benefits that children experience by attending a high-quality preschool?
- What are some of the benefits to society?



Slide 4

- How is quality measured in a preschool program?
- What are some factors that need to be considered when defining quality in preschool programs?

Keeping it going

Students next form groups of three or four and choose one of the four questions to explore further. They are to consider the key points raised in answering the question and look for research in the chapter that is referenced for those points.

For example, on page 3 there are three articles—Howes et al. 2008, Mashburn et al. 2008, Peisner-Feinberg et al. 2001—cited for the point that children who attended preschool programs characterized by high-quality teacher-child interactions and a positive emotional climate showed greater social competence and fewer behavior problems. Students are to locate the articles, read and discuss them, and then choose one article that will be the basis for a poster.

Taking it further

Explain to students that they will practice developing an informational poster to present in a class poster session. If students are not familiar with poster sessions at professional conferences, it will be helpful to provide an overview of what one is. The major difference is that students will not be presenting their own work or research but summarizing a research article. However, they should try to include the following information*:



Slides 5-6

- Abstract and full citation for the article
- Research question/problem
- Methodology
- Summary of results
- Conclusion(s)

*These items are from the poster session information from the Writing@CSU Web site.

Putting it together

Hold a poster session during one of the class meetings, and provide time for students to look at the posters sometime during the session. Because groups of students have developed each poster, students



can take turns staying with the poster while the other group members look at the other posters. One student should remain with each poster to answer any questions.

Reflection



Slides 7-8

The poster session can be concluded with a class discussion on the following questions:

- What caught your attention as you reviewed the different posters?
- Where were you particularly drawn in? What surprised you?
- How did the posters help you better understand some of the points from the chapter?
- After seeing your classmates' posters, what might you do differently the next time you create a poster?

Online Options

Instead of doing a poster session in class, faculty could ask students to post online photos of their posters for their classmates to review. If there is a method for online discussion, faculty could monitor students' questions about the posters and responses to the first set of questions in the "Reflection" section. A separate discussion thread could be used for the students' questions about their classmates' posters and each of the reflection questions.

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 9-11

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?



Deeper Understanding

Two options are suggested that provide students opportunities to more closely examine the elements of a high-quality preschool program and the benefits for children and society.

Option 1: A list of elements attributed to high-quality preschool programs is on page 81 of the *California Preschool Program Guidelines*:



Slides 12-14

- Intentional teaching
- Support of integrated learning
- Positive teacher-child relationships
- Positive home-school relationships
- Play as a context for learning
- Teacher planning time
- Qualified teachers
- Appropriate child-teacher ratios
- Individualized adult-child conversations that promote language and positive relationships
- Opportunities for children to learn and practice new vocabulary
- Frequent assessment that documents child progress and informs instructional planning
- Parent engagement



Slide 15

Students select one of these elements and look for articles in peer-reviewed journals that address that element. Ask students to select three or four articles and write a brief summary of each article and how it contributes to the evidence base for why that element is a defining feature of a high-quality preschool program.



Slide 16

Option 2: Three programs are listed in the bar graph on page 6 of the *California Preschool Program Guidelines* that demonstrated positive cost benefits when children who participated in those programs became adults: Abecedarian Project, Nurse Family



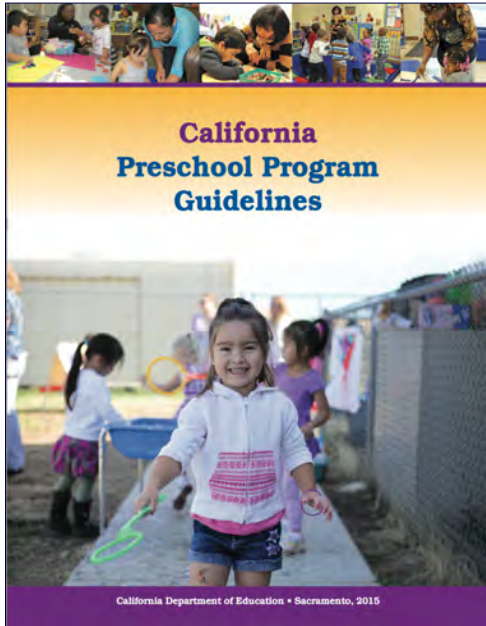
Partnership, and Perry Preschool. Students are to select one of these programs and find three to four articles describing the program. Students then write a one- to two-page paper that includes the following information:



Slides 17-18

- Purpose and history of the program
- Principal program developer(s) and/or researcher(s)
- Program model
- Research highlights and results
- Implications for practice in early care and education programs

For either option, faculty may choose to ask students to submit their papers for the instructor to review and/or provide time for the students to share their work with their classmates.



California
Preschool Program
Guidelines

California Department of Education • Sacramento, 2015

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

1

Current Issues in Early Childhood Education

California Preschool Program Guidelines, Chapter 1, pages 3–6

- Evidence from Research
- The Need for High-Quality Preschool Programs
- Early Childhood Investments and Societal Benefits

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

2

Current Issues in Early Childhood Education

- What are some of the benefits that children experience by attending a high-quality preschool?
- What are some of the benefits to society?

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

3

Current Issues in Early Childhood Education

- How is quality measured in a preschool program?
- What are some factors that need to be considered when defining quality in preschool programs?

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

4

Current Issues in Early Childhood Education

Develop an **informational poster** based on a research article and include:

- Abstract and full citation for the article
- Research question/problem
- Methodology
- Summary of results
- Conclusion(s)

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

5

Current Issues in Early Childhood Education

The **Writing@CSU** Web site, an online resource through Colorado State University, provides an overview, tools, and samples for creating a poster.

<http://writing.colostate.edu/guides/guide.cfm?guideid=78>

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

6

Current Issues in Early Childhood Education



- What caught your attention as you reviewed the different posters?
- Where were you particularly drawn in? What surprised you?

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

7

Current Issues in Early Childhood Education



- How did the posters help you better understand some of the points from the chapter?
- After seeing your classmates' posters, what might you do differently the next time you create a poster?

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

8

Current Issues in Early Childhood Education



- Which ideas stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

9

Current Issues in Early Childhood Education



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

10

Current Issues in Early Childhood Education



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

11

Elements of High Quality Preschool Programs

- Intentional teaching
- Support of integrated learning
- Positive teacher-child relationships
- Positive home-school relationships
- Play as a context for learning

California Preschool Program Guidelines, page 81

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

12

Elements of High Quality Preschool Programs

- Teacher planning time
- Qualified teachers
- Appropriate child-teacher ratios
- Individualized adult-child conversations that promote language and positive relationships

California Preschool Program Guidelines, page 81

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

13

Elements of High Quality Preschool Programs

- Opportunities for children to learn and practice new vocabulary
- Frequent assessment that documents child progress and informs instructional planning
- Parent engagement

California Preschool Program Guidelines, page 81

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

14

Elements of High Quality Preschool Programs

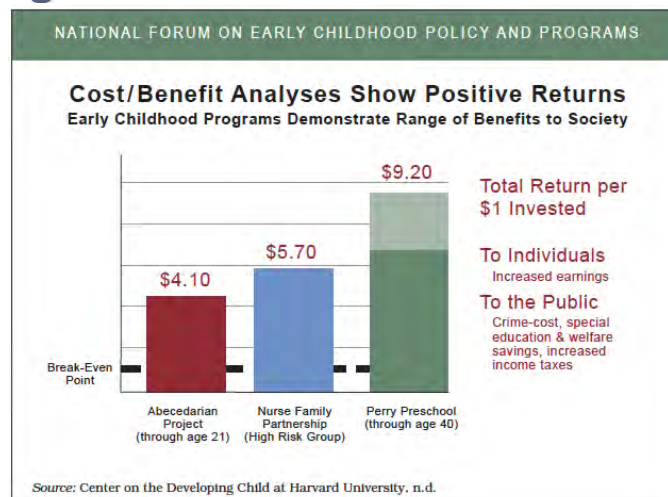
Review Paper

- Select one element and look for relevant research articles in peer-reviewed journals.
- Choose 3–4 key articles
- Write a brief summary of each article and how it contributes to the evidence for why the element is a defining feature of a high-quality preschool program.

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

15

Elements of High Quality Preschool Programs



California Preschool Program Guidelines, page 6

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

16

Elements of High Quality Preschool Programs

- ✓ Select one of the programs featured in the cost/benefit analyses:
 - Abecedarian Project
 - Nurse Family Partnership
 - Perry Preschool
- ✓ Find 3-4 articles describing the program

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

17

Elements of High Quality Preschool Programs

- ✓ Write a 1-2 page paper including:
 - Purpose and history of the program
 - Principal program developer(s) and/or researcher(s)
 - Program model
 - Research highlights and results
 - Implications for practice in early care and education programs

Current Issues in Early Childhood Education: Unit 1, Key Topic 2

18



Unit 1 – Current Issues in Early Childhood Education

Key Topic 3: A Closer Look at the Research on Brain Development

Unit 1: Current Issues in Early Childhood Education
Key Topic 3 – A Closer Look at the Research on Brain Development

Focus Statement

Students explore recent research on brain development and its implications for policy and program practice in early childhood education.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Child Growth and Development
- Principles and Practices of Teaching Young Children
- Health, Safety and Nutrition
- Introduction to Children with Special Needs

Instructional Methodologies

- Class discussion
- Class presentation
- Literature review
- Pairs or small groups
- Peer review and feedback
- Reflective discussion
- Role-playing
- Short paper or report



California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Child Development and Learning
- Special Needs and Inclusion
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education



Unit 1 – Current Issues in Early Childhood Education

Key Topic 3: A Closer Look at the Research on Brain Development

Before You Start

Information from brain research over the past decades has increased our understanding of early brain development and thereby informed policies and practices around early care and education. In this key topic, students first review the section on “Recent Research on Brain Development” in Chapter 1 of the *California Preschool Program Guidelines*. They are next asked to focus on information highlighted in three boxes in that section:

- The Science of Early Childhood Development (p. 7)
- NIEER Preschool Policy Brief—Connecting Neurons, Concepts, and People: Brain Development and Its Implications (p. 8)
- The Bilingual Brain: What Is Known from Neuroscience (p. 9)

Students then choose an article drawn from one of the references for those boxes and summarize the content through a role-playing experience in which they present key messages to either policymakers or family members. A list of articles is suggested in the “Information Delivery” segment of this key topic. The articles can be accessed through these Web sites:

- Center on the Developing Child, Harvard University:
http://developingchild.harvard.edu/resources/briefs/inbrief_series/ (accessed January 20, 2016)
- National Institute for Early Education Research (NIEER):
<http://nieer.org/publications/policy-matters-policy-briefs> (accessed January 20, 2016)
- California State Advisory Council on Early Learning and Care and the California Department of Education:
<http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016)

After reviewing the list and these Web sites, faculty may choose to revise the list based on their students’ experience, course objectives, and their own familiarity with the topic.



If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

Information Delivery



Slides 2-3

Students first review the section, “Recent Research on Brain Development,” in Chapter 1 of the *California Preschool Program Guidelines* on pages 6–10. They are then directed to the information found in the following three text boxes in this section:

- The Science of Early Childhood Development (p. 7)

Source: Center on the Developing Child at Harvard University. n.d. InBrief Series: Early Childhood Program Effectiveness. Cambridge, MA: Harvard University.

<http://developingchild.harvard.edu/resources/inbrief-science-of-ecd/> (accessed January 20, 2016)

- NIEER Preschool Policy Brief - Connecting Neurons, Concepts, and People: Brain Development and Its Implications (p. 8)

Source: Thompson, R.A. n.d. “Connecting Neurons, Concepts, and People: Brain Development and Its Implications.” *National Institute for Early Education Research Preschool Policy Facts*.

<http://nieer.org/publications/policy-matters-policy-briefs/policy-brief-connecting-neurons-concepts-and-people-brain> (accessed January 20, 2016)

- The Bilingual Brain: What Is Known from Neuroscience (p. 9)

Source: State Advisory Council on Early Learning and Care. 2013. *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*. Sacramento: California Department of Education.

<http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016).

Based on these three references, the following list of articles is suggested for the students to choose from in preparing their role



plays. The InBrief articles are from the Center on the Developing Child, Harvard University. Some of the InBrief articles also are available in Spanish and/or have a video version, as noted for each article. Handout 1, “InBrief Articles from the Center on the Developing Child,” is provided for students’ easy access to these articles.



Slide 4

- InBrief: The Science of Early Childhood Development (Spanish, Video)
<http://developingchild.harvard.edu/resources/inbrief-science-of-ecd/> (accessed January 20, 2016)
- InBrief: The Impact of Early Adversity on Children’s Development (Spanish, Video)
<http://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development/> (accessed January 20, 2016)
- InBrief: Early Childhood Program Effectiveness (Spanish, Video)
<http://developingchild.harvard.edu/resources/inbrief-early-childhood-program-effectiveness/> (accessed January 20, 2016)
- InBrief: The Foundations of Lifelong Health (Spanish, Video)
<http://developingchild.harvard.edu/resources/inbrief-the-foundations-of-lifelong-health/> (accessed January 20, 2016)
- InBrief: Executive Function: Skills for Life and Learning (Spanish, Video)
<http://developingchild.harvard.edu/resources/inbrief-executive-function/> (accessed January 20, 2016)
- InBrief: Early Childhood Mental Health (Spanish, Video)
<http://developingchild.harvard.edu/resources/inbrief-early-childhood-mental-health/> (accessed January 20, 2016)
- InBrief: The Science of Neglect (Spanish, Video)
<http://developingchild.harvard.edu/resources/inbrief-the-science-of-neglect/> (accessed January 20, 2016)
- InBrief: The Science of Resilience (Video)
<http://developingchild.harvard.edu/resources/inbrief-the-science-of-resilience/> (accessed January 20, 2016)
- National Institute for Early Education Research (NIEER)
 Preschool Policy Facts: Connecting Neurons, Concepts, and



People: Brain Development and Its Implications

<http://nieer.org/publications/policy-matters-policy-briefs/policy-brief-connecting-neurons-concepts-and-people-brain> (accessed January 20, 2016)

- Paper 1 of *California's Best Practices for Young Dual Language Learners: Research Overview Papers* - Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain (pp. 33–37)
<http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016).

Note that this paper has some fairly technical language and concepts about neuroscience and developmental cognitive neuroscience research. Therefore it is recommended that students review the last five pages of the article (pages 33–37), “Recommendations and Implications for Program Practice.” The content of the text box on page 9 of the *California Preschool Program Guidelines* is taken from these concluding pages.

Active Learning

Getting it started

Begin this key topic by asking students to read and discuss the section in Chapter 1 of the *California Preschool Program Guidelines* on “Recent Research on Brain Development” (pages 6–10). The following questions might be used to guide the discussion:



Slide 5

- What words or phrases did you note as particularly interesting?
- What information was new to you?
- Why is it important for preschool teachers to be aware of this research on brain development?

Keeping it going

Point out the three text boxes in this section of Chapter 1 of the *California Preschool Program Guidelines*:



Slide 6

- The Science of Early Childhood Development (p. 7)
- NIEER Preschool Policy Brief - Connecting Neurons, Concepts, and People: Brain Development and Its Implications (p. 8)
- The Bilingual Brain: What Is Known from Neuroscience (p. 9)



Explain that there is a primary reference for each text box as well as some related articles. Share the suggested list with the students and ask them to form groups of three. Each group is to then select one of the articles from the list and identify the article's key messages and recommendations.



Slide 7

Taking it further

After students have discussed the reference, they are to role-play a scene in which they are speaking at a meeting of a policymaking body such as a school board or city council. The role playing should include a three-minute presentation followed by a few questions from the board or council members. The students are also to create a one-page fact sheet that they would give to the policymakers prior to their presentation. One student should be the speaker and the others should be the policymakers.

Putting it together

Provide time for each group to present to the other students. After each presentation, ask the rest of the students to share some feedback—highlights, strengths, and suggestions.

Another approach

Instead of developing a presentation for policymakers, each group is to develop a short presentation and information sheet for family members.

One student can be the teacher, and the other students can be family members. Ask each group to provide copies of its information sheet for the other students. This compilation can be a resource for students in their work with families.

Online Options

Many students have access to smartphones with video-recording capability. If there is a student in each group who has this capability, students may post video clips of their role-playing presentations online. After all students have reviewed their classmates' videos, the instructor can facilitate a discussion of the questions in the "Reflection" section either in class or online if there is online-discussion capability. Each question could be a separate discussion thread.



Slide 8

Reflection

This learning experience can be concluded with a class discussion on these questions:



Slides 9-10

- Which facts from the research briefs do you remember?
- Which ones were the most intriguing to you?



- How did preparing a presentation for policymakers or families help you understand the significance of the research on early brain development?
- What key messages from the research will you remember and apply as a preschool teacher?

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 11-13

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?

Deeper Understanding

Many of the articles listed in the “Information Delivery” segment are based on more in-depth articles. Students are to select one and write an annotation* of the article.

	Deeper Understanding
InBrief: Executive Function: Skills for Life and Learning	Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function: Working Paper No. 11 http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp11/ (accessed January 20, 2016)



	Deeper Understanding
InBrief: The Foundations of Lifelong Health	The Foundations of Lifelong Health Are Built in Early Childhood http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/foundations-of-lifelong-health/ (accessed January 20, 2016)
InBrief: Early Childhood Mental Health	Establishing a Level Foundation for Life: Mental Health Begins in Early Childhood: Working Paper No. 6 http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp6/ (accessed January 20, 2016)
InBrief: The Science of Neglect	The Science of Neglect: The Persistent Absence of Responsive Care Disrupts the Developing Brain: Working Paper No. 12 http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp12/ (accessed January 20, 2016)
InBrief: The Science of Resilience	Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper No. 13 http://developingchild.harvard.edu/resources/reports_and_working_papers/working_papers/wp13/ (accessed January 20, 2016)
Preschool Policy Facts: Connecting Neurons, Concepts, and People: Brain Development and Its Implications	NIEER Preschool Policy Brief: Connecting Neurons, Concepts, and People: Brain Development and Its Implications (December 2008, Issue 17) http://nieer.org/publications/policy-matters-policy-briefs/policy-brief-connecting-neurons-concepts-and-people-brain (accessed January 20, 2016)



	Deeper Understanding
Paper 1 - Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain (pp. 33–37)	Paper 1 - Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain http://www.cde.ca.gov/sp/cd/ce/sacresources.asp (accessed January 20, 2016).

The following elements are suggested for the annotation*:



Slides 14-16

- Full citation for the article
- Summary
 - Main point(s)
 - Topic(s) covered
 - Main argument(s)
- Assessment
 - Goal or purpose of the article
 - Usefulness as a resource
 - Reliability of the information**
- Reflection
 - Applicability of the information to your practice
 - Changes in your thinking or understanding based on the article
 - Recommendation of the article to colleagues

If possible, compile the students' annotations into a complete bibliography that each student can have as a resource.

*The annotation elements are based on the description for writing an annotated bibliography from the Purdue Online Writing Lab at <https://owl.english.purdue.edu/owl/resource/614/1/> (accessed January 20, 2016).

**Additional suggestions for evaluating a reading can be found at <https://owl.english.purdue.edu/owl/resource/553/03/> (accessed January 20, 2016).

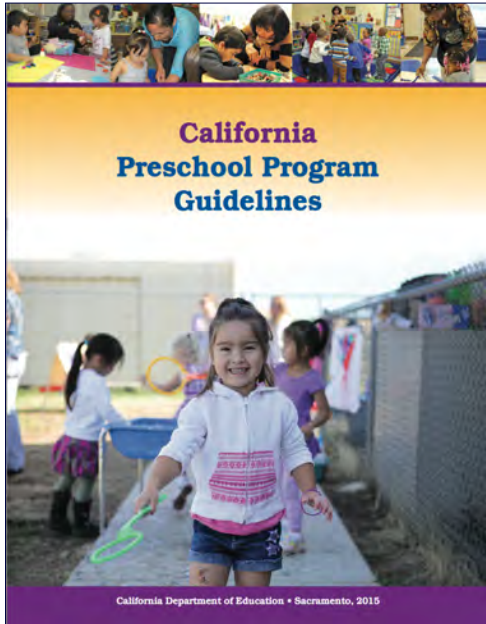


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<http://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development/> (accessed January 20, 2016)
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<http://nieer.org/publications/policy-matters-policy-briefs/policy-brief-connecting-neurons-concepts-and-people-brain> (accessed January 20, 2016)
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<http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016)





California
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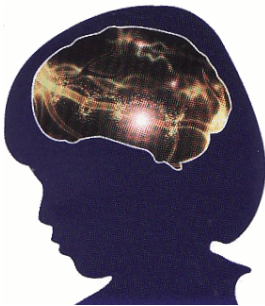
California Department of Education • Sacramento, 2015

Current Issues in Early Childhood Education: Unit 1, Key Topic 3

1

Current Issues in Early Childhood Education

“Recent Research on Brain Development”



California Preschool Program Guidelines, p. 6-10

Current Issues in Early Childhood Education: Unit 1, Key Topic 3

2

Current Issues in Early Childhood Education

- The Science of Early Childhood Development (p. 7)
- NIEER Preschool Policy Brief - Connecting Neurons, Concepts, and People: Brain Development and Its Implications (p. 8)
- The Bilingual Brain: What Is Known from Neuroscience (p. 9)

Current Issues in Early Childhood Education: Unit 1, Key Topic 3

3

Current Issues in Early Childhood Education

InBrief Articles from the Center on the Developing Child

The InBrief articles are from the Center on the Developing Child, Harvard University. Some of the InBrief articles also are available in Spanish and/or have a video version, as noted for each article.

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<http://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development/> (accessed January 20, 2016)
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- InBrief: Early Childhood Mental Health (Spanish, Video)
<http://developingchild.harvard.edu/resources/inbrief-early-childhood-mental-health/> (accessed January 20, 2016)

Current Issues in Early Childhood Education: Unit 1, Key Topic 3

4

Current Issues in Early Childhood Education

- What words or phrases did you note as particularly interesting?
- What information was new to you?
- Why is it important for preschool teachers to be aware of this research on brain development?

Current Issues in Early Childhood Education: Unit 1, Key Topic 3

5

Current Issues in Early Childhood Education

- The Science of Early Childhood Development (p. 7)
- NIEER Preschool Policy Brief - Connecting Neurons, Concepts, and People: Brain Development and Its Implications (p. 8)
- The Bilingual Brain: What Is Known from Neuroscience (p. 9)

Current Issues in Early Childhood Education: Unit 1, Key Topic 3

6

Current Issues in Early Childhood Education

- ✓ Develop a role-play in which you are speaking at a school board or city council meeting.
- ✓ Include a 3-minute presentation followed by a few questions from the policymakers.
- ✓ Create a one-page fact sheet to distribute prior to your presentation.
- ✓ One person should be the speaker and the others the policymakers.

Current Issues in Early Childhood Education: Unit 1, Key Topic 3

7

Current Issues in Early Childhood Education

- ✓ Develop a short presentation and information sheet for family members.
- ✓ One student can role-play being the teacher, and the other students can be family members.
- ✓ Provide copies of your information sheet to the class.

Current Issues in Early Childhood Education: Unit 1, Key Topic 3

8

Current Issues in Early Childhood Education



- Which facts from the research briefs do you remember?
- Which ones were the most intriguing to you?

Current Issues in Early Childhood Education: Unit 1, Key Topic 3

9

Current Issues in Early Childhood Education



- How did preparing a presentation for policymakers or families help you understand the significance of the research on early brain development?
- What key messages from the research will you remember and apply as a preschool teacher?

Current Issues in Early Childhood Education: Unit 1, Key Topic 3

10

Current Issues in Early Childhood Education



- Which ideas stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

Current Issues in Early Childhood Education: Unit 1, Key Topic 3

11

Current Issues in Early Childhood Education



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

Current Issues in Early Childhood Education: Unit 1, Key Topic 3

12

Current Issues in Early Childhood Education



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?

Current Issues in Early Childhood Education: Unit 1, Key Topic 3

13

Current Issues in Early Childhood Education

Write an annotation of one article, including:

- ✓ Full citation for the article
- ✓ Summary
 - Main point(s)
 - Topic(s) covered
 - Main argument(s)

Current Issues in Early Childhood Education: Unit 1, Key Topic 3

14

Current Issues in Early Childhood Education

✓ Assessment

- Goal or purpose of the article
- Usefulness as a resource
- Reliability of the information

Current Issues in Early Childhood Education: Unit 1, Key Topic 3

15

Current Issues in Early Childhood Education

✓ Reflection

- Applicability of the information to your practice
- Changes in your thinking or understanding based on the article
- Recommendation of the article to colleagues

Current Issues in Early Childhood Education: Unit 1, Key Topic 3

16



Unit 1 – Current Issues in Early Childhood Education

Key Topic 4: A Closer Look at School Readiness

Unit 1: Current Issues in Early Childhood Education
Key Topic 4 – A Closer Look at School Readiness

Focus Statement

Students increase their understanding of school readiness by reviewing the history and current elements of school readiness and considering how to share this information with families.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Child Growth and Development
- Child, Family and Community
- Principles and Practices of Teaching Young Children
- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education
- Administration II: Personnel and Leadership in Early Childhood Education

Instructional Methodologies

- Class discussion
- Class presentation
- Lecture
- Pairs or small groups
- Peer review and feedback
- Reflective discussion



California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Child Development and Learning
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 1 – Current Issues in Early Childhood Education

Key Topic 4: A Closer Look at School Readiness

Before You Start

This key topic reviews the information about school readiness found on pages 10–11 of Chapter 1 of the *California Preschool Program Guidelines*. After reading about and discussing the three components of school readiness and the five essential domains of children's readiness, students consider how they could explain school readiness to families.

It is suggested that faculty share a brief history of the National Education Goals to provide some of the national context about the issue of school readiness. The 1995, 1997, and 1998 National Education Goals reports listed in the reference for Chapter 1 can be accessed through ERIC (Educational Resources Information Center):

- *The National Education Goals Report: Building a Nation of Learners, 1995*
<http://eric.ed.gov/?id=ED389097> (accessed January 20, 2016)
- *The National Education Goals Report: Getting a Good Start in School, 1997*
<http://eric.ed.gov/?id=ED412025> (accessed January 20, 2016)
- *The National Education Goals Report: Building a Nation of Learners, 1998*
<http://eric.ed.gov/?id=ED421553> (accessed January 20, 2016)

In addition to reading the two pages in Chapter 1, students also review two documents from the National Association for the Education of Young Children (NAEYC):

- School Readiness: A position statement of the National Association for the Education of Young Children
- NAEYC Where We Stand Summary on School Readiness

Both documents can be downloaded from the NAEYC Web site at https://www.naeyc.org/positionstatements/school_readiness (accessed January 20, 2016).



For additional work on school readiness, there is a learning experience in Unit 2, Key Topic 2 of this instructional guide that guides students through a crosswalk of the five essential domains of children's readiness and the nine domains in the California preschool learning foundations.

If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

Information Delivery



Slides 2-3

Chapter 1 in the *California Preschool Program Guidelines* includes a section on school readiness and what this means for children, schools, families, and communities. It may be helpful for students to recognize that the concept of school readiness has roots in Goal 1 of the National Education Goals, which were developed and adopted at a national education summit by the nation's governors in 1989. In 1994, the Goals 2000: Educate America Act became law with the addition of two more goals.

Goal 1 states "By the year 2000, all children in America will start school ready to learn." The first objective under this goal references high-quality preschool:

- All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.

The concept of school readiness has come to mean much more than children being considered ready to start school.



Slides 4-5

"As the NAEYC's position statement on school readiness suggests, school readiness involves more than children being prepared for school; it involves ensuring that families, schools, and communities are ready to support children's success in school. Past conceptualizations of school readiness that focused primarily on children's specific skills in areas such as literacy and mathematics have recently been broadened to include areas such as social and emotional development and executive functioning" (*California Preschool Program Guidelines*, p. 10).



The following documents may be useful references for faculty in delivering a lecture or for students in their reading:

- *School Readiness – A Position Statement of the National Association for the Education of Young Children* (Adopted July 1990, Revised July 1995)
- NAEYC Where we STAND on school readiness (2009)

Active Learning

Getting it started

Begin this key topic by providing a history of school readiness as one of the objectives of National Education Goal 1: Ready to Learn. Ensure that students understand that school readiness is currently defined as having three components that are described on page 10 of the *California Preschool Program Guidelines*:



Slide 6

- Children's readiness for school
- Schools' readiness for children
- Family and community support and services that contribute to children's readiness for school success

Furthermore, children's readiness is defined to include five domains or dimensions:



Slide 7

- Social and emotional development
- Language and literacy development
- Cognition and general knowledge
- Physical well-being and motor development
- Approaches to learning



Slide 8

Keeping it going

Next ask students to read pages 10–11 of the *California Preschool Program Guidelines*, the National Association for the Education of Young Children (NAEYC) position statement on school readiness, and the NAEYC "Where we STAND on school readiness." Then they are to discuss the three documents, noting how they are related.



Online Options

If there is a method for online discussion, the instructor can facilitate a class discussion of the three readings: pages 10–11 of the *California Preschool Program Guidelines*, the National Association for the Education of Young Children (NAEYC) position statement on school readiness, and the NAEYC “Where we STAND on school readiness.” Discussion threads could include the following questions:

- What points stand out for you from your reading?
- How are the three documents related?
- What information do you feel is the most relevant to your current understanding of school readiness? Your practice as a preschool teacher?



Slide 9

Taking it futher

Explain that students are now to consider how they could explain school readiness to families of preschool children. Ask them to think about the most important messages to share with families and how to effectively present this information. Students then form small groups of three or four to develop this presentation. Encourage students to be creative and consider using materials and activities typically found in preschool classes to help convey or illustrate key points. The presentations should be about 10–15 minutes long.

Putting it together

The groups then take turns demonstrating how they would explain school readiness to families. Provide time after each presentation for the rest of the class to ask questions and share some observations and feedback.

Reflection

This key topic can be concluded by asking students to reflect on the following questions:



Slide 10

- What images, words, or phrases from the presentations do you remember?
- What information came through very clearly? What seemed the most important?



Slide 11

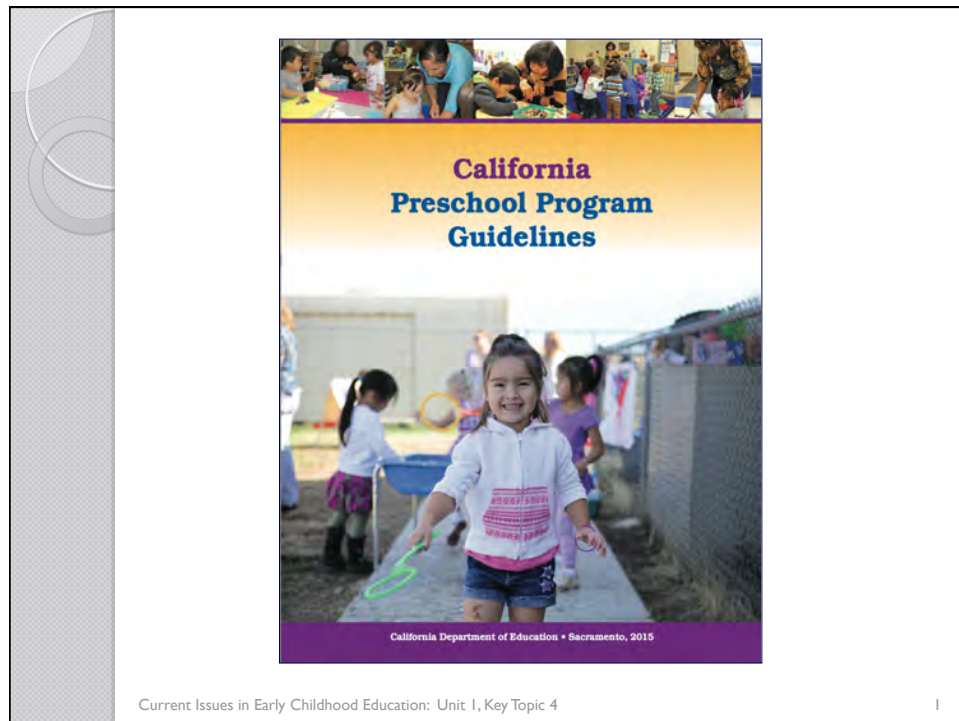
- How do you think family members would respond to the presentations? Are there things that weren't evident in these presentations that would be critical to consider?
- What might you do differently in your presentation after watching your classmates' presentations?

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 12-14

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?



Current Issues in Early Childhood Education

- The concept of **school readiness** has roots in Goal I of the National Education Goals, which were developed and adopted at a national education summit by the nation's governors in 1989.
- In 1994, the Goals 2000: Educate America Act became law with the addition of two more goals.

Current Issues in Early Childhood Education

Goal I states “By the year 2000, all children in America will start school ready to learn.”

The first objective under this goal references high-quality preschool:

- All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.

Current Issues in Early Childhood Education: Unit 1, Key Topic 4

3

Current Issues in Early Childhood Education

“As the NAEYC’s position statement on school readiness suggests, school readiness involves more than children being prepared for school; it involves ensuring that families, schools, and communities are ready to support children’s success in school.”

California Preschool Program Guidelines, p. 10

Current Issues in Early Childhood Education: Unit 1, Key Topic 4

4

Current Issues in Early Childhood Education

“Past conceptualizations of school readiness that focused primarily on children’s specific skills in areas such as literacy and mathematics have recently been broadened to include areas such as social and emotional development and executive functioning.”

California Preschool Program Guidelines, p. 10

Current Issues in Early Childhood Education: Unit 1, Key Topic 4

5

Current Issues in Early Childhood Education

School readiness has 3 components:

1. Children’s readiness for school
2. Schools’ readiness for children
3. Family and community support and services that contribute to children’s readiness for school success

Current Issues in Early Childhood Education: Unit 1, Key Topic 4

6

Current Issues in Early Childhood Education

School readiness includes 5 domains:

1. Social and emotional development
2. Language and literacy development
3. Cognition and general knowledge
4. Physical well-being and motor development
5. Approaches to learning

Current Issues in Early Childhood Education: Unit 1, Key Topic 4

7

Current Issues in Early Childhood Education

Read

- Pages 10–11, *California Preschool Program Guidelines*
- School Readiness: A position statement of the National Association for the Education of Young Children
- NAEYC Where We STAND Summary on School Readiness

https://www.naeyc.org/positionstatements/school_readiness

Current Issues in Early Childhood Education: Unit 1, Key Topic 4

8

Current Issues in Early Childhood Education

- Develop a 10–15 minute presentation about school readiness for families of preschool children.
- What are the most important messages to share? How can you most effectively present this information?
- Be creative! Use materials and activities typically found in preschool classes to help illustrate key points.

Current Issues in Early Childhood Education: Unit 1, Key Topic 4

9

Current Issues in Early Childhood Education



- What images, words, or phrases from the presentations do you remember?
- What information came through very clearly? What seemed the most important?

Current Issues in Early Childhood Education: Unit 1, Key Topic 4

10

Current Issues in Early Childhood Education



- How do you think family members would respond to the presentations? Are there things that weren't evident in these presentations that would be critical to consider?
- What might you do differently in your presentation after watching your classmates' presentations?

Current Issues in Early Childhood Education: Unit 1, Key Topic 4

11

Current Issues in Early Childhood Education



- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

Current Issues in Early Childhood Education: Unit 1, Key Topic 4

12

Current Issues in Early Childhood Education



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

Current Issues in Early Childhood Education: Unit 1, Key Topic 4

13

Current Issues in Early Childhood Education



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?

Current Issues in Early Childhood Education: Unit 1, Key Topic 4

14



Unit 1 – Current Issues in Early Childhood Education

Key Topic 5: A Closer Look at the California Context

Focus Statement

Students acquire an increased awareness of some of the demographics related to young children and their families in their counties. Students then consider how they can apply this information to ensure elements of their preschool programs address the children and families enrolled in their programs.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Child Growth and Development
- Child, Family and Community
- Teaching in a Diverse Society
- Administration II: Personnel and Leadership in Early Childhood Education
- Introduction to Children with Special Needs

Instructional Methodologies

- Class discussion
- Class presentation
- Interview
- Lecture
- Pairs or small groups
- Reflective discussion



- Short paper or report

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Special Needs and Inclusion
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 1 – Current Issues in Early Childhood Education

Key Topic 5: A Closer Look at the California Context

Before You Start

This key topic provides students with an opportunity to compare some of the information in the “California Context” section found on pages 11–15 of Chapter 1 of the *California Preschool Program Guidelines* with data for the counties in which they live or work. Students then reflect on how their county’s data influences what they need to consider as preschool teachers to ensure high quality in their programs.

It is suggested that faculty check some of the data sources before starting this key topic to be sure that students will be able to locate the requested information. Faculty may choose to provide the data sources or suggest how students can find them as part of their assignments. For example, the data on the number of children with disabilities or other special needs on page 13 in the text box, “Profile of Preschool Children in California,” is from Appendix C of the *California Preschool Program Guidelines* on page 220. The footnote in the text box on page 13 includes the URL for the Web site source. Faculty can decide how much detail to point out to the students. Some other data sources are provided in the “Information Delivery” segment.

If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

Information Delivery

The second section of Chapter 1 of the *California Preschool Program Guidelines*, pages 11–15, includes the following topic areas or subsections that students are to read:



Slide 2

- The California Context (pp. 11–12)
 - ~ *Demographics*
 - ~ *Dual Language Learners*
 - ~ *Socioeconomic Status*
 - ~ *Children with Disabilities or Other Special Needs*



- Readiness Gap (p. 12)
- Desired Results for Children and Families (pp. 12–15)
~ *Background of Desired Results for Children and Families*
- Overview of Preschool Learning Foundations (p. 15)

Students are to find data on similar demographics for their own counties. Faculty may wish to suggest the following data sources:



Slides 3-4

- Kidsdata.org - Lucile Packard Foundation for Children's Health
<http://www.kidsdata.org/> (accessed January 20, 2016)
- KIDS COUNT data center – Annie E. Casey Foundation
<http://datacenter.kidscount.org/> (accessed January 20, 2016)
- Children Now
<http://www.childrennow.org/> (accessed January 20, 2016)
- California Department of Education DataQuest
<http://data1.cde.ca.gov/dataquest/dataquest.asp> (accessed January 20, 2016)

Active Learning

Getting it started

Begin by asking students to read or review pages 11–15 in the *California Preschool Program Guidelines*. Discuss with students how their experiences in preschool programs and their communities in general align with the demographic data presented.

Keeping it going

Next, ask students to look for specific demographic data for the county in which they live or work. If students are from several different counties, faculty may choose to group students who either live in the same county or work in the same county. Or students could find partners and then decide which county to research. Try to ensure that all counties represented by students are assigned, as this will provide richer comparisons and discussion.

Students are to find the most current data they can to compare with the state-level data presented in the chapter. This data can include but is not limited to the following categories:



Slide 5

- Total population



Slide 6

- Number of children under the age of five by ethnicity
- Number of children with home languages other than English
- Number of children in linguistically isolated households
- Number of languages spoken in public schools
- Number of preschool-age children enrolled in preschool
- Number of children living in low-income families and in poverty (include definition of low income and poverty)
- Number of children with disabilities or special needs

Encourage students to also report data that is of particular interest to them and explain what issue it impacts and why it is an important consideration for their role as preschool teachers in ensuring high quality in their programs.



Slide 7

Taking it further

Students then prepare their findings to share with the rest of the class. Each presentation should point out how the county data compares with the state data. Students should also conclude with thoughts about how they would consider that data in their work as preschool teachers.

Encourage students to think of different ways to present their information that will capture the interest of their classmates. Possibilities include posters, electronic slide presentations, fact sheets with graphics or photographs, or a role-playing interview. Each presentation should be approximately 5- to 10-minutes long.

Putting it together

Students present their findings during a class session or across multiple sessions, depending on

Online Options

Students' presentations could include methods that can be posted online such as electronic slide presentations, Portable Document Format (PDF) versions of fact sheets, photographs of posters, and so forth. After students review their classmates' presentations, the instructor can facilitate a discussion either in class or online if there is online-discussion capacity. Discussion threads could include the questions from the "Reflection" section of this key topic.



the course schedule and instructor's preference. If more than one group reports on the same county, having these groups present during the same session can provide opportunities for comparison. Allow time for questions and feedback following each presentation.

Another approach

Instead of students finding data on several categories for one county, students could be assigned a specific category or topics and find data on that category for all the counties represented by the students in the class. Students still compare the county data with the state data. After all the presentations, the class could discuss what policymakers should consider when enacting state level policies or legislation.

Reflection



Slides 8-9

The following questions can be used to conclude the key topic through a class discussion or individual written responses:

- What information from your research stands out the most for you? What information from your classmates' findings was the most interesting?
- What data was the easiest to find? What was more challenging?
- Was the information about your county what you expected? Where were there some surprises? What was of particular concern?
- What might you do differently as a preschool teacher based on what you learned about your county?

Deeper Understanding



Slides 10-12

Three other topics are addressed in the section on California in Chapter 1: "Readiness Gap," "Desired Results for Children and Families," and "Overview of Preschool Learning Foundations." Students could choose one of these topics for more in-depth study.

- **Readiness Gap.** After reading the information in Chapter 1 on page 12, students research the California Race to the Top-Early Learning Challenge (RTT-ELC) program and write a summary of what it is and how it is addressing the school readiness gap. If students live in one of the 16 RTT-ELC counties, they could interview a staff member of the lead organization.
- **Desired Results for Children and Families.** If students are not familiar with the California Department of Education's Desired Results system, the students review the material in the chapter

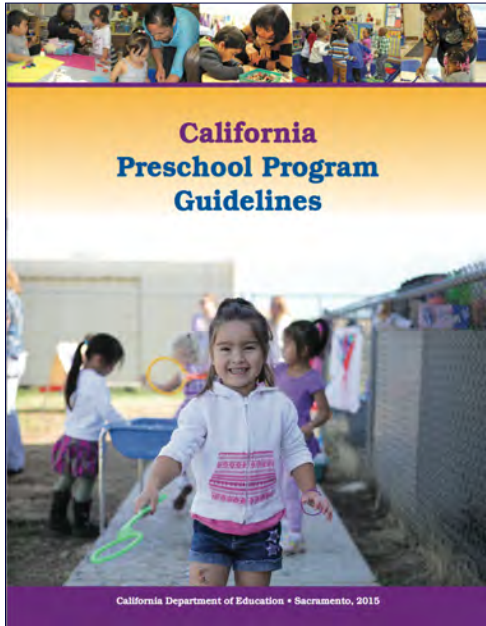


(pages 12–15) and the Desired results Web site at <https://desiredresults.us/> (accessed January 20, 2016). Students then write a two- to three-page paper that describes how the Desired Results system is designed to improve program quality in California's early care and education programs.



Slide 13

- **Overview of Preschool Learning Foundations.** Unit 2, Key Topic 2 of this instructional guide has a learning experience that guides students through a review of the nine domains in the foundations and the five domains of school readiness. One segment of that key topic also guides students through a review of the content and background for each of the nine domains of the foundations. Faculty may ask students to do all or part of this key topic to develop more familiarity with California's preschool learning foundations.



California
Preschool Program
Guidelines

California Department of Education • Sacramento, 2015

Current Issues in Early Childhood Education: Unit 1, Key Topic 5

1

Current Issues in Early Childhood Education

Chapter 1, California Preschool Program Guidelines, pages 11–15:

- The California Context (pp. 11–12)
- Readiness Gap (p. 12)
- Desired Results for Children and Families (pp. 12–15)
- Overview of Preschool Learning Foundations (p. 15)

Current Issues in Early Childhood Education: Unit 1, Key Topic 5

2

Current Issues in Early Childhood Education

Find similar demographic data for the county, using:

- Kidsdata.org - Lucile Packard Foundation for Children's Health

<http://www.kidsdata.org/>

- KIDS COUNT data center – Annie E. Casey Foundation

<http://datacenter.kidscount.org/>

Current Issues in Early Childhood Education: Unit 1, Key Topic 5

3

Current Issues in Early Childhood Education

- Children Now

<http://www.childrennow.org/>

- California Department of Education DataQuest

<http://data1.cde.ca.gov/dataquest/dataquest.asp>

Current Issues in Early Childhood Education: Unit 1, Key Topic 5

4

Current Issues in Early Childhood Education

Data can include:

- Total population
- Number of children
 - under the age of five by ethnicity
 - with home languages other than English
 - in linguistically isolated households
- Number of languages spoken in public schools

Current Issues in Early Childhood Education: Unit 1, Key Topic 5

5

Current Issues in Early Childhood Education

Data can include:

- Number of children enrolled in preschool
- Number of children living in low-income families and in poverty (include definition of low income and poverty)
- Number of children with disabilities or special needs
- Other interesting data

Current Issues in Early Childhood Education: Unit 1, Key Topic 5

6

Current Issues in Early Childhood Education



- Develop a 5–10 minute class presentation of your data findings.
- Include how the county data compares with the state data.
- Explain why this information is important to your role as a preschool teacher in ensuring high quality in your program.

Current Issues in Early Childhood Education: Unit 1, Key Topic 5

7

Current Issues in Early Childhood Education



- What information from your research stands out the most for you? What information from your classmates' findings was the most interesting?
- What data was the easiest to find? What was more challenging?

Current Issues in Early Childhood Education: Unit 1, Key Topic 5

8

Current Issues in Early Childhood Education



- Was the information about your county what you expected? Where were there some surprises? What was of particular concern?
- What might you do differently as a preschool teacher based on what you learned about your county?

Current Issues in Early Childhood Education: Unit 1, Key Topic 5

9

Current Issues in Early Childhood Education

Choose one topic from Chapter I for more in-depth study:

- Readiness Gap
- Desired Results for Children and Families
- Overview of Preschool Learning Foundations

Current Issues in Early Childhood Education: Unit 1, Key Topic 5

10

Current Issues in Early Childhood Education

Readiness Gap

- Research the California Race to the Top-Early Learning Challenge (RTT-ELC) program.
- Write a summary of what it is and how it is addressing the school readiness gap.
- If you live/work in one of the 16 RTT-ELC counties, interview a staff member of the lead organization.

Current Issues in Early Childhood Education: Unit 1, Key Topic 5

11

Current Issues in Early Childhood Education

Desired Results for Children and Families

- Review information about the California Department of Education's Desired Results and the Desired Results Web site: <https://desiredresults.us/>.
- Write a 2 to 3 page paper describing how the Desired Results system is designed to improve program quality.

Current Issues in Early Childhood Education: Unit 1, Key Topic 5

12

Current Issues in Early Childhood Education

Overview of Preschool Learning Foundations

- Provide a review of the content and background of the 9 domains in the preschool learning foundations.
- Summarize the 5 domains of school readiness.

Current Issues in Early Childhood Education: Unit 1, Key Topic 5

13



Unit 2 – The Preschool Child

Getting Ready for the Unit and Connecting to Experience

Focus Statement

Students reflect on how the concepts of (1) integrated learning across developmental domains and (2) individual differences that impact learning are evident in their everyday activities as adults.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Child Growth and Development
- Introduction to Curriculum
- Teaching in a Diverse Society
- Practicum-Field Experience
- Curriculum Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Conversation grid
- Pairs or small groups
- Personal reflection
- Reflective discussion



California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism



Unit 2 – The Preschool Child

Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

California's Preschool Program Guidelines have been developed to support teachers and administrators in offering high-quality programs to children in their preschool years. They specify practices that would provide the optimum support needed by children in their preschool years to progress through the learning and development described in the California preschool learning foundations to achieve readiness for school.

This unit will familiarize students with the content of Chapter 2 of the *California Preschool Program Guidelines*, which provides an overview of children's learning and development in the preschool years. This crucial knowledge base is addressed in Chapter 2 in the context of the five essential domains of school readiness, as defined by the National Education Goals Panel in 1995 and in the context of the California preschool learning foundations and the ways in which California's preschool learning foundations address the five essential domains of school readiness.

Unit 2 will provide opportunities for students to refresh their connections to the *California Preschool Learning Foundations, Volumes 1, 2, and 3*. If faculty are working with students who have not had prior opportunities to learn about the foundations, suggestions are provided for experiences that support them in learning about the foundations.

Key Topic 1 in Unit 2 explores some key factors that affect learning and development in the preschool years. There is also a look at why it is so important for those working with children in the preschool years to have a solid foundation in understanding learning and development in those years. The teacher's role in supporting early learning and development is explored in more depth in Chapter 3 of the *California Preschool Program Guidelines* and Unit 3 of this instructional guide.

Key Topic 2 reviews the California preschool learning foundations as they relate to the five essential domains of school readiness. It will help students see the ways in which the foundations, which address nine domains of learning and development, are consistent with the five domains of school readiness. The foundations offer a broad approach to early development and a way to recognize how children progress through nine domains of learning and development.

The California Department of Education has produced a set of two DVDs to accompany the *California Preschool Program Guidelines*. The DVDs provide examples of children's



behaviors and adult approaches that exemplify the program guidelines, as well as the views of experts and experienced practitioners and administrators in the field regarding the content of the guidelines. It is recommended that faculty preview the entire set for a more complete sense of the guidelines as implemented within the California Early Learning and Development System.

Motivator and Connection to Experience

Before You Start

In this learning experience, students are introduced to the content of Chapter 2 of the *California Preschool Program Guidelines* by relating some of their daily activities to early developmental skills and individual differences, two factors that influence children's learning and development and are described in Chapter 2. Students are asked to list some daily activities they perform as adults, think about the knowledge and skills needed to carry out those activities, and then identify which of the developmental domains include those skills and knowledge.

As part of the preparation for this initial learning experience, it may be helpful for faculty to review the nine domains that make up the preschool learning foundations and prepare some examples. The domains are listed on page 23 of the *California Preschool Program Guidelines* and in the "Information Delivery" section that follows.

Faculty may also find it useful to preview this unit's two key topics so they can explain to students what is addressed in this "Connection to Experience" and what will be explored in those topics.

Students do not need to read the chapter for this learning experience, but faculty may choose to have students start to familiarize themselves with the chapter by reviewing the discussions about the nine domains on pages 22–32. If they are not familiar with the preschool learning foundations, this reading may help students make connections between some of their adult activities and skills and knowledge from different domains.

Handout 1, "Exploration of How Learning is Integrated," which students can use to record their activities and those of their classmates, is provided with this learning experience. An electronic version of this handout will be available when this instructional guide is available online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016). If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).



Information Delivery



Slides 2-4

Briefly let students know that Chapter 2 of the *California Preschool Program Guidelines*, titled “The Preschool Child,” is focused on the importance of understanding children’s development and learning in the preschool years. In this chapter, this is approached through looking at

- some factors that influence development and learning (pp. 19–22);
- how the California preschool learning foundations describe development and learning progressions in the preschool years (pp. 22–32);
- a brief description of the nine domains of the California preschool learning foundations and how they align with the National Education Goals Panel’s five essential domains for school readiness (pp. 22–32); and
- how play is an essential context for preschool learning and development (pp. 32–33).

These topics will be explored further in Key Topic 1 and Key Topic 2 of this unit, but this initial outline of the chapter will provide context for the learning experience that follows.

Chapter 2 begins with some brief descriptions of factors that can influence learning and development in the early years. Two of these are the integrated nature of early development and individual differences. Remind students that they will explore these and other factors mentioned in the chapter more fully as they continue to explore Chapter 2 through Key Topic 1.



Slide 5

Let students know that, for now, they will be looking at their own experiences in relation to those two factors—the integrated nature of early development and individual differences. Point out that, as adults, we still use knowledge and skills in each of the learning and development domains of the foundations and continue to learn across these domains. Explain to the students that they will be looking at their own experiences, as adults, in relation to some of the factors in Chapter 2 that influence development, and exploring how these factors still influence their development and use of skills and knowledge in adult contexts.



A brief review of the names of the domains, as listed on page 23, might be helpful to set the stage for the following active learning segment.



Slide 6

- Social–Emotional Development
- Language and Literacy
- English–Language Development
- Mathematics
- Visual and Performing Arts
- Physical Development
- Health
- History–Social Science
- Science

Again let students know that they will be taking a closer look at these foundation domains in Key Topic 2 as they continue to explore Chapter 2.

Students won't need to list the relevant domains on their handouts as they do this learning experience. However, if they can briefly think of what kinds of skills and knowledge might be involved, it will help communicate the integrated nature of how we, as adults, and children learn and develop skills and knowledge. Students can also see how individual differences play a role in our development.

Active Learning

Getting it started

Give students Handout 1, “Exploration of How Learning is Integrated,” included with the learning experience, and point out the two factors in the headings:



Slides 7-9

- Learning is integrated
- Individual differences affect what and how we learn

Ask them to think of these two factors, one at a time, and consider the prompts on the handout. There are rows on the handout for their



own responses and the responses of the other students. Give students a few minutes to consider their own responses first.

Online Options

Students could complete the handout prior to class and post it online for the instructor and their classmates. Students could then review their classmates' handouts and be prepared to discuss the "Putting it together" questions in an instructor-facilitated discussion in class or online, if the course has online-discussion capability.

Keeping it going

Organize students into groups of three or four and ask them to compare results. Encourage them to take notes of their classmates' activities and thoughts about individual differences on their handout.

Putting it together

After students have had a chance to review their own responses and those of other students in their group, reconvene the class as a whole group and consider the following questions:



Slides 10-11

- What stands out for you from comparing responses?
- Where did you discover similarities? Differences?
- What might account for these differences? Family, language, or community differences? Different learned approaches?
- Did you discover different strategies for approaching a problem to be solved or in organizing a complex task?
- Were there some things that one person liked and another did not?
- Did you discover strengths and challenges among students in each group?

Ask students what they discovered, in general, about integrated learning and/or integrated skills and knowledge and the possible effect of individual differences on learning.

Remind students that they will continue to explore these issues as they work through the key topics for this chapter.



Reflection

The questions in the “Putting it together” section can be used for a reflection on this learning experience.



Exploration of How Learning is Integrated

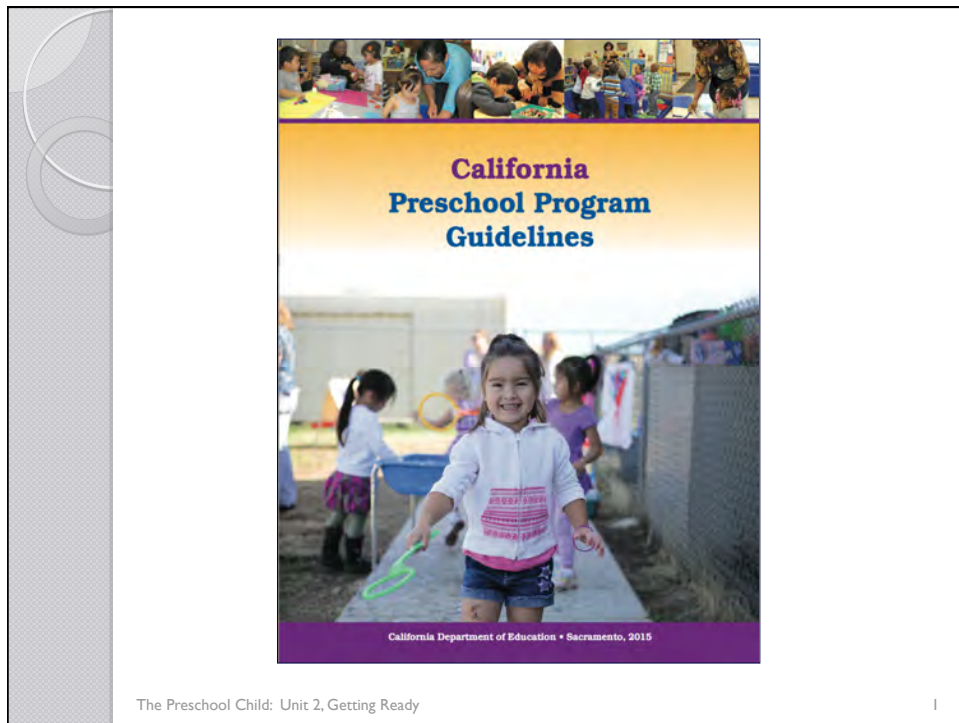
This handout provides an opportunity to explore some ways in which we, as adults, use skills and knowledge relating to the developmental domains of the California preschool learning foundations and ways in which some of the key concepts in Chapter 2 of the California Preschool Program Guidelines continue to be at work in our daily lives.

First, think of some activities you do and briefly record some of the domains of skills and knowledge that you use to successfully accomplish those activities. A few examples of activities are suggested, but you might think of others.

Next, work with other students to compare your notes. You might find other skills and knowledge that other students suggested for activities you noted, or you might find different activities.

Unit 2: The Preschool Child
Getting Ready for the Unit and Connecting to Experience
Handout 1: Exploration of How Learning is Integrated

	Learning Is integrated	Individual differences affect what and how we learn
	Think of how some activities that you do routinely require integrating skills and knowledge from several of the developmental domains in the foundations. Examples: cooking, driving, performing daily health routines, shopping, organizing an event	Are there ways in which we approach these activities that are different from other students? Examples: • What do we cook? With whom? • Who taught us to drive? • What are our daily health routines—washing hands, brushing teeth, bathing? • How do we organize our shopping?
Self		
Student 1		
Student 2		
Student 3		
Student 4		



The Preschool Child

Chapter 2 focuses on the importance of understanding children's development and learning in the preschool years and includes:

- Factors that influence development and learning (pp. 19–22).
- How the California preschool learning foundations describe development and learning progressions (pp. 22–32).

The Preschool Child

Chapter 2 also includes:

- The 9 domains of the California Preschool Learning Foundations and how they align with the National Education Goals Panel's Five Essential Domains for School Readiness (pp. 22–32).
- How play is an essential context for preschool learning and development (pp. 32–33).

The Preschool Child: Unit 2, Getting Ready

3

The Preschool Child

Table 2.1. Alignment of the Five Essential Domains of School Readiness with Nine California Preschool Learning Foundations

Five Essential Domains of School Readiness	California Preschool Learning Foundations
1. Social-Emotional Development	• Social-Emotional Development
2. Language and Literacy Development	• Language and Literacy • English-Language Development ¹
3. Cognition and General Knowledge	• Mathematics • Science • History-Social Science • Visual and Performing Arts
4. Physical Well-Being and Motor Development	• Physical Development • Health
5. Approaches Toward Learning	• Social-Emotional Development • Science

California Preschool Program Guidelines, Page 23

The Preschool Child: Unit 2, Getting Ready

4

The Preschool Child

Factors that influence learning and development in the early years, include:

- The integrated nature of early development.
- Individual differences.



The Preschool Child: Unit 2, Getting Ready

5

The Preschool Child

Developmental Domains

- Social–Emotional Development
- Language and Literacy
- English–Language Development
- Mathematics
- Visual and Performing Arts
- Physical Development
- Health
- History–Social Science
- Science

The Preschool Child: Unit 2, Getting Ready

6

The Preschool Child

	Learning Is Integrated	Individual differences affect what and how we learn
	Think of how some activities that you do routinely require integrating skills and knowledge from several of the developmental domains in the foundations. Examples: cooking, driving, performing daily health routines, shopping, organizing an event	Are there ways in which we approach these activities that are different from other students? Examples: • What do we cook? With whom? • Who taught us to drive? • What are our daily health routines—washing hands, brushing teeth, bathing? • How do we organize our shopping?
Self		
Student 1		
Student 2		

The Preschool Child: Unit 2, Getting Ready

7

The Preschool Child

Consider your own experiences:

- Learning is integrated.
- Individual differences affect what and how we learn.



The Preschool Child: Unit 2, Getting Ready

8

The Preschool Child

Consider your own experiences:

- List daily activities you perform as an adult.
- What knowledge and skills are needed to carry out those activities?
- Identify which developmental domains include those skills and knowledge.

The Preschool Child: Unit 2, Getting Ready

9

The Preschool Child

- What stands out for you from comparing responses?
- Where did you discover similarities? Differences?
- What might account for these differences? Family, language, or community differences? Different learned approaches?

The Preschool Child: Unit 2, Getting Ready

10

The Preschool Child

- Did you discover different strategies for approaching a problem to be solved or in organizing a complex task?
- Were there some things that one person liked and another did not?
- Did you discover strengths and challenges among students in each group?

The Preschool Child: Unit 2, Getting Ready

11



Unit 2 – The Preschool Child

Key Topic 1: Some Factors That Influence Learning and Development in the Preschool Years

Focus Statement

Students explore the importance of understanding child development and some factors of child development that impact preschool-age children's progress across developmental domains. Students also consider how teachers' understanding of child development and these factors relate to an integrated curriculum.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education
- Curriculum Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Pairs or small groups
- Reflective discussion
- Video observation



California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 2 – The Preschool Child

Key Topic 1: Some Factors That Influence Learning and Development in the Preschool Years

Unit 2: The Preschool Child
Key Topic 1 – Some Factors That Influence Learning and Development in the Preschool Years

Before You Start

This key topic will focus students' attention on important factors that can influence children's development and learning as they are described in Chapter 2 of the *California Preschool Program Guidelines*. These factors are described on pages 19–22 and 32–33. This information is fundamental to designing programs that appropriately support children as they move toward achieving the knowledge and skills described in the *California Preschool Learning Foundations*. The foundations themselves are further explored in Key Topic 2 of this unit in this instructional guide.

Working with the foundations and understanding how these factors can influence the ways in which children will progress toward achieving the knowledge and skills as described in the foundations, will enable staff and programs to develop curriculum and program policies that will optimally support the children and their families with whom they work.

This key topic relies on information not only in the text of the program guidelines but also on information contained in Disc 1 of the *California Preschool Program Guidelines DVD Set*, two DVDs that accompany the *California Preschool Program Guidelines*. Two chapters of this first disc are an essential part of the active learning for this key topic. Each of these chapters is further divided into segments, all of which are relevant to the question posed to students. It is important for faculty to preview these chapters of the DVD and to be familiar with the entire DVD set. The *California Preschool Program Guidelines DVD Set* can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.

Students will also be reviewing part of Chapter 2 of the *California Preschool Program Guidelines*. If students do not have copies of this publication, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).



Information Delivery

Let students know that they will be thinking about preschool children as the focus of Chapter 2, titled “The Preschool Child,” in the *California Preschool Program Guidelines*. For this active learning experience, they will consider the young child's development in the preschool years in relation to two important topics:



Slide 2

- Why it is important to know about child development
- What are some factors of child development that play a role in how children progress through the preschool years

The first topic will be addressed by viewing a DVD and responding to some questions related to the content of a selected chapter in the DVD. The second topic will be addressed by exploring some specific sections of Chapter 2 and some of the content of a selected chapter of the DVD.

Active Learning

Getting it started

Begin by asking students to read through pages 19–22 and 32–33. They can read these sections before coming to class or can be given time in class to do the reading.



Slide 3

Organize students into pairs, and ask each pair to again review pages 19–22 and 32–33. As they review these pages, ask them to look for and record factors in a child's life or characteristics of a child that play a role in how children develop through the preschool years. As they go through these pages, they might have questions about how detailed their responses should be. Suggest that this is something of an open-ended process and they should just record whatever they read about on those pages that they think might influence preschoolers' development.

Keeping it going

After they have had some time to explore these ideas, reconvene as a whole class and compile a master list. This should include, but need not be limited to, the following factors:



Slide 4

- Brain development (healthy or limited)
- Home language
- Dual language



- Opportunities for play and exploration
- Physical development
- Culture
- Gender
- Age
- Individual differences
- Socioeconomic status

Any of these can be expanded or explored in more detail, but the point to emphasize is that there are many variables in each child's life that can require adaptation or adjustment of interactions, strategies, or materials to provide optimal support to that child and the child's family.

Online Options

If there is document-sharing capability for the course, faculty could facilitate an online development of a class list of the factors in a child's life or characteristics of a child that play a role in how children develop through the preschool years. Or students individually could post their findings online and review their classmates' postings in preparation for an instructor-facilitated in-class discussion.



Slide 5

Point out that the last sentence of the top paragraph on page 22 states, "Research-based information on the learning and development that occurs during the preschool years in each domain can deepen families' and parents' understanding of who the preschool child is and how best to nurture and support the preschool child."

Taking it further

Let students know that they will now turn to a deeper exploration of the importance of understanding research-based child development and how it affects what we do with young children in their preschool years. They will be viewing some selected segments from Disc 1 of a two-set DVD that has been produced to accompany the program guidelines, the *California Preschool Program Guidelines DVD Set*. These segments can be accessed by opening Disc 1 to the main menu and clicking on "Select Chapters." Then choose the first chapter titled "Aspiring To Be a High Quality Program." View the first segment of this chapter, titled "Using Knowledge of Child Development to Inform Practice"; it is about three minutes long.



Disc 1

Ask students to consider the following general question: How does knowledge of child development guide our work?



Slide 6



It may be helpful to view the DVD segment twice, and ask students to just view and not take notes as they watch the first time. After the initial viewing, ask them to record what they remember that responds to the question. The second time through, ask them to record more of what they are hearing that responds to the question. Then, as a whole class, develop a master list.

Putting it together

Let students know that they will be bringing together the discussion of knowledge of factors influencing child development and the discussion of the importance of knowing child development. They will examine these in the context of integrated curriculum.

Explain to students that they will be viewing another segment of the DVD. This time they are to keep in mind these two questions:



Slide 7

- How does knowledge of child development support the importance of integrated curriculum?
- How would knowledge of the factors that can play a role in each child's development support integrated curriculum or learning across all domains?

Faculty can choose to organize students' responses in several ways. Each student can be responsible for responding to both questions, each student can be responsible for one of the questions, or pairs can be responsible for both questions. Because of the nature of these questions, this might be most effective in pairs, where students can discuss their ideas with a peer.



Disc 1

To view this second segment, open Disc 1 to the main menu and click on "Select Chapters." Then choose the last chapter titled "Promoting an Integrated Approach to the Learning Environment and Experiences." Open the first segment of this chapter, titled "Children Learn and Develop in an Integrated Way Across All Domains"; it is slightly over 2 ½ minutes long.

The process described in the "Taking it further" section could be used again—students view the segment a first time for familiarity and record what they remember in response to the question(s) and then watch the same segment a second time.

Reconvene the class as a whole and develop an aggregated list. The questions for this second DVD segment might elicit more diverse



responses, since they are based on requiring students to integrate information from several discussions.

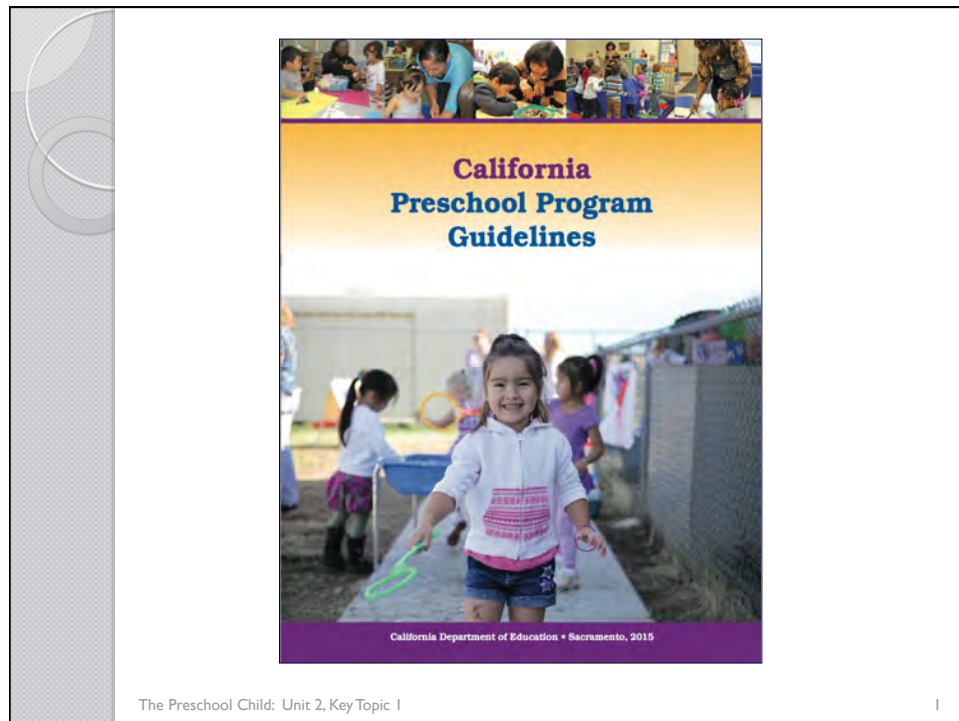
Reflection

Following this active learning, ask students to reflect on their experience with the material by responding to the following questions:



Slides 8-9

- What stood out for you? What is particularly memorable about the content in these learning experiences?
- What was new?
- Where were there differences among you and your classmates in your responses?
- What might account for these differences?
- How might this experience influence your work with young children and their families now and in the future?



The Preschool Child

- Why it is important to know about child development?
- What are some factors of child development that play a role in how children progress through the preschool years?



The Preschool Child: Unit 2, Key Topic I

2

The Preschool Child

- Read pages 19-22 and 32-33.
- Look for and record *factors in a child's life* that play a role in how children develop through the preschool years.
- Find and note *characteristics of a child* that influence how children develop through the preschool years.

The Preschool Child: Unit 2, Key Topic I

3

The Preschool Child

- Brain development
- Home language
- Dual language
- Opportunities for play and exploration
- Physical development
- Culture
- Gender
- Age
- Individual differences
- Socioeconomic status

The Preschool Child: Unit 2, Key Topic I

4

The Preschool Child

“Research-based information on the learning and development that occurs during the preschool years in each domain can deepen families’ and parents’ understanding of who the preschool child is and how best to nurture and support the preschool child.”

California Preschool Program Guidelines, Page 22

The Preschool Child: Unit 2, Key Topic I

5

The Preschool Child



How does knowledge of child development guide our work?

The Preschool Child: Unit 2, Key Topic I

6

The Preschool Child

- How does knowledge of child development support the importance of integrated curriculum?
- How would knowledge of the factors that can play a role in each child's development support integrated curriculum or learning across all domains?

The Preschool Child: Unit 2, Key Topic 1

7

The Preschool Child



- What stood out for you? What is particularly memorable about the content in these learning experiences?
- What was new?
- Where were there differences among you and your classmates in your responses?

The Preschool Child: Unit 2, Key Topic 1

8

The Preschool Child



- What might account for these differences?
- How might this experience influence your work with young children and their families now and in the future?

The Preschool Child: Unit 2, Key Topic 1

9



Unit 2 – The Preschool Child

Key Topic 2: The Nine Domains of California's Preschool Learning Foundations and the Five Essential Domains of School Readiness

Unit 2: The Preschool Child
Key Topic 2 – The Nine Domains of California's Preschool Learning Foundations and the Five Essential Domains of School Readiness

Focus Statement

Students explore the relationship between the nine domains of the California preschool learning foundations and the National Education Goals Panel's five essential domains of school readiness. Students also have an opportunity to become more familiar with the nine domains of the California preschool learning foundations.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Practicum-Field Experience
- Administration II: Personnel and Leadership in Early Childhood Education

Instructional Methodologies

- Class discussion
- Class presentation
- Jigsaw reading
- Notetaking outline or tool
- Pairs or small groups
- Reflective discussion



- Short paper or report

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 2 – The Preschool Child

Key Topic 2: The Nine Domains of California's Preschool Learning Foundations and the Five Essential Domains of School Readiness

Unit 2: The Preschool Child
Key Topic 2 – The Nine Domains of California's Preschool Learning Foundations and the Five Essential Domains of School Readiness

Before You Start

This key topic will guide students through the section titled “The Five Essential Domains of School Readiness” in Chapter 2 of the *California Preschool Program Guidelines*. Students will review the descriptions of the nine domains of California's preschool learning foundations as these domains address the five essential domains of school readiness developed by the National Education Goals Panel (NEGP) in 1995.

If limited class time is available for this key topic, it is suggested that the “Getting it started” and “Keeping it going” sections be done. These provide a way to familiarize students with the alignment of the preschool learning foundations with the NEGP domains, whether or not the rest of the active learning is done.

In the “Taking it further” section, students have an opportunity to expand the alignment as presented in the table on page 23 to include strands of the domains in the foundations. This will provide students with a larger view of the relationship of the foundations to the NEGP's five essential domains of school readiness. Handout 1, “Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations,” included with this Key Topic, is provided for this work.

In the “Deeper Understanding” segment, students can further explore the foundations by working with the volumes of the foundations themselves. This is done by using guided reviews of the introduction to each of the nine domains in the three volumes of the *California Preschool Learning Foundations*. This segment can be used with or without the “Taking it further” segment.

Depending on how familiar students are with the foundations, faculty might want to spend some time working with the strands and substrands for each of the nine domains in a more intensive way. In instructional guides developed by the Faculty Initiative Project for each of the three volumes of the *California Preschool Learning Foundations*, there are learning experiences called “Piecing Together the Domain Content Puzzle.” This learning experience is provided individually for each of the nine domains and is a straightforward way to introduce students to the content of each domain. Additionally, each instructional guide for each volume of the foundations contains other learning experiences to support students in deepening their knowledge and understanding of each domain.



To further support students and faculty, the Faculty Initiative Project has included in the foundations instructional guides a summary of each domain with its strands, substrands, and foundations at 48 and 60 months. These summaries are in Appendix B of each of the following instructional guides:

- *Instructional Guide for the California Preschool Learning Foundations, Volume 1*
Social–Emotional Development
Language and Literacy
English–Language Development
Mathematics
- *Instructional Guide for the California Preschool Learning Foundations, Volume 2*
Visual and Performing Arts
Physical Development
Health
- *Instructional Guide for the California Preschool Learning Foundations, Volume 3*
History–Social Science
Science

All three instructional guides are available online at the Faculty Initiative Project Web site, <http://facultyinitiative.wested.org/index.html> (accessed January 20, 2016).

An electronic version of Handout 1 for this key topic will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016). If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

Information Delivery



Slide 2

Students will be asked to review several pages in the *California Preschool Program Guidelines* that describe the nine domains of the preschool learning foundations as they relate to the five essential school readiness domains identified by the National Education Goals Panel in 1995. Table 2.1 on page 23 illustrates how the domains of the preschool learning foundations align with the school readiness domains. Descriptions of the preschool learning foundations domains are provided under their corresponding school readiness domains in the *California Preschool Program Guidelines*:

- Social–Emotional Development (p. 24)
~ *Social–Emotional Foundations*



- Language and Literacy (pp. 24–26)
 - ~ *Language and Literacy Foundations*
 - ~ *English-Language Development Foundations*
- Cognition and General Knowledge (pp. 26–29)
 - ~ *Mathematics Foundations*
 - ~ *Science Foundations*
 - ~ *History–Social Science Foundations*
 - ~ *Visual and Performing Arts Foundations*
- Physical Well-Being and Motor Development (pp. 29–31)
 - ~ *Physical Development Foundations*
 - ~ *Health Foundations*

Information about the domains of the preschool learning foundations that is referenced in the “Before You Start,” “Putting it together,” and “Deeper Understanding” sections can be found in Volumes 1, 2, and 3 of the *California Preschool Learning Foundations* and the instructional guides for those volumes.

Getting it started

Ask students to read the text on pages 22–24 and the top of page 25. They can do this before they come to class, or, if done in class, give students a few minutes to briefly read through these pages.

Then organize students into pairs and give them a few minutes in their pairs to respond to the following questions regarding the National Education Goals Panel’s five essential domains and the California preschool learning foundations:



Slide 3

- What do these two sets of domains do? What do they provide?
- How are they different?
- Why is it important to know about them?

Keeping it going

Reconvene the class as a whole and ask for each pair’s responses to the questions. They might all have the same responses, since these are easily found in the text.

Online Options

If there is online-discussion capability, the instructor could facilitate an online discussion of the relationship between the preschool learning foundations and the school readiness domains.



Direct students to the table on page 23 of Chapter 2. Point out these two key points:



Slide 4

- Chapter 2 discusses California's preschool learning foundations as they address the National Education Goals Panel's five essential school readiness domains.
- It is important to recognize that California's preschool foundations are consistent with national efforts in supporting the development and learning of preschool children.

Taking it further



Slide 5

Direct the students' attention to Handout 1, "Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations," that accompanies this key topic. Let students know that they will be expanding the table on page 23 to include the strands of the domains listed there. Completing this handout will help them further explore the alignment of the National Education Goals Panel's five essential domains and the domains of the California preschool learning foundations in more detail.

Ask students to turn to the descriptions of the foundations on pages 24–30 of the *California Preschool Program Guidelines*. As they continue to work in their pairs, they are to read through the descriptions of each of the domains and the strands in that domain. As they do this, ask them to fill in the strands in their Handout 1 as they are suggested in the alignment in Table 2.1 (page 23). They will not have detailed content of the domains of the National Education Goals Panel, so some of the alignments might not be as clear as others. Nonetheless, remind them that at this time, the point of the crosswalk is not to get a perfect alignment but to see how the foundations fit with the five essential domains as a way of understanding that California's foundations are consistent with national initiatives.

Online Options

Students could complete Handout 1 out of class and then post it online for review by the instructor and their classmates. The instructor could then facilitate an in-class or online discussion of the questions in the "Putting it together" section.

Putting it together

As students complete this work, ask them to report any questions or comments that came up as they worked. The following questions are examples:



Slide 6



- Were there some strands of some domains that might fit into more than one of the five essential domains? Which ones?
- What does this tell them about the integrated nature of preschool learning and development?

If, after doing these active learning segments, students need a more comprehensive look at the foundations, direct them to Appendix B of the three volumes of the *Instructional Guide for the California Preschool Learning Foundations*, as mentioned in the “Before You Start” section. There is also an opportunity for students to do an in-depth examination of the foundations in the “Deeper Understanding” segment of this key topic.

Reflection

This key topic can be concluded by asking students to respond to the following questions for reflection:



Slide 7

- What was new information?
- Where did you stop and wonder about what you were reading?
- What would you like to know more about?
- How can you continue to deepen your exploration of the foundations and their relation to national initiatives?

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 8-10

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?



Deeper Understanding

For a more intensive look at the content and background for each of the domains, direct students to each of the volumes of the preschool learning foundations. Information for ordering or downloading all volumes can be found online at the Faculty Initiative Web site at <http://facultyinitiative.wested.org> (accessed January 20, 2016).

It is suggested that one domain is assigned to a pair or group of students, and letting students choose a domain might be helpful. Each domain is preceded by an introduction to the domain. Ask students, individually or in pairs, to read the introduction for one domain and be prepared to report back to the whole class. This work will probably be more effective if this is done out of class, with the reporting done in class.

Ask each student to look for and record answers to the following questions:

- What are three key points about this domain that you think would be especially important for your colleagues to know?
- What are three questions that you would want your colleagues to find responses to as they read the introduction to this domain?

Faculty can decide how to do the reporting based on what will fit with coursework. Or faculty may choose to let the students select their own group's approach or decide as a class on one method.

Some possibilities include oral reports, online postings, or poster presentations.

Online Options

All students could post online their reports for their assigned domains. Faculty may also choose to extend this segment by asking each student to choose a domain other than the one they reported on. The student is to be prepared to discuss online or submit brief responses to the three questions included in the original report.



Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations

Look through the names of the domains and strands for the California preschool learning foundations. They are listed in the left-hand column; domains are underlined and strands are listed under each domain. Enter each strand into the column of the school readiness domains column(s) that looks like it would most closely correspond to that strand. Keep in mind that the point of this exercise is not to match detailed content of these two documents but to get a sense of how they relate to one another.

National Education Goals Panel: Five Essential Domains of School Readiness					
	Social–Emotional Development	Language and Literacy Development	Cognition and General Knowledge	Physical Well-Being and Motor Development	Approaches Toward Learning
California Preschool Learning Foundations: Domains And Strands					
					
<u>Social-Emotional Development</u> 1. Self 2. Social Interaction 3. Relationships					
					
<u>Language and Literacy</u> 1. Listening and Speaking 2. Reading 3. Writing					

Unit 2: The Preschool Child
 Key Topic 2: The Nine Domains of California's Preschool Learning Foundations and the Five Essential Domains of School Readiness
 Handout 1: Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations



Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations (Continued)

Look through the names of the domains and strands for the California preschool learning foundations. They are listed in the left-hand column; domains are underlined and strands are listed under each domain. Enter each strand into the column of the school readiness domains column(s) that looks like it would most closely correspond to that strand. Keep in mind that the point of this exercise is not to match detailed content of these two documents but to get a sense of how they relate to one another.

National Education Goals Panel: Five Essential Domains of School Readiness					
California Preschool Learning Foundations: Domains And Strands	Social–Emotional Development	Language and Literacy Development	Cognition and General Knowledge	Physical Well-Being and Motor Development	Approaches Toward Learning
 <u>English-Language Development</u> 1. Listening 2. Speaking 3. Reading 4. Writing  <u>Mathematics</u> 1. Number Sense 2. Algebra and Functions (Classification and Patterning)					



R Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations (Continued)

Look through the names of the domains and strands for the California preschool learning foundations. They are listed in the left-hand column; domains are underlined and strands are listed under each domain. Enter each strand into the column of the school readiness domains column(s) that looks like it would most closely correspond to that strand. Keep in mind that the point of this exercise is not to match detailed content of these two documents but to get a sense of how they relate to one another.

National Education Goals Panel: Five Essential Domains of School Readiness				
California Preschool Learning Foundations: Domains And Strands	Social–Emotional Development	Language and Literacy Development	Cognition and General Knowledge	Physical Well-Being and Motor Development
 Mathematics 3. Measurement 4. Geometry 5. Mathematical Reasoning 				
Visual and Performing Arts 1. Visual Art 2. Music 3. Drama 4. Dance				



Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations (Continued)

Look through the names of the domains and strands for the California preschool learning foundations. They are listed in the left-hand column; domains are underlined and strands are listed under each domain. Enter each strand into the column of the school readiness domains column(s) that looks like it would most closely correspond to that strand. Keep in mind that the point of this exercise is not to match detailed content of these two documents but to get a sense of how they relate to one another.

National Education Goals Panel: Five Essential Domains of School Readiness					
California Preschool Learning Foundations: Domains And Strands	Social–Emotional Development	Language and Literacy Development	Cognition and General Knowledge	Physical Well-Being and Motor Development	Approaches Toward Learning
					
Physical Development 1. Fundamental Movement Skills 2. Perceptual Motor Skills and Movement Concepts 3. Active Physical Play					
					
Health 1. Health Habits 2. Safety 3. Nutrition					



Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations (Continued)

Look through the names of the domains and strands for the California preschool learning foundations. They are listed in the left-hand column; domains are underlined and strands are listed under each domain. Enter each strand into the column of the school readiness domains column(s) that looks like it would most closely correspond to that strand. Keep in mind that the point of this exercise is not to match detailed content of these two documents but to get a sense of how they relate to one another.

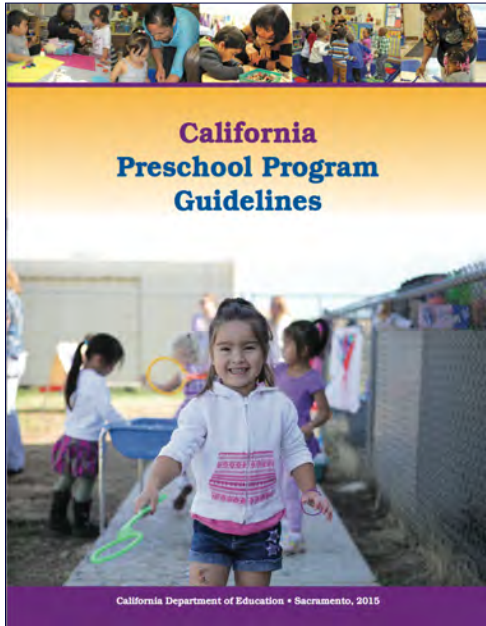
National Education Goals Panel: Five Essential Domains of School Readiness					
California Preschool Learning Foundations: Domains And Strands	Social–Emotional Development	Language and Literacy Development	Cognition and General Knowledge	Physical Well-Being and Motor Development	Approaches Toward Learning
History–Social Science 1. Self and Society 2. Becoming a Preschool Community Member (Civics) 3. Sense of Time (History) 4. Sense of Place (Geography and Ecology) 5. Marketplace (Economics)					



Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations (Continued)

Look through the names of the domains and strands for the California preschool learning foundations. They are listed in the left-hand column; domains are underlined and strands are listed under each domain. Enter each strand into the column of the school readiness domains column(s) that looks like it would most closely correspond to that strand. Keep in mind that the point of this exercise is not to match detailed content of these two documents but to get a sense of how they relate to one another.

National Education Goals Panel: Five Essential Domains of School Readiness					
California Preschool Learning Foundations: Domains And Strands	Social– Emotional Development	Language and Literacy Development	Cognition and General Knowledge	Physical Well- Being and Motor Development	Approaches Toward Learning
	 Physical Development 1. Scientific Inquiry 2. Physical Sciences 3. Life Sciences 4. Earth Sciences				



**California
Preschool Program
Guidelines**

California Department of Education • Sacramento, 2015

The Preschool Child: Unit 2, Key Topic 2 1

The Preschool Child

Table 2.1. Alignment of the Five Essential Domains of School Readiness with Nine California Preschool Learning Foundations

Five Essential Domains of School Readiness	California Preschool Learning Foundations
1. Social-Emotional Development	• Social-Emotional Development
2. Language and Literacy Development	• Language and Literacy • English-Language Development ¹
3. Cognition and General Knowledge	• Mathematics • Science • History-Social Science • Visual and Performing Arts
4. Physical Well-Being and Motor Development	• Physical Development • Health
5. Approaches Toward Learning	• Social-Emotional Development • Science

California Preschool Program Guidelines, Page 23

The Preschool Child: Unit 2, Key Topic 2 2

The Preschool Child

Domains of School Readiness and the California Preschool Learning Foundations:

- What do these two sets of domains do?
What do they provide?
- How are they different?
- Why is it important to know about them?

The Preschool Child: Unit 2, Key Topic 2

3

The Preschool Child

- Chapter 2 discusses California's preschool learning foundations as they address the National Education Goals Panel's five essential school readiness domains.
- California's preschool foundations are consistent with national efforts in supporting the development and learning of preschool children.

The Preschool Child: Unit 2, Key Topic 2

4

The Preschool Child

California Preschool Learning Foundations: Domains And Strands	National Education Goals Panel: Five Essential Domains of School Readiness				
	Social- Emotional Development	Language and Literacy Development	Cognition and General Knowledge	Physical Well- Being and Motor Development	Approaches Toward Learning
 Social-Emotional Development 1. Self 2. Social Interaction 3. Relationships					
 Language and Literacy 1. Listening and Speaking 2. Reading 3. Writing					

The Preschool Child: Unit 2, Key Topic 2

5

The Preschool Child

- Were there some strands of some domains that might fit into more than one of the five essential domains? Which ones?
- What does this tell them about the integrated nature of preschool learning and development?

The Preschool Child: Unit 2, Key Topic 2

6

The Preschool Child



- What was new information?
- Where did you stop and wonder about what you were reading?
- What would you like to know more about?
- How can you continue to deepen your exploration of the foundations and their relation to national initiatives?

The Preschool Child: Unit 2, Key Topic 2

7

The Preschool Child



- Which ideas stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

The Preschool Child: Unit 2, Key Topic 2

8

The Preschool Child



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

The Preschool Child: Unit 2, Key Topic 2

9

The Preschool Child



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?

The Preschool Child: Unit 2, Key Topic 2

10



Unit 3 – The Role of the Preschool Teacher

Getting Ready for the Unit and Connecting to Experience

Focus Statement

Students identify and reflect on key dispositions, knowledge, skills, and attributes that effective preschool teachers need to carry out their major responsibilities.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Practicum-Field Experience
- Adult Supervision and Mentoring in Early Care and Education
- Administration II: Personnel and Leadership in Early Childhood Education
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Brainstorming
- Categorizing
- Class discussion
- Lecture
- Pairs or small groups
- Personal reflection
- Reflective discussion



California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 3 – The Role of the Preschool Teacher

Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

Chapter 3 of the *California Preschool Program Guidelines*, “The Role of the Preschool Teacher,” examines the important role of the teacher in ensuring the high quality of preschool programs. Through a review of teachers’ major responsibilities, the chapter describes how teachers promote school-readiness skills for all children, including those who are young dual language learners or may have special needs. Each of these responsibilities is discussed in its own separate section:

- Build and Maintain Positive Relationships with Children
- Build and Maintain Positive Relationships with Families
- Create an Environment for Social and Emotional Learning
- Be Responsive to Children’s Linguistic and Cultural Experiences
- Include Children with a Wide Range of Abilities and Approaches to Learning
- Understand Children’s Needs and Capabilities
- Plan the Learning Environment and Curriculum in the Domains of School Readiness
- Balance Child-Initiated and Teacher-Initiated Activities
- Assess How Well the Program Meets Children’s Needs

The chapter closes with a list of references and suggestions for additional reading.

Unit 3 of this instructional guide is designed to support faculty in guiding students to consider the role and major responsibilities of the preschool teacher. The unit begins with an opportunity for students to reflect on some of the dispositions, knowledge, skills, and attributes they believe effective preschool teachers should have. In this learning experience, students are asked to consider how these characteristics relate to the preschool teacher’s major responsibilities. Students also are encouraged to think about their own characteristics, identifying those that are strengths and those they may wish to improve.



In Key Topic 1, students gain an overview of the key content of Chapter 3 by examining the teachers' responsibilities in guiding young children's learning and development and the relationship of these responsibilities to high-quality early childhood programs. They also review some of the rationale and evidence base that describes how the different responsibilities support children's learning. Key Topic 2 provides a learning experience in which students explore in more depth each of the teacher's major responsibilities and how they are linked. Key Topic 3 focuses on the teachers' role in engaging families and supporting children who have disabilities or other special needs. Key Topic 4 closes the unit by asking students to examine the role of reflection in their teaching practice.

Motivator and Connection to Experience

Before You Start

This learning experience is designed to prompt students to identify and reflect on their own dispositions, knowledge, skills, and attributes that will help them be effective preschool teachers. It is suggested that students identify these characteristics by thinking about what they would need to carry out several major responsibilities of preschool teachers. Faculty may choose to ask students to read Chapter 3 to become familiar with these major responsibilities or deliver a brief lecture on them. Because Key Topic 2 provides an opportunity for students to examine each of those responsibilities in more depth, it is suggested that faculty introduce students to the responsibilities through lecture and discussion for this learning experience.

Two handouts are provided with this learning experience. Handout 1, "Major Responsibilities and Characteristics of Preschool Teachers," is a grid that students can use to list characteristics they believe teachers need to carry out a particular responsibility. Handout 2, "Characteristics of Preschool Teachers," is a notetaking form for students to record and rank their choices for the 10 most important characteristics. Electronic versions of both handouts will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016). If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

It is suggested that students share their lists of characteristics by writing them on large sheets of chart paper that are posted around the room. If this method is used, the following materials will be needed: four large sheets of chart paper, dark-colored markers, and tape. Whiteboards or interactive whiteboards could also be used.



Information Delivery

Students are asked to discuss nine major responsibilities of preschool teachers as described in Chapter 3 of the *California Preschool Program Guidelines*. These are listed in the following “Getting it started” segment. Faculty can ask students to become familiar with these responsibilities by either asking students to read the chapter or delivering a lecture.

Active Learning



Slides 2-4

Getting it started

Begin this learning experience by reviewing the major responsibilities of preschool teachers identified in Chapter 3 of the *California Preschool Program Guidelines* on pages 39–46:

- Build and Maintain Positive Relationships with Children (pp. 39–40)
- Build and Maintain Positive Relationships with Families (pp. 40–41)
- Create an Environment for Social and Emotional Learning (p. 41)
- Be Responsive to Children’s Linguistic and Cultural Experiences (p. 42)
- Include Children with a Wide Range of Abilities and Approaches to Learning (pp. 42–43)
- Understand Children’s Needs and Capabilities (pp. 43–44)
- Plan the Learning Environment and Curriculum in the Domains of School Readiness (pp. 44–45)
- Balance Child-Initiated and Teacher-Initiated Activities (p. 45)
- Assess How Well the Program Meets Children’s Needs (p. 46)

Explain that each of these responsibilities corresponds to a section of the chapter and that there is an additional section titled “Include Children with a Wide Range of Abilities and Approaches to Learning” on pages 42–43 that is not included in the bulleted list of major responsibilities on page 39 of the *California Preschool Program Guidelines*. It is included in the list above.

Asking students to give examples may help ensure their understanding of each responsibility. Encourage students who have



worked in preschool programs to share experiences and practices from their programs.



Slide 5

Keeping it going

Next provide Handout 1, “Major Responsibilities and Characteristics of Preschool Teachers,” or ask students to develop a similar grid. They are then to work individually in identifying some dispositions, skills, knowledge, and personal attributes they feel are needed for each responsibility. Some of their ideas may apply to more than one responsibility.



Slide 6

After they complete their lists, ask them to choose the 10 characteristics—dispositions, skills, knowledge, and/or personal attributes—they feel are the most important for teachers to have in order to carry out one or more of the major responsibilities. They should be prepared to explain why they chose those 10 characteristics.

Online Options

If document sharing is available, students could individually complete Handout 1 and then post their lists online. Students are then responsible for reviewing their classmates’ lists prior to sharing and discussing the lists in class or online.

If there is also online-discussion capacity, the instructor could facilitate a class discussion in which students share why they identified certain characteristics.

Taking it further

After students have selected their top 10, ask them to share their lists. This can be done in one of two ways:

- Post four sheets of large chart paper around the room. Each sheet has one of these headings: dispositions, knowledge, skills, or attributes. Students then move around the room and write the items from their lists on the appropriate charts. Ask them to write only new items and put checkmarks by ones that have already been listed.
- Ask students to form pairs or small groups of three or four to compare their lists. They are then to come up with a joint list that will be shared with the whole class. This sharing is done as described in the first option, except that members of each group decide which member will write on each chart.



Slide 7

Putting it together

Give students Handout 2, “Characteristics of Preschool Teachers,” or ask them to have notepaper to record on as they review the four charts. They are again to select the 10 characteristics they feel are the most important. Students can keep items from their individual lists and add others from the class lists. Provide time for students to share why they chose certain characteristics for their personal lists.



Slide 8

Another approach

Instead of first reviewing the major responsibilities discussed in Chapter 3 of the *California Preschool Program Guidelines*, faculty could ask students to brainstorm a list of dispositions, knowledge, skills, and personal attributes they believe are important for effective preschool teachers to have. Students could do this brainstorming individually or as a large group. If done individually, students could then share their lists and come to agreement on a class list for each of the four categories.

Then introduce students to the major responsibilities in Chapter 3 and ask them to think about which dispositions, knowledge, skills, and attributes from the class list teachers would need to carry out those responsibilities. Ask them to consider which characteristics from their four lists would be the most important and if there are any others they feel should be added.

Online Options

If document sharing is available, students could brainstorm the list of dispositions, knowledge, skills, and personal attributes. If the course also has online-discussion capability, the instructor could then facilitate an online discussion of the characteristics teachers need to carry out the major responsibilities listed in the chapter.

Reflection

Conclude this learning experience by convening the class as a large group for a reflective discussion. The following questions can be used:



Slides 9-10

- What did you notice about the four lists? Which words stood out for you?
- Which characteristics surprised you? Which do you think are the most critical? Which ones are you doubtful about?
- What insights about your own dispositions, skills, knowledge, and attributes have surfaced for you from these lists? Which are



strengths?

- What is an area you would like to improve? What is a first step you can take?

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 11-13

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?



Major Responsibilities and Characteristics of Preschool Teachers

Review each of these major responsibilities of preschool teachers. Then list some dispositions, knowledge, skills, and personal attributes you feel are needed to carry out each responsibility. It is okay to list the same characteristic for more than one responsibility.

Major Responsibilities of Preschool Teachers	Dispositions	Knowledge	Skills	Personal Attributes
Build and maintain positive relationships with children				
Build and maintain positive relationships with families				
Create an environment for social and emotional learning				
Be responsive to children's linguistic and cultural experiences				
Include children with a wide range of abilities and approaches to learning				

Unit 3: The Role of the Preschool Teacher
Getting Ready for the Unit and Connecting to Experience
Handout 1: Major Responsibilities and Characteristics of Preschool Teachers



Major Responsibilities and Characteristics of Preschool Teachers

(Continued)

Review each of these major responsibilities of preschool teachers. Then list some dispositions, knowledge, skills, and personal attributes you feel are needed to carry out each responsibility. It is okay to list the same characteristic for more than one responsibility.

Major Responsibilities of Preschool Teachers	Dispositions	Knowledge	Skills	Personal Attributes
Understand children's needs and capabilities				
Plan the learning environment and curriculum in the domains of school readiness				
Balance child-initiated and teacher-initiated activities				
Assess how well the program meets children's needs				



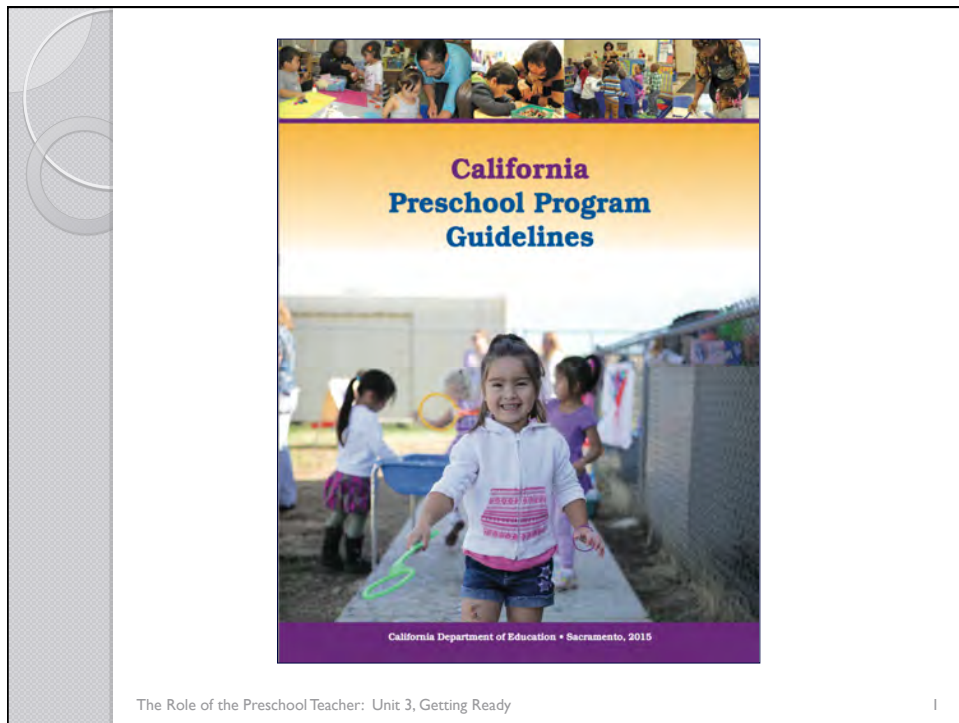
Characteristics of Preschool Teachers

List what you believe are the top 10 dispositions, knowledge, skills, and personal attributes preschool teachers need to carry out their major responsibilities.



Unit 3: The Role of the Preschool Teacher
Getting Ready for the Unit and Connecting to Experience
Handout 2: Characteristics of Preschool Teachers

Top 10 Characteristics		Why
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



The Preschool Teacher

Major Responsibilities

- Build and Maintain Positive Relationships with Children (pp. 39–40)
- Build and Maintain Positive Relationships with Families (pp. 40–41)
- Create an Environment for Social and Emotional Learning (p. 41)

The Preschool Teacher

Major Responsibilities

- Be Responsive to Children's Linguistic and Cultural Experiences (p. 42)
- Include Children with a Wide Range of Abilities and Approaches to Learning (pp. 42–43)
- Understand Children's Needs and Capabilities (pp. 43–44)

The Role of the Preschool Teacher: Unit 3, Getting Ready

3

The Preschool Teacher

Major Responsibilities

- Plan the Learning Environment and Curriculum in the Domains of School Readiness (pp. 44–45)
- Balance Child-Initiated and Teacher-Initiated Activities (p. 45)
- Assess How Well the Program Meets Children's Needs (p. 46)

The Role of the Preschool Teacher: Unit 3, Getting Ready

4

The Preschool Teacher

Major Responsibilities of Preschool Teachers	Dispositions	Knowledge	Skills	Personal Attributes
Build and maintain positive relationships with children				
Build and maintain positive relationships with families				
Create an environment for social and emotional learning				
Be responsive to children's linguistic and cultural experiences				
Include children with a wide range of abilities and approaches to learning				

The Role of the Preschool Teacher: Unit 3, Getting Ready

5

The Preschool Teacher

Major Responsibilities

- ✓ Identify dispositions, skills, knowledge, and personal attributes needed for each responsibility.
- ✓ Choose 10 characteristics that are the most important for teachers to have to carry out one or more of the major responsibilities.

The Role of the Preschool Teacher: Unit 3, Getting Ready

6

The Preschool Teacher

Top 10 Characteristics		Why
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

The Role of the Preschool Teacher: Unit 3, Getting Ready

7

The Preschool Teacher

Brainstorm

Effective Teachers have:

- Dispositions
- Knowledge
- Skills
- Personal



The Role of the Preschool Teacher: Unit 3, Getting Ready

8

The Preschool Teacher



- What did you notice about the four lists? Which words stood out for you?
- Which characteristics surprised you? Which do you think are the most critical? Which ones are you doubtful about?

The Role of the Preschool Teacher: Unit 3, Getting Ready

9

The Preschool Teacher



- What insights about your own dispositions, skills, knowledge, and attributes have surfaced for you from these lists? Which are strengths?
- What is an area you would like to improve?
- What is a first step you can take?

The Role of the Preschool Teacher: Unit 3, Getting Ready

10

The Preschool Teacher



- Which ideas stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

The Role of the Preschool Teacher: Unit 3, Getting Ready

11

The Preschool Teacher



- Why do you think the content was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

The Role of the Preschool Teacher: Unit 3, Getting Ready

12

The Preschool Teacher



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?



Unit 3 – The Role of the Preschool Teacher

Key Topic 1: Overview and Rationale of the Chapter

Focus Statement

Students become familiar with the responsibilities of the preschool teacher and the rationale for the teacher's role in ensuring high-quality in preschool programs.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Practicum-Field Experience
- Adult Supervision and Mentoring in Early Care and Education
- Administration II: Personnel and Leadership in Early Childhood Education

Instructional Methodologies

- Brainstorming
- Class discussion
- Jigsaw reading
- Lecture
- Notetaking outline or tool
- Pairs or small groups
- Reflective discussion



California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 3 – The Role of the Preschool Teacher

Key Topic 1: Overview and Rationale of the Chapter

Before You Start

Chapter 3 in the *California Preschool Program Guidelines* focuses on several major responsibilities that preschool teachers have as part of their role in ensuring their programs are of high quality. The discussion around each responsibility reviews how and why effective teachers can support all children's learning and development and engage all families.

In this key topic, students acquire an overview of the content of Chapter 3 of the *California Preschool Program Guidelines*—the major responsibilities of preschool teachers and how teachers play an important role in planning and implementing a high-quality preschool program. Students work individually or in small groups to identify key elements of each responsibility and then do a crosswalk of the major responsibilities and qualities of a high-quality preschool program.

Handout 1, "Responsibilities of Preschool Teachers and Features of High-Quality Early Childhood Programs," is provided with this key topic for students to use when doing their crosswalk. An electronic version of this handout for this key topic will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016). Students will also be asked to review parts of Chapter 3. If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

Information Delivery

Students are asked to consider the characteristics of high-quality preschool programs and several responsibilities of preschool teachers. This information can be presented through a lecture or by having students read all or certain sections of Chapter 3 of the *California Preschool Program Guidelines*. It is recommended that students read the sections to become familiar with the publication.

Active Learning

Getting it started

Begin this learning experience by discussing the characteristics of high-quality preschool programs, which are listed in the third



paragraph on page 81 of the *California Preschool Program Guidelines*:



Slides 2-4

- Intentional teaching
- Support of integrated learning
- Positive teacher–child relationships
- Positive home–school relationships
- Play as a context for learning
- Teacher planning time
- Qualified teachers
- Appropriate child–teacher ratios
- Individualized adult–child conversations that promote language and positive relationships
- Opportunities for children to learn and practice new vocabulary
- Frequent assessment that documents individual progress and informs instructional planning
- Parent engagement

Ask students to cite examples of each characteristic, drawing from their own experiences in early care and education settings as much as possible.

Keeping it going

Point out to students the major responsibilities of preschool teachers on pages 39–46 of the *California Preschool Program Guidelines*:



Slides 5-6

- Build and Maintain Positive Relationships with Children (pp. 39–40)
- Build and Maintain Positive Relationships with Families (pp. 40–41)
- Create an Environment for Social and Emotional Learning (p. 41)



Slide 7

- Be Responsive to Children’s Linguistic and Cultural Experiences (p. 42)
- Include Children with a Wide Range of Abilities and Approaches to Learning (pp. 42–43)
- Understand Children’s Needs and Capabilities (pp. 43–44)
- Plan the Learning Environment and Curriculum in the Domains of School Readiness (pp. 44–45)
- Balance Child-Initiated and Teacher-Initiated Activities (p. 45)
- Assess How Well the Program Meets Children’s Needs (p. 46)

Explain that each of these responsibilities corresponds to a section of the chapter and that there is an additional section titled “Include Children with a Wide Range of Abilities and Approaches to Learning” on pages 42–43 that is not included in the bulleted list of major responsibilities on page 39 of the *California Preschool Program Guidelines*. It is included in the list above.

Ask students to form pairs or small groups of three or four and assign one of the nine sections to each group. Depending on the size of the class, more than one group may work on a section. In their groups, students are to read and identify the key points for their section, including the rationale for how that responsibility supports children’s learning and development and/or engages and builds partnerships with families.

Online Options

Students could post online the key points for their assigned section and how the major responsibility they reviewed supports children’s learning and development or builds partnerships with families.



Slides 8-9

Taking it further

Give students Handout 1, “Responsibilities of Preschool Teachers and Features of High-Quality Early Childhood Programs,” or ask them to create a similar notetaking form for their assigned responsibility or section. They are then to consider each component of a high-quality preschool program and decide if and how their responsibility supports that component. Some of the responsibilities may not be directly linked to one or more of the program features.



Each group completes its assigned section of the grid and should be prepared to explain its responses.

Putting it together

After the groups have completed their part of the matrix, convene the students to discuss their findings. This can be done in different ways:

- It may be helpful for students to identify and understand how different responsibilities can support the same program quality feature by asking each group to share its responses by feature. In other words, all groups would first discuss the responsibilities that relate to intentional teaching and then continue through the rest of the features.
- Or each group could present its results for their assigned responsibility, explaining why they made their choices. As each group presents, encourage students to look for similarities and differences in their selections and reasons.

Online Options

Students could post their completed handouts online for their classmates to review prior to a class discussion of their choices. If there is online-discussion capability, the instructor could then facilitate an online discussion of the students' choices.

Whichever method is used, ask each group to first briefly describe the major responsibility it reviewed. Even if the students have read the whole chapter, this recap can help ensure all students are clear about the key aspects of each responsibility.

Another approach

Students could first review the elements of high-quality programs and then brainstorm things teachers would be responsible for doing to help achieve and sustain high quality. The brainstorming could be done individually or as a full class. The items could then be grouped by common theme, and these themes could be compared to the major responsibilities listed in Chapter 3.



Slide 10

Reflection



Slides 11-12

Conclude this learning experience with a class discussion. The following questions are suggested to guide the discussion:

- What caught your attention as you reviewed and discussed a preschool teacher's major responsibilities?



- Which ones seemed the most critical in creating a high-quality preschool program?
- What insights are emerging from this crosswalk of preschool teacher responsibilities and the elements of high-quality programs?
- What will you consider from this discussion for your own professional development?

Online Options

If there is online-discussion capability, faculty could facilitate a discussion of the reflection questions. A separate discussion thread could be done for each question.

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 13-15

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?



Unit 3: The Role of the Preschool Teacher
Key Topic 1: Overview and Rationale of the Chapter
Handout 1: Responsibilities of Preschool Teachers and Features of High-Quality Early Childhood Programs

Responsibilities of Preschool Teachers and Features of High-Quality Early Childhood Programs

Review each of these major responsibilities of preschool teachers. Then list some dispositions, knowledge, skills, and personal attributes you feel are needed to carry out each responsibility. It is okay to list the same characteristic for more than one responsibility.

Major Responsibilities of Preschool Teachers	Assess how well the program meets children's needs				
	Balance child-initiated and teacher-initiated activities				
	Plan the learning environment and curriculum in the domains of school readiness				
	Understand children's needs and capabilities				
	Include children with a wide range of abilities and approaches to learning				
	Be responsive to children's linguistic and cultural experiences				
	Create an environment for social and emotional learning				
	Build and maintain positive relationships with families				
	Build and maintain positive relationships with children				
Features of High-Quality Early Childhood Programs ↓					
Intentional teaching					
Support of integrated learning					
Positive teacher–child relationships					
Positive home–school relationships					



Responsibilities of Preschool Teachers and Features of High-Quality Early Childhood Programs (Continued)

Review each of these major responsibilities of preschool teachers. Then list some dispositions, knowledge, skills, and personal attributes you feel are needed to carry out each responsibility. It is okay to list the same characteristic for more than one responsibility.

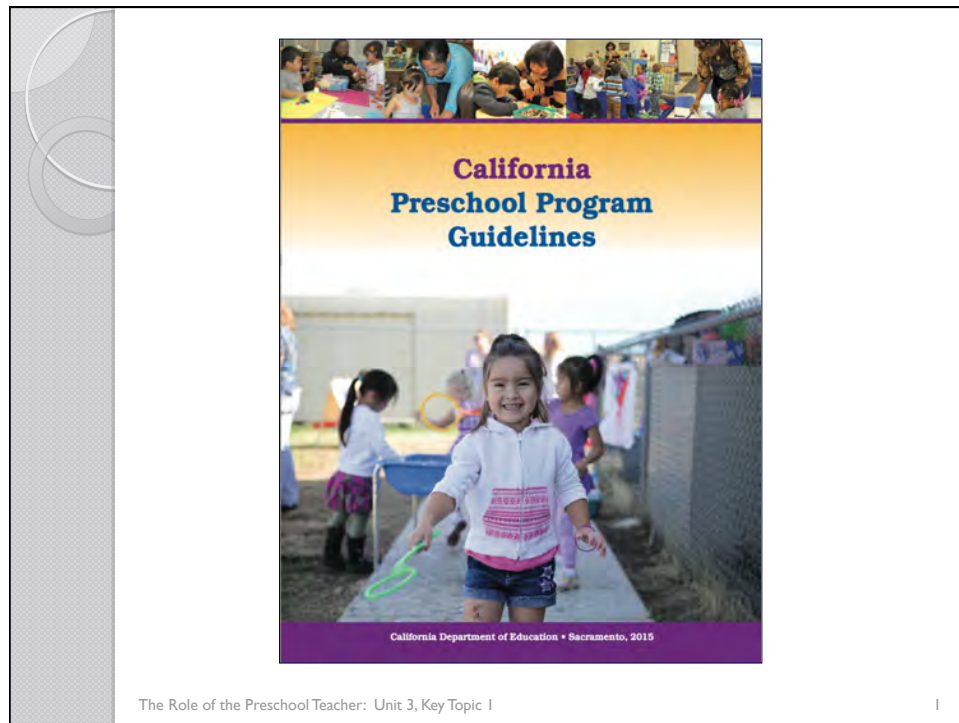
Major Responsibilities of Preschool Teachers	Assess how well the program meets children's needs				
	Balance child-initiated and teacher-initiated activities				
	Plan the learning environment and curriculum in the domains of school readiness				
	Understand children's needs and capabilities				
	Include children with a wide range of abilities and approaches to learning				
	Be responsive to children's linguistic and cultural experiences				
	Create an environment for social and emotional learning				
	Build and maintain positive relationships with families				
	Build and maintain positive relationships with children				
Features of High-Quality Early Childhood Programs ↓		Play as a context for learning	Teacher planning time	Qualified teachers	Appropriate child–teacher ratios



Responsibilities of Preschool Teachers and Features of High-Quality Early Childhood Programs (Continued)

Review each of these major responsibilities of preschool teachers. Then list some dispositions, knowledge, skills, and personal attributes you feel are needed to carry out each responsibility. It is okay to list the same characteristic for more than one responsibility.

Major Responsibilities of Preschool Teachers	Assess how well the program meets children's needs				
	Balance child-initiated and teacher-initiated activities				
	Plan the learning environment and curriculum in the domains of school readiness				
	Understand children's needs and capabilities				
	Include children with a wide range of abilities and approaches to learning				
	Be responsive to children's linguistic and cultural experiences				
	Create an environment for social and emotional learning				
	Build and maintain positive relationships with families				
	Build and maintain positive relationships with children				
Features of High-Quality Early Childhood Programs ↓		Individualized adult-child conversations that promote language and positive relationships	Opportunities for children to learn and practice new vocabulary	Frequent assessment that documents individual progress and informs instructional planning	Parent Engagement



The Role of the Preschool Teacher: Unit 3, Key Topic I

1

The Preschool Teacher

Characteristics of High-Quality Preschool Programs

- Intentional teaching
- Support of integrated learning
- Positive teacher–child relationships
- Positive home–school relationships
- Play as a context for learning

The Role of the Preschool Teacher: Unit 3, Key Topic I

2

The Preschool Teacher

Characteristics of High-Quality Preschool Programs

- Teacher planning time
- Qualified teachers
- Appropriate child–teacher ratios
- Individualized adult–child conversations that promote language and positive relationships

The Role of the Preschool Teacher: Unit 3, Key Topic I

3

The Preschool Teacher

Characteristics of High-Quality Preschool Programs

- Opportunities for children to learn and practice new vocabulary
- Frequent assessment that documents individual progress and informs instructional planning
- Parent engagement

The Role of the Preschool Teacher: Unit 3, Key Topic I

4

The Preschool Teacher

Major Responsibilities

- Build and Maintain Positive Relationships with Children (pp. 39–40)
- Build and Maintain Positive Relationships with Families (pp. 40–41)
- Create an Environment for Social and Emotional Learning (p. 41)

The Role of the Preschool Teacher: Unit 3, Key Topic I

5

The Preschool Teacher

Major Responsibilities

- Be Responsive to Children's Linguistic and Cultural Experiences (p. 42)
- Include Children with a Wide Range of Abilities and Approaches to Learning (pp. 42–43)
- Understand Children's Needs and Capabilities (pp. 43–44)

The Role of the Preschool Teacher: Unit 3, Key Topic I

6

The Preschool Teacher

Major Responsibilities

- Plan the Learning Environment and Curriculum in the Domains of School Readiness (pp. 44–45)
- Balance Child-Initiated and Teacher-Initiated Activities (p. 45)
- Assess How Well the Program Meets Children's Needs (p. 46)

The Role of the Preschool Teacher: Unit 3, Key Topic 1

7

The Preschool Teacher

Features of High-Quality Early Childhood Programs ↓	Major Responsibilities of Preschool Teachers							
	Build and maintain positive relationships with children	Build and maintain positive relationships with families	Create an environment for social and emotional learning	Be responsive to children's linguistic and cultural experiences	Include children with a wide range of abilities and approaches to learning	Understand children's needs and capabilities	Plan the learning environment and curriculum in the domains of school readiness	Assess how well the program meets children's needs
Intentional teaching								
Support of integrated learning								
Positive teacher-child relationships								
Positive home-school relationships								

The Role of the Preschool Teacher: Unit 3, Key Topic 1

8

The Preschool Teacher

- ✓ Consider each component of a high-quality preschool program.

California Preschool Program Guidelines, Page 81

- ✓ Decide if and how the major responsibilities of preschool teachers support that component.

The Role of the Preschool Teacher: Unit 3, Key Topic 1

9

The Preschool Teacher

Brainstorm

- Review the elements of high-quality programs.
- Identify how teachers could contribute to helping to achieve and sustain high quality.

The Role of the Preschool Teacher: Unit 3, Key Topic 1

10

The Preschool Teacher



- What caught your attention as you reviewed and discussed a preschool teacher's major responsibilities?
- Which ones seemed the most critical in creating a high-quality preschool program?

The Role of the Preschool Teacher: Unit 3, Key Topic 1

11

The Preschool Teacher



- What insights are emerging from this crosswalk of preschool teacher responsibilities and the elements of high-quality programs?
- What will you consider from this discussion for your own professional development?

The Role of the Preschool Teacher: Unit 3, Key Topic 1

12

The Preschool Teacher



- Which ideas stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

The Role of the Preschool Teacher: Unit 3, Key Topic I

13

The Preschool Teacher



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

The Role of the Preschool Teacher: Unit 3, Key Topic I

14

The Preschool Teacher



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?



Unit 3 – The Role of the Preschool Teacher

Key Topic 2: A Closer Look at Teachers' Responsibilities

Focus Statement

Students examine the major responsibilities of preschool teachers and how these responsibilities are interrelated.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Teaching in a Diverse Society
- Practicum-Field Experience
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Class presentation
- Creation of a visual representation
- Development of a resource tool
- Jigsaw reading
- Notetaking outline or tool
- Pairs or small groups
- Reflective discussion



- Short paper or report

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism



Unit 3 – The Role of the Preschool Teacher

Key Topic 2: A Closer Look at Teachers' Responsibilities

Before You Start

This key topic focuses on the major responsibilities of effective preschool teachers that are described in Chapter 3 of the *California Preschool Program Guidelines*. Although these responsibilities are discussed individually, it will be important for students to understand how they sometimes overlap and are related to each other. Just as children's learning occurs in an integrated manner across different developmental domains, so do teachers' actions occur across these responsibilities.

Students are asked to review assigned sections in Chapter 3, identify key points, and then create a poster or some other kind of two-dimensional visual representation to share those points with the other students. Materials needed include large sheets of poster or chart paper, colored markers, and tape. If possible, it is suggested that each of the nine posters is identified by a different color—either by using nine different colors of paper or drawing a border on each poster with a different color marker. If faculty choose to ask students to display relationships between the posters as described in the “Putting it together” segment of the learning experience, yarn or string and scissors will also be needed.

If faculty choose to use “Another Approach” for this learning experience, Handout 1, “Identifying the Key Points of Preschool Teacher Responsibilities,” is provided that students can use to record their key points and responses. An electronic version of this handout for this key topic will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016). Students will also be asked to review parts of Chapter 3. If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

Information Delivery

Students are asked to analyze several major responsibilities of preschool teachers. This information can be presented through a lecture or by having students read all or certain sections of Chapter 3 of the *California Preschool Program Guidelines*. It is recommended that students read the sections to become familiar with the publication.



Active Learning



Slides 2-4

Getting it started

Begin this learning experience by asking students to form pairs or small groups and assign each group one of the sections in Chapter 3:

- Build and Maintain Positive Relationships with Children (pp. 39–40)
- Build and Maintain Positive Relationships with Families (pp. 40–41, including the green text box on p. 41)
- Create an Environment for Social and Emotional Learning (pp. 41–42, including the orange text box titled “The Teaching Pyramid Framework for Supporting Social Competence” on p. 42)
- Be Responsive to Children’s Linguistic and Cultural Experiences (p. 42)
- Include Children with a Wide Range of Abilities and Approaches to Learning (pp. 42–43, including the text boxes on p. 43 titled “Role of the Preschool Teacher as a Part of the IEP Team” and “Dual Language Learners with Disabilities or Other Special Needs”)
- Understand Children’s Needs and Capabilities (pp. 43–44)
- Plan the Learning Environment and Curriculum in the Domains of School Readiness (pp. 44–45)
- Balance Child-Initiated and Teacher-Initiated Activities (p. 45)
- Assess How Well the Program Meets Children’s Needs (pp. 46–47, including the text boxes on p. 46 titled “Questions for Reflection” and “Becoming a Reflective Teacher”)

As the students read their assigned sections, they are to individually identify key points and think about the following questions:

- What are the knowledge and skills that teachers need to carry out that responsibility?



Slide 5



- How does this responsibility support children's learning and development and/or parent engagement?
- How are teachers helping to create and sustain a high-quality program by carrying out this responsibility?

Keeping it going

Students next share their key points and responses to these questions with the other members of their group. After comparing and discussing these points, they are to come to agreement on what they will present to the rest of the class and create a poster of this information on a large sheet of paper.

Taking it further

Each group presents its poster to the whole class. Encourage students in the other groups to be thinking about similarities to the information on their posters. If there is adequate wall space in the classroom, try to have all the posters placed on the same wall, preferably in a large circular arrangement.

Online Options

Students could post online photographs or scanned copies of their visual representations for their instructor and their classmates to review.

Putting it together

After all the groups have shared their posters, ask the students to discuss where they see similarities among the responsibilities and why. If the posters are on the same wall, students can also display these relationships by attaching a piece of yarn or string between the posters. This could be done in one of two ways:

- Each group has several lengths of yarn or string and indicates the linkages between its assigned responsibility and the other eight.
- Each student could have a piece of yarn or string and make a connection between any two of the posters.

Online Options

If there is online-discussion capability, the instructor could facilitate an online discussion of the linkages the students see among the various responsibilities.



Slide 6

Another approach

Instead of pairs or groups of students reviewing each of the nine sections, faculty could assign a section to individual students. The amount of overlap will depend on how many students are in the class. Students can use Handout 1, “Identifying the Key Points of Preschool Teacher Responsibilities,” to record their ideas. After the students have reviewed their section, explain that they are then to interview other students to learn the key points for the other eight sections. Point out to students that they will then have a summary of the chapter after they have completed the handout.

Then convene the class as a whole group and discuss where they see connections or similarities among the responsibilities. Suggest that they draw lines on their handout to indicate these linkages.

Reflection



Slides 7-8

Conclude this active learning experience by asking students to reflect individually or as a class on the following questions:

- Which responsibility resonated most strongly with you?
- Which one do you feel most confident in carrying out? Which one might be the most challenging for you?
- Why is it important to be aware of the relationships among the different responsibilities? How would this impact your practice as a preschool teacher?
- Which responsibility do you feel is an important one for you to develop? How can you begin to do this?

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 9-11

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you



about how you learn?

- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?

Deeper Understanding



Slides 12-15

Point out to students the resources listed under “Further Reading” at the end of Chapter 3, which can be found on pages 48–50. Students are to choose one of the articles and write an annotation* of the article.

- Full citation for the article
- Summary
 - Main point(s)
 - Topic(s) covered
 - Main argument(s)
- Assessment
 - Goal or purpose of the article
 - Usefulness as a resource
 - Reliability of the information**
- Reflection
 - Applicability of the information to your practice
 - Changes in your thinking or understanding based on the article
 - Recommendation of the article to colleagues

If possible, compile the students’ annotations into a complete bibliography that each student can have as a resource.

*The annotation elements are based on the description for writing an annotated bibliography from the Purdue Online Writing Lab at <https://owl.english.purdue.edu/owl/resource/614/1/> (accessed January 20, 2016).

**Additional suggestions for evaluating a reading can be found can be found at <https://owl.english.purdue.edu/owl/resource/553/03/> (accessed January 20, 2016).

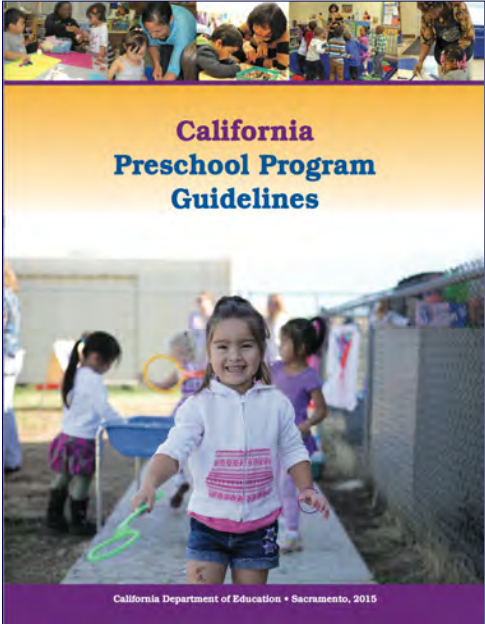


Identifying the Key Points of Preschool Teachers' Responsibilities

Enter the key points in the box corresponding to your assigned reading section. Then find students who have other sections and record the key points they identified for their sections.

Relationships with Children	Relationships with Families	Environment for Social and Emotional Learning
Children's Linguistic and Cultural Experiences	Children with Range of Abilities and Approached to Learning	Children's Needs and Capabilities
Domains of School Readiness	Child-Initiated and Teacher-Initiated Activities	Program Assessment

Unit 3: The Role of the Preschool Teacher
 Key Topic 2: A Closer Look at Teachers' Responsibilities
 Handout 1: Identifying the Key Points of Preschool Teachers' Responsibilities



California
Preschool Program
Guidelines

California Department of Education • Sacramento, 2015

The Role of the Preschool Teacher: Unit 3, Key Topic 2

1

The Preschool Teacher

Major Responsibilities

- Build and Maintain Positive Relationships with Children (pp. 39–40)
- Build and Maintain Positive Relationships with Families (pp. 40–41)
- Create an Environment for Social and Emotional Learning (p. 41)

The Role of the Preschool Teacher: Unit 3, Key Topic 2

2

The Preschool Teacher

Major Responsibilities

- Be Responsive to Children's Linguistic and Cultural Experiences (p. 42)
- Include Children with a Wide Range of Abilities and Approaches to Learning (pp. 42–43)
- Understand Children's Needs and Capabilities (pp. 43–44)

The Role of the Preschool Teacher: Unit 3, Key Topic 2

3

The Preschool Teacher

Major Responsibilities

- Plan the Learning Environment and Curriculum in the Domains of School Readiness (pp. 44–45)
- Balance Child-Initiated and Teacher-Initiated Activities (p. 45)
- Assess How Well the Program Meets Children's Needs (p. 46)

The Role of the Preschool Teacher: Unit 3, Key Topic 2

4

The Preschool Teacher

Major Responsibilities

- What knowledge and skills do teachers need to carry out the responsibility?
- How does this responsibility support children's learning and development and/or parent engagement?
- How are teachers helping to create and sustain a high-quality program by carrying out this responsibility?

The Role of the Preschool Teacher: Unit 3, Key Topic 2

5

The Preschool Teacher



The Role of the Preschool Teacher: Unit 3, Key Topic 2

6

The Preschool Teacher



- Which responsibility resonated most strongly with you?
- Which one do you feel most confident in carrying out?
- Which one might be the most challenging for you?

The Role of the Preschool Teacher: Unit 3, Key Topic 2

7

The Preschool Teacher



- Why is it important to be aware of the relationships among the different responsibilities?
- How would this impact your practice as a preschool teacher?
- Which responsibility do you feel is an important one for you to develop?
- How can you begin to do this?

The Role of the Preschool Teacher: Unit 3, Key Topic 2

8

The Preschool Teacher



- Which ideas stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

The Role of the Preschool Teacher: Unit 3, Key Topic 2

9

The Preschool Teacher



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

The Role of the Preschool Teacher: Unit 3, Key Topic 2

10

The Preschool Teacher



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?

The Role of the Preschool Teacher: Unit 3, Key Topic 2

11

The Preschool Teacher

“Further Reading” Chapter 3, pages 48–50

- Write an annotation of one article.
- Writing an annotated bibliography from the Purdue Online Writing Lab
<https://owl.english.purdue.edu/owl/resource/614/1/>
- Suggestions for evaluating a reading
<https://owl.english.purdue.edu/owl/resource/553/03/>

The Role of the Preschool Teacher: Unit 3, Key Topic 2

12

The Preschool Teacher

- Full citation for the article
- Summary
 - Main point(s)
 - Topic(s) covered
 - Main argument(s)

The Role of the Preschool Teacher: Unit 3, Key Topic 2

13

The Preschool Teacher

- Assessment
 - Goal or purpose of the article
 - Usefulness as a resource
 - Reliability of the information

The Role of the Preschool Teacher: Unit 3, Key Topic 2

14

The Preschool Teacher

- **Reflection**
 - Applicability of the information to your practice
 - Changes in your thinking or understanding based on the article
 - Recommendation of the article to colleagues

The Role of the Preschool Teacher: Unit 3, Key Topic 2

15



Unit 3 – The Role of the Preschool Teacher

Key Topic 3: Engaging All Families and Supporting All Children



Unit 3: The Role of the Preschool Teacher
Key Topic 3 – Engaging All Families and Supporting All Children

Focus Statement

Students explore key concepts and strategies that effective preschool teachers use in building partnerships with all families and including children with disabilities or other special needs in their programs.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Child, Family and Community
- Teaching in a Diverse Society
- Practicum-Field Experience
- Administration II: Personnel and Leadership in Early Childhood Education
- Curriculum Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Class presentation
- Jigsaw reading
- Literature review
- Notetaking outline or tool
- Pairs or small groups
- Reflective discussion



- Short paper or report
- Video observation

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 3 – The Role of the Preschool Teacher

Key Topic 3: Engaging All Families and Supporting All Children

Unit 3: The Role of the Preschool Teacher
Key Topic 3 – Engaging All Families and Supporting All Children

Before You Start

In this key topic, students examine the role of the preschool teacher in two major areas of responsibility: (1) engaging families and (2) including children with disabilities or other special needs. In addition to reviewing the two sections in Chapter 3 of the *California Preschool Program Guidelines* that address these two responsibilities, students will delve into a research overview paper and a chapter in a DVD.

The research overview paper is Paper 4 in *California's Best Practices for Young Dual Language Learners: Research Overview Papers (2013)*, developed by the Governor's State Advisory Council on Early Learning and Care and the California Department of Education. Paper 4, *Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners*, includes strategies that can be applied to all families.

The DVD chapter is in Disc 1 of the *California Preschool Program Guidelines DVD Set*, two DVDs that accompany the *California Preschool Program Guidelines*. A handout that can be used as a viewing guide is provided to focus students' attention on certain points discussed in the DVD segment. The *California Preschool Program Guidelines DVD Set* can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.

It is important to note that this key topic does not focus solely on young children who are dual language learners and their families. Chapter 6 of the *California Preschool Program Guidelines* specifically addresses young dual language learners, and Unit 6 of this instructional guide provides information and learning experiences that faculty can use in guiding students' exploration of Chapter 6.

This key topic has two subtopics. Faculty can use each one independently or together, depending on course objectives or the amount of time available.

Subtopic 1, Engaging and Building Relationships with Families, focuses on research, considerations, and strategies for building and sustaining relationships between parents and teachers. Students review information from Chapter 3 of the *California Preschool Program Guidelines*, Paper 4 of the *California's Best Practices for Young Dual Language Learners: Research Overview Papers*, and a segment from Disc 1 of the *California Preschool Program Guidelines DVD Set*. In this subtopic, students are asked to read and



summarize a minimum of 15–22 pages. Therefore faculty may choose to ask students to do this reading out of class or plan to do this subtopic across two or more class sessions.

Subtopic 2, Including Children with Disabilities or Special Needs, focuses on research, considerations, and strategies for ensuring that children with disabilities or other special needs are fully engaged in the preschool program. For this subtopic, students review material from Chapter 3 of the *California Preschool Program Guidelines* and a segment from Disc 1 of the *California Preschool Program Guidelines DVD Set*. In the “Deeper Understanding” segment of this Key Topic, there is also an opportunity for students to analyze Paper 6 of the *California’s Best Practices for Young Dual Language Learners: Research Overview Papers* titled, *Early Intervention and Young Dual Language Learners with Special Needs*.

There are two handouts or viewing guides provided with this key topic, which students can use when watching the DVD segments. Electronic versions of both handouts will be available when this instructional guide is available online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016). If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016). *California’s Best Practices for Young Dual Language Learners: Research Overview Papers* can be downloaded from the California State Advisory Council Web site at <http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016). The *California Preschool Program Guidelines DVD Set* can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.

Information Delivery

Subtopic 1: Engaging and Building Relationships with Families

Students will be discussing concepts and practices that effective preschool teachers apply in developing and sustaining partnerships with families. Students are asked to read or review the section titled “Build and Maintain Positive Relationships with Families” in the *California Preschool Program Guidelines* (pp. 40–41) and Paper 4, *Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners*, of *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*.

Depending on the students’ experiences in working with families of young children, faculty may choose to begin this learning experience by asking students to share their experiences and beliefs about developing relationships with families before they do the assigned reading. The instructional guides for the three volumes of the



California Preschool Curriculum Framework also have learning experiences related to family engagement. Faculty may find segments from the key topics in these instructional guides useful in providing students with additional background on engaging families:

- *Instructional Guide for the California Preschool Curriculum Framework, Volume 1* (Domains: Social–Emotional Development, Language and Literacy, English-Language Development, and Mathematics)
 - Unit 3, Key Topic 4, Subtopic 3 (pp. 83–85)
 - Unit 4, Key Topic 4, Subtopic 3, (pp. 133–136)
 - Unit 5, Key Topic 4, Subtopic 3, (pp. 174–176)
 - Unit 6, Key Topic 4, Subtopic 3, (pp. 218–220)
- *Instructional Guide for the California Preschool Curriculum Framework, Volume 2* (Domains: Visual and Performing Arts, Physical Development, and Health)
 - Unit 2, Key Topic 4, Subtopic 3 (pp. 122–125)
 - Unit 3, Key Topic 4, Subtopic 3, (pp. 206–209)
 - Unit 4, Key Topic 4, Subtopic 3, (pp. 284–287)
- *Instructional Guide for the California Preschool Curriculum Framework, Volume 3* (Domains: History–Social Science and Science)
 - Unit 2, Key Topic 4, Subtopic 3 (pp. 153–156)
 - Unit 3, Key Topic 4, Subtopic 3, (pp. 214–216)

Active Learning



Slide 2

Getting it started

If students have not already read Chapter 3 of the *California Preschool Program Guidelines*, ask them to read the section on pages 40–41. Also point out the quotation in the box on page 41, which is from Paper 4, *Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners of California's Best Practices for Young Dual Language Learners: Research Overview Papers*. Ask students to share any experiences or examples of how they have developed relationships with families and built links between the home and preschool program that expand on the information in Chapter 3.

Keeping it going

Introduce Paper 4 and

Online Options

Subtopic 1: Students could individually read their assigned sections out of class and then post the summaries of their assigned sections for the rest of their group to review before they develop their panel presentations.



explain that students will be reading assigned sections of that paper and pulling out concepts and strategies that can be applied to partnering with all families, not solely families of young children who are dual language learners. Divide the class into pairs or groups and assign each group one or more sections of Paper 4, depending on the class size. It is suggested that all students read some specific sections as noted in the table. Because the number of pages for each section varies, the following table is provided with some suggestions for the assignments:

Sections from Paper 4, <i>Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners</i>	Number of pages	All or Group
Introduction (pp. 120–121)	2	All
Family Engagement (pp. 121–122)	2	All
Terminology and Definitions (pp. 122–124)	3	All
Mismatch and Obstacles (pp. 124–128)	5	Group A
Review of Theories and Concepts (pp. 128–130)	2	All
Review of Research (pp. 130–144)	14	
Engaging Families to Support Their Children’s Development in the Program Setting (pp. 131–132)	2	Group B
Addressing DLL Families’ Bilingual and Bicultural Needs (pp. 132–136)	4	Group B
Developing Warm and Mutually Respectful Relationships (pp. 136–138)	2	Group B
Engaging in Regular Two-way Communication (pp. 138–141)	3	Group C
Approaching DLL Families with a Strength-based Perspective (pp. 141–144)	3	Group C



Sections from Paper 4, <i>Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners</i>	Number of pages	All or Group
Engaging Families to Support Their Children's Development at Home (pp.144–150)	6	
Engage Families Around Literacy Building (pp. 145–147)	3	Group D
Engage Dual Language Families in Children's Oral Language Development (pp. 148–149)	2	Group D
Connect with Dual Language Families Through Home Visits (pp. 149–150)	2	Group D
Utilizing Community Resources to Support Family Engagement (pp. 150–151)	2	
Connect Families to Learning in the Community (p. 150)	1	Group E
Utilize Family Liaisons (p. 151)	1	Group E
Promising Practices (pp. 151–157)	7	
Family or Adult Education (pp. 152–153)	2	Group E
DLL Literacy Building (pp. 153–155)	2	Group F
Professional Development (p. 155)	1	Group F
Social Capital/Networking Building (pp. 155–157)	2	Group F
Recommendations for Supporting Children's Development in the Program Setting (pp. 157–159)	3	All
Engaging Families to Support Their Children's Development at Home (p. 159)	1	All



Sections from Paper 4, <i>Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners</i>	Number of pages	All or Group
Utilizing Community Resources to Support Family Engagement (p. 160)	1	All
Conclusion (p. 160)	1	All



Slide 3

As students first individually review their assigned sections, remind them that they are to consider how the information could support a teacher in engaging and developing positive relationships with all families. It may be helpful if they focus on identifying key points, research highlights, and strategies.

Taking it further

Students next discuss their sections within their group and prepare a panel presentation to share the information with the rest of the class. Depending on the size of the groups, students may have one member of the group be a moderator who asks questions of the other members. Or each student could discuss specific points without a moderator. It is suggested that approximately 10–15 minutes be allotted for each presentation, with time for questions from the class.

Putting it together

Convene the class for the panel presentations. Summarize the presentations with a class discussion that could include the following questions:



Slides 4-5

- Which parts of the panel presentations really caught your attention?
- What parts reminded you of situations you have experienced?
- What relationships do you see among the various presentations?
- What are the main points you are taking away from all the panelists? What are some questions that were raised for you?
- What are some steps you can take in answering these questions?



Disc 1

Another approach

Instead of reviewing and doing a presentation on Paper 4 of *California's Best Practices for Young Dual Language Learners: Research Overview Papers*, students could review a 17-minute video clip from of the *California Preschool Program Guidelines DVD Set*. This video clip can be accessed by opening Disc 1 to the main menu and clicking on "Select Chapters." Then choose the chapter titled "Engaging Families and Communities," which includes five segments:

- Honoring the Primary Role of Families (0:15–1:46)
- Building Relationships with Families (1:47–7:44)
- Creating a Welcoming Environment and Communicating with Families (7:43–11:00)
- Collaborating with Families in Supporting Their Children's Learning (11:00–15:49)
- Helping Families Connect with Community Resources (15:50–17:19)



Slide 6

Handout 1 is a viewing guide that may help students identify some key points. It may be useful to view the DVD segment twice, and ask students to just watch and not take notes the first time. After the initial viewing, ask them to record what they remember that responds to each question on the handout. The second time, ask them to record more of what they are hearing that answers the questions. It may also be helpful to pause the DVD after each segment to give students time to record their notes.

After students have watched the video, a class discussion can be based on their responses to the video guide questions. Alternatively, the following questions could be used:



Slides 7-8

- Which parts of the video really caught your attention?
- What reminded you of situations you have experienced?
- What are the main points you are taking away from the video?
- What are some questions that were raised for you?
- What are some steps in answering these questions?



Information Delivery

Subtopic 2: Including Children with Disabilities or Special Needs

As with Subtopic 1, faculty may choose to introduce this second subtopic by discussing students' experiences with children with disabilities. There are also key topics in the instructional guides for the three volumes of the *California Preschool Curriculum Framework* that have learning experiences related to supporting the learning and development of children with disabilities. Faculty may find segments from these key topics useful in providing students with additional background.

- *Instructional Guide for the California Preschool Curriculum Framework, Volume 1* (Domains: Social–Emotional Development, Language and Literacy, English–Language Development, and Mathematics)
 - Unit 3, Key Topic 4, Subtopic 1, (pp. 79–82)
 - Unit 4, Key Topic 4, Subtopic 1, (pp. 128–131)
 - Unit 5, Key Topic 4, Subtopic 1, (pp. 169–172)
 - Unit 6, Key Topic 4, Subtopic 1, (pp. 214–216)
- *Instructional Guide for the California Preschool Curriculum Framework, Volume 2* (Domains: Visual and Performing Arts, Physical Development, and Health)
 - Unit 2, Key Topic 4, Subtopic 1, (pp. 117–120)
 - Unit 3, Key Topic 4, Subtopic 1, (pp. 201–204)
 - Unit 4, Key Topic 4, Subtopic 1, (pp. 277–280)
- *Instructional Guide for the California Preschool Curriculum Framework, Volume 3* (Domains: History–Social Science and Science)
 - Unit 2, Key Topic 4, Subtopic 1, (pp. 148–151)
 - Unit 3, Key Topic 4, Subtopic 1, (pp. 209–212)

In this subtopic, students will be reviewing and discussing some of the key concepts and strategies for supporting the development and learning of young children with disabilities or other special needs in preschool classrooms. The information for this subtopic is in Chapter 3 of the *California Preschool Program Guidelines* and Disc 1 of the *California Preschool Program Guidelines DVD Set*:

- *California Preschool Program Guidelines*, pages 42–43



- *California Preschool Program Guidelines DVD Set*, Disc 1, Chapter 5
 - Ensuring full Participation of Children with Special Needs (0:10–4:53; ~ 4 ½ minutes)
 - Team Approach (4:55–7:47, ~ 3 minutes)
 - Collaborating with Families (7:48–11:49; ~ 4 minutes)
 - Collaborating with Service Providers (11:50–14:17; ~2 ½ minutes)
 - Supporting Young Dual Language Learners with Special Needs (14:18–17:48; ~3 ½ minutes)

Active Learning



Slide 9

Getting it started

If students are not familiar with Chapter 3 of the *California Preschool Program Guidelines*, ask them to read the section on pages 42–43 titled, “Include Children with a Wide Range of Abilities and Approaches to Learning.” They should also review the information in the orange text box on page 42, “The Teaching Pyramid Framework for Supporting Social Competence,” and the text box on page 43, “Role of the Preschool Teacher as a Part of the IEP Team” and “Dual Language Learners with Disabilities or Other Special Needs.” When discussing the key points from this reading, encourage students who have worked with children with disabilities or special needs to share some of their experiences. Also ask students to note any questions they have related to the content in the section.



Disc 1



Slide 10

Keeping it going

Students then view Chapter 5 of Disc 1 of the *California Preschool Program Guidelines DVD Set*. This chapter is titled “Including Children with Disabilities or Other Special Needs” and runs for approximately 18 minutes. This chapter can be accessed by opening the disc to the main menu and clicking on “Select Chapters.” Then choose the chapter titled “Including Children with Disabilities or Other Special Needs.” A viewing guide accompanies this key topic as Handout 2, which has questions that can help students identify key points.

It may be helpful to view the DVD segment twice, and ask

Online Options

Subtopic 2: If some form of online-discussion capability is available, faculty could facilitate an online discussion of the guiding questions in Handout 2, the video viewing guide.



students to not take notes as they watch the first time. After the initial viewing, ask them to record what they remember that responds to each question on the handout. The second time, ask them to record more of what they are hearing that answers the questions. It may also be helpful to pause the DVD after each segment to give students time to record their notes.

Taking it further

Then facilitate a discussion of the video, including students' responses to the viewing guide questions. Faculty could choose instead to ask students to write a one- to two-page paper summarizing their responses.

Putting it together

Conclude this subtopic with a class discussion of these points:



Slides 11-12

- What images or phrases from the video or reading come to mind?
- What was inspiring? What concerned you?
- What do you think are the most important things programs need to do to support teachers in including children with disabilities or other special needs?
- What is the most important thing you need to do to be prepared to include children with disabilities or other special needs?

Reflection

The discussion questions in the “Putting it all together” segments of each subtopic can be used as an individual reflection for students as well as the basis for a class discussion.

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 13-15

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you



about how you learn?

- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?

Deeper Understanding



Slides 16-17

- Three options are suggested to engage students in further exploration of ways to engage families or include children with disabilities or special needs in preschool programs.
- Students identify an area of interest or topic from Paper 4 of *California's Best Practices for Young Dual Language Learners: Research Overview Papers*. They then locate and review at least four of the references for that topic, which can include one of the promising practices programs described in the paper. Students then prepare a presentation for a class session or write a short paper that provides some of the research or evidence base for the topic selected.
 - There is a brief description of the Teaching Pyramid Framework on page 42 of the *California Preschool Program Guidelines*. Students are to locate additional information on the framework by reviewing the Fox et al. (2003) article and the Center on the Social and Emotional Foundations for Early Learning Web site at <http://csefel.vanderbilt.edu/index.html> (accessed January 20, 2016). They are to prepare a summary of the framework and a description of the resources available for teachers and families.
 - Paper 6 of *California's Best Practices for Young Dual Language Learners: Research Overview Papers* is titled *Early Intervention and Young Dual Language Learners with Special Needs*. Students read this paper and then write a summary of the research findings and implications for their practice as a teacher.



Viewing Guide for “Engaging Families and Communities”
California Preschool Program Guidelines
DVD Set

DVD Disc: 1

DVD Chapter: “Engaging Families and Communities”

This viewing guide is based on the chapter in Disc 1 of the *California Preschool Program Guidelines DVD Set* titled “Engaging Families and Communities.” During or after viewing the segment, answer the questions for each section and add any other thoughts or questions you would like more information about.

Video Segment	Notes
Honoring the Primary Role of Families What are some beliefs about the role of families in children’s lives?	
Building Relationships with Families - What are some important things to consider when beginning to build a relationship with a family? - What are some questions programs may ask families? How might this information be gathered? Why would a program want to know this information?	



Video Segment	Notes
Creating a Welcoming Environment and Communicating with Families • What are some ways the environment welcomes families? • What are considerations and strategies for communicating with families?	
Collaborating with Families in Supporting Their Children's Learning • How can programs share with families ways to support their children's learning and development?	



Video Segment	Notes
Helping Families Connect with Community Resources • What are some considerations in linking families with different community resources?	
Additional Thoughts	



Viewing Guide for "Including Children with Disabilities or Other Special Needs"

California Preschool Program Guidelines DVD Set

DVD Disc: 1

DVD Chapter: "Including Children with Disabilities or Other Special Needs"

This viewing guide is based on the chapter in Disc 1 of the *California Preschool Program Guidelines DVD Set* titled "Including Children with Disabilities or Other Special Needs." During or after viewing the segment, answer the questions for each section and add any other thoughts or questions you would like more information about.

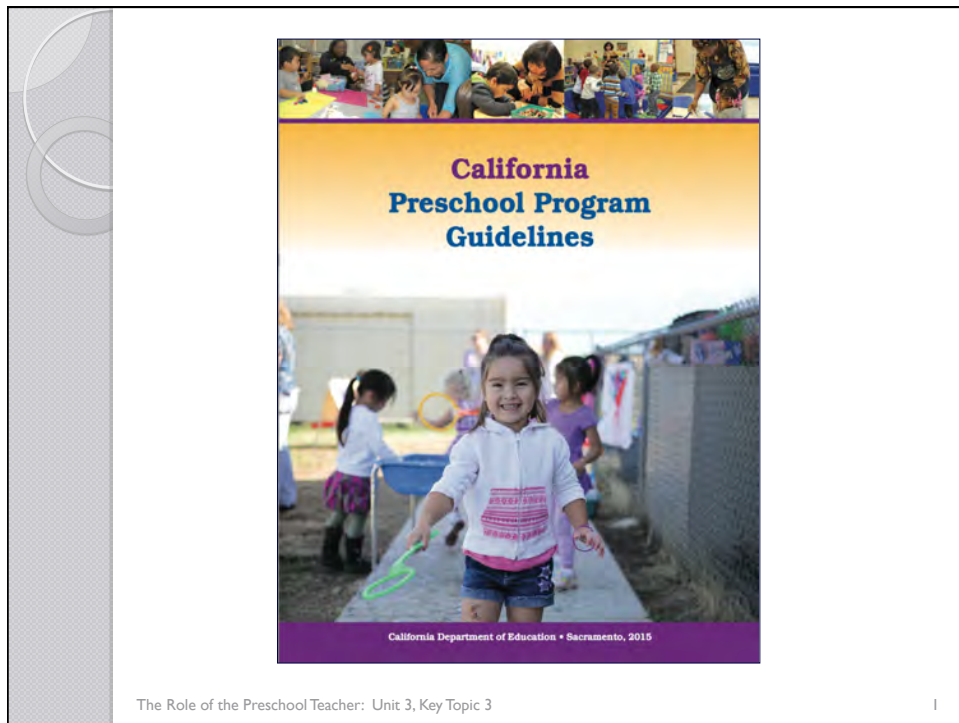
Video Segment	Notes
Ensuring Full Participation of Children with Special Needs • What is IDEA and what are three requirements for states? • What are some considerations in supporting teachers? • What are some things teachers should consider?	
Team Approach • What are the purposes and benefits of a team approach? • What is an IEP? • Who might be part of a team to develop an IEP and plan and provide services for a child identified with a disability?	



Video Segment	Notes
Collaborating with Families • What is the purpose of a student study team? • Who might be on a student study team? • What are some of the elements in a student study team meeting? • What is a benefit in having a student study team?	
Collaborating with Service Providers • What has been the shift in serving children with disabilities? • What disciplines might be service providers? • What are some ways the service provider works with the children and teaching staff?	



Video Segment	Notes
Supporting Young Dual Language Learners with Special Needs • What is the research about children who are dual language learners and have disabilities? • What are some strategies that teachers can use?	
Additional Thoughts	



The Preschool Teacher

Engaging and Building Relationships with Families

Read

- “Build and Maintain Positive Relationships with Families”
California Preschool Program Guidelines, pp. 40–41
- Paper 4, *Family Engagement in Early Childhood in California’s Best Practices for Young Dual Language Learners: Research Overview Papers*

The Role of the Preschool Teacher: Unit 3, Key Topic 3

2

The Preschool Teacher

Engaging and Building Relationships with Families

How could the information you've read support a teacher in engaging and developing positive relationships with all families?

The Role of the Preschool Teacher: Unit 3, Key Topic 3

3

The Preschool Teacher

- Which parts of the panel presentations really caught your attention?
- What parts reminded you of situations you have experienced?
- What relationships do you see among the various presentations?

The Role of the Preschool Teacher: Unit 3, Key Topic 3

4

The Preschool Teacher

- What are the main points you are taking away from all the panelists?
- What questions were raised for you?
- What are some steps you can take in answering these questions?

The Role of the Preschool Teacher: Unit 3, Key Topic 3

5

The Preschool Teacher

Viewing Guide for "Engaging Families and Communities" California Preschool Program Guidelines DVD Set	
DVD Disc: 1	
DVD Chapter: "Engaging Families and Communities"	
This viewing guide is based on the chapter in Disc 1 of the California Preschool Program Guidelines DVD Set titled "Engaging Families and Communities." During or after viewing the segment, answer the questions for each section and add any other thoughts or questions you would like more information about.	
Video Segment	Notes
Honoring the Primary Role of Families • What are some beliefs about the role of families in children's lives?	
Building Relationships with Families • What are some important things to consider when beginning to build a relationship with a family? • What are some questions programs may ask families? How might this information be gathered? Why would a program want to know this information?	

The Role of the Preschool Teacher: Unit 3, Key Topic 3

6

The Preschool Teacher

- Which parts of the video really caught your attention?
- What reminded you of situations you have experienced?

The Role of the Preschool Teacher: Unit 3, Key Topic 3

7

The Preschool Teacher

- What main points are you taking away from the video?
- What questions were raised for you?
- What are some steps in answering these questions?

The Role of the Preschool Teacher: Unit 3, Key Topic 3

8

The Preschool Teacher

Including Children with Disabilities or Special Needs

Read

- “Include Children with a Wide Range of Abilities and Approaches to Learning”
California Preschool Program Guidelines,
pp. 42–43

The Role of the Preschool Teacher: Unit 3, Key Topic 3

9

The Preschool Teacher

Viewing Guide for “Including Children with Disabilities or Other Special Needs” <i>California Preschool Program Guidelines DVD Set</i>	
DVD Disc: 1	
DVD Chapter: “Including Children with Disabilities or Other Special Needs”	
This viewing guide is based on the chapter in Disc 1 of the <i>California Preschool Program Guidelines DVD Set</i> titled “Including Children with Disabilities or Other Special Needs.” During or after viewing the segment, answer the questions for each section and add any other thoughts or questions you would like more information about.	
Video Segment	Notes
Ensuring Full Participation of Children with Special Needs • What is IDEA and what are three requirements for states? • What are some considerations in supporting teachers? • What are some things teachers should consider?	
Team Approach • What are the purposes and benefits of a team approach? • What is an IEP? • Who might be part of a team to develop an IEP and plan and provide services for a child identified with a disability?	

The Role of the Preschool Teacher: Unit 3, Key Topic 3

10

The Preschool Teacher



- What images or phrases from the video or reading come to mind?
- What was inspiring?
- What concerned you?

The Role of the Preschool Teacher: Unit 3, Key Topic 3

11

The Preschool Teacher



- What do you think are the most important things programs need to do to support teachers in including children with disabilities or other special needs?
- What is the most important thing you need to do to be prepared to include children with disabilities or other special needs?

The Role of the Preschool Teacher: Unit 3, Key Topic 3

12

The Preschool Teacher



- Which ideas stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

The Role of the Preschool Teacher: Unit 3, Key Topic 3

13

The Preschool Teacher



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

The Role of the Preschool Teacher: Unit 3, Key Topic 3

14

The Preschool Teacher



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?

The Role of the Preschool Teacher: Unit 3, Key Topic 3

15

The Preschool Teacher

- ✓ Identify an area of interest or topic from Paper 4 of *California's Best Practices for Young Dual Language Learners: Research Overview Papers*.
- ✓ Review at least four of the reference articles for that topic.
- ✓ Prepare a class presentation or write a paper providing some of the research or evidence base for your topic.

The Role of the Preschool Teacher: Unit 3, Key Topic 3

16

The Preschool Teacher

- ✓ Read Paper 6, *Early Intervention and Young Dual Language Learners with Special Needs of California's Best Practices for Young Dual Language Learners: Research Overview Papers*
- ✓ Write a summary of the research findings
- ✓ Include implications for your practice as a teacher.

The Role of the Preschool Teacher: Unit 3, Key Topic 3

17



Unit 3 – The Role of the Preschool Teacher

Key Topic 4: Building Skills for Reflective Teaching

Focus Statement

Students explore ways that preschool teachers incorporate reflective practices in their teaching.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Teaching in a Diverse Society
- Practicum-Field Experience
- Adult Supervision and Mentoring in Early Care and Education
- Administration II: Personnel and Leadership in Early Childhood Education

Instructional Methodologies

- Class discussion
- Interview
- Notetaking outline or tool
- Observations
- Pairs or small groups
- Reflective discussion
- Short paper or report



California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 3 – The Role of the Preschool Teacher

Key Topic 4: Building Skills for Reflective Teaching

Before You Start

“Effective preschool teachers are continually aware of the effects of the program structure, the learning environment, activities, and the routines on the children. Teachers are also attentive to the influence of their behavior and other adults’ behavior on the children” (*California Preschool Program Guidelines*, p. 46). And in order for teachers to be aware and attentive, they need to be reflective teachers.

This key topic focuses on strategies that teachers can use to develop and strengthen their reflective practice. The three text boxes on pages 46 and 47 of the *California Preschool Program Guidelines* include questions and behaviors that students can use as tools for reflection. These text boxes are titled:

- “Questions for Reflection”
- “Becoming a Reflective Teacher”
- “Thinking Lens”

The “Questions for Reflection” are taken from the *California Preschool Curriculum Framework, Volume 1* (p. 167). The questions are based on a vignette in the Writing strand of the language and literacy domain of that publication.

Throughout each volume of the curriculum framework, “Questions for Reflection” are provided to enhance students’ understanding of the information in each strand. The Faculty Initiative Project’s instructional guides for the three volumes of the curriculum framework include key topics that provide overviews of the organizational structure of each domain or chapter. These key topics may support students and faculty in locating these “Questions for Reflection.” The *California Preschool Curriculum Framework, Volume 1* can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/psframework.asp#psframevol1> (accessed January 20, 2016).

The information in the text boxes titled “Becoming a Reflective Teacher” and “Thinking Lens” is from the article also titled “Becoming a Reflective Teacher” (Carter et al. 2010). Students will be asked to review this article in the active learning for this key topic. The article can be downloaded from the National Association for the Education of Young Children (NAEYC) Web site at



http://www.naeyc.org/files/tyc/file/TYC_V3N4_Reflectiveteacherexpanded.pdf (accessed January 20, 2016).

A NAEYC resource with some professional development activities that can be used with this article is referenced. This four-page guide is part of *NEXT: The Teaching Young Children Staff Development Guide* that accompanies each issue of NAEYC's *Teaching Young Children* journal. The guide for this article can be downloaded at

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCUQFjABahUKEwiF7biz7uXHAhVRO4gKHUTUD2o&url=http%3A%2F%2Fwww.naeyc.org%2Ffiles%2Ftyc%2Ffile%2FTYC_V3N4_NEXTReflectiveteacher.pdf&usg=AFQjCNEGc9u40Enz59vDhmP93qfMW5Bm1w (accessed January 20, 2016).

There is an option for students to do classroom observations. If faculty choose to have students visit programs, it may be helpful for faculty to identify programs available for student observations. If students are working in preschool programs, faculty may also let students observe their own or other classrooms at their site. Remind students to check with the program administrator about observation policies and procedures prior to visiting the program.

Handout 1, "Becoming a Reflective Teacher," is a form for listing specific questions and examples that students could use in becoming reflective teachers. This handout is based on some practices and questions described in Chapter 3 of the *California Preschool Program Guidelines* and the "Becoming a Reflective Teacher" article. Handout 2, "Instructor Sample of Becoming a Reflective Teacher," is provided as a resource for faculty. It is the same as Handout 1 with suggested questions and examples filled in. Both handouts will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016). Students will also be asked to review parts of Chapter 3. If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

Information Delivery



Slide 2

There are two sources of information for this key topic:

- Chapter 3 of the *California Preschool Program Guidelines* (pp. 46-47)
- Carter, M., W. Civdanes, D. Curtis, and D. Lebo. 2010. "Becoming a Reflective Teacher." *Teaching Young Children* 3 (4): 18-20.



Both can be downloaded as described in the “Before You Start” section.

Active Learning



Slides 3-5

Getting it started

Begin this key topic by asking students to read the article “Becoming a Reflective Teacher.” Point out that the information in two of the text boxes in the article is also in the *California Preschool Program Guidelines* on pages 46 and 47. Discuss with students the nine practices of a reflective teacher, which are listed in the text box, “Becoming a Reflective Teacher,” on page 46 and in the article, and examples of what each practice would look like. Also note that the first bullet, “Know yourself,” on page 47 includes a question about adult perspectives that is not in the article.



Slide 6

The learning story strategy may be new to many students. Suggestions for writing a learning story are in *NEXT: The Teaching Young Children Staff Development Guide* (April/May 2010), which supports the “Becoming a Reflective Teacher” article. Information for downloading the guide is in the “Before You Start” section of this key topic.



Slide 7

Keeping it going

Give students Handout 1 or ask them to create a similar notetaking page. They are to complete the handout by listing the questions from the “Thinking Lens” text box into the right column of the handout. These questions could guide teachers in enacting the behavior listed in the left column of the handout. Some questions may apply to more than one behavior. Also encourage students to think of other examples. Handout 2, provided for faculty, is a sample of Handout 1 with some questions and examples listed.

After students have completed the handout, ask students to share their responses. Encourage them to note where they have similar or different ideas from their classmates and how some different perspectives might be helpful for their own professional growth.



Slide 8

Taking it further

The seven “Questions for Reflection” on page 46 of the *California Preschool Program Guidelines* are from the *California Preschool Curriculum Framework, Volume 1*. These questions are

Online Options

Students could work in their groups out of class and then post their answers to the seven vignette questions online. After students review their peers’ summaries, the instructor could facilitate an online discussion of the groups’ responses.



based on a vignette found on page 165 of this publication. Ask students to read the vignette and then form small groups to discuss the seven questions. As they formulate their answers, they should also consider how some of the questions and examples they listed in Handout 1 relate to the seven questions and inform their answers.

Putting it together

Convene the class to discuss the groups' answers to the questions. Ask one group to share its thoughts for the first question and then ask the rest of the class for other ideas. Continue by asking a different group to begin the discussion of each remaining question until all seven questions have been covered. In addition to sharing their answers to the seven reflection questions related to the vignette, the groups should also describe their thoughts about the "Thinking Lens" questions and other examples.

Another approach

Instead of or in addition to completing Handout 1, faculty may choose to ask students to interview a teacher to gather other questions and ways that teachers engage in reflective practice—the behaviors listed in the green text box on page 46. Students could also use Handout 1 to record the teacher's responses. Encourage students to ask the teachers to be as specific as possible.



Slide 9

After students have completed their interviews, students could write a summary of their interviews to submit as an individual assignment or discuss the interviews in a class session. In either case, the following questions are suggested:



Slide 10

- What is the teacher's background in teaching preschool children?
- What responses were similar to the questions in the "Thinking Lens"? What were some new strategies or questions? What responses surprised you?
- Based on your interview, what insights occurred to you about being a reflective teacher?

Reflection

This learning experience can be concluded by asking students to think about the following questions:

- Which questions or examples from Handout 1 caught your attention?



Slides 11-12

- Which ones seem the easiest for you to incorporate into your practice? Which ones seem more difficult?
- If you were to think about becoming a reflective teacher as taking a trip, where would you see yourself: (1) trying to decide where to go, (2) making the arrangements, (3) packing, (4) starting out, (5) in the middle, (6) at the end, (7) sharing photos with friends, or (8) helping others take a similar trip?
- What can you do to move from one phase of your trip to the next?

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 13-15

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?

Deeper Understanding



Slides 16-17

In this learning segment, students will conduct an observation of a preschool class and reflect on the observation by using the questions in the “Thinking Lens.” Depending on the availability of preschool programs, faculty may choose to allow students to work in pairs or groups of three. Students who are working in a program can also use a specific activity they are engaged in with children.

Remind students to check about classroom observation procedures with the program administrator or designee when making arrangements to do an observation. It is often helpful to explain the purpose of the observation so that the administrator can suggest a time that would be most appropriate. The classroom observation could also be paired with the teacher interview described in the “Another approach” section.



Students are to write summaries of their observations by answering as many of the “Thinking Lens” questions as they can. If they also interviewed the classroom teacher, they should summarize the interview, too. Students can conclude their summaries with one or two paragraphs about what they learned about themselves as reflective teachers through this observation.

A four-page professional development guide in *NEXT: The Teaching Young Children Staff Development Guide* (April/May 2010) has additional suggestions that faculty may want to consider for this key topic. Some of these are similar to and/or could expand the active learning described in the previous segments. These include ideas for a classroom observation.



Becoming a Reflective Teacher

After reading the article “A Reflective Teacher,” list questions from the “Thinking Lens” or other ways that would help a teacher carry out the behavior in the left column. A question or example may apply to more than one behavior.



Unit 3: The Role of the Preschool Teacher
Getting Building Skills for Reflective Teaching
Handout 1: Becoming a Reflective Teacher

“A reflective teacher . . . ”	Questions and examples
examines his or her own reactions to children or their actions to understand their source.	
is curious about children’s play and watches it closely.	
documents details of children’s conversations and activities.	
takes time to study notes and photos to puzzle out what is significant.	



“A reflective teacher . . . ”	Questions and examples
eagerly shares stories about children’s learning with families and co-workers.	
asks co-workers and children’s families for their insights.	
reads professional literature to learn more.	
shows children photos and stories of themselves to hear their views.	
changes the environment and materials to encourage new play and learning possibilities.	



Instructor Sample of Becoming a Reflective Teacher Handout

This version of the handout with some questions and examples listed is provided as a sample for faculty. The list of questions and examples is not an exhaustive list.

Handout Instructions: After reading the article “A Reflective Teacher,” list questions from the “Thinking Lens” or other ways that would help a teacher carry out the behavior in the left column. A question or example may apply to more than one behavior.



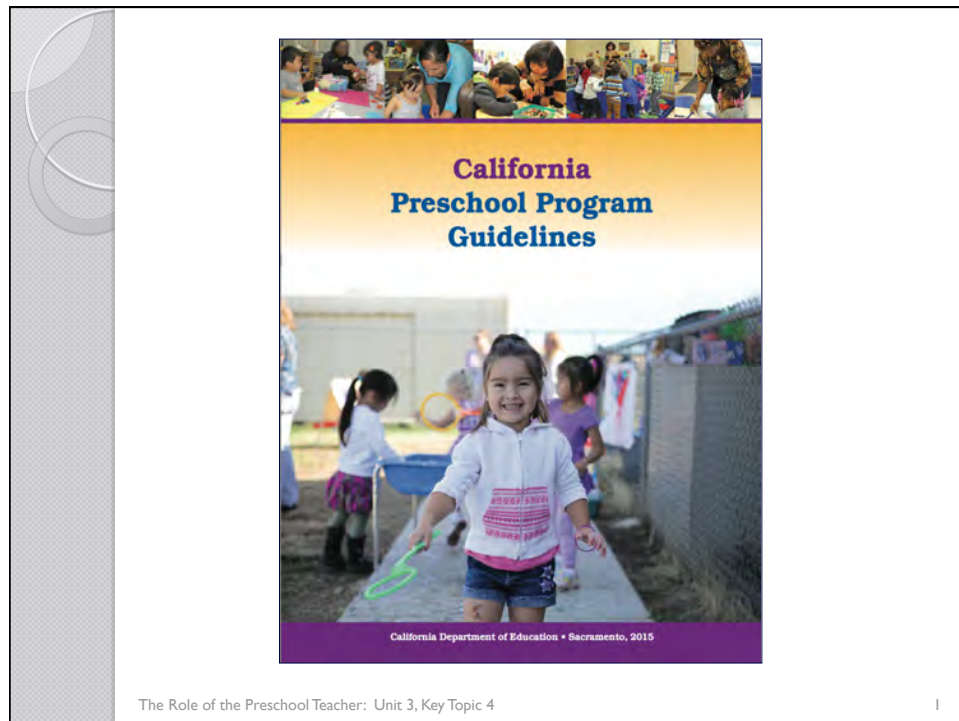
“A reflective teacher . . .”	Questions and examples
examines his or her own reactions to children or their actions to understand their source.	• What captures my attention as the children engage, explore, and talk with each other and with me? • What delights me as I watch and listen? • How might my background and values influence how I respond to the children? • What adult perspectives (e.g., standards, health and safety, time, goals) are on my mind? • What values, philosophy and desired outcomes do I want to influence my response?
is curious about children’s play and watches it closely.	• What do I notice in the children’s faces and actions? • Where do I see examples of children’s strengths and abilities? • What are the children learning from this experience? • What is the child drawn to and excited about? • What might the child be trying to accomplish? • Why might the child be talking to and playing with others this way? • What ideas might the child be exploring?
documents details of children’s conversations and activities.	• A learning story • Why might the child be talking to and playing with others this way? • How does this child’s play (or other activity) demonstrate desired early learning outcomes or standards? • What new vocabulary can teachers introduce?
takes time to study notes and photos to puzzle out what is significant.	• A learning story • What is the child drawn to and excited about? • What might the child be trying to accomplish? • Why might the child be talking to and playing with others this way? • What ideas might the child be exploring?



“A reflective teacher . . . ”	Questions and examples
takes time to study notes and photos to puzzle out what is significant. (Continued)	• What child development or early learning theories apply to this experience? • How does this child’s play (or other activity) demonstrate desired early learning outcomes or standards? • How do schedules, routines, the physical space, and materials support or limit the children’s play?
eagerly shares stories about children’s learning with families and co-workers.	• A learning story • How might the child’s culture and family background be influencing this situation?
asks co-workers and children’s families for their insights.	• How might the child’s culture and family background be influencing this situation? • What questions could I ask to get the perspective of the child’s family? • Who else or what other perspectives should I consider?
reads professional literature to learn more.	• What child development or early learning theories apply to this experience? • How does this child’s play (or other activity) demonstrate desired early learning outcomes or standards?
shows children photos and stories of themselves to hear their views.	• A learning story (modified for child) • What is the child drawn to and excited about? • What might the child be trying to accomplish? • Why might the child be talking to and playing with others this way? • What ideas might the child be exploring?
changes the environment and materials to encourage new play and learning possibilities.	• How do schedules, routines, the physical space, and materials support or limit the children’s play? • What changes or additions to the space or materials would help to strengthen children’s relationships? • How do schedules and routines influence this experience? • What other materials and activities could be offered to build on this experience?



“A reflective teacher . . . ”	Questions and examples
changes the environment and materials to encourage new play and learning possibilities. (Continued)	• What new or existing relationships could be strengthened? • Which learning goals could be addressed? • What other materials and activities could be offered to build on this experience? • What new vocabulary can teachers introduce?



The Preschool Teacher

Building Skills for Reflective Teaching

- Chapter 3 of the *California Preschool Program Guidelines* (pp. 46-47)
- Carter, M., W. Cividanes, D. Curtis, and D. Lebo. 2010. "Becoming a Reflective Teacher." *Teaching Young Children* 3 (4): 18–20
http://www.naeyc.org/files/tyc/file/TYC_V3N4_Reflectiveteacherexpanded.pdf

The Role of the Preschool Teacher: Unit 3, Key Topic 4

2

The Preschool Teacher

Becoming a Reflective Teacher

A reflective teacher...

- Examines his or her own reactions to children or their actions to understand their source.
- Is curious about children's play and watches it closely.
- Documents details of children's conversations and activities.

The Role of the Preschool Teacher: Unit 3, Key Topic 4

3

The Preschool Teacher

Becoming a Reflective Teacher

A reflective teacher...

- Takes time to study notes and photos to puzzle out what is significant.
- Eagerly shares stories about children's learning with families and co-workers.
- Asks co-workers and children's families for their insights.

The Role of the Preschool Teacher: Unit 3, Key Topic 4

4

The Preschool Teacher

Becoming a Reflective Teacher

A reflective teacher...

- Reads professional literature to learn more.
- Shows children photos and stories of themselves to hear their views.
- Changes the environment and materials to encourage new play and learning possibilities.

The Role of the Preschool Teacher: Unit 3, Key Topic 4

5

The Preschool Teacher

Building Skills for Reflective Teaching

NAEYC resource

NEXT: The Teaching Young Children Staff Development Guide (April/May 2010)

http://www.naeyc.org/files/tyc/file/TYC_V3N4_Reflectiveteacherexpanded.pdf

The Role of the Preschool Teacher: Unit 3, Key Topic 4

6

The Preschool Teacher

"A reflective teacher . . ."	Questions and examples
examines his or her own reactions to children or their actions to understand their source.	
is curious about children's play and watches it closely.	
documents details of children's conversations and activities.	

The Role of the Preschool Teacher: Unit 3, Key Topic 4

7

The Preschool Teacher

- Read the vignette on page 165 of the *California Preschool Curriculum Framework, Volume 1*.
- In small groups, discuss the "Questions for Reflection" from page 46 of the *California Preschool Program Guidelines*.

The Role of the Preschool Teacher: Unit 3, Key Topic 4

8

The Preschool Teacher

Teacher Interview

- Gather information about reflective practice from a teacher who works with young children.
- Does the teacher engage in reflection? In what ways?
- Are there specific questions or considerations the teacher uses for reflection?

The Role of the Preschool Teacher: Unit 3, Key Topic 4

9

The Preschool Teacher

Teacher Interview

- What is the teacher's background in teaching preschool children?
- What responses were similar to the questions in the "Thinking Lens"? What were some new strategies or questions? What responses surprised you?
- Based on your interview, what insights occurred to you about being a reflective teacher?

The Role of the Preschool Teacher: Unit 3, Key Topic 4

10

The Preschool Teacher



- Which questions or examples from Handout 1 caught your attention?
- Which ones seem the easiest for you to incorporate into your practice? Which ones seem more difficult?

The Role of the Preschool Teacher: Unit 3, Key Topic 4

11

The Preschool Teacher



- Think about becoming a reflective teacher as similar to taking a trip, where would you see yourself:
- (1) trying to decide where to go, (2) making the arrangements, (3) packing, (4) starting out, (5) in the middle, (6) at the end, (7) sharing photos with friends, or (8) helping others take a similar trip?
- What can you do to move from one phase of your trip to the next?

The Role of the Preschool Teacher: Unit 3, Key Topic 4

12

The Preschool Teacher



- Which ideas stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

The Role of the Preschool Teacher: Unit 3, Key Topic 4

13

The Preschool Teacher



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

The Role of the Preschool Teacher: Unit 3, Key Topic 4

14

The Preschool Teacher



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?

The Role of the Preschool Teacher: Unit 3, Key Topic 4

15

The Preschool Teacher

Observation and Reflection

- ✓ Conduct an observation of a preschool class.
- ✓ Reflect on the observation by using the questions in the “Thinking Lens,” *California Preschool Program Guidelines*, page 47.

The Role of the Preschool Teacher: Unit 3, Key Topic 4

16

The Preschool Teacher

Observation and Reflection

- ✓ Write a summary of your observations and reflections. If you interviewed the teacher, include these insights.
- ✓ Conclude with 1-2 paragraphs describing what you learned about yourself as a reflective teacher through the observation.

The Role of the Preschool Teacher: Unit 3, Key Topic 4

17



Unit 4 – The Role of the Administrator

Getting Ready for the Unit and Connecting to Experience



Focus Statement

Students begin to explore the role of the administrator in early care and education programs by reflecting on their own experiences in work situations where they felt supported or not supported in sharing and discussing ideas and experiences.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Observation and Assessment
- Practicum-Field Experience
- Administration I: Programs for Early Childhood Education
- Administration II: Personnel and Leadership in Early Childhood Education

Instructional Methodologies

- Brainstorming
- Class discussion
- Pairs or small groups
- Personal reflection
- Reflective discussion

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Observation, Screening, Assessment, and Documentation
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 4 – The Role of the Administrator

Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

This unit has been developed to support students in becoming familiar with the contents of Chapter 4 of the *California Preschool Program Guidelines*. This chapter provides an overview of the role of the administrator as it is described in the guidelines themselves. The guidelines are found in Part Three, Chapter 8 of the *California Preschool Program Guidelines*. Chapter 8 is not addressed in this instructional guide for Part One and Part Two but will be explored in a future instructional guide for Part Three.

Before faculty begin working with students on Chapter 4, there are some considerations that might be helpful:

1. All of the guidelines are relevant to the administrator's role, as it is the administrator who is ultimately responsible for seeing that the guidelines are followed. However, it would be particularly helpful for faculty to be acquainted with Guideline 1 (Aspiring to Be a High-Quality Program), Guideline 9 (Supporting Professionalism and Continuous Learning), and Guideline 10 (Administering Programs and Supervising Staff) before beginning this unit.
2. It would also be helpful for faculty to become acquainted with the set of two DVDs that accompany the *California Preschool Program Guidelines*, titled the *California Preschool Program Guidelines DVD Set*. Segments of these DVDs will be used in key topics in this unit, but it is important to keep in mind that this instructional guide is not a guide for the DVDs themselves.
3. This chapter describes recommended practice but is not a "how to" manual. For example, reflective supervision is described and recommended, but detailed guidance regarding how it is done is not included. There are references and resources at the end of the chapter that might prove useful for those who want to guide students further in any particular practice.

Also keep in mind that the guidelines are part of the California Early Learning and Development System. As part of the system, they support and are supported by the *California Preschool Learning Foundations* and the *California Preschool Curriculum Framework*. These publications are concerned with the learning and development of children and the curriculum decisions and practices that support optimal child development in the early years. In addition, there are underlying pieces of the foundations and curriculum framework that are relevant to the administrator's role.



Among these are the eight overarching principles upon which the foundations and curriculum framework are based and the curriculum-planning process. The overarching principles relate to the development of a program's mission and vision statements and underlying program philosophy. The curriculum-planning process supports and provides structure for a reflective and collaborative process of curriculum development. The overarching principles and curriculum-planning process are described in detail in Chapter 1 of each volume of the *California Preschool Curriculum Framework*.

Key Topics 2 and 3 in Unit 4 of this instructional guide deal with two categories of administrative practice: leadership and management. These are introduced in the first two pages of Chapter 4 of the *California Preschool Program Guidelines* and are briefly explored in the overview contained in Key Topic 1 of Unit 4 in this instructional guide. It will be important to remember that these two categories are not discrete and are explored in separate key topics to separate out some key components of each. Key Topic 3, focusing on management, will help students understand how some leadership qualities play out in management functions. Therefore, even though these are separate key topics, they likely will be most effective if done as a set.

Motivator and Connection to Experience

Before You Start

Before beginning the following learning experience, it is strongly suggested that faculty read through all its components. Be alert to the possibility that the reflective process could recall situations of conflict for some students. No student should be required to discuss or share situations unless they are willing to do so. Hopefully, they can learn from the situations and responses of other students.

Information Delivery



Slide 2

Let students know that they will be exploring the content of Chapter 4 of the *California Preschool Program Guidelines*. One of the important topics in this chapter is the role of the administrator in setting a program tone of collaboration and reflection. This includes ensuring that staff are included in planning and reviewing curriculum decisions as a team as well as supporting staff in their own development as professionals.

In this chapter, there is an emphasis on collaboration and reflective practice. Both of these processes require administrators and staff to be able to share ideas and observations through expressing their thoughts and experiences and listening to others. Let students know that it will help us understand the importance of this if we can reflect on our own experiences.



Active Learning

Getting it started

Let students know that they will have an opportunity to reflect on their own experiences, with guiding questions provided to support them as they do this. Be sure that they understand that they will not have to share any of their reflections if they would rather not do so. Also, remind them that if they do share their experiences, it will be important not to attach any names to any of their reflections.

Start by letting the students work individually. Ask students to briefly jot down some notes in response to these questions:



Slide 3

1. Have you ever been in a situation in a work environment where you felt you were not being heard?
2. Have you ever been in a situation at work where you felt your skills and ideas were not being acknowledged and recognized?

Keeping it going

At this point, students can be organized into pairs to share their experiences and to respond to the next set of questions. However, faculty might decide that it is best for students to continue individually without asking students to share any of their responses with another student.

Ask students to answer the following sets of questions:



Slides 4-6

- How did you feel in that situation?
- Was there anyone with whom you could talk about the situation?
- If you were able to talk to someone about it, what made you feel that it would be acceptable to do so?
- What were you able to do about it? Were you able to work with someone to resolve the situation?
- If you could not discuss the situation, what kind of environment would have helped you feel you could talk about it?



Slide 7

Be sure you also ask students if they have been in work situations where there was a collaborative environment and openness to asking questions and making suggestions. Also ask how they felt in those environments and how that made them feel about their work.



Then guide the students in comparing the two situations—collaborative and open versus not collaborative and not open:



Slide 7

- How do you think each would affect you in a work environment?
- How do you think each would affect your commitment to a program?

Putting it together

Ask students to generate single words or short phrases to describe how they felt when their ideas were being acknowledged and when they weren't. These can be listed in a way so that all can see them, either electronically or on two separate sheets of chart paper.



Slide 8

Online Options

Because students will be asked to recall and reflect on experiences that may surface memories of difficult work situations and evoke strong emotions, it is suggested that instructors carefully consider doing any part of the learning experience online. When making this decision, faculty may want to gauge the students' oral and written communication skills and the class's overall level of trust and emotional safety.

Students could individually respond out of class to the questions in the "Getting it started" and "Keeping it going" segments. They would not be asked to post their responses unless they choose to do so. Students then post words or phrases describing their feelings as explained in the "Putting it together" segment and review their classmates' postings. The instructor concludes the learning experience by facilitating an in-class or online discussion based on the questions in the "Reflection" segment.

Reflection

Close this learning experience with the following reflective questions. These can be addressed in a class discussion or individually in writing although students will not submit their written responses. A third option is to ask students to first write their responses and, if there are some students who would like to share their responses, then hold a class discussion. This discussion might be helpful for all students.

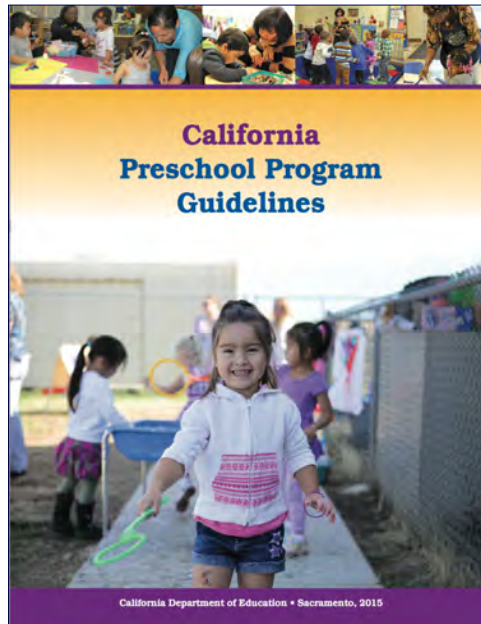


Slide 9

- What stands out to you most in this learning experience?
- What did you learn about yourself?



- What did you learn about the value of collaboration and reflection?
- How could this influence the work you do with staff, families, and children?



The Role of the Administrator: Unit 4, Getting Ready

1

The Role of the Administrator

A program tone of *collaboration* and *reflection* can be created when administrators:

- Include staff in planning and reviewing curriculum decisions.
- Support staff in their own development as professionals.
- Provide an environment to share ideas and observations through expressing thoughts and experiences and listening to others.

The Role of the Administrator: Unit 4, Getting Ready

2

The Role of the Administrator

- Have you ever been in a situation in a work environment where you were not being heard?
- Have you ever been in a situation at work where you felt your skills and ideas were not being acknowledge and recognized?

The Role of the Administrator: Unit 4, Getting Ready

3

The Role of the Administrator

- How did you feel in that situation?
- Was there anyone with whom you could talk about the situation?

The Role of the Administrator: Unit 4, Getting Ready

4

The Role of the Administrator

- If you were able to talk to someone about it, what made you feel that it would be acceptable to do so?
- What were you able to do about it? Were you able to work with someone to resolve the situation?

The Role of the Administrator: Unit 4, Getting Ready

5

The Role of the Administrator

- If you could not discuss the situation, what kind of environment would have helped you feel you could talk about it?

The Role of the Administrator: Unit 4, Getting Ready

6

The Role of the Administrator

- Have you worked in collaborative settings where there was an openness to asking questions and making suggestions?
- How do you think being open and collaborative versus not would affect you at work?
- How do you think each would affect your commitment to the program?

The Role of the Administrator: Unit 4, Getting Ready

7

The Role of the Administrator

How did you feel when your ideas were being acknowledged?



How did you feel when your ideas were not being recognized?

The Role of the Administrator: Unit 4, Getting Ready

8

The Role of the Administrator



- What stands out to you most in this learning experience?
- What did you learn about yourself?
- What did you learn about the value of collaboration and reflection?
- How could this influence the work you do with staff, families, and children?

The Role of the Administrator: Unit 4, Getting Ready

9



Unit 4 – The Role of the Administrator

Key Topic 1: Overview and Rationale of the Chapter

Focus Statement

Students become familiar with the rationale for the importance of strong leadership and management skills and an overview of the administrator's role in preschool programs.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education
- Administration II: Personnel and Leadership in Early Childhood Education

Instructional Methodologies

- Categorizing
- Class discussion
- Notetaking outline or tool
- Pairs or small groups
- Personal reflection
- Reflective discussion

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 4 – The Role of the Administrator

Key Topic 1: Overview and Rationale of the Chapter

Before You Start

Chapter 4 of the *California Preschool Program Guidelines* is focused on two categories of the administrator's role: leadership and management. Leadership is addressed in Key Topic 2 and management in Key Topic 3 of Unit 4 in this instructional guide. Although these two categories are addressed separately in these key topics, they are not discrete characteristics of administrators. Effective management, as described in Chapter 4, provides leadership for a program and staff. Similarly, effective leadership, also described in Chapter 4, requires good management skills.

This first key topic is intended to familiarize students with a rationale for supporting strong administrative management and leadership skills and dispositions and then to briefly introduce students to further content of Chapter 4. Handout 1, "Administrative Practices and Components of High-Quality Programs," is provided to guide students in thinking about the ways management and leadership relate to high-quality preschool programs.

The active learning experience can be done entirely as a classroom experience. Using this format, the handout could be completed by individuals or pairs and then shared with the whole class or worked through by the whole class together. Alternatively, the active learning could be done completely out of class, or the first segment could be done in class and students could then complete the handout out of class.

Note that the work required to complete the handout for this key topic might be more appropriate for students with professional experience. It asks students to relate functions, qualities, and outcomes that might be more readily recognized by students who have had some experience in a preschool setting. It is suggested that students do this handout in pairs so that students can talk through their thoughts and decisions.

An electronic version of the handout for this key topic will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016). If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).



Information Delivery

Let students know that administrative practices are a significant focus of California's Preschool Program Guidelines. Chapter 4 in Part One of the *California Preschool Program Guidelines* is entirely devoted to administrative practices, and several of the guidelines themselves, which are in Part Three, relate directly to administrative practice.



Slides 2-4

Direct students to the following statement on page 51 of the *California Preschool Program Guidelines*: "Effective administrative practices are essential for ensuring high-quality outcomes for young children and their families." This sentence presents a rationale for significant attention to administrative practices in the guidelines. Ask students to keep this in mind as they work through the following active learning sections and let them know that they will come back to this rationale later.

Active Learning

Getting it started

Also on page 51 is this statement: "Administrative responsibilities may be divided into two general categories: leadership and management."



Slides 5-9

Let students know that they will be using these two categories to learn about the contents of Chapter 4. They will first look at management functions described in Chapter 4. Direct their attention to the management functions bulleted on page 51. Faculty can approach this in two ways.

- One way would be to read through these functions one by one as a whole group.
- Another way would be to organize students into pairs and ask them to read through them together.

In either case, ask students for examples or their experiences with these functions. Ask how they have done this function or seen it done. If students are doing this in pairs, ask them to be prepared to share their experiences when the whole group is reconvened.



Slide 10

Keeping it going

At this point, organize students into pairs if that has not already been done. Ask them to read through page 52 together and develop a list of the qualities of effective leaders as they are found on page 52.



Slide 10

Return to the statement about effective administrative practices leading to quality programs. Ask the students to work in their pairs to review this statement and briefly consider how the leadership qualities on their list would relate to high-quality programs. At this point, students might start asking what is meant by high-quality programs.

There are some components of high-quality preschool programs for all children listed at the bottom of the first column on page 81 of the *California Preschool Program Guidelines*. Although this is not an exhaustive list, the following items provide a way to think about the relationship between administrative practices and the components of high-quality programs:



Slides 11-13

- Intentional teaching
- Support of integrated learning
- Positive teacher–child relationships
- Positive home–school relationships
- Play as a context for learning
- Teacher planning time
- Qualified teachers
- Appropriate child–teacher ratios
- Individualized adult–child conversations that promote language and positive relationships
- Opportunities for children to learn and practice new vocabulary
- Frequent assessment that documents child progress and informs instructional planning
- Parent engagement



Slide 14

Now ask students to turn to Handout 1 for this key topic, “Administrative Practices and Components of High-Quality Programs.” Ask them to complete as much as they can using the list of management functions on page 51 and their list of qualities of effective leadership developed from the text on page 52.



Ask students to insert a few examples into each column. This is not meant to be an exhaustive crosswalk but a way to stimulate thinking about the importance of administrative practice to quality outcomes for children.

Online Options

Students could post their completed handouts online for their classmates to review before an in-class discussion.

Taking it further

When the students have had some time to work on the handout, ask them to consider the following questions:



Slides 15-16

- What is standing out for you?
- What is most interesting to you?
- Where do you have questions?
- Do you have ideas about management functions, leadership skills, or high-quality programs that are not represented here? What are those ideas?
- Anything else?

Online Options

The students could discuss the questions in the “Taking it further” segment online if there is online-discussion capability.

Reflection



Slides 17-18

These additional questions for students’ personal reflection also can be discussed:

- What did you learn about yourself in working with this information about management and leadership?
- Where did you feel challenged?
- Where did you feel confident?
- What would you like to know more about? How can you find that out?
- How will this influence your work with staff, families, or children?



This next set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 19-21

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?

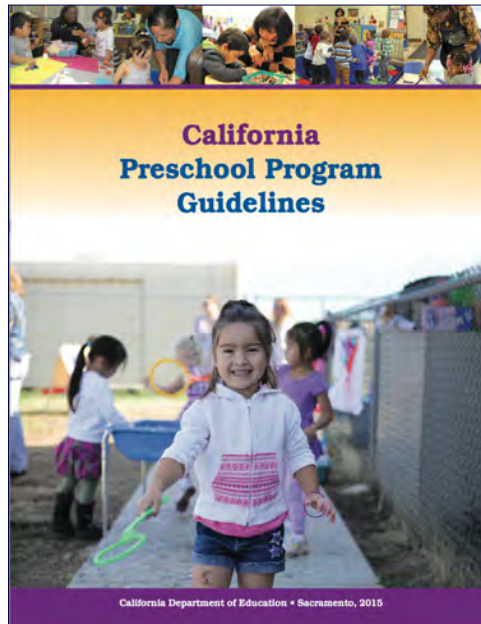


Administrative Practices and Components of High-Quality Programs

Using the management functions listed on page 51 of the *California Preschool Program Guidelines* and a list of qualities of effective leaders derived from page 52, consider which of these would support the features of high-quality programs as described on page 81. Some matches might be more obvious than others, and there will not be matches for all features. This crosswalk is not meant to be exhaustive but to stimulate thinking about these relationships.



Features of High-Quality Programs (<i>California Preschool Program Guidelines</i> , p. 81)	Management Functions	Qualities of Effective Leaders
Intentional teaching		
Support of integrated learning		
Positive teacher-child relationships		
Positive home-school relationships		
Play as a context for learning		
Teacher planning time		
Qualified teachers		
Appropriate child-teacher ratios		
Individualized adult-child conversations that promote language and positive relationships		
Opportunities for children to learn and practice new vocabulary		
Frequent assessment that documents child progress and informs instructional planning		
Parent engagement		



The Role of the Administrator: Unit 4, Key Topic I

1

The Role of the Administrator

“Effective administrative practices are essential for ensuring high-quality outcomes for young children and their families.”

~ California Preschool Program Guidelines, page 51



The Role of the Administrator: Unit 4, Key Topic I

2

The Role of the Administrator

Effective administrative practices include:

- Communicating high expectations, respect, and support for staff.
- Incorporating new knowledge into decision making and program implementation.
- Good financial management.

The Role of the Administrator: Unit 4, Key Topic 1

3

The Role of the Administrator

Effective administrative practices include:

- Prioritizing staff wages, benefits, and professional development.
- Exceeding minimum licensing requirements.

(McCormick Center for Early Childhood Leadership 2011)
~ *California Preschool Program Guidelines*, page 51

The Role of the Administrator: Unit 4, Key Topic 1

4

The Role of the Administrator

“Administrative responsibilities may be divided into two general categories: leadership and management.”

~ *California Preschool Program Guidelines*, page 51



The Role of the Administrator: Unit 4, Key Topic I

5

The Role of the Administrator: Management

Responsibilities

- Budgeting
- Attendance and fiscal reporting
- Documenting compliance with health and safety licensing regulations
- Abiding by applicable contract funding terms and conditions, laws, and regulations

The Role of the Administrator: Unit 4, Key Topic I

6

The Role of the Administrator: Management

Responsibilities

- Recording program inventory and acquiring new equipment
- Enrollment of children by applying appropriate priority and eligibility requirements

The Role of the Administrator: Unit 4, Key Topic I

7

The Role of the Administrator: Management

Responsibilities

- Maintaining family files with accurate documentation
- Develop and implement a system to ensure the administrative management of responsibilities is effectively maintained over time

The Role of the Administrator: Unit 4, Key Topic I

8

The Role of the Administrator: Management

Responsibilities

- Conduct staff evaluations and provide ongoing observation and feedback
- Communicating policies, schedules, and decisions to staff and families

The Role of the Administrator: Unit 4, Key Topic I

9

The Role of the Administrator: Leadership

- ✓ Describe leadership qualities of effective administrators.
- ✓ How do these qualities relate to the characteristics of high-quality programs?

The Role of the Administrator: Unit 4, Key Topic I

10

Characteristics of High Quality Programs

- Intentional teaching
- Support of integrated learning
- Positive teacher–child relationships
- Positive home–school relationships

The Role of the Administrator: Unit 4, Key Topic I

11

Characteristics of High Quality Programs

- Play as a context for learning
- Teacher planning time
- Qualified teachers
- Appropriate child–teacher ratios

The Role of the Administrator: Unit 4, Key Topic I

12

Characteristics of High Quality Programs

- Individualized adult–child conversations that promote language and positive relationships
- Opportunities for children to learn and practice new vocabulary
- Frequent assessment to document child progress and inform instructional planning
- Parent engagement

The Role of the Administrator: Unit 4, Key Topic 1

13

Administrative Practices and Components of High-Quality Programs

Using the management functions listed on page 51 of the *California Preschool Program Guidelines* and a list of qualities of effective leaders derived from page 52, consider which of these would support the features of high-quality programs as described on page 81. Some matches might be more obvious than others, and there will not be matches for all features. This crosswalk is not meant to be exhaustive but to stimulate thinking about these relationships.

Features of High-Quality Programs (California Preschool Program Guidelines, p. 81)	Management Functions	Qualities of Effective Leaders
Intentional teaching		
Support of integrated learning		
Positive teacher-child relationships		
Positive home-school relationships		
Play as a context for learning		
Teacher planning time		
Qualified teachers		
Appropriate child-teacher ratios		
Individualized adult-child conversations that promote language and positive relationships		
Opportunities for children to learn and practice new vocabulary		
Frequent assessment that documents child progress and informs instructional planning		
Parent engagement		

Unit 4: The Role of the Administrator
Key Topic 1: Overview and Rationale of the Chapter
Handout 1: Administrative Practices and Components of High-Quality Programs

The Role of the Administrator: Unit 4, Key Topic 1

14

The Role of the Administrator

Consider the importance of administrative practice to quality outcomes for children.

- What is standing out for you?
- What is most interesting to you?
- Where do you have questions?

The Role of the Administrator: Unit 4, Key Topic I

15

The Role of the Administrator

- Do you have ideas about management functions, leadership skills, or high-quality programs that are not represented?
What are those ideas?
- Anything else?



The Role of the Administrator: Unit 4, Key Topic I

16

The Role of the Administrator



- What did you learn about yourself in working with this information about management and leadership?
- Where did you feel challenged?
- Where did you feel confident?

The Role of the Administrator: Unit 4, Key Topic I

17

The Role of the Administrator



- What would you like to know more about? How can you find that out?
- How will this influence your work with staff, families, or children?

The Role of the Administrator: Unit 4, Key Topic I

18

The Role of the Administrator



- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

The Role of the Administrator: Unit 4, Key Topic I

19

The Role of the Administrator



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

The Role of the Administrator: Unit 4, Key Topic I

20

The Role of the Administrator



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?

The Role of the Administrator: Unit 4, Key Topic 1

21



Unit 4 – The Role of the Administrator

Key Topic 2: Leadership

Focus Statement

Students explore several effective leadership qualities required of administrators in early care and education programs.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Practicum-Field Experience
- Adult Supervision and Mentoring in Early Care and Education
- Administration I: Programs in Early Childhood Education
- Administration II: Personnel and Leadership in Early Childhood Education
- Curriculum Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Jigsaw reading
- Notetaking outline or tool
- Pairs or small groups
- Reflective discussion
- Short paper or report
- Video observation



California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 4 – The Role of the Administrator

Key Topic 2: Leadership

Before You Start

This key topic focuses on the content in Chapter 4 of the *California Preschool Program Guidelines* related to qualities of effective leadership in preschool programs. Management functions are explored in Key Topic 3 of this instructional guide unit. Although these categories of administrative practice are divided for student considerations, it will be important to remind students that they are not discrete and both are necessary for quality outcomes for children.

The following sections in Chapter 4 are included in the active learning of this key topic:

- Reflective Curriculum Planning (pp. 53–56)
- Integrating Reflective Practice, Reflective Supervision, and Mentorship (pp. 59–61)

Though addressed here as qualities of effective leadership, these sections relate to effective management functions as well. These topics are addressed separately in this key topic to focus on some aspects of practice that are especially important in effective leadership across program elements.

The first paragraph in the section of Chapter 4 of the *California Preschool Program Guidelines* titled “Reflective Curriculum Planning” (p. 53) calls attention to the administrator’s role in aligning a choice of curriculum approach with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Framework*. In the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*, Key Topic 1 of Unit 5 provides “three lenses” for students to use in viewing curriculum approaches that are off-the-shelf or have been developed within a program. These three lenses use three key features of the California curriculum framework—overarching principles, the curriculum-planning process, and integrated learning—as a way to see if and how a curriculum approach might be aligned with the foundations and framework. That key topic could be used to support the active learning suggested in this key topic.

There is a piece of this key topic that suggests having students view a segment of Disc 2 of the *California Preschool Program Guidelines DVD Set*, two DVDs that accompany the *California Preschool Program Guidelines*. Handout 1 is provided as a viewing guide with this key topic to focus students’ attention on certain leadership topics in the discussion on the DVD segment. This viewing is also suggested for Key Topic 3 in Unit 4 of this instructional guide, but that key topic’s handout focuses on management functions. The



California Preschool Program Guidelines DVD Set can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.

Electronic versions of the handouts for Key Topics 2 and 3 will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016). If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

Information Delivery

Let students know that they will be exploring a series of related topics that are important for effective leadership in early childhood settings. These include leadership in decisions relating to curriculum, the administrator's role in staff development through reflective practice and mentoring, and reflective supervision. This is not an exhaustive exploration of these topics but will support students in understanding the context of policies and practices that undergird the approach to leadership in California's Preschool Program Guidelines.

Explain to students that they will begin this exploration by looking at the administrator's role in decisions relating to curriculum.

Active Learning

Getting it started

If class size allows organizing students into four groups, faculty will be able to ask each group to address one of four sets of questions provided later in this section. That would work best if a group size of four or fewer can be maintained. Students could also work in pairs, with one of the question sets assigned to each pair. If using pairs, there may be more than one pair addressing each of the four sets of questions. This could result in interesting discussions as pairs report their responses to the whole group for discussion.

The initial question of each of the following sets of questions can be addressed through a search of text in the section titled "Reflective Curriculum Planning" on pages 53–56. The second question can be found in that text as well, though it is not as clearly laid out.

Ask each group or pair to review the text for responses to the following questions. This is not meant to be an extensive review of possibilities for each of the questions. Remind students that this is a way for them to become familiar with the content of Chapter 4 of the *California Preschool Program Guidelines* regarding these questions.



Slides 2-3

- What factors influence the selection of a curriculum approach?
What is the administrator's role?
- What does a well-designed curriculum provide?
What is the administrator's role?
- What needs to be included for young dual language learners?
What is the administrator's role?
- What needs to be included for children with special needs?
What is the administrator's role?

When students have had some time to explore the text regarding these questions, convene the pairs or groups into a whole group for discussion. Ask each team or group to briefly share their findings for both questions they explored.

Online Options

Students could post online their responses to the four sets of questions and then review the other students' responses.

Keeping it going

Next, direct their attention to page 52, where there are some traits and dispositions shared by many effective leaders:



Slides 4-5

- A passion for their work and a focus on goals
- Willingness to take risks and consider different perspectives
- Unwavering commitment to their core values
- Capacity to understand and manage their own emotions
- Capacity to support others in managing their emotions

Online Options

Students could write short paragraphs about each of the traits in relation to an administrator's role in selecting a curriculum approach, ensuring a well-designed curriculum, and including young children who are dual language learners and children with special needs. Students could post these paragraphs to share with their classmates in preparation for an in-class or online discussion.

Ask students to return to their pairs or groups and consider how each of these traits or dispositions would support the administrator's role



in the questions they previously explored. This might seem more obvious in some areas than others, but the intent is to stimulate thinking about the qualities of effective leadership in early childhood education and how they might play out across multiple program elements.

Taking it further

Remind students that another crucial piece of the administrator's role is that of staff development and supervision. Let students know that you will now be carrying the previous conversations forward to some considerations relating to reflective practice and reflective supervision. Ask students to keep in mind the traits and dispositions that were just discussed, as they are important to the administrator's role in implementing reflective practice and reflective supervision.

Direct students' attention to the following text on page 59:



Slides 6-7

The goal is to encourage reflective practice—approaching the educational setting with the intention to observe mindfully, respond thoughtfully, and take time afterward to share reflections, thereby deepening one's own understanding and improving one's own work. Reflective supervision is a way of guiding teachers to draw lessons from their own experiences that will influence their next steps (Heffron and Murch 2010).

In other words, reflective supervision is a way of guiding staff to use reflective practice throughout the program. The text describes two means of supporting staff to be reflective practitioners. The first is reflective supervision as described by Heffron and Murch. The second is mentoring.



Slide 8

Mentoring is described on page 60 as “. . . a more experienced teacher or administrator serves as a learning partner in the work setting as a newer teacher strives to grow in expertise.”

Ask students to consider the next list of questions while still working in their pairs or groups. Let them know that they will consider these questions in relation either to reflective supervision or mentoring. Each pair or group could consider one of these topics or both, depending on their familiarity with the topics. Because this is a way for them to become familiar with Chapter 4 of the *California Preschool Program Guidelines*, suggest that they can respond to these questions using the text on pages 59–61. However, if there are



students with experience in early childhood settings, they will likely come up with some responses relating to their experiences. Ask them to note their responses and be ready to report to the whole group.

Here is the list of questions that students are to consider regarding either reflective supervision or mentoring or both:



Slides 9-10

- What is the value of this approach to staff development?
- When or how can it be done in a work setting?
- What can it address?
- What special traits or dispositions listed previously would support this approach?
- What special considerations might influence the decision to use this approach?
- Are there any cautions to consider in using this approach?

When students have had time to consider these questions and develop some responses, ask them to report back to the whole group. This can be in the form of a discussion that addresses each of the questions above individually, or it can be done by preparing a chart paper for each of the questions for each of the two approaches and posting them around a classroom. Give students large sticky notes on which to record their responses, and ask them to attach their responses to the appropriate paper.

Online Options

If there is online-discussion capability, faculty could facilitate a discussion of the six questions in the “Taking it further” section. A separate discussion thread could be used for each topic—reflective supervision or mentoring.



Disc 2

Putting it together

This review of the role of the administrator in effective leadership can be supported by viewing some current and former administrators as they discuss their work. These discussions can be found on Disc 2 of the *California Preschool Program Guidelines DVD Set*. There is a chapter on that DVD titled “Administration and Supervision,” which runs approximately 13 ½ minutes. This chapter can be accessed by



Slide 11

opening the disc to the main menu and clicking on “Select Chapters.” Then choose the chapter titled “Administration and Supervision.”

A viewing guide, Handout 1, accompanies this key topic and can be used while viewing this chapter to focus students’ attention on some of the issues and topics covered in this key topic.

After students have watched the DVD segment, faculty may ask the students to individually write a brief reflection paper or conduct a class discussion. The following reflection questions could be used for either approach:



Slide 12

- What stood out for you as you viewed this DVD segment?
- What was most interesting to you?
- What was familiar to you?
- Where did you find yourself wanting to know more?
- How could you follow up on learning more about that?

Online Options

If online-discussion capability is available, faculty could facilitate a discussion of the DVD based on the questions in the “Putting it together” section.

Reflection

The following set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 13-15

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?

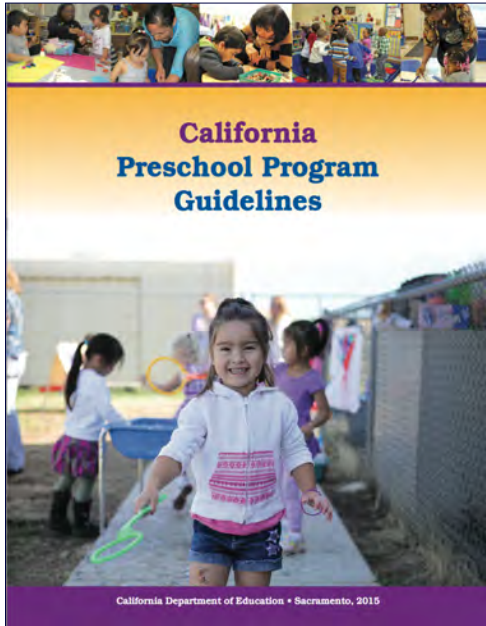


Unit 4: The Role of the Administrator
Key Topic 2 – Leadership
Handout 1: Viewing Guide for “Administration and Supervision” – Leadership

Viewing Guide for “Administration and Supervision” – Leadership <i>California Preschool Program Guidelines DVD Set</i>		
DVD Disc:	2	
DVD Chapter:	“Administration and Supervision”	
This viewing guide is based on the leadership qualities listed throughout Key Topic 2 of this instructional guide unit. There is a segment in Disc 2 of the set of two DVDs that accompany the <i>California Preschool Program Guidelines</i> that relates to much of the content of Chapter 4, but this viewing guide directs attention specifically to leadership roles and qualities that have been discussed in Key Topic 2. As you hear examples of these qualities, check them in the appropriate column. Note that some of what is discussed in this segment will apply to more than one of the roles or qualities, and you might have some that are not discussed. The segment to view can be accessed by going to the main menu on Disc 2, clicking on “Select Chapters,” and then clicking on “Administration and Supervision.” Because it is difficult to write and view at the same time, it might be helpful to have the capacity to pause and restart the video.		
Leadership Roles and Qualities Discussed in Key Topic 2	Place a checkmark here if discussed	Notes, Thoughts, Questions
The administrator’s role in the selection of a curriculum approach		
The administrator’s role in including young dual language learners		
The administrator’s role in including children with special needs		



Notes, Thoughts, Questions							
Place a checkmark here if discussed							
Leadership Roles and Qualities Discussed in Key Topic 2	Passion for their work and focus on goals	Willingness to take risks and consider different perspectives	Unwavering commitment to their core values	Capacity to understand and manage their own emotions	Capacity to support others in managing their emotions	Reflective supervision	Reflective practice



The Role of the Administrator: Unit 4, Key Topic 2

1

The Role of the Administrator

“Reflective Curriculum Planning”

California Preschool Program Guidelines, pages 53–56

- What factors influence the selection of a curriculum approach?
- What is the administrator’s role?
- What does a well-designed curriculum provide?
- What is the administrator’s role?

The Role of the Administrator: Unit 4, Key Topic 2

2

The Role of the Administrator

- What needs to be included for young dual language learners?
- What is the administrator's role?
- What needs to be included for children with special needs?
- What is the administrator's role?

The Role of the Administrator: Unit 4, Key Topic 2

3

The Role of the Administrator: Leadership

Traits and dispositions of effective leaders

- Passion for their work and goal-focused
- Willingness to take risks and consider different perspectives
- Commitment to their core values

California Preschool Program Guidelines, page 52

The Role of the Administrator: Unit 4, Key Topic 2

4

The Role of the Administrator: Leadership

Traits and dispositions of effective leaders

- Ability to understand and manage their emotions
- Capacity to support others in managing their emotions

California Preschool Program Guidelines, page 52

The Role of the Administrator: Unit 4, Key Topic 2

5

The Role of the Administrator: Leadership

“The goal is to encourage reflective practice—approaching the educational setting with the intention to observe mindfully, respond thoughtfully, and take time afterward to share reflections, thereby deepening one’s own understanding and improving one’s own work (Heffron and Murch 2010).”

California Preschool Program Guidelines, page 59

The Role of the Administrator: Unit 4, Key Topic 2

6

The Role of the Administrator: Leadership

“Reflective supervision is a way of guiding teachers to draw lessons from their own experiences that will influence their next steps (Heffron and Murch 2010).”

California Preschool Program Guidelines, page 59

The Role of the Administrator: Unit 4, Key Topic 2

7

The Role of the Administrator: Leadership

Mentoring occurs when “...a more experienced teacher or administrator serves as a learning partner in the work setting as a newer teacher strives to grow in expertise.”

California Preschool Program Guidelines, page 60

The Role of the Administrator: Unit 4, Key Topic 2

8

The Role of the Administrator: Leadership



- What is the value of this approach to staff development?
- When or how can it be done in a work setting?
- What can it address?

The Role of the Administrator: Unit 4, Key Topic 2

9

The Role of the Administrator: Leadership

- What special traits or dispositions would support this approach?
- What special considerations might influence the decision to use this approach?
- Are there any cautions to consider in using this approach?

The Role of the Administrator: Unit 4, Key Topic 2

10

The Role of the Administrator

Viewing Guide for "Administration and Supervision" – Leadership California Preschool Program Guidelines DVD Set		
DVD Disc:	2	
DVD Chapter:	"Administration and Supervision"	
This viewing guide is based on the leadership qualities listed throughout Key Topic 2 of this instructional guide unit. There is a segment in Disc 2 of the set of two DVDs that accompany the <i>California Preschool Program Guidelines</i> that relates to much of the content of Chapter 4, but this viewing guide directs attention specifically to leadership roles and qualities that have been discussed in Key Topic 2. As you hear examples of these qualities, check them in the appropriate column. Note that some of what is discussed in this segment will apply to more than one of the roles or qualities, and you might have some that are not discussed. The segment to view can be accessed by going to the main menu on Disc 2, clicking on "Select Chapters," and then clicking on "Administration and Supervision." Because it is difficult to write and view at the same time, it might be helpful to have the capacity to pause and restart the video.		
Leadership Roles and Qualities Discussed in Key Topic 2	Place a checkmark here if discussed	Notes, Thoughts, Questions
The administrator's role in the selection of a curriculum approach		
The administrator's role in including young dual language learners		
The administrator's role in including children with special needs		

The Role of the Administrator: Unit 4, Key Topic 2

11

The Role of the Administrator: Leadership

- What stood out for you as you viewed this DVD segment?
- What was most interesting to you?
- What was familiar to you?
- Where did you find yourself wanting to know more?
- How could you follow up on learning more about that?

The Role of the Administrator: Unit 4, Key Topic 2

12

The Role of the Administrator: Leadership

- Which ideas stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

The Role of the Administrator: Unit 4, Key Topic 2

13

The Role of the Administrator: Leadership

- Why do you think this content was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

The Role of the Administrator: Unit 4, Key Topic 2

14

The Role of the Administrator: Leadership

- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?

The Role of the Administrator: Unit 4, Key Topic 2

15



Unit 4 – The Role of the Administrator

Key Topic 3: Management

Focus Statement

Students will explore key management functions in a preschool setting and the role of the administrator in carrying them out.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Practicum-Field Experience
- Adult Supervision and Mentoring in Early Care and Education
- Administration II: Personnel and Leadership in Early Childhood Education
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Class presentation
- Development of a resource tool
- Interview
- Notetaking outline or tool
- Pairs or small groups
- Personal reflection
- Reflective discussion
- Short paper or report



- Video observation

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision
- Special Needs and Inclusion



Unit 4 – The Role of the Administrator

Key Topic 3: Management

Before You Start

It will be helpful to have done Key Topic 1 and Key Topic 2 in Unit 4 of this instructional guide before beginning this key topic. Although it can be done independently, Key Topic 3 will be enriched by students' understanding of this unit's approach to exploring management functions and effective leadership in tandem. By becoming familiar with some of the leadership practices explored in Key Topic 1 of this unit, students will have briefly looked at management functions. Thereby students will already have an introduction to the importance of management functions in maintaining high-quality early childhood programs.

This key topic will take a closer look at those management functions in a preschool setting and how they can be effectively carried out. Specifically, this key topic will familiarize students with the following sections of Chapter 4 of the *California Preschool Program Guidelines*:

- Setting the Conditions for Work (pp. 56–57)
- Creating a Collaborative Work Environment and Learning Community (pp. 58–59)
- Accountability to Maintain Program Quality (pp. 61–62)

There is a section toward the end of this key topic that relates to viewing one of the DVD segments in Disc 2 of the *California Preschool Program Guidelines DVD Set*, two DVDs that accompany the *California Preschool Program Guidelines*. Handout 2 is provided as a viewing guide with this key topic to focus students' attention on aspects of the discussion that relate to effective management. The DVD segment, "Administration and Supervision" is suggested viewing for both Key Topic 2 and 3 though the content of the viewing guide handouts is different. Key Topic 2 focuses on "Leadership Roles and Qualities" and Key Topic 3 focuses on "Management."

The *California Preschool Program Guidelines DVD Set* can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.

Handout 1, "Important Elements of Working Conditions," which can be used for students to rate the elements of work environments, is also provided with this key topic. Electronic versions of this handout and the two viewing guide handouts for Key Topics 2 and 3 will be available when this instructional guide is online at <http://facultyinitiative.wested.org>



(accessed January 20, 2016). If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

Information Delivery

Remind students that they will be focusing on management functions as they are described in Chapter 4 of the *California Preschool Program Guidelines*. That chapter highlights two categories of the administrator's role: management and leadership. They are not discrete categories; there is a great deal of overlap. The division in Unit 4 is to provide an opportunity to highlight some specific features of each of these categories.

Active Learning

Getting it started

Discuss with students that one of the main responsibilities of an administrator is to establish an overall work climate that is positive and supportive of staff, families, and children. Chapter 4, on page 56, lists some elements of working conditions that have been found to contribute to staff rating their work environment positively:



Slides 2-3

1. The work environment's attractiveness and adequacy of physical facilities and supplies
2. Quality of supervisory support
3. Clear communication of expectations and policies
4. Opportunities for professional growth, challenge, and advancement
5. Fairness of the reward system
6. Degree of professional autonomy and participatory decision making
7. Effectiveness of organizational functioning
8. Openness to new ideas
9. A spirit of collegiality among

Online Options

After completing Handout 1, students could post it online. One student or the instructor could then tally the results, again posting this summary online. Students can discuss the questions in the "Getting it started" section either in class or online if there is online-discussion capability.



staff members



Slide 4

Handout 1, “Important Elements of Working Conditions,” provided with this key topic, lists these elements for working conditions. Ask students to use Handout 1 in thinking about how important these elements are to them. They are to work individually and rank each element on a scale from 1 through 9 with 1 being most important and 9 being least important. Emphasize that though it might be difficult to differentiate some rankings, they should only indicate one ranking for each element.

Prepare to tally their rankings in a mode that will make them visible to all. Ask for a show of hands for those who rated #1 their first choice, #2 their first choice, and so on. Faculty might choose to do first choice for all elements and perhaps last choice for all elements. If some students do not want to publicly indicate their ratings, they should be supported in that choice.

When the tallying is completed, review the results with students.



Slide 5

- Where was there agreement?
- Where was there disagreement?
- What does this suggest about the work of establishing positive work environments?



Slide 6

Keeping it going

On page 56, the text describes two steps to create positive, effective workplace environments. One is to create a culture of open sharing, and the other is to develop the practice of participative management. Ask students to briefly read these descriptions. Next, ask them to review the elements as listed on their handout and see which elements relate to either of these two steps. This could also be done as a whole class by reading through the elements one at a time and asking students which of the two steps each element represents.

When this is completed, ask the following questions:

Online Options

Faculty could continue the online discussion begun in the “Getting it started” section. Students would read the information on page 56 and then discuss the three questions in the “Keeping it going” section.



Slide 7

- Were there more examples of one step than another?
- As you look at your own rankings, did your higher rankings cluster with one or the other of these steps?
- What did you learn about yourself from this?

Taking it further

Let students know that Chapter 4 of the *California Preschool Program Guidelines* emphasizes the importance of collaboration in establishing positive work environments and maintaining high-quality in early childhood programs. Furthermore, it is the administrator's responsibility to establish processes and relationships that will support collaboration.

Three areas for collaboration are described on pages 58 and 59:



Slide 9

- Collaboration with a program's community and a sponsoring agency
- Ongoing collaboration between program staff and families
- Collaboration within the program's teaching staff

Let students know that they will prepare a brief presentation on one of these areas of collaboration. Students can decide as a group how they would prefer to do this. They could choose to develop a poster presentation, an electronic slide show, an oral report, or whatever other method they would prefer. However, it should be a decision for the whole class, so that everyone uses the same method of presentation. Point out that this is an example of participatory decision making!

Organize students into pairs or groups of three. Assign one of the areas of collaboration to each pair or group of three. Alternatively, students could choose the area to work on, as long as all three areas are covered relatively equally. Their presentations should be brief—about 5–8 minutes—and respond to the following questions:



Slide 10

- What is the value of doing this kind of collaboration?
- What are some examples of this kind of collaboration? How is it done?
- What is the administrator's role in this area of collaboration?



Remind students that each area is not to be explored in depth. They are to use the information in Chapter 4 of the *California Preschool Program Guidelines*, especially pages 58–59, and respond to the preceding questions.

After students have had a chance to develop their presentations, allow class time for the students to share their work.

Putting it together



Disc 2

Viewing some current and former administrators as they discuss their work can support this review of the role of the administrator in effective management. These discussions can be found on Disc 2 of the *California Preschool Program Guidelines DVD Set*. There is a chapter on that DVD titled “Administration and Supervision,” which runs approximately 13 ½ minutes. This chapter can be accessed by opening the disc to the main menu and clicking on “Select Chapters.” Then choose the chapter titled “Administration and Supervision.”



Slide 11

Handout 2, a viewing guide, can be used while viewing this chapter to focus students’ attention on some of the issues and topics covered in this key topic.

After students have watched the DVD segment, faculty may ask the students to individually write a brief reflection paper or conduct a class discussion. The following reflection questions could be used for either approach:



Slide 12

- What stood out for you as you viewed this DVD segment?
- What was most interesting to you?
- What was familiar to you?
- Where did you find yourself wanting to know more?
- How could you follow up on learning more about that?

Reflection



Slide 13

The following set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.

- Which ideas or part of this class session stood out most for you?



Slides 14-15

- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?

Deeper Understanding



Slide 16

Direct students' attention to the section in Chapter 4 of the *California Preschool Program Guidelines* titled "Accountability to Maintain Program Quality" (pp. 61–62). This section describes some program assessment instruments and documents that can be used to establish and monitor quality that is consistent with the program's goals and values. The tools can be used to develop program improvement plans that are continuously monitored and updated.

For students who have some training and experience with assessment tools and documents that specify measurement of standards, this "Deeper Understanding" segment may serve as a review or opportunity to learn about some tools they have not used. For other students, this segment can be an introduction to the process of monitoring and accountability. The following documents and assessments are referred to in Chapter 4:



Slides 17-18

- Classroom Assessment Scoring System (CLASS)
- Early Childhood Environment Rating Scale (ECERS)
- Program Administration Scale (PAS)
- *Early Childhood Inclusion/Universal Design for Learning Checklist and Questions*
- National Association for the Education of Young Children's (NAEYC's) Early Childhood Program Standards
- Early Language and Literacy Classroom Observation (ELLCO) Addendum for young dual language learners



Slides 19-20

Students are to interview a preschool administrator who uses one or more of the tools. After the interview, students then write a short summary that describes these points:

- What is the purpose of the assessment?
- What does it measure?
- Who administers it?
- Is special training needed to administer it? If so, what type of training or experience is necessary?
- How are the results used?
- Is there ongoing monitoring of results or periodic administration of the assessment? If yes, what does that look like? Is there a system in place that ensures timely monitoring and feedback to the program? If no, what are the challenges in doing so?

Online Options

Students could post online their interview summaries for their instructor and classmates to review.

The students' interview summaries could be shared as oral reports or posted online. For those who are unfamiliar with these tools, online copies of the students' summaries could provide a good resource list.



Important Elements of Working Conditions

Use this handout to record your ranking of the elements of work conditions from most important to least important. Most important would be ranked 1, and least important would be ranked 9. It might be difficult to make some choices, but record what first comes to mind. Note that these elements are not listed below in any particular order. The notes column is provided for any thoughts you might want to add.



Some elements of working conditions that have been found to contribute to staff rating their work environment positively	Rank	Notes
The work environment's attractiveness and adequacy of physical facilities and supplies		
Quality of supervisory support		
Clear communication of expectations and policies		
Opportunities for professional growth, challenge, and advancement		
Fairness of the reward system		
Degree of professional autonomy and participatory decision making		
Effectiveness of organizational functioning		
Openness to new ideas		
A spirit of collegiality among staff members		



Unit 4: The Role of the Administrator
 Key Topic 3 – Management
 Handout 2: Viewing Guide for “Administration and Supervision” – Management

Viewing Guide for “Administration and Supervision” – Management	
California Preschool Program Guidelines DVD Set	
DVD Disc:	2
DVD Chapter:	“Administration and Supervision”

This viewing guide is based on the management functions listed throughout Key Topic 3 of this instructional guide. There is a segment in Disc 2 of the set of two DVDs that accompany the *California Preschool Program Guidelines*. This segment relates to much of the content of Chapter 4, but this viewing guide directs attention specifically to management functions that have been discussed in Key Topic 3. As you hear examples of these functions, check them in the appropriate column. Note that some of what is discussed in this segment will apply to more than one function, and you might decide that some functions are not discussed.

The segment to view can be accessed by going to the main menu on Disc 2, clicking on “Select Chapters,” and then clicking on “Administration and Supervision.” Because it is difficult to write and view at the same time, it might be helpful to have the capacity to pause and restart the video.

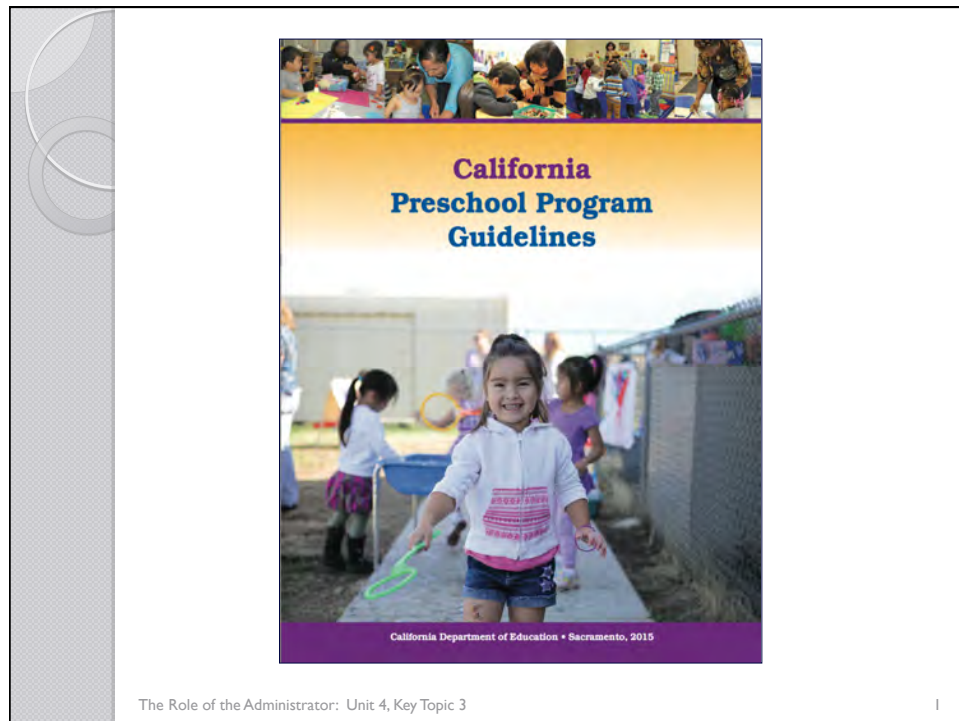
Management functions discussed in Key Topic 3	Place a checkmark here if discussed	Notes, Thoughts, Questions
The work environment’s attractiveness and adequacy of physical facilities and supplies		
Quality of supervisory support		
Clear communication of expectations and policies		



Management functions discussed in Key Topic 3	Place a checkmark here if discussed	Notes, Thoughts, Questions
Opportunities for professional growth, challenge, and advancement		
Fairness of the reward system		
Degree of professional autonomy and participatory decision making		
Effectiveness of organizational functioning		
Openness to new ideas		
A spirit of collegiality among staff		



Management functions discussed in Key Topic 3	Place a checkmark here if discussed	Notes, Thoughts, Questions
A culture of openness		
Participative management		
Collaboration with a program's community and a sponsoring agency		
Ongoing collaboration between program, staff and families		
Collaboration within the program's teaching staff		



The Role of the Administrator

Elements of a positive work climate

- Attractiveness and adequacy of the physical facilities and supplies
- Quality of supervisory support
- Clear communication of expectations and policies
- Opportunities for professional growth, challenge, and advancement

The Role of the Administrator: Unit 4, Key Topic 3

2

The Role of the Administrator

Elements of a positive work climate

- Fairness of the reward system
- Degree of professional autonomy and participatory decision making
- Effectiveness of organizational functioning
- Openness to new ideas
- A spirit of collegiality among staff members

The Role of the Administrator: Unit 4, Key Topic 3

3

The Role of the Administrator

Important Elements of Working Conditions

Use this handout to record your ranking of the elements of work conditions from most important to least important. Most important would be ranked 1, and least important would be ranked 9. It might be difficult to make some choices, but record what first comes to mind. Note that these elements are not listed below in any particular order. The notes column is provided for any thoughts you might want to add.

Some elements of working conditions that have been found to contribute to staff rating their work environment positively	Rank	Notes
The work environment's attractiveness and adequacy of physical facilities and supplies		
Quality of supervisory support		
Clear communication of expectations and policies		
Opportunities for professional growth, challenge, and advancement		
Fairness of the reward system		

The Role of the Administrator: Unit 4, Key Topic 3

4

The Role of the Administrator

Conditions of a positive work environment ~ How do they rank?

- Where was there agreement?
- Where was there disagreement?
- What does this suggest about the work of establishing positive work environments?



The Role of the Administrator: Unit 4, Key Topic 3

5

The Role of the Administrator

Steps to creating positive, effective work environments

1. Develop a culture of *open sharing* of information.
2. Establish the practice of *participative management*, where teachers have a voice in their day to day involvement in the workplace.

California Preschool Program Guidelines, page 56

The Role of the Administrator: Unit 4, Key Topic 3

6

The Role of the Administrator

- Were there more examples of one step than another?
- As you look at your own rankings, did your higher rankings cluster with one or the other of these steps?
- What did you learn about yourself from this?

The Role of the Administrator: Unit 4, Key Topic 3

7

The Role of the Administrator

- **Collaboration** is essential in establishing positive work environments and maintaining high-quality in early childhood programs.
- It is the administrator's responsibility to establish processes and relationships that will support collaboration.

The Role of the Administrator: Unit 4, Key Topic 3

8

The Role of the Administrator

Collaboration occurs:

- With a program's community and a sponsoring agency.
- Between program staff and families.
- Within the program's teaching staff.

California Preschool Program Guidelines, pages 58–59

The Role of the Administrator: Unit 4, Key Topic 3

9

The Role of the Administrator

- What is the value of doing this kind of collaboration?
- What are some examples of this kind of collaboration? How is it done?
- What is the administrator's role in this area of collaboration?



The Role of the Administrator: Unit 4, Key Topic 3

10

The Role of the Administrator

Viewing Guide for "Administration and Supervision" – Management California Preschool Program Guidelines DVD Set		
DVD Disc:	2	
DVD Chapter:	"Administration and Supervision"	
This viewing guide is based on the management functions listed throughout Key Topic 3 of this instructional guide. There is a segment in Disc 2 of the set of two DVDs that accompany the <i>California Preschool Program Guidelines</i>. This segment relates to much of the content of Chapter 4, but this viewing guide directs attention specifically to management functions that have been discussed in Key Topic 3. As you hear examples of these functions, check them in the appropriate column. Note that some of what is discussed in this segment will apply to more than one function, and you might decide that some functions are not discussed. The segment to view can be accessed by going to the main menu on Disc 2, clicking on "Select Chapters," and then clicking on "Administration and Supervision." Because it is difficult to write and view at the same time, it might be helpful to have the capacity to pause and restart the video.		
Management functions discussed in Key Topic 3	Place a checkmark here if discussed	Notes, Thoughts, Questions
The work environment's attractiveness and adequacy of physical facilities and supplies		
Quality of supervisory support		
Clear communication of expectations and policies		

The Role of the Administrator: Unit 4, Key Topic 3

11

The Role of the Administrator

- What stood out for you as you viewed this DVD segment?
- What was most interesting to you?
- What was familiar to you?
- Where did you find yourself wanting to know more?
- How could you follow up on learning more about that?

The Role of the Administrator: Unit 4, Key Topic 3

12

The Role of the Administrator



- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

The Role of the Administrator: Unit 4, Key Topic 3

13

The Role of the Administrator



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

The Role of the Administrator: Unit 4, Key Topic 3

14

The Role of the Administrator



- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?

The Role of the Administrator: Unit 4, Key Topic 3

15

The Role of the Administrator

“Accountability to Maintain Program Quality”

California Preschool Program Guidelines, pages 61–62

- Program assessment instruments and documents that can be used to establish and monitor program quality
- Discusses incorporating assessment into program improvement plans that are continuously monitored and updated

The Role of the Administrator: Unit 4, Key Topic 3

16

The Role of the Administrator

Program Assessment

- Classroom Assessment Scoring System (CLASS)
- Early Childhood Environment Rating Scale (ECERS)
- Program Administration Scale (PAS)
- *Early Childhood Inclusion/Universal Design for Learning Checklist and Questions*

The Role of the Administrator: Unit 4, Key Topic 3

17

The Role of the Administrator

Program Assessment

- National Association for the Education of Young Children's (NAEYC's) Early Childhood Program Standards
- Early Language and Literacy Classroom Observation (ELLCO) Addendum for young dual language learners

The Role of the Administrator: Unit 4, Key Topic 3

18

The Role of the Administrator

Interview

- What is the purpose of the assessment?
- What does it measure?
- Who administers it?
- Is special training needed to administer it?
If so, what type of training or experience is necessary?

The Role of the Administrator: Unit 4, Key Topic 3

19

The Role of the Administrator

Interview

- How are the results used?
- Is there ongoing monitoring of results or periodic administration of the assessment?
- If yes, what does that look like? Is there a system in place that ensures timely monitoring and feedback to the program?
- If no, what are the challenges in doing so?

The Role of the Administrator: Unit 4, Key Topic 3

20



Unit 5 – Use of the *California Preschool Curriculum Framework*

Getting Ready for the Unit and Connecting to Experience

Focus Statement

Students become familiar with some of the key concepts in Chapter 5 of the *California Preschool Program Guidelines* by reflecting on their understanding of key terms or concepts from the chapter.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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

Instructional Methodologies

- Brainstorming
- Class discussion
- Reflective discussion

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Culture, Diversity, and Equity



- Relationships, Interactions, and Guidance
- Learning Environments and Curriculum



Unit 5 – Use of the *California Preschool Curriculum Framework*

Getting Ready for the Unit and Connecting to Experience

Unit 5: Use of the *California Preschool Curriculum Framework*
Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

The *California Preschool Curriculum Framework* has been developed by the California Department of Education to provide support to programs and practitioners in their quest to provide optimal support to children as they progress toward the achievement of California's preschool learning foundations. Chapter 5 of the *California Preschool Program Guidelines* provides an overview of the important features and organization of the curriculum framework. In doing this, there is an emphasis on integrated curriculum across all nine learning and development domains of the foundations. It is well understood that because children's learning is integrated, curriculum development will best support that learning by also being integrated across domains.

Previous instructional guides developed by the Faculty Initiative Project for the three volumes of the *California Preschool Curriculum Framework* have supported this important concept by addressing the integration of curriculum across domains. This has been done in each instructional guide for the domains within each volume. Each instructional guide contains specific units, key topics, and active learning designed to support students in working across domains as they plan and implement curriculum.

The *Instructional Guide for the California Preschool Curriculum Framework, Volume 3* provides opportunities for an in-depth encounter with integrated curriculum across all nine domains of early learning and development in California's preschool learning foundations and curriculum framework. Specifically, Key Topic 4 of Unit 4 in that instructional guide provides materials and resources for students to work across all nine domains and to discover ways in which the interactions, strategies, environments, and materials that support learning in one domain will also support learning in other domains.

Unit 5 of this instructional guide for the *California Preschool Program Guidelines* is intended to provide active learning and reflection that will support students in exploring important concepts presented in Chapter 5 of the *California Preschool Program Guidelines* related to using the curriculum framework to support integrated curriculum in early care and education programs. These concepts and key ideas include integrated curriculum, integrated curriculum for young dual language learners, universal design, the curriculum-planning process, and engaging families. Because Chapter 5 introduces and summarizes these concepts, a deeper look at them in this unit will take students, as well as faculty, back to their origins and descriptions in the three volumes of the *California Preschool Curriculum Framework*. Each of these topics is important for students to know,



as each is included in Part Three of the *California Preschool Program Guidelines* as individual guideline topics.

Keep in mind that the intention of Unit 5 is to familiarize students with how these topics are addressed in Parts One and Two of the *California Preschool Program Guidelines*. The unit is not intended to be an in-depth exploration of these concepts. Deeper exploration of each of these concepts can be found in the foundations and curriculum frameworks themselves and can be approached through the Faculty Initiative Project's instructional guides for each of these publications. These can all be accessed on the FIP Web site at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

This unit, which parallels Chapter 5 of the *California Preschool Program Guidelines*, consists of four key topics:

- Key Topic 1 supports students in learning about and understanding the context of integrated curriculum by exploring the preschool curriculum framework and identifying what the framework is, what it provides, its overarching principles, its structure, and how these components support integrated curriculum.
- Key Topic 2 explores integrated learning for young dual language learners as an essential feature of the curriculum framework.
- Key Topic 3 focuses on universal design, which provides integrated curriculum for all young learners—including children with disabilities or other special needs.
- Key Topic 4 reviews the curriculum-planning process as presented in the curriculum framework, with an opportunity to also look at how families can be engaged in that process.

This unit provides opportunities to broaden and deepen students' familiarity and understanding of the curriculum framework. To provide guidance and support to students as they work through this, it will be important for faculty to be familiar with all three volumes of the *California Preschool Curriculum Framework*.

This unit is also constructed so that faculty can use key topics individually or combine them to use as a single active learning experience. The four key topics are parallel in approach and instructional methodologies. Each key topic begins with a description of some key information to students about the particular focus of that key topic. Next, each key topic moves into an active learning segment. These are constructed similarly in each key topic, so that they could be used individually or could be done in a combined manner, with the active learning experience for each key topic distributed among small groups of students. For example, faculty could combine the “Information Delivery” segments from all four topics and then distribute the “Getting it started” segments from each key topic among small groups of students. This would mean that small groups would be working simultaneously on active learning segments from each of the key topics. Instructional



methodologies are consistent in each of the four key topics, so that they can be addressed coherently when small groups reconvene for a whole class discussion. Each key topic also includes viewing a brief segment from one of the DVDs that were developed to accompany the *California Preschool Program Guidelines*. These segments could be viewed in a series, with the set of questions used for class discussion following each segment.

This combined approach does not preclude focusing on one key topic or doing the four key topics as separate active learning experiences but provides faculty with a way to tailor this unit to the scheduling of their courses and the experience level of their students.

The California Department of Education has produced the *California Preschool Program Guidelines DVD Set*, a set of 2 DVDs to accompany the guidelines. Opportunities to view selected segments from Disc One of the set are included in each key topic. It is strongly recommended that faculty take the opportunity to view these segments with students, as they provide examples and descriptions which can help students develop a deeper understanding of the concepts and ideas that are summarized in Chapter 5 of the *California Preschool Program Guidelines*.

Motivator and Connection to Experience

Before You Start

Before beginning this learning experience, put each of the following terms on a separate piece of large paper that can be attached to a wall that will allow students to attach sticky notes to each term. Writing the terms on a whiteboard that is large enough to accommodate the sticky notes could also work. Using the following terms will acquaint students with some of the main concepts of Chapter 5:

- Integrated curriculum
- Universal design
- Dual language
- Curriculum-planning process

Information Delivery

Let students know that they will be exploring Chapter 5 of the *California Preschool Program Guidelines*. This chapter summarizes important features of the *California Preschool Curriculum Framework* and provides a way for students to understand the relation of the framework to the guidelines.



To begin this exploration, let students know that they will engage in a brief reflection to connect some of the important concepts in this chapter to their own ideas and knowledge.

Active Learning



Slide 2

Getting it started

Begin by pointing out the terms posted on individual sheets of paper in the room:

- Integrated curriculum
- Universal design
- Dual language
- Curriculum-planning process

Next provide students with a supply of 3" by 5" sticky notes. Ask them to think about these terms and to write on their sticky notes what comes to mind when they see each of these terms. It could be a definition, an example, or an image or graphic. Give students about 10 minutes to write their responses.

Keeping it going

Then ask them to attach their sticky notes to the appropriate sheet of paper under each term. Provide time for the students to review all the sticky notes.

Online Options

If there is document-sharing capability for the course, the instructor could create a separate document for each term. Students would then post their words or descriptions of their images—if not the images themselves—on each document.

Faculty could then facilitate an in-class or online discussion using the questions in the “Keeping it going” section.

Putting it together

After they have looked at the responses, ask students the following questions:

- What do you notice about the responses?
- What might account for differences?
- Have you encountered these four terms before? If so, where?



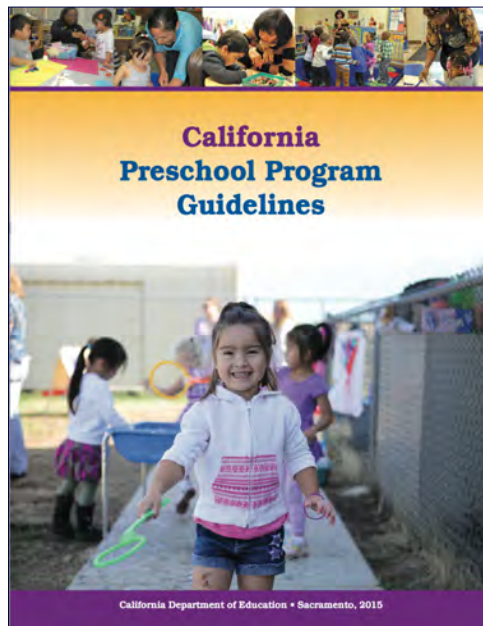
Slide 3



- What was most familiar?
- What was least familiar?
- How do you think each of these terms would relate to guidelines for preschool programs?

As their responses are discussed, remind students that these terms might not all mean the same thing to each of them. Some components of each term or implications of each term might be more important to some students than to others.

Let students know that in exploring Chapter 5, they will have an opportunity to learn what each of these terms means in the context of the *California Preschool Curriculum Framework* and that it will be good to link that context to their own connection to these terms as they go through Chapter 5.



Use of the California Preschool Curriculum Framework: Unit 5, Getting Ready

1

California Preschool Curriculum Framework

- Integrated curriculum
- Universal design
- Dual language
- Curriculum-planning process



Use of the California Preschool Curriculum Framework: Unit 5, Getting Ready

2

California Preschool Curriculum Framework

- What do you notice about the responses?
- What might account for differences?
- Have you encountered these four terms before? If so, where?
- What was most familiar? What was least familiar?
- How do you think these terms relate to guidelines for preschool programs?

Use of the California Preschool Curriculum Framework: Unit 5, Getting Ready

3



Unit 5 – Use of the *California Preschool Curriculum Framework*

Key Topic 1: Using the *California Preschool Curriculum Framework* to Develop Integrated Curriculum

Unit 5: Use of the *California Preschool Curriculum Framework*
Key Topic 1 – Using the *California Preschool Curriculum Framework*
to Develop Integrated Curriculum

Focus Statement

Students become familiar with how the three volumes of the *California Preschool Curriculum Framework* can be used to support children's learning and development through curriculum planning and the context of integrated learning.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Administration I: Programs in Early Childhood Education
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Class presentation
- Creation of a visual representation
- Pairs or small groups
- Peer review and feedback
- Reflective discussion
- Video observation



California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 5 – Use of the *California Preschool Curriculum Framework*

Key Topic 1: Using the *California Preschool Curriculum Framework* to Develop Integrated Curriculum

Unit 5: Use of the *California Preschool Curriculum Framework*
Key Topic 1 – Using the *California Preschool Curriculum Framework*
to Develop Integrated Curriculum

Before You Start

This key topic will support students in reviewing the information contained in pages 67–70 of Chapter 5 of the *California Preschool Program Guidelines*. These pages provide a summary of the underpinnings and structure of the nine domains of the *California Preschool Curriculum Framework*. This summary emphasizes the integrated nature of curriculum in early childhood programs, the overarching principles that support the framework, and the importance of intentionally addressing the needs of young dual language learners in integrated curriculum. Following this, an opportunity is presented for students to further explore integrated curriculum in the framework itself by looking at the section on integrated curriculum in the *California Preschool Curriculum Framework, Volume 3*. Students will also have an opportunity to view a video segment on integrated curriculum in the *California Preschool Program Guidelines DVD Set*.

This key topic is designed to be used independently or to be combined with Key Topics 2, 3, and/or 4. All four key topics in this unit have the same structure and can be delivered separately or as one overarching key topic. To deliver as one overarching key topic, faculty could begin by combining and integrating the “Information Delivery” segments or, alternatively, using them in sequence. Then each of the “Getting it started” segments can be assigned to different small groups for work on the different content of the four key topics in the unit. Each “Keeping it going” section focuses on a brief segment of Disc 1 of the DVD set prepared by the California Department of Education to accompany the *California Preschool Program Guidelines*. These different DVD segments could also be viewed in sequence by the whole class. Each DVD segment could be followed by a brief discussion using the questions in each key topic for each DVD segment. Finally, each “Taking it further” segment could be assigned to the group or groups that had worked on that topic in the “Getting it started” segment. The questions for reflection could be used as a concluding discussion.

It will be helpful if students read Chapter 5 before coming to class and beginning the work in this key topic. The “Getting it started” segment could be done in class or as an out-of-class assignment, with students then bringing their work to a class session for presentation.



If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at

<http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

The two DVDs, titled the *California Preschool Program Guidelines DVD Set*, can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.

The *California Preschool Curriculum Framework, Volume 3* can be downloaded from the CDE Web site at <http://www.cde.ca.gov/sp/cd/re/psframework.asp#psframevol3> (accessed January 20, 2016).

Information Delivery

Direct students to pages 67, 68, 69, and the first half of page 70 in the *California Preschool Program Guidelines*. Let them know that these pages are a brief overview of some important content in the *California Preschool Curriculum Framework* and they will be exploring the content of these pages further, as they work in small groups to prepare a presentation on this content.

Active Learning



Slide 2

Getting it started

If students have not been assigned to read pages 67–70 prior to class, begin this key topic by asking them to read those pages in class. Then organize students into small groups of three or four. In their small groups, ask students to prepare a 10- or 15-minute in-service presentation for colleagues on the content in these pages.

Each group can choose their own means of presenting this to the whole group—electronic slides, poster presentation using text or graphics, set of handouts, or whatever method they can effectively develop.

Each group is to be sure to include the following information:

Online Options

Instead of creating their presentations in class, students could develop these outside class and post them online. Students could then review their classmates' presentations and write a brief response to the three discussion questions about the presentations, which could be submitted to the instructor. Or if there is online-discussion capability, the instructor could facilitate an online discussion of the three questions.



Slides 3-4

- What does the framework emphasize?
- What does the framework provide?
- How is each domain in the framework organized?
- How does the framework support integrated learning?
- What are key concepts in understanding and supporting young children who are dual language learners in an integrated curriculum?

For some of these questions, there are fairly straightforward responses to be found in the text. For others, rather than looking for what they might think of as a correct response, suggest that they discuss within their group how to summarize what they find and/or decide how to succinctly describe the most important concepts.

After all the groups have presented, ask the class to briefly discuss the presentations:



Slide 5

- What were some of the similarities and differences in the content highlighted in the presentations?
- Which presentation method seemed particularly effective for you?
- What might you do differently if you were to do this type of presentation again?

Keeping it going

To further illustrate the key concepts, it will be helpful to view the chapter called “Promoting An Integrated Approach to the Learning Environment and Experiences” in Disc 1 in the set of two DVDs developed to accompany the *California Preschool Program Guidelines*. Particularly relevant to the content that the students have just reviewed is a segment called “Contexts for Integrated Curriculum,” which starts approximately eight minutes into the chapter. To view this segment, open Disc 1 to the main menu, click on “Select Chapters,” and then click on the last chapter, “Promoting an Integrated Approach to the Learning Environment and Experiences.” Move the sliding cursor to the eight-minute mark. This segment lasts about six minutes and specifically addresses environments, routines, and interactions, which are some of the features of the curriculum framework.



Disc 1



Slide 6

It might be effective to first view this DVD segment together without interruptions and then watch it a second time with the following questions in mind:

- What was new or unfamiliar?
- What was particularly helpful?
- What examples of environments, routines, and/or interactions did you see that specifically demonstrated the integrated nature of curriculum in the preschool setting?
- What did you see that parallels the concepts or key ideas in the presentations that you developed?



Slide 7

Taking it further

For an expanded look at the concept of integrated curriculum ask students to look in the *California Preschool Curriculum Framework, Volume 3*, at the section on “*Integrated curriculum*” on pages 15–17. Ask students to individually read these three pages and compile a list of some key ideas in this section. Let them know that this is an exploration and not a search for a certain number of ideas or specific ones. When students have had time to develop their lists, ask them to rejoin their small groups and compare their lists, noting where there were similarities or differences. Ask each group to arrive at a consensus on the most important three to five key ideas.

Online Options

Students could individually develop their lists and then post them online for their classmates to review. If there is document-sharing and online-discussion capability in the course, the instructor could then facilitate a class discussion in which students compare the lists and agree on the main three to five key ideas or concepts. They could also discuss the questions in the “Putting it together” section.

Putting it together

Then, when reassembled as a whole class, ask the following discussion questions:

- What additional ideas were in this reading that were not in the reading in Chapter 5 of the *California Preschool Program Guidelines*?
- What was familiar?
- Did this bring to mind other readings or other sources about integrated curriculum?



Slides 8-9



- If you were to list the three most important key ideas from both readings, what would they be?

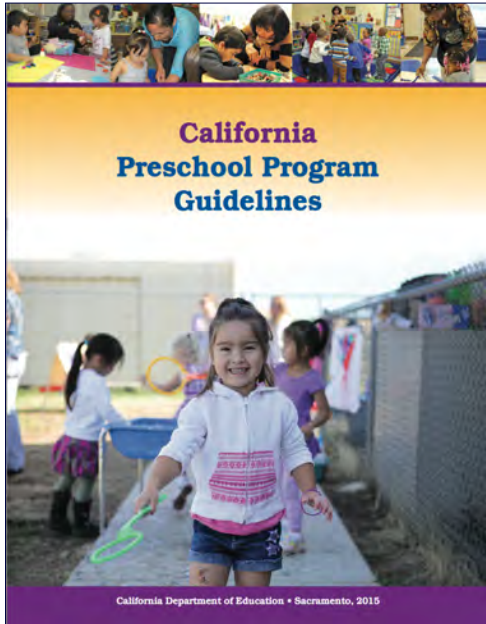
Reflection

The following questions can be addressed in a whole group discussion, in a journal, or in individual written reflections.



Slides 10-11

- What caught your attention as you went through these readings?
- Where would you have liked more examples or explanation?
- If you were to look for more descriptions or explanations of integrated curriculum, where would you start?
- How can you bring this to the work you do with children and families, now and in the future?



Use of the California Preschool Curriculum Framework: Unit 5, Key Topic I

1

California Preschool Curriculum Framework

- Read pages 67-70 in the *California Preschool Program Guidelines*.
- Prepare a 10- to 15-minute in-service presentation for colleagues on the content.

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic I

2

California Preschool Curriculum Framework

- What does the framework emphasize?
- What does the framework provide?
- How is each domain in the framework organized?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic I

3

California Preschool Curriculum Framework

- How does the framework support integrated learning?
- What are key concepts in supporting young children who are dual language learners in an integrated curriculum?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic I

4

California Preschool Curriculum Framework

- What were some of the similarities and differences in the content highlighted in the presentations?
- Which presentation method seemed particularly effective for you?
- What might you do differently if you were to do this type of presentation again?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic I

5

California Preschool Curriculum Framework

- What was new or unfamiliar?
- What was particularly helpful?
- What examples demonstrate the integrated nature of curriculum in the preschool setting?
- What did you see that parallels the concepts or key ideas in the presentation that you developed?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic I

6

California Preschool Curriculum Framework

- “*Integrated curriculum,*” pages 15–17, *California Preschool Curriculum Framework Volume 3.*
- Identify the key ideas.
- Compare your list of main ideas with others. Where are there similarities? Differences?
- Decide on the most important 3 to 5 key ideas.

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 1

7

California Preschool Curriculum Framework

- What additional ideas were in this reading that were not in the reading in Chapter 5 of the *California Preschool Program Guidelines*?
- What was familiar?



Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 1

8

California Preschool Curriculum Framework



- Did this bring to mind other readings or other sources about integrated curriculum?
- What are the three most important key ideas from both readings?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic I

9

California Preschool Curriculum Framework



- What caught your attention in the readings?
- Where would you have liked more examples or explanation?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic I

10

California Preschool Curriculum Framework



- Where would you look for more descriptions or explanations of integrated curriculum?
- How can you bring this to your work with children and families, now and in the future?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic I

11



Unit 5 – Use of the *California Preschool Curriculum Framework*

Key Topic 2: Working with Young Children Who Are Dual Language Learners in Integrated Curriculum

Focus Statement

Students become familiar with the additional supports that need to be provided for young dual language learners in an integrated approach to curriculum. Students review material in the *California Preschool Program Guidelines* and a DVD segment in the *California Preschool Program Guidelines DVD Set*.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Teaching in a Diverse Society
- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education
- Curriculum Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Class presentation
- Creation of a visual representation
- Pairs or small groups

Unit 5: Use of the *California Preschool Curriculum Framework*
Key Topic 2 – Working with Young Children Who Are Dual Language Learners in Integrated Curriculum



- Peer review and feedback
- Reflective discussion
- Video observation

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 5 – Use of the *California Preschool Curriculum Framework*

Key Topic 2: Working with Young Children Who Are Dual Language Learners in Integrated Curriculum

Unit 5: Use of the *California Preschool Curriculum Framework*
Key Topic 2 – Working with Young Children Who Are Dual Language Learners in Integrated Curriculum

Before You Start

This key topic addresses an essential feature of the *California Preschool Curriculum Framework*. Working with young dual language learners is an area of focus that requires intentional teaching strategies and attention to interactions beyond those that are optimal for all children. The approach of the curriculum framework to this component of integrated curriculum for all children is summarized in Chapter 5 of the *California Preschool Program Guidelines* and is further explored in this key topic.

Key Topic 2 is designed to be used independently or to be combined with Key Topics 1, 3, and/or 4. All four key topics in this unit have the same structure and can be delivered separately or as one overarching key topic. To deliver as one overarching key topic, faculty could begin by combining and integrating the “Information Delivery” segments or, alternatively, using them in sequence. Then each of the “Getting it started” segments can be assigned to different small groups for work on the different content of the four key topics in the unit. Each “Keeping it going” section focuses on a brief segment of Disc 1 of the DVD set prepared by the California Department of Education to accompany the *California Preschool Program Guidelines*. These different DVD segments could also be viewed in sequence by the whole class. Each DVD segment could be followed by a brief discussion using the questions in each key topic for each DVD segment. Finally, each “Taking it further” segment could be assigned to the group or groups that had worked on that topic in the “Getting it started” segment. The questions for reflection could be used as a concluding discussion.

It will be helpful if students read Chapter 5 before coming to class and beginning the work in this key topic. The “Getting it started” segment could be done in class or as an out-of-class assignment, with students then bringing their work to a class session for presentation.

If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at

<http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).



The two DVDs, titled the *California Preschool Program Guidelines DVD Set*, can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.

Information Delivery

Direct students to the section in Chapter 5 of the *California Preschool Program Guidelines* on pages 69 and 70 titled “Integrated Curriculum for Young Dual Language Learners.” Let them know that these pages present a brief overview of some essential features of the content in the curriculum framework that require intentional teaching and alert responsiveness to children. This topic is addressed separately in the introductions to each volume of the framework and is embedded and integrated into the content throughout each domain of the framework. As highlighted in Chapter 5, knowledge, skills and dispositions in these areas are essential to using the framework as professionals. Let students know that they will be exploring the content of these pages further, as they work in small groups to prepare a presentation on this content.

Active Learning



Slide 2

Getting it started

Organize students into small groups of three or four. To maximize learning for all students, ask each group to work with pages 69–70. Students then work in their small groups to prepare a 10-minute in-service presentation for colleagues on the content. Each group can choose their own means of presenting this to the whole group—electronic slides, poster presentation using text or graphics, set of handouts, or whatever method they choose to develop.

Each group is to be sure to include the following information:



Slides 3-4

- What specific need does the curriculum framework address?
- What do teachers of young dual language learners need to know about each child who is learning English?
- What are some key considerations in

Online Options

Instead of creating their presentations in class, students could develop these outside class and post them online. Students could then review their classmates' presentations and write a brief response to the three discussion questions about the presentations, which could be submitted to the instructor. Or if there is online-discussion capability, the instructor could facilitate an online discussion of the three questions.



developing integrated curriculum for young children who are dual language learners?

- What additional information is important for teachers to have as they support young dual language learners?



Slides 5

After all the groups have presented, ask the class to briefly discuss the presentations:

- What were some of the similarities and differences in the content highlighted in the presentations?
- Which presentation method seemed particularly effective for you?
- What might you do differently if you were to do this type of presentation again?



Disc 1

Keeping it going

To further illustrate the key concepts, it is helpful to turn to Disc 1 in the set of two DVDs developed to accompany the *California Preschool Program Guidelines*. Particularly relevant to the content that the students have just explored is the chapter titled “Addressing Culture, Diversity, and Equity.”

To expand students' understanding of working with young children who are dual language learners in an integrated curriculum, the second segment of this chapter will be especially helpful. It is titled “Culturally and Linguistically Responsive Communication.” To view this segment, open Disc 1 to the main menu, click on “Select Chapters,” and then click on the second chapter, “Addressing Culture, Diversity, and Equity.” This segment of the DVD begins approximately 1 min 55 seconds into the chapter and lasts approximately seven minutes.

It will be most effective to first view this brief segment together without interruptions and then watch a second time with the following questions in mind:

- What was new or unfamiliar?
- What have you seen or heard before?
- What was particularly helpful?



Slides 6-7



- What are some ways that staff can be responsive to cultural and linguistic diversity in the children and families they serve?
- What does cultural and linguistic responsiveness provide for young children who are dual language learners and their families?
- What did you see that parallels the concepts or key ideas in the presentations that you developed?

Taking it further

For an expanded look at the approach of the *California Preschool Curriculum Framework* in working with young dual language learners as an essential feature of integrated curriculum, ask students to go to the section on “English-Language Development and Learning in All Domains” on pages 10–13 in the *California Preschool Curriculum Framework, Volume 1*. Ask students to read these three pages individually and compile a list of some key ideas in this section. Let them know that this is an exploration and not a search for a certain number of ideas or specific ones. When students have had time to develop their lists, ask them to rejoin their small groups and compare their lists, noting similarities and differences. Ask each group to come to a consensus on three to five important key concepts or ideas.

Putting it together

Then when reassembled as a whole class, ask the following discussion questions:

- What additional ideas were in this reading that were not in the reading in Chapter 5 of the *California Preschool Program Guidelines*?
- What was familiar?
- Did this bring to mind other readings or other sources about working with young children who are dual language learners?

Online Options

Students could individually develop their lists and then post them online for their classmates to review. If there is document-sharing and online-discussion capability in the course, the instructor could then facilitate a class discussion in which students compare the lists and agree on the main three to five key ideas or concepts. They could also discuss the questions in the “Putting it together” section.



Slides 8-9



- If you were to list the three most important key ideas from both readings, what would they be?

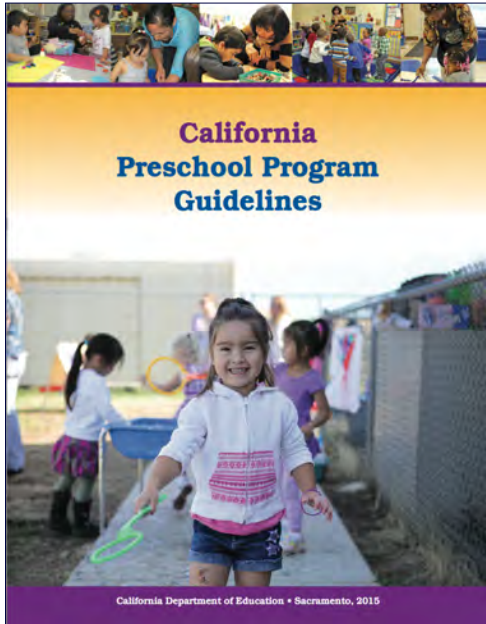
Reflection

The following questions can be addressed in a whole class discussion, in a journal, or in individual written reflections.



Slides 10-11

- What caught your attention as you went through these readings?
- Where would you have liked more examples or explanation?
- If you were to look for more descriptions or explanations of working with all children in an integrated curriculum, where would you start?
- How can you bring this to the work you do with children and families, now and in the future?



Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 2

1

California Preschool Curriculum Framework

- Read “Integrated Curriculum for Young Dual Language Learners,” pages 69-70, *California Preschool Program Guidelines*.
- Prepare a 10-minute in-service presentation on the content.

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 2

2

California Preschool Curriculum Framework

- What specific need does the curriculum framework address?
- What do teachers of young dual language learners need to know about each child who is learning English?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 2

3

California Preschool Curriculum Framework

- What are some key considerations in developing integrated curriculum for young children who are dual language learners?
- What additional information is important for teachers to have as they support young dual language learners?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 2

4

California Preschool Curriculum Framework

- What were some of the similarities and differences in the content highlighted in the presentations?
- Which presentation method seemed particularly effective for you?
- What might you do differently if you were to do this type of presentation again?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 2

5

California Preschool Curriculum Framework

- What was new or unfamiliar?
- What have you seen or heard before?
- What was particularly helpful?
- What are some ways that staff can be responsive to cultural and linguistic diversity in the children and families they serve?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 2

6

California Preschool Curriculum Framework

- What does cultural and linguistic responsiveness provide for young children who are dual language learners and their families?
- What did you see that parallels the concepts or key ideas in the presentations that you developed?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 2

7

California Preschool Curriculum Framework

- What additional ideas were in this reading that were not in the reading in Chapter 5 of the *California Preschool Program Guidelines*?
- What was familiar?



Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 2

8

California Preschool Curriculum Framework

- Did this bring to mind other readings or other sources about working with young children who are dual language learners?
- If you were to list the three most important key ideas from both readings, what would they be?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 2

9

California Preschool Curriculum Framework



- What caught your attention as you went through these readings?
- Where would you have liked more examples or explanation?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 2

10

California Preschool Curriculum Framework

- If you were to look for more descriptions or explanations of working with all children in an integrated curriculum, where would you start?
- How can you bring this to the work you do with children and families, now and in the future?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 2

11



Unit 5 – Use of the California Preschool Curriculum Framework

Key Topic 3: Using Universal Design in Integrated Curriculum

Focus Statement

Students explore the concept of universal design for learning as addressed in the curriculum framework by reviewing material in the *California Preschool Program Guidelines* and a DVD segment in the *California Preschool Program Guidelines DVD Set*.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Teaching in a Diverse Society
- Practicum-Field Experience
- Curriculum Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Class presentation
- Creation of a visual representation
- Pairs or small groups
- Peer review and feedback
- Reflective discussion
- Video observation



California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Culture, Diversity, and Equity
- Family and Community Engagement
- Special Needs and Inclusion
- Learning Environments and Curriculum



Unit 5 – Use of the California Preschool Curriculum Framework

Key Topic 3: Using Universal Design in Integrated Curriculum



Unit 5: Use of the California Preschool Curriculum Framework
Key Topic 3 – Using Universal Design in Integrated Curriculum

Before You Start

Key Topic 3 addresses an essential feature of the *California Preschool Curriculum Framework*. Planning for and implementing universal design requires intentional environmental arrangements, teaching strategies, and attention to interactions beyond those that are optimal for all children. The approach of the curriculum framework to this component of integrated curriculum for all children is summarized in Chapter 5 of the *California Preschool Program Guidelines* and is further explored in this key topic.

This key topic is designed to be used independently or to be combined with Key Topics 1, 2, and/or 4. All four key topics in this unit have the same structure and can be delivered separately or as one overarching key topic. To deliver as one overarching key topic, faculty could begin by combining and integrating the “Information Delivery” segments or, alternatively, using them in sequence. Then each of the “Getting it started” segments can be assigned to different small groups for work on the different content of the four key topics in the unit. Each “Keeping it going” section focuses on a brief segment of Disc 1 of the DVD set prepared by the California Department of Education to accompany the *California Preschool Program Guidelines*. These different DVD segments could also be viewed in sequence by the whole class. Each DVD segment could be followed by a brief discussion using the questions in each key topic for each DVD segment. Finally, each “Taking it further” segment could be assigned to the group or groups that had worked on that topic in the “Getting it started” segment. The questions for reflection could be used as a concluding discussion.

It will be helpful if students read Chapter 5 before coming to class and beginning the work in this key topic. The “Getting it started” segment could be done in class or as an out-of-class assignment, with students then bringing their work to a class session for presentation.

If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).



The two DVDs, titled the *California Preschool Program Guidelines DVD Set*, can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.

Information Delivery

Direct students to the section in Chapter 5 of the *California Preschool Program Guidelines* on page 70 titled “Universal Design.” Let them know that this page is a brief overview of some essential features of the content in the curriculum framework that require intentional teaching and careful planning. This topic is addressed separately in the introductions to each volume of the framework and is embedded and integrated into the content throughout each domain of the framework. As highlighted in Chapter 5, knowledge, skills, and ongoing attention to universal design are essential to integrated curriculum for all children, including children with disabilities or other special needs. Let students know that they will be exploring this concept further, as they work in small groups to prepare a presentation on this content.

Active Learning



Slide 2

Getting it started

Organize students into small groups of three or four and ask students to prepare a 5- to 10-minute in-service presentation for colleagues on the content for this topic. Each group can choose their own means of presenting this to the whole group—electronic slides, poster presentation using text or graphics, set of handouts, or whatever method they choose to develop.

Ask students to be sure to include the following information:



Slides 3-4

- What are the key components of universal design for learning?
- Why is it important for teachers to understand the components of universal design when supporting all children in early care and education?
- What are some resources and sources of information that are

Online Options

Instead of creating their presentations in class, students could develop these outside class and post them online. Students could then review their classmates' presentations and write a brief response to the three discussion questions about the presentations, which could be submitted to the instructor. Or if there is online-discussion capability, the instructor could facilitate an online discussion of the three questions.



available for teachers as they implement integrated curriculum for all children, including children with disabilities or other special needs?

In responding to these questions, students might find that there are fairly straightforward responses to be found in the text. Suggest that they discuss within their group how to summarize what they find and determine how to present the concepts in an engaging way for their colleagues.

After all the groups have presented, ask the class to briefly discuss the presentations:



Slide 5

- What were some of the similarities and differences in the content highlighted in the presentations?
- Which presentation method seemed particularly effective for you?
- What might you do differently if you were to do this type of presentation again?

Keeping it going

To further illustrate the key concepts of universal design for learning, it is helpful to turn Disc 1 in the set of two DVDs developed to accompany the *California Preschool Program Guidelines*.

Particularly relevant to the content that the students have just explored is the chapter titled "Including Children with Disabilities or Other Special Needs."



Disc 1

To continue exploring students' understanding of using universal design to support all children in an integrated curriculum, the first segment of this chapter will be particularly helpful. It is titled "Ensuring Full Participation of Children with Special Needs." To view this segment, open Disc 1 to the main menu, click on "Select Chapters," and then click on the fifth chapter, "Including Children with Disabilities or Other Special Needs." This segment of the DVD is at the beginning of the chapter and lasts approximately five minutes.

It will be most effective to first view this brief segment together without interruptions and then watch a second time with the following questions in mind:



Slide 6

- What was new or unfamiliar?



- What have you seen or heard before?
- What was particularly helpful?
- What are some important considerations when working with staff to support their ability to include all children in an integrated curriculum?
- What are some important considerations when working with children to ensure the full participation of all children in an integrated curriculum?
- What did you see that parallels the concepts or key ideas in the presentations that you developed?



Slide 7



Slide 8

Taking It Further

For an expanded look at the approach of the *California Preschool Curriculum Framework* in using universal design as an essential feature of integrated curriculum, ask students to go to the section on “Universal Design for Learning” on page 13 in the *California Preschool Curriculum Framework, Volume 1*. Ask students to read this individually and compile a list of some key ideas in this section. Let them know that this is an exploration and not a search for a certain number of ideas or specific ones. When students have had time to do develop their lists, ask them to rejoin their small groups and compare differences and similarities in their lists. Ask each group to come to a consensus on three to five key ideas or concepts.

Putting it together

Then reassemble the class as a whole group and ask the following questions:

- What additional ideas were in this reading that were not in the reading in Chapter 5?
- What was familiar?



Slide 9

Online Options

Students could individually develop their lists and then post them online for their classmates to review. If there is document-sharing and online-discussion capability in the course, the instructor could then facilitate a class discussion in which students compare the lists and agree on the main three to five key ideas or concepts. They could also discuss the questions in the “Putting it together” section.



- Did this bring other readings or other sources on using universal design to mind?
- If you were to list the three most important key ideas from both readings, what would they be?

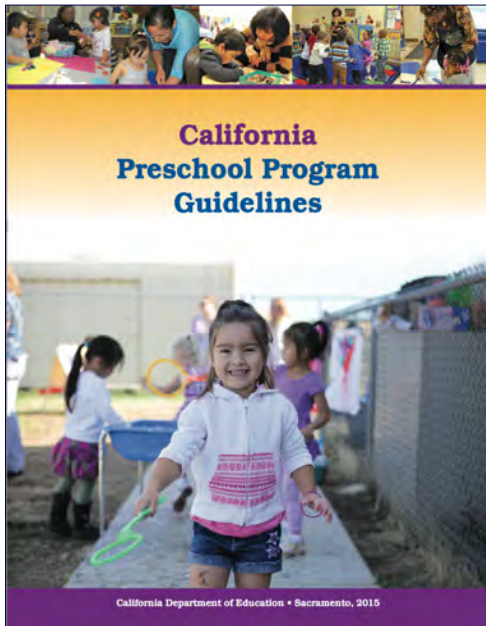
Reflection

The following questions can be addressed in a whole group discussion, in a journal, or in individual written reflections.



Slides 10-11

- What caught your attention as you went through these readings?
- Where would you have liked more examples or explanation?
- If you were to look for more descriptions or explanations of working with all children in an integrated curriculum, where would you start?
- How can you bring this to the work you do with children and families, now and in the future?



Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 3

1

California Preschool Curriculum Framework

- Read “Universal Design,” page 70, *California Preschool Program Guidelines*.
- Prepare a 5- to 10-minute in-service presentation on the content.

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 3

2

California Preschool Curriculum Framework

- What are the key components of universal design for learning?
- Why is it important for teachers to understand the components of universal design when supporting all children in early care and education?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 3

3

California Preschool Curriculum Framework

- What are some resources and sources of information that are available for teachers as they implement integrated curriculum for all children, including children with disabilities or other special needs?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 3

4

California Preschool Curriculum Framework

- What were some of the similarities and differences in the content highlighted in the presentations?
- Which presentation method seemed particularly effective for you?
- What might you do differently if you were to do this type of presentation again?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 3

5

California Preschool Curriculum Framework

- What was new or unfamiliar?
- What have you seen or heard before?
- What was particularly helpful?
- What are some important considerations when working with staff to support their ability to include all children in an integrated curriculum?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 3

6

California Preschool Curriculum Framework

- What are some important considerations when working with children to ensure the full participation of all children in an integrated curriculum?
- What did you see that parallels the concepts or key ideas in the presentations that you developed?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 3

7

California Preschool Curriculum Framework

- Read “Universal Design for Learning,” page 13, *California Preschool Curriculum Framework, Volume 1*.
- Compile a list of key ideas.
- Compare differences and similarities in your lists.
- Come to a consensus on 3 to 5 key ideas or concepts.

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 3

8

California Preschool Curriculum Framework

- What additional ideas were in this reading that were not in the reading in Chapter 5?
- What was familiar?
- Did this bring other readings or sources on using universal design to mind?
- What are the three most important key ideas from both readings?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 3

9

California Preschool Curriculum Framework



- What caught your attention as you went through these readings?
- Where would you have liked more examples or explanation?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 3

10

California Preschool Curriculum Framework



- If you were to look for more descriptions or explanations of working with all children in an integrated curriculum, where would you start?
- How can you bring this to the work you do with children and families, now and in the future?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 3

11



Unit 5 – Use of the *California Preschool Curriculum Framework*

Key Topic 4: Exploring the Curriculum-Planning Process of the *California Preschool Curriculum Framework*

Unit 5: Use of the *California Preschool Curriculum Framework*
Key Topic 4 – Exploring the Curriculum-Planning Process of the *California Preschool Curriculum Framework*

Focus Statement

Students become familiar with the process and importance of the curriculum-planning process, including partnering with families in the process, as described in the preschool curriculum framework. Students review material in the *California Preschool Program Guidelines* and two DVD segments from the *California Preschool Program Guidelines DVD Set*.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Observation and Assessment
- Practicum-Field Experience
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Class presentation
- Creation of a visual representation
- Pairs or small groups
- Peer review and feedback
- Reflective discussion



- Video observation

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Family and Community Engagement
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum



Unit 5 – Use of the *California Preschool Curriculum Framework*

Key Topic 4: Exploring the Curriculum-Planning Process of the *California Preschool Curriculum Framework*

Unit 5: Use of the *California Preschool Curriculum Framework*
Key Topic 4 – Exploring the Curriculum-Planning Process of the *California Preschool Curriculum Framework*

Before You Start

Key Topic 4 explores the important process of curriculum planning as it is developed in the *California Preschool Curriculum Framework*. This is an ongoing process that begins with careful observation; requires documentation, planning, implementation; and then careful observation of what is implemented. Each step requires reflection and thoughtful conversations among staff and families.

This key topic is designed to be used independently, or to be combined with Key Topics 1, 2, and/or 3. All four key topics in this unit have the same structure and can be delivered separately or as one overarching key topic. To deliver as one overarching key topic, faculty could begin by combining and integrating the “Information Delivery” segments or, alternatively, using them in sequence. Then each of the “Getting it started” segments can be assigned to different small groups for work on the different content of the four key topics in the unit. Each “Keeping it going” section focuses on a brief segment of Disc 1 of the DVD set prepared by the California Department of Education to accompany the *California Preschool Program Guidelines*. These different DVD segments could also be viewed in sequence by the whole class. Each DVD segment could be followed by a brief discussion using the questions in each key topic for each DVD segment. Finally, each “Taking it further” segment could be assigned to the group or groups that had worked on that topic in the “Getting it started” segment. The questions for reflection could be used as a concluding discussion.

It will be helpful if students read Chapter 5 before coming to class and beginning the work in this key topic. The “Getting it started” segment could be done in class or as an out-of-class assignment, with students then bringing their work to a class session for presentation.

If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016). The two DVDs, titled the *California Preschool Program Guidelines DVD Set*, can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.



Information Delivery



Slide 2

Direct students to the section in Chapter 5 of the *California Preschool Program Guidelines* on pages 70–73 titled “The Curriculum Planning Process.” Include the section titled “*Partnering with families in curriculum planning*.” Let students know that these pages are an overview of essential content in the curriculum framework. The planning process is addressed separately in the introduction to each volume of the framework and is embedded and integrated into the content throughout each domain of the framework. In Chapter 5 the planning process is emphasized as an ongoing, recurring process that requires intentional observation, documentation, specific planning, implementation, and beginning the process again by observing what is implemented. Direct the students’ attention to the graphic representation of the process on page 71. Let students know that they will be exploring the content of these pages further, as they work in small groups to prepare a presentation on this content.

Active Learning

Getting it started

Organize students into small groups of three or four and ask students to prepare a 5- to 10-minute in-service presentation for colleagues on the content of these pages. Each group can choose their own means of presenting this to the whole group—electronic slides, poster presentation using text or graphics, set of handouts, or whatever method they choose to develop.

Ask students to be sure to include the information:



Slides 3-4

- What are the key components of the curriculum-planning process as presented in the *California Preschool Curriculum Framework*?
- What are some benefits of each of these components?
- Why is it important for teachers to intentionally employ this process in early care and education?

Online Options

Instead of creating their presentations in class, students could develop these outside class and post them online. Students could then review their classmates’ presentations and write a brief response to the three discussion questions about the presentations, which could be submitted to the instructor. Or if there is online-discussion capability, the instructor could facilitate an online discussion of the three questions.



- What are some ways that teachers can engage families in the curriculum process?

In responding to these questions, students might find that there are fairly straightforward responses to be found in the text. Suggest that they discuss within their group how to summarize what they find and determine how to present the concepts in an engaging way for their colleagues.

After all the groups have presented, ask the class to briefly discuss the presentations:



Slide 5

- What were some of the similarities and differences in the content highlighted in the presentations?
- Which presentation method seemed particularly effective for you?
- What might you do differently if you were to do this type of presentation again?



Disc 1

Keeping it going

To further illustrate the curriculum-planning process, it is helpful to turn to Disc 1 in the set of two DVDs developed to accompany the *California Preschool Program Guidelines*. Particularly relevant to the content that the students have just explored is the chapter titled "The Curriculum Planning Process."

To continue supporting students' understanding of the curriculum-process presented in the curriculum framework, two segments of this chapter of the DVD will be particularly helpful. The first segment of the chapter is titled "The Context for Curriculum Process" and is approximately three minutes long. The last segment of this chapter of the DVD is titled "Implementation" and also runs for approximately three minutes. These two segments together provide an overview and summary of the information that the students have been working with regarding the curriculum process. The second segment begins at 13 minutes, 30 seconds into the chapter, and, after about 3 minutes, finishes at the end of the chapter. To view the first segment, open Disc 1 to the main menu, click on "Select Chapters," and then click on the eighth chapter, "The Curriculum Planning Process." This segment of the DVD is at the beginning of the chapter. The second segment, "Implementation," can be viewed by moving the sliding cursor to 13 minutes and 25 seconds into the chapter.



It will be most effective to first view these brief segments, which total about six minutes, in sequence together without interruptions and then watch them a second time with the following questions in mind:



Slides 6-7

- What was new or unfamiliar?
- What have you seen or heard before?
- What was particularly helpful?
- What are some important considerations in implementing the curriculum process as described in the readings and in these two DVD segments?
- What are some ways of partnering with families that were demonstrated or discussed in these DVD segments?
- What did you see that parallels the concepts or key ideas in the presentations that you developed?



Slide 8

Taking it further

For an expanded look at the curriculum process recommended in the *California Preschool Curriculum Framework*, ask students to go to the section on pages 29–35 in the *California Preschool Curriculum Framework, Volume 3*. Ask students to read these pages individually and compile a list of some key ideas in this section. Let them know that this is an exploration and not a search for a certain number of ideas or specific ones. When students have had time to develop their lists, ask them to rejoin their small groups and compare differences and similarities in their lists. Ask each group to come to a consensus on five important key ideas or concepts regarding the curriculum-planning process. Be sure that they include the engagement of families in their key ideas.

Putting it together

Then reassemble the class as a whole group and ask the following discussion questions:

- What additional ideas

Online Options

Students could individually develop their lists and then post them online for their classmates to review. If there is document-sharing and online-discussion capability in the course, the instructor could then facilitate a class discussion in which students compare the lists and agree on the main three to five key ideas or concepts. They could also discuss the questions in the “Putting it together” section.



Slide 9



were in this reading in the *California Preschool Curriculum Framework, Volume 3* that were not in the reading in Chapter 5 of the *California Preschool Program Guidelines*?



Slide 10

- What was familiar?
- Did this bring to mind other readings or other resources about the curriculum-planning process?
- If you were to list the three most important key ideas from both readings, what would they be?

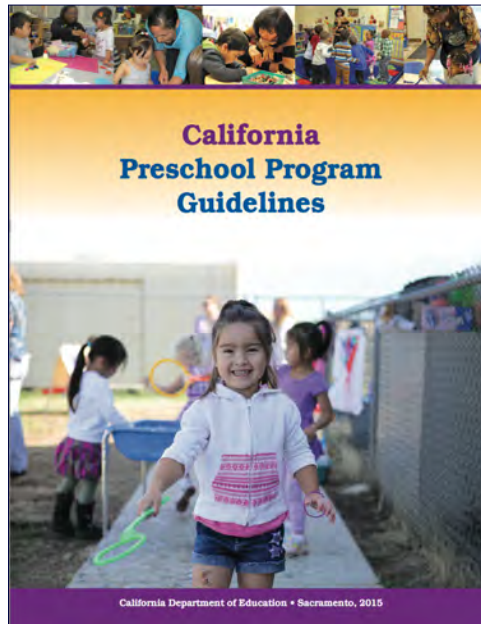
Reflection



Slides 11-12

The following questions can be addressed in a whole group discussion, in a journal, or in individual written reflections.

- What caught your attention as you went through these readings?
- Where would you have liked more examples or explanation?
- If you were to look for more descriptions or explanations of working with all children in an integrated curriculum, where would you start?
- How can you bring this to the work you do with children and families, now and in the future?



Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 4

1

California Preschool Curriculum Framework

- Read “The Curriculum Planning Process,” including the section titled “*Partnering with families in curriculum planning*,” pages 70–73, *California Preschool Program Guidelines*.
- Prepare a 5- to 10-minute in-service presentation on the content of these pages.

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 4

2

California Preschool Curriculum Framework

- What are the key components of the curriculum-planning process as presented in the *California Preschool Curriculum Framework*?
- What are some benefits of each of these components?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 4

3

California Preschool Curriculum Framework

- Why is it important for teachers to intentionally employ this process in early care and education?
- What are some ways that teachers can engage families in the curriculum process?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 4

4

California Preschool Curriculum Framework

- What were some of the similarities and differences in the content highlighted in the presentations?
- Which presentation method seemed particularly effective for you?
- What might you do differently if you were to do this type of presentation again?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 4

5

California Preschool Curriculum Framework

- What was new or unfamiliar?
- What have you seen or heard before?
- What was particularly helpful?
- What are some important considerations in implementing the curriculum process as described in the readings and in these two DVD segments?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 4

6

California Preschool Curriculum Framework

- What are some ways of partnering with families that were demonstrated or discussed in these DVD segments?
- What did you see that parallels the concepts or key ideas in the presentations that you developed?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 4

7

California Preschool Curriculum Framework

- Read about the curriculum process in the *California Preschool Curriculum Framework, Volume 3*, pages 29–35.
- Compile a list of key ideas.
- Compare differences and similarities in your lists.
- Come to a consensus on 5 important key ideas or concepts regarding the curriculum-planning process.

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 4

8

California Preschool Curriculum Framework

- What additional ideas were in this reading in the *California Preschool Curriculum Framework, Volume 3* that were not in the reading in Chapter 5 of the *California Preschool Program Guidelines*?
- What was familiar?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 4

9

California Preschool Curriculum Framework

- Did this bring to mind other readings or resources about the curriculum-planning process?
- If you were to list the three most important key ideas from both readings, what would they be?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 4

10

California Preschool Curriculum Framework



- What caught your attention as you went through these readings?
- Where would you have liked more examples or explanation?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 4

11

California Preschool Curriculum Framework



- If you were to look for more descriptions or explanations of working with all children in an integrated curriculum, where would you start?
- How can you bring this to the work you do with children and families, now and in the future?

Use of the California Preschool Curriculum Framework: Unit 5, Key Topic 4

12



Unit 6 – Support for Young Dual Language Learners Getting Ready for the Unit and Connecting to Experience

Focus Statement

Students explore some key terms and phrases related to young dual language learners as a way to reflect on their own understanding and knowledge base. Students also reflect on their own experiences where they did not know a language used by others and to consider the impacts it had on them at the time and how these experiences can inform their work with young children and their families.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Child Growth and Development
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Teaching in a Diverse Society
- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education
- Administration II: Personnel and Leadership in Early Childhood Education

Instructional Methodologies

- Class discussion
- Pairs or small groups
- Personal reflection



- Reflective discussion

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Family and Community Engagement
- Dual-Language Development
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 6 – Support for Young Dual Language Learners Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

In recent years, the demographics in California's preschool programs have increasingly reflected the growing diversity in California's population at large. This has heightened awareness of the need for the field of early care and education to pay attention to specific needs of children who are developing and learning in diverse communities and families, as well as with diverse languages.

As the California Early Learning and Development System was developed over the last decade, dual language development and learning was addressed as a separate developmental domain in both the foundations and curriculum framework. This domain was included early in the system, in Volume 1 of both the *California Preschool Learning Foundations* and the *California Preschool Curriculum Framework*. Initially, this domain was called English-language development, but as more was learned about children whose home language was not the dominant language of English, these children were recognized as young dual language learners. Though referred to as young dual language learners in much of the recent literature, the term English-language development is still used as the name of the domain in the foundations and curriculum framework.

In 2009, the California Department of Education (CDE) published the second edition of *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning: A Resource Guide*. This has served as a rich resource regarding young children who are dual language learners, the process of dual language acquisition, and considerations for working with families and communities as well as children who are young dual language learners with special needs. This publication was intended to be used as part of the California Early Learning and Development System and in conjunction with other publications within that system, including the *California Preschool Program Guidelines*. The *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning*, as well as its accompanying instructional guide, can be accessed through the Web site of the Faculty Initiative Project. The resource guide could serve as a source of further breadth and depth for students regarding young dual language learners and their families, and the instructional guide suggests ways to engage students with the content of this publication.

English-language development is presented as a separate developmental domain in both the foundations and the curriculum framework. However, it is essential for students to know that dual language learning is a part of learning in every domain for young children



who are dual language learners. Additionally, most practices recommended for young children who are dual language learners are good practices for all children. As stated in the *California Preschool Curriculum Framework, Volume 1*, teachers need to account for this as they plan across the curriculum.

Integrating Dual Language Learning into Curriculum

There is opportunity presented in each instructional guide for the preschool curriculum framework to directly apply the information from the English-language development domain in the *California Preschool Curriculum Framework, Volume 1* to planning across the curriculum:

- In the *Faculty Initiative Project Instructional Guide for the California Preschool Curriculum Framework, Volume 1*, this integration opportunity can be found in Unit 7, Key Topic 3, entitled “English-Language Development Across Curriculum,” and relates to the domains in Volume 1.
- In the *Faculty Initiative Project Instructional Guide for the California Preschool Curriculum Framework, Volume 2*, it is found in Unit 5, Key Topic 3, entitled “Integrating English-Language Development Across the Domains,” and relates to the domains in the *California Preschool Curriculum Framework, Volume 2*.
- In the *Faculty Initiative Project Instructional Guide for the California Preschool Curriculum Framework, Volume 3*, it is found in Unit 4, Key Topic 3, which is entitled “Young Dual Language Learners.” Also Unit 4, Key Topic 4 of the same instructional guide concerns “Exploring Key Elements of the Curriculum Framework Across Domains” and explores the interrelatedness of all nine domains, including the domain of English-language development.

To further support programs and teaching staff in this work, two additional resources have been developed. The first is by the Governor’s State Advisory Council on Early Learning and Care and the California Department of Education, Early Education and Support Division and is titled *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*. These papers are an overview of critical research-based understanding and knowledge about the benefits to young children of dual language learning, the characteristics of children who are young dual language learners, the processes of second language acquisition, the importance of collaborating with families, curriculum approaches, and interactive strategies that support dual language learners. Additionally, recommendations derived from research findings have been developed and made available in these papers. These are summarized in Chapter 6 of the *California Preschool Program Guidelines* and are important to recognize as teachers and administrators plan and deliver programs for all young children.

The second resource is the *California Preschool Program Guidelines DVD Set* that is designed to illustrate and highlight the content of the *California Preschool Program Guidelines*. Disc 2 in this DVD set contains three chapters devoted exclusively to working



with young dual language learners. The segments in these chapters are referred to in the key topics of Unit 6 as they relate to the information in the key topic.

Unit 6 of this instructional guide is designed to support faculty in guiding students through Chapter 6 of the *California Preschool Program Guidelines*. Keep in mind that Chapter 6 in the *California Preschool Program Guidelines* is provided to “present recommendations on best practices for preschool [dual language learners] . . . drawn from six research overview papers written by leading experts across multiple disciplines” (*California Preschool Program Guidelines*, p. 75). Unit 6 of the instructional guide will familiarize students with those findings and recommendations as they are presented in Chapter 6. Additionally, the unit provides ways for students to more deeply explore the research overview papers, if that is appropriate to a particular class or group of students. In each key topic, the learning experience has been designed so that it can be used with or without further exploration of the research papers in the “Deeper Understanding” segment. Each key topic will support students in understanding the content of Chapter 6 and point to resources for further and deeper understanding of the topics contained in that chapter.

Additional work from other resources described previously can enhance and broaden students’ understanding of working with children who are young dual language learners and their families and understanding that work in the context of integrated curriculum and recommended practice is for all children.

Motivator and Connection to Experience

Before You Start

This learning experience is intended to help students connect their own experiences with dual language learning to the content of Chapter 6 in the *California Preschool Program Guidelines*. This includes their own experience as they have learned more than one language or their experiences with dual language learners in their families or in programs where they currently work or have worked in the past. Hopefully, this will support students in understanding how many lives are touched by this process and how important it is to intentionally support those who experience it.

Students will be asked to recollect their experiences and any barriers they might have encountered or barriers they could imagine that might have had an impact on that experience for themselves or others. It will be important to guide this conversation as an introduction and exploration and not as a source of judgment. Faculty might want to go through this exploration themselves before working through it with students.

Handout 1, “Terms and Concepts Relating to Dual Language Learners,” provided with this learning experience, is a list of words and phrases related to young dual language learners. An electronic version of this handout will be available when this instructional



guide is available online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

Active Learning



Slides 2-3

Getting it started

Let students know that they will be working with some key phrases and ideas from Chapter 6 of the *California Preschool Program Guidelines*, “Support for Young Dual Language Learners.” They will be asked to look for familiar words or phrases from a list taken from the chapter. Remind them that this is not a test but a way to become familiar with their own understanding and knowledge base.

Ask students to review Handout 1, “Terms and Concepts Relating to Dual Language Learners,” and check those words or terms with which they are familiar. They are doing this individually, so they are the only ones who will see their responses.

Keeping it going

After they have had a chance to review the list, let students know that you will be asking them to reflect on their responses. Whether or not faculty decide to ask students to share these responses will depend on their knowledge of the students and how open they can be to one another.

Ask students to think about the following questions:



Slide 4

- Were there some words or phrases that you knew well and some that were not familiar to you?
- What did you learn about your familiarity with the words and phrases that you might encounter in Chapter 6?
- Were there some in particular that you would like to learn more about?

If students are asked to share these responses, suggest they reflect on the range of responses to these questions. That is, some—or even most—students might be familiar with many of the words and phrases, and others—or most—with few. Faculty can point out that this could be the range of language development in either home language or a second language of children whom they encounter in preschool settings and to note how this might affect interaction strategies and curriculum planning. Also it is important to point out here that there is no value placed on knowing or not knowing. It is just a description of a kind of variability that students might see in a preschool setting or among colleagues with whom they are working.

**Taking it further**

Next, ask students to think of experiences they have had where they did not speak the language—either at all or fluently enough to converse—of adults or children with whom they needed to communicate. This could be neighbors, families of children they work with, colleagues, or children.

Organize the students into pairs or groups of three. Ask them to describe their experiences and responses to the questions that follow, making sure that each student has an opportunity to share.



Slides 5-6

- How did you feel in that situation?
- What skills did you need when you were faced with that situation?
- What barriers did you have to overcome?
- What strategies did you use?
- How could this influence the work you do with young children and their families?

Responses to these inquiries can vary dramatically between students, but that is part of what will be useful for discussion.

Putting it together

Ask students to report to the whole class some of what they discovered as they discuss these questions:



Slide 7

- Did your experiences differ?
- Did your feelings differ?
- What barriers were discovered?
- What strategies were used?
- In general, what did you learn from this and how does this apply to your work with children, families, and colleagues?

Online Options

Students can post online a one- or two-paragraph summary of their experiences and responses to the questions in the “Taking it further” segment for their classmates to review. The instructor can then facilitate an in-class or online discussion based on the questions in the “Putting it together” section.



Reflection

The questions in the “Putting it together” serve as a reflection for this learning experience. This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 8-10

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?



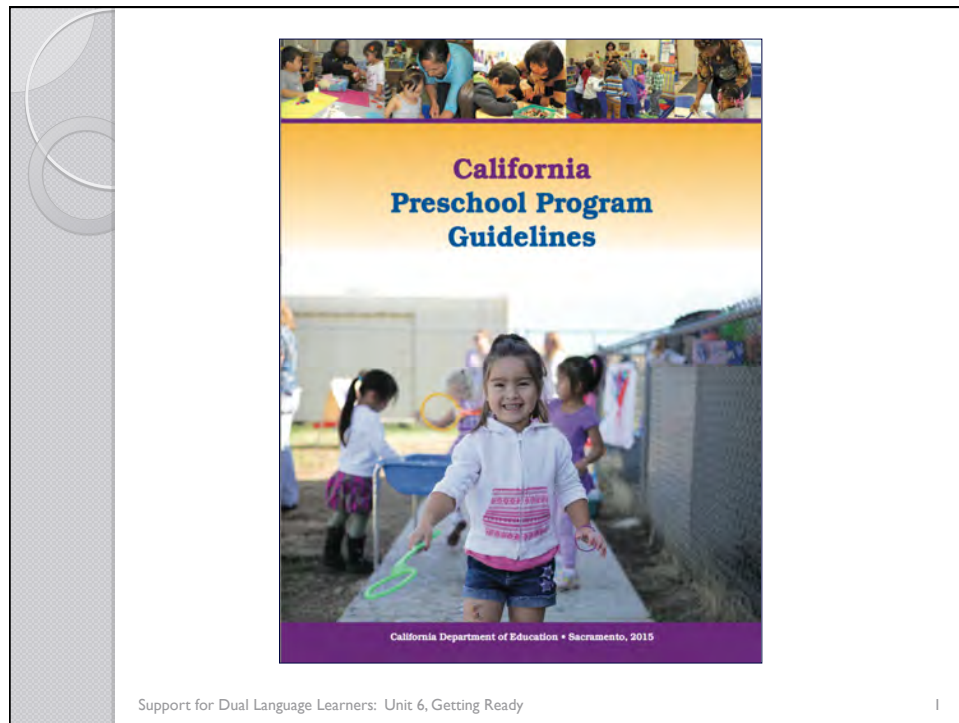
Terms and Concepts Relating to Dual Language Learners

Listed below are some terms and concepts relating to young dual language learners. As a way to explore your own connection to this focus of Chapter 6 in the *California Preschool Program Guidelines*, briefly review these terms and check the most appropriate box indicating your familiarity with each term or concept. This is not an assessment but a way for you to see how you connect to the topic in Chapter 6.



Unit 6: Support for Young Dual Language Learners
Getting Ready for the Unit and Connecting to Experience
Handout 1: Terms and Concepts Relating to Dual Language Learners

Terms and concepts relating to dual language learners	Not yet familiar	Familiar to some extent	Could describe to a peer
Oral language			
Home language			
Academic language			
Emerging bilingualism			
Balanced English- and home- language development			
Instructional support for home language and English			
Social language			
Levels of English-language development			
Barriers for families of dual language learners to participating in their child's school			
Language switching			



Young Dual Language Learners Terms and Concepts

- Oral language
- Home language
- Academic language
- Emerging bilingualism
- Balanced English- and home-language development
- Instructional support for home language and English
- Social language
- Levels of English-language development
- Barriers for families of dual language learners to participating in their child's school
- Language switching

Support for Dual Language Learners: Unit 6, Getting Ready 2

Support for Young Dual Language Learners

Terms and concepts relating to dual language learners	Not yet familiar	Familiar to some extent	Could describe to a peer
Oral language			
Home language			
Academic language			
Emerging bilingualism			
Balanced English- and home- language development			
Instructional support for home language and English			
Social language			

Support for Dual Language Learners: Unit 6, Getting Ready

3

Support for Young Dual Language Learners

- Were there some words or phrases that you knew well and some that were not familiar?
- What did you learn about your familiarity with the words and phrases from Chapter 6?
- Were there some in particular that you would like to learn more about?

Support for Dual Language Learners: Unit 6, Getting Ready

4

Support for Young Dual Language Learners

- How did you feel in that situation?
- What skills did you need when you were faced with that situation?
- What barriers did you have to overcome?

Support for Dual Language Learners: Unit 6, Getting Ready

5

Support for Young Dual Language Learners

- What strategies did you use?
- How could this influence the work you do with young children and their families?

Support for Dual Language Learners: Unit 6, Getting Ready

6

Support for Young Dual Language Learners

- Did your experiences differ?
- Did your feelings differ?
- What barriers were discovered?
- What strategies were used?
- In general, what did you learn from this and how does this apply to your work with children, families, and colleagues?

Support for Dual Language Learners: Unit 6, Getting Ready

7

Support for Young Dual Language Learners



- Which ideas or part of this stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

Support for Dual Language Learners: Unit 6, Getting Ready

8

Support for Young Dual Language Learners



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

Support for Dual Language Learners: Unit 6, Getting Ready

9

Support for Young Dual Language Learners



- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?

Support for Dual Language Learners: Unit 6, Getting Ready

10



Unit 6 – Support for Young Dual Language Learners

Key Topic 1: Overview and Rationale of the Chapter

Unit 6: Support for Young Dual Language Learners
Key Topic 1 – Overview and Rationale of the Chapter

Focus Statement

Students become familiar with the 10 “Guiding Principles for Supporting Young Dual Language Learners.” They also acquire an overview of the chapter’s content and become familiar with some of the rationale for supporting young dual language learners.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project’s (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Teaching in a Diverse Society
- Practicum-Field Experience
- Administration II: Personnel and Leadership in Early Childhood Education
- Introduction to Children with Special Needs

Instructional Methodologies

- Brainstorming
- Categorizing
- Class discussion
- Notetaking outline or tool
- Pairs or small groups
- Reflective discussion



California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Culture, Diversity, and Equity
- Dual-Language Development
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 6 – Support for Young Dual Language Learners

Key Topic 1: Overview and Rationale of the Chapter

Before You Start

This key topic will provide an introduction for students to Chapter 6 of the *California Preschool Program Guidelines*. This chapter is entitled “Support for Young Dual Language Learners.” Students will be introduced to 10 “Guiding Principles for Supporting Young Dual Language Learners,” which provide a rationale and framework for the chapter, as well as get a brief overview of the content of the chapter.

It will be important for faculty to have read the “Getting Ready for the Unit and Connecting to Experience” for this unit. This enables faculty to be familiar with the chapter and to understand the ways in which this chapter connects to other publications and initiatives of the California Early Learning and Development System.

This chapter in the *California Preschool Program Guidelines* has research underpinnings that are found in *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*. These papers are not used in this key topic, but the other three key topics in Unit 6 provide opportunities to become familiar with all six papers in that collection.

This key topic contains two distinct but related subjects. Students will first explore the 10 “Guiding Principles for Supporting Young Dual Language Learners” that provide a framework and rationale for the contents of the chapter. Next, they will briefly get an overview of the chapter and its contents through tabbing various sections of the chapter. It will be helpful to provide 13 small sticky notes per student for this tabbing.

Handout 1, a list of the 10 “Guiding Principles for Supporting Young Dual Language Learners,” is provided with this key topic. An electronic version of this handout will be available when this instructional guide is available online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).



It will be helpful for students to have a hard copy of Chapter 6 of the *California Preschool Program Guidelines* for one of the active learning sections of this key topic.

California's Best Practices for Young Dual Language Learners: Research Overview Papers can be downloaded from the California State Advisory Council Web site at <http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016).

Information Delivery



Slide 2

Let students know that Chapter 6 is based on a set of research overview papers that provide research-based recommendations for working with children who are young dual language learners and their families. These are found in *California's Best Practices for Young Dual Language Learners: Research Overview Papers*.

Direct students' attention to the 10 "Guiding Principles for Supporting Young Dual Language Learners" on page 76 of Chapter 6. Remind students that on page 75, the 10 Guiding Principles are referred to as offering "a framework for interpreting the research findings and provide a rationale for specific practices."

Active Learning



Slide 3

Getting it started

Let students know that they will have an opportunity to explore the 10 Guiding Principles. Make available to each student Handout 1, "Guiding Principles for Supporting Young Dual Language Learners," accompanying this key topic. Note that the 10 Guiding Principles are listed in the first column.

Ask students to choose four or five words that represent key features of each principle and write them in the second column. It might support students in understanding this instruction if the first principle is done as a whole class. For example, the key words for the first principle might be

- capacity;
- benefit; and
- home language.

Keeping it going

When they have had time to list key words for all 10 principles, organize students into pairs and ask them to compare their choices.

Online Options

Students could complete Handout 1 prior to class and post it online. Students could then review their classmates' handouts before class and be prepared to compare responses with another student in class.



Ask them to consider these questions:



Slide 4

- Where were there similarities?
- Where were there differences? Can you justify your choice to your partner when you did not make the same choices?
- Why might you and your partner have made different choices?

Then, ask each pair to produce an agreed-upon list for all 10 Guiding Principles.

These lists can be shared with all students in a variety of ways. They could be posted to an online format, written onto large sticky notes and physically displayed for each guiding principle in a classroom setting, or shared orally.

Regardless of the method used to share the work of each pair, the following questions could be included in a discussion or written reflection.



Slides 5-6

- Where did you find yourself differing from others?
- Where did you feel unfamiliar with the key features of a guiding principle or unsure of what it meant?
- For which principle(s) could you see clear implications for practice?
- For which principles would you want to learn more about implications for practice?

Putting it together

Now that they have become familiar with the 10 “Guiding Principles for Supporting Young Dual Language Learners,” the following review of the chapter and completion of the handout will give students an opportunity to see where these principles play out in the content of the chapter.

Using sticky notes, ask them to locate and tab the following sections in the chapter:



Slide 7

- Characteristics of Preschool Dual Language Learners (p. 76)
- *Process of Second-Language Acquisition* (p. 78)



Slides 8-9

- Program Approaches and Teaching Practices (p. 80)
 - ~ *Balanced–English-and-Home-Language-Development Approach* (p. 82)
 - ~ *English-Language-Development-with-Home-Language-Support-Program Approach* (p. 83)
- Sample Family Languages and Interests Interview (p. 85)
- *Teacher–child relationships* (p. 86)
- Assessment of Young Dual Language Learners (p. 87)
- Family Engagement (p. 87)
- Inclusion of Young Dual Language Learners Who Have Special Needs (p. 88)
- Support for the Transition to Kindergarten (p. 89)
- Early Childhood Educator Competencies (p. 89)
- Closing Thoughts (p. 90)

Online Options

Students could complete the third column of Handout 1 individually and post their completed handouts for their classmates to review. If the course has online-discussion capability, faculty may facilitate a discussion of the students' responses and the two questions in the "Putting it together" section.

When students have finished locating these sections, ask them to return to the handout. They are to review the titles of these sections and consider which of the Guiding Principles would support each of these practices. This can be done in their pairs or as a class discussion. There is a third column on the handout that can be used to record their choices of sections relating to each principle.

Ask students to consider the following questions:



Slide 10

- Are there some principles that relate to several topics? Which are they?
- What does this suggest about California's approach to preschool dual language learners?



Reflection

To close out this segment of active learning, ask students to reflect on the following questions. This can be done as a written reflection, in an online forum, or as a class discussion.



Slides 11-12

- How does this relate to experiences you have had with children who are young dual language learners?

Online Options

If the course has online-discussion capability, faculty may facilitate a discussion of the first set of questions in the “Reflection” segment.

- What was most interesting to you in this learning experience?
- How has this been helpful to you? Did anything come together for you?
- What are you most interested in learning more about? How can you do that?

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 13-15

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?



Guiding Principles for Supporting Young Dual Language Learners

The “Guiding Principles for Supporting Young Dual Language Learners” from Chapter 6 of the *California Preschool Program Guidelines* are listed in the first column of this table. Students are to review each guideline and choose four or five key words that most reflect the important features of that guideline. These are to be entered into the second column. The third column is available for listing chapter sections that indicate practices that would be supported by each guideline.

Note that the use of the term “DLLs” reflects how these guiding principles are written in the text. “DLLs” refers to dual language learners.

Guiding Principles for Supporting Young Dual Language Learners	Key Words	Chapter Sections
1. All young DLLs have the capacity to learn two or more languages and benefit cognitively and socially when they receive instruction that promotes development of their home language as well as English-language development (ELD).		
2. High-quality preschool programs benefit all children but are not sufficient for young DLLs to achieve equitable outcomes.		
3. Strong and mutually respectful partnerships with families with young DLLs enhance the learning and development of young DLLs.		
4. Respect for the culture, values, and language preferences of families with young DLLs will benefit young DLLs’ adjustment to preschool.		



Unit 6: Support for Young Dual Language Learners
 Key Topic 1 – Overview and Rationale of the Chapter
 Handout 1: Guiding Principles for Supporting Young Dual Language Learners



Guiding Principles for Supporting Young Dual Language Learners

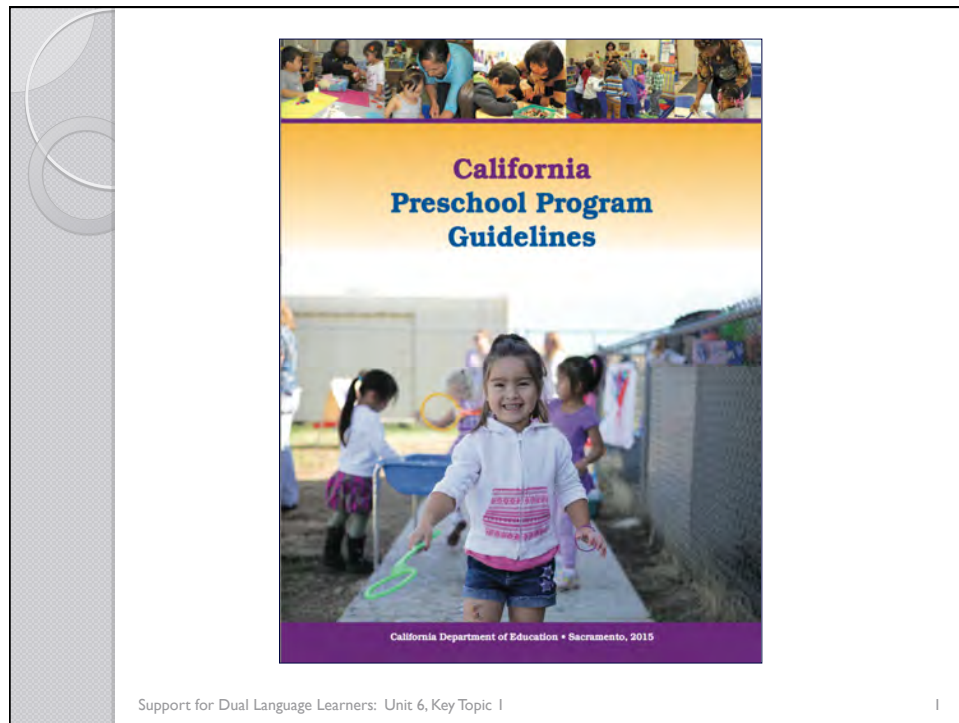
Guiding Principles for Supporting Young Dual Language Learners	Key Words	Chapter Sections
5. DLLs' knowledge and strengths in their home language need to be recognized and built upon in the preschool curriculum.		
6. The learning and development of young DLLs must be supported and assessed across all domains, including ELD.		
7. Characteristics of preschool DLLs' language development need to be understood by all program staff: - Young DLLs may take longer to respond to instructional prompts given in English. - Young DLLs will typically progress through several stages of second-language acquisition at different rates depending on their early exposure and usage (see the California Preschool Learning Foundations in English-language Development for further information). - Young DLLs will likely employ code switching (i.e., combining English and home language words in the same utterance), which is a typical feature of dual language development and should be considered a linguistic <i>(continued)</i>		



Guiding Principles for Supporting Young Dual Language Learners

Guiding Principles for Supporting Young Dual Language Learners	Key Words	Chapter Sections
<i>(Continued)</i> strength (see the California Preschool Learning Foundations in English-language Development for further information).		
8. To individuals without training in dual language learning, some features of language development may appear delayed during the early stages of bilingualism for young DLLs (e.g., vocabulary in each language, grammatical knowledge in second language, expressive abilities in second language), but when provided with a linguistically enriched and balanced program, young DLLs will become proficient in both languages.		
9. The executive function abilities of young DLLs can be enhanced through a balanced educational approach to language.*		
10. All language development activities and interactions should be interesting and engaging for young DLLs and should build upon young children's intrinsic desire to learn language to communicate and participate in their social and educational settings.		

*Keep in mind that this would include supporting both languages for academic and social language development.



Support for Young Dual Language Learners

- Chapter 6 is based on *California's Best Practices for Young Dual Language Learners: Research Overview Papers*.
- The 10 “Guiding Principles for Supporting Young Dual Language Learners” offer “a framework for interpreting the research findings and provide a rationale for specific practices.”

California Preschool Program Guidelines, page 75-76

Support for Young Dual Language Learners

Guiding Principles for Supporting Young Dual Language Learners	Key Words	Chapter Sections
1. All young DLLs have the capacity to learn two or more languages and benefit cognitively and socially when they receive instruction that promotes development of their home language as well as English-language development (ELD).		
2. High-quality preschool programs benefit all children but are not sufficient for young DLLs to achieve equitable outcomes.		
3. Strong and mutually respectful partnerships with families with young DLLs enhance the learning and development of young DLLs.		
4. Respect for the culture, values, and language preferences of families with young DLLs will benefit young DLLs' adjustment to preschool.		

Support for Dual Language Learners: Unit 6, Key Topic 1

3

Support for Young Dual Language Learners

10 Guiding Principles

- Where were there similarities?
- Where were there differences? Can you justify your choice to your partner when you did not make the same choices?
- Why might you and your partner have made different choices?

Support for Dual Language Learners: Unit 6, Key Topic 1

4

Support for Young Dual Language Learners

10 Guiding Principles

- Where did you find yourself differing from others?
- Where did you feel unfamiliar with the key features of a guiding principle or unsure of what it meant?



Support for Dual Language Learners: Unit 6, Key Topic 1

5

Support for Young Dual Language Learners

10 Guiding Principles

- For which principles could you see clear implications for practice?
- For which principles would you want to learn more about implications for practice?

Support for Dual Language Learners: Unit 6, Key Topic 1

6

Support for Young Dual Language Learners

- ✓ Characteristics of Preschool Dual Language Learners (p. 76)
- ✓ *Process of Second-Language Acquisition* (p. 78)
- ✓ Program Approaches and Teaching Practices (p. 80)

Support for Dual Language Learners: Unit 6, Key Topic 1

7

Support for Young Dual Language Learners

- ✓ Sample Family Languages and Interests Interview (p. 85)
- ✓ *Teacher–child relationships* (p. 86)
- ✓ Assessment of Young Dual Language Learners (p. 87)
- ✓ Family Engagement (p. 87)

Support for Dual Language Learners: Unit 6, Key Topic 1

8

Support for Young Dual Language Learners

- ✓ Inclusion of Young Dual Language Learners Who Have Special Needs (p. 88)
- ✓ Support for the Transition to Kindergarten (p. 89)
- ✓ Early Childhood Educator Competencies (p. 89)
- ✓ Closing Thoughts (p. 90)

Support for Dual Language Learners: Unit 6, Key Topic 1

9

Support for Young Dual Language Learners

- Are there some principles that relate to several topics? Which are they?
- What does this suggest about California's approach to preschool dual language learners?



Support for Dual Language Learners: Unit 6, Key Topic 1

10

Support for Young Dual Language Learners



- How does this relate to experiences you have had with children who are young dual language learners?
- What was most interesting to you in this learning experience?

Support for Dual Language Learners: Unit 6, Key Topic 1

11

Support for Young Dual Language Learners



- How has this been helpful to you? Did anything come together for you?
- What are you most interested in learning more about? How can you do that?

Support for Dual Language Learners: Unit 6, Key Topic 1

12

Support for Young Dual Language Learners



- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

Support for Dual Language Learners: Unit 6, Key Topic 1

13

Support for Young Dual Language Learners



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

Support for Dual Language Learners: Unit 6, Key Topic 1

14

Support for Young Dual Language Learners



- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?



Unit 6 – Support for Young Dual Language Learners Key Topic 2: Characteristics of Preschool Dual Language Learners

Unit 6: Support for Young Dual Language Learners
Key Topic 2 – Characteristics of Preschool Dual Language Learners

Focus Statement

Students become familiar with the characteristics of young dual language learners by exploring the benefits of dual language learning and reviewing an overview of the process of second language acquisition.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Teaching in a Diverse Society
- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education
- Administration II: Personnel and Leadership in Early Childhood Education
- Introduction to Children with Special Needs
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Brainstorming
- Class discussion
- Class presentation
- Creation of a visual representation



- Jigsaw reading
- Pairs or small groups
- Peer review and feedback
- Reflective discussion
- Research overview review
- Role playing
- Video observation

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Culture, Diversity, and Equity
- Family and Community Engagement
- Dual-Language Development
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 6 – Support for Young Dual Language Learners

Key Topic 2: Characteristics of Preschool Dual Language Learners

Unit 6: Support for Young Dual Language Learners
Key Topic 2 – Characteristics of Preschool Dual Language Learners

Before You Start

This key topic will focus student attention on characteristics of the children who are young dual language learners as discussed in Chapter 6 of the *California Preschool Program Guidelines*. The purpose is to familiarize students with the content of Chapter 6 as it relates to these two topics: benefits of dual language learning and second language acquisition. Opportunities to explore these characteristics in more depth are suggested in the following active learning segments. To clearly address two separate but related subjects in Chapter 6, this key topic is divided into two subtopics. The first will focus on the benefits to children of learning more than one language in the early years, and the second will address the process of second language acquisition in the early years. Dividing this material into two subtopics allows faculty to use each subtopic independently or to use them together, depending on how the content fits the course. Each subtopic will help students understand the characteristics of young dual language learners that they need to be aware of as they plan curriculum and interactions

Chapter 6 in the *California Preschool Program Guidelines* is organized to “present recommendations on best practices for preschool [dual language learners] . . . drawn from six research overview papers written by leading experts across multiple disciplines” (*California Preschool Program Guidelines*, p. 75). These papers are collected in *California’s Best Practices for Young Dual Language Learners: Research Overview Papers* (2013), developed by the Governor’s State Advisory Council on Early Learning and Care and the California Department of Education. In this key topic, beyond becoming familiar with the content presented in Chapter 6, faculty have the opportunity to guide students in exploring two research overview papers that are specifically related to characteristics of young dual language learners. This is found in the “Deeper Understanding” segment of the active learning in this key topic. If appropriate to course content and student level of experience with research reviews, this will familiarize students with the content of the two research overview papers, including findings and recommendations for practice.

The California Department of Education has also produced a set of two DVDs, titled *California Preschool Program Guidelines DVD Set*, to accompany the *California Preschool Program Guidelines*. The third chapter of Disc 2 addresses dual language learning in the preschool setting and is titled “Supporting Young Dual Language



Learners: Considerations for All Programs.” This chapter is about 16 minutes long, and the whole chapter is relevant to this key topic. However, suggestions are made in the active learning for viewing specific segments in this chapter of the DVD. It is important that faculty review the DVD prior to using it in this key topic. Faculty might want to make their own decisions about which segments to use in different parts of the active learning in this key topic based on their students and their course content. The *California Preschool Guidelines DVD Set*, can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.

Additionally, the California Department of Education has, as part of the California Early Learning and Development System, developed resources and publications that address the needs of young dual language learners and their families and the professionals who work with them. These have been described in the “Getting Ready for the Unit” section that introduces Unit 6 of this instructional guide. It is strongly recommended that faculty be familiar with these publications and papers before addressing Chapter 6 of the *California Preschool Program Guidelines* with students.

Among these publications, of special interest to Subtopic 2 is the second edition of the resource guide *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning* (CDE 2009). This resource contains lengthy descriptions of the process of second language acquisition and would provide additional information to students. The Faculty Initiative Project has produced an instructional guide for this resource guide, and both the publication and instructional guide can be accessed through the project’s Web site. These resources could be used as a way to deepen students’ understanding of the information presented in Chapter 6 of the *California Preschool Program Guidelines*.

Also, the California Department of Education, Early Education and Support Division has produced a DVD entitled *A World Full of Language: Supporting Preschool English Learners*. The first part of the DVD covers some of the paths taken by children as they acquire a second language. This DVD can be ordered through the California Department of Education; ordering information can be found on the CDE Press Web site at <http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001703> (accessed January 20, 2016).

The availability of multiple resources from the California Department of Education, Early Education and Support Division means that faculty can choose to supplement, expand, or enhance their coverage of the characteristics of young children who are dual language learners in a variety of courses and in a variety of instructional modalities.

Handout 1, “Benefits, Challenges, and Implications for Practice,” provided with Subtopic 1, is a table that students can use to note the benefits, challenges, and implications for practice for different groups of young dual language learners. An electronic version of this handout will be available when this instructional guide is available online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).



If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

California's Best Practices for Young Dual Language Learners: Research Overview Papers can be downloaded from the California State Advisory Council Web site at <http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016).

Information Delivery



Slide 2

Subtopic 1: Benefits of Bilingualism

Let students know that there is as much diversity within the population of preschool children who are young dual language learners as there is in the preschool population as a whole. It is important to remember that children who are young dual language learners bring their own individual experiences and developmental contexts to the preschool environment.



Disc 2

It is suggested that faculty begin this subtopic with a review and discussion of the diversity of children who are young dual language learners. A segment in Disc 2 of the *California Preschool Program Guidelines DVD Set* is specifically related to this topic, and viewing this segment would be an appropriate way to start the discussion.

This segment can be accessed by opening the disc to the main menu, clicking on "Select Chapters," and choosing the chapter "Supporting Young Dual Language Learners: Considerations for all Programs." The first segment in this chapter, which runs approximately 2 ½ minutes, discusses the diversity of children who are young dual language learners. The next segment, running about three minutes, focuses on the use of home language as a base for learning but also addresses the diversity of home languages in California's preschool programs.

After watching these two segments, ask the students to brainstorm as many ways as they can how children who are young dual language learners might vary. Some examples might be family income, family immigration story, urban or rural community, family members' levels of education, language experience in their home language, family size, cultural traditions, and individual temperament. There are many more examples of individual circumstances or characteristics that can influence a child's development as a young



dual language learner. Record all the students' ideas on chart paper, electronically, or some other way so that the list is visible to all students.

When reviewing the list, emphasize the importance of understanding each child as an individual, even as young dual language learners are discussed as a group.

Active Learning

Getting it started

It is helpful for students to understand that there are some ways in which children who are young dual language learners can be grouped and that there are some differences between groups of preschool children who are learning two or more languages at the same time. These groups include children who are described with these three terms:



Slide 3

- Dual language learners
- Bilinguals
- Emergent bilinguals

Ask students to form pairs or small groups and find definitions in Chapter 6 for the three terms. These definitions are all found on pages 76 and 77 of the *California Preschool Program Guidelines*. It is helpful if everyone finds the definitions for all three terms. Briefly review the students' responses to be sure there is consensus for these definitions.

Keeping it going

Ask students to continue reviewing pages 76, 77, and 78 to find examples or descriptions of these three topics:



Slide 4

- Benefits of learning more than one language
- Challenges for learners of more than one language

Online Options

Subtopic 1

Students could post their lists for their classmates to review. Faculty could then facilitate an in-class or online discussion of the similarities and differences among the students' lists. If the class has online-discussion capability, faculty could also facilitate a discussion on the three topics—benefits, challenges, and implications for practice. A separate discussion thread could be used for each topic.



- Implications for practice

While students are compiling their lists, suggest that they can incorporate benefits that arose in the DVD but might not be in the text.

Then divide the class into pairs or small groups to list their findings. After the groups have had a chance to complete their lists as much as possible, ask them to share their lists with the whole group. Students could write their lists for each topic on a separate sheet of paper for each topic. Alternatively, faculty could post chart paper for each of the three categories or designate an area of the room for each category, and students could write their findings on sticky notes and attach them to the appropriate area. Facilitate a classroom discussion about similarities and differences in what was found.

There is a short segment of the DVD that addresses the benefits that could be inserted into the discussion here. It is at the very end of the discussion of different program approaches when working with children who are young dual language learners. Although different program approaches are addressed in another key topic in this unit, the very short piece at the end relates to understanding dual language capacity as a gift and is worth viewing. This can be accessed by opening Disc 2 to the main menu, clicking on “Select Chapters,” and choosing the chapter called “Supporting Young Dual Language Learners: Program Approaches.” Then go to the segment that starts at approximately 13 minutes and 47 seconds called “Embracing the Benefits of Dual Language Learning.”



Disc 2

If it has not emerged in the discussion, ask how the definitions for the three groups of children would influence each of these three topics—benefits, challenges, and implications for practice. For example, how might benefits of learning two or more languages be different for children who are bilinguals versus children who are emergent bilinguals? If faculty choose to expand this conversation, Handout 1, “Benefits, Challenges, and Implications for Practice,” can be used as a worksheet to consider these cross influences. After discussing the benefits and challenges, ask students to identify what might be some implications for practice.



Slide 5

Some of the ideas expressed in the text that could be benefits, challenges, or implications for practice might not have fallen neatly into one category or another. For instance, enhanced facility in learning a new language could also result in language loss and the resultant disconnection from home and cultural identity.



Remind students that dual language learning is multifaceted and it is important for adults working with children who are young dual language learners to be alert to each child's learning and be intentional in supporting it.

Putting it together

Provide the following directions as students continue to work in their pairs or small groups on this subtopic:



Slide 6

- Discuss what you found particularly interesting in this learning experience.
- Summarize in one or two sentences what more you would like to learn regarding the benefits of dual language learning for young children.

Reflection

Conclude Subtopic 1 with a reflective discussion.



Slides 7-8

- What values influence your work with young dual language learners? How do they support that work?
- What experiences have you had that motivate and support your work with young dual language learners?
- What might be some personal barriers to working with young children who are dual language learners? How can you work to remove them?

Information Delivery



Slide 9

Subtopic 2: Process of Second Language Acquisition

If students are not familiar with the information in the *California Preschool Learning Foundations* and *California Preschool Curriculum Framework* regarding young dual language learners, it is strongly recommended that this information be reviewed here. In particular, information on the levels of dual language learning, referred to as stages in the *California Preschool Program Guidelines*, is available in the *California Preschool Learning Foundations, Volume 1* on pages 107–111. This information applies to the English-language development domain in the *California Preschool Curriculum Framework, Volume 1* as well.

However, keep in mind that the purpose of this subtopic is to familiarize students with the content of Chapter 6 of the *California Preschool Program Guidelines*. Suggestions for exploring further



background information through the use of the research overview papers is provided in the “Deeper Understanding” segment of this key topic.

Active Learning



Slide 10

Getting it started

Let students know that they will be preparing a brief presentation for fellow staff members in a preschool setting or for fellow students. The point of this presentation will be to describe why “ . . . it is essential for preschool programs to recognize the critical importance of oral language and vocabulary development for young DLLs” (*California Preschool Program Guidelines*, p. 80). It is important for faculty to point out that this oral language and vocabulary development is critical in both the home language and English.

Students need only draw on the information on pages 79 and 80 in the *California Preschool Program Guidelines* and focus on oral language and vocabulary development. The presentation should address these questions:

- Why is it important to pay attention to these skills?
- What are some ways in which young dual language learners might differ from monolingual language learners in developing these skills?
- Knowing this, what are some implications for practice?



Slide 11

First convene the class to consider various ways this information could be presented. For example, what would a poster presentation look like for this information, or how could role playing be incorporated into this presentation? Are there other visual ways this could be presented? Decide as a class how these presentations will be done. It would be interesting if students do not all use the same format for presentation.

Keeping it going

Organize students into pairs or small groups to work on the presentations. Remind them that the intent is not to develop a comprehensive presentation but to use it as a way to understand what information is available in the *California Preschool Program Guidelines* and is backed by the overview of research on which this chapter is based.



Taking it further

In addition, students could consider how this information could be presented to parents or other family members. Would the presentation differ for family members? How and why? Would different modalities of presentation work better for staff, colleagues, or families? If so, why?

Putting it together

When students have had time to develop their presentations, provide time for them to deliver them for their classmates. After all the groups have presented, facilitate a discussion about where some modalities worked well and where some presented challenges. Consider this from the perspective of both those who developed and presented and those who were the audience.

Online Options

Subtopic 2

Students could share their presentations online by posting photographs or scanned images of presentations such as posters. If students choose role playing, they could post copies of the scripts or a video. Faculty could then facilitate an online peer review as described in the “Putting it together” segment.

Reflection

Conclude this subtopic by asking students to reflect on the following questions. This reflection need not be done as a class discussion; it could be done as individual writing or journaling for students’ own understanding of their relationship to the topic.



Slides 12-13

- What strengths would you bring to working with young dual language learners in supporting children’s development of academic vocabulary and oral language as well as general oral language and vocabulary in both their home language and English?
- How are you challenged in working with young dual language learners regarding academic language, oral language, and vocabulary in children’s home language? With staff or colleagues? With families? Can you think of some ways to overcome these challenges?

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 14-16

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?

Deeper Understanding



Slide 17

As mentioned in Subtopic 2, Chapter 6 of the *California Preschool Program Guidelines* is based on *California's Best Practices for Young Dual Language Learners: Research Overview Papers (2013)*. This key topic relates to the first and second papers in that collection. Paper 1 is "Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain." Paper 2 is "Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy, Science and Mathematics, and Social–Emotional Development." This "Deeper Understanding" segment provides suggestions for exploring those two research papers. They are addressed together, since they apply to both subtopics.

Keep in mind that the suggestions here are intended to support students in familiarizing themselves with the content of Papers 1 and 2. They are not intended to produce research critiques or reviews. Each paper can be addressed individually or can be addressed at the same time for this key topic.

Two instructional methodologies are suggested.

1. The first is to assign or let students choose sections of each paper to work on. This might work best for students to be in pairs, either in class or as an assignment done out of class, and then discussed in class as a whole group. Each pair would work with a section of the research overview and find key ideas to list and bring back to the whole group.
2. A second approach, which could be used in place of or in addition to the first, would be to again have students work in pairs with the



same sections of the research overviews but ask students to develop a true-false exam. This exam would also be brought back to the whole group to either take in sections with discussion following or simply use as a way to discuss the material in the research overview papers. If the exam is administered, students' responses should not be shared or examined, since this is intended as a way to become familiar with the materials and not to test students' knowledge.

Online Options

Students could share online their reviews and/or exams developed for the two research overview papers. If online-discussion capability is available, faculty could then facilitate a discussion of the reviews and exams. Students could ask for clarification about the key points and exam questions from the students who posted those materials.

Suggestions are provided to divide these papers into sections for exploration, but faculty might find other ways to divide the content, based on class size and students' familiarity with overviews of research. For each paper, review the few introductory pages as a whole class.

For Paper 1, "Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain," keep in mind that this is fairly challenging content. Faculty might want to divide the paper further, but there is a flow of information through the paper that is not all independent of what precedes it or what it is combined with.

The following sections are suggested from Paper 1, "Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain," from *California's Best Practices for Young Dual Language Learners: Research Overview Papers*:



Slide 18

- A Conceptual Framework: Neuroconstructivism and Language Learning (pp. 3–11)
- Experience Affects the Organization of the Neural Systems Involved in Learning, Storing, Processing, and Producing Language (pp. 11–22)
- Involvement of Different Cognitive Processes in Dual- Versus Single-Language Learning and Use (pp. 22–33)



Following students' work on these topics, review the section on "Recommendations and Implications for Program Practice" (pp. 33–37) as a whole group.

For Paper 2, "Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy, Science and Mathematics, and Social–Emotional Development," from *California's Best Practices for Young Dual Language Learners: Research Overview Papers* the following sections are suggested:



Slide 19

- Cognition (pp. 52–58)
- Language (pp. 61–69)
- Mathematics (pp. 69–71) and Science (pp. 71–72)
- Social–Emotional Development (pp. 72–74)

After reviewing students' work on these topics, review the "Recommendations and Implications for Program Practice" on pages 74–76.



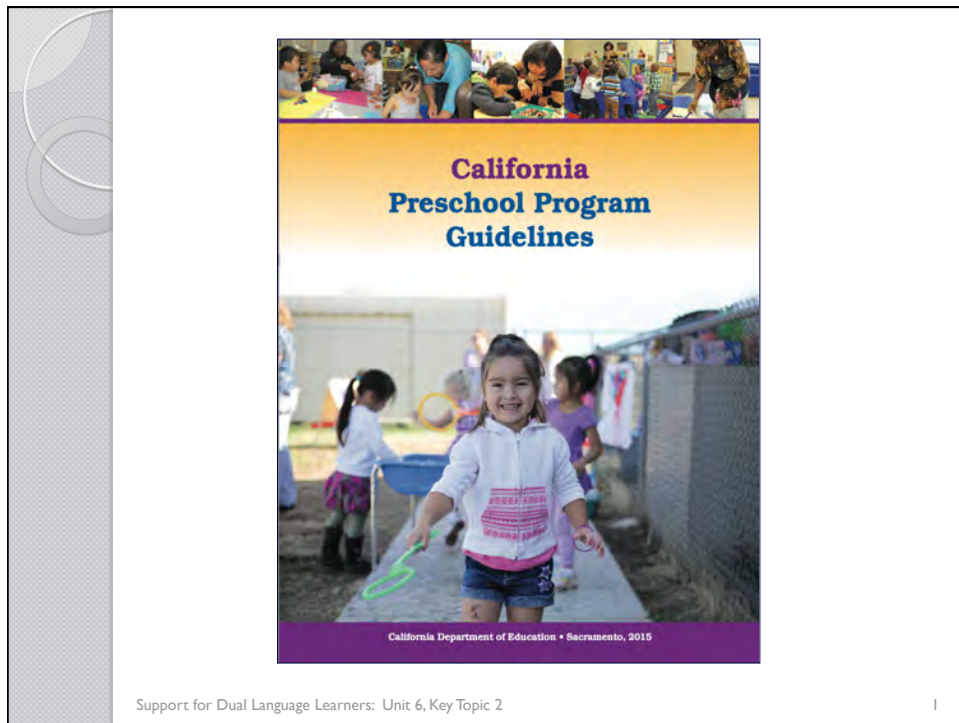
Benefits, Challenges, and Implications for Practice

The following table can be used as a worksheet when considering how the benefits and challenges might be different for young children who are described as dual language learners, emergent bilinguals, or fully bilingual. When you have completed work on the benefits and challenges, briefly consider how these might influence classroom practices.



Unit 6: Support for Young Dual Language Learners
Key Topic 2 – Characteristics of Preschool Dual Language Learners
Handout 1: Benefits, Challenges, and Implications for Practice

	Benefits	Challenges	Implications for Practice
Dual Language Learners			
Emergent Bilinguals			
Bilinguals			



Young Dual Language Learners

- Much diversity exists within the population of preschool children who are young dual language learners.
- Children who are young dual language learners bring their own individual experiences and developmental contexts to the preschool environment.

Young Dual Language Learners

Define:

- Dual language learners
- Bilinguals
- Emergent bilinguals

California Preschool Program Guidelines, pages 76-77

Support for Dual Language Learners: Unit 6, Key Topic 2

3

Young Dual Language Learners

Find examples or descriptions of:

- Benefits of learning more than one language
- Challenges for learners of more than one language
- Implications for practice

California Preschool Program Guidelines, pages 76-78

Support for Dual Language Learners: Unit 6, Key Topic 2

4

Young Dual Language Learners

	Benefits	Challenges	Implications for Practice
Dual Language Learners			
Emergent Bilinguals			
Bilinguals			

Support for Dual Language Learners: Unit 6, Key Topic 2

5

Young Dual Language Learners

- Discuss what you found particularly interesting in this learning experience.
- Summarize in one or two sentences what more you would like to learn regarding the benefits of dual language learning for young children.

Support for Dual Language Learners: Unit 6, Key Topic 2

6

Young Dual Language Learners



- What values influence your work with young dual language learners? How do they support that work?
- What experiences have you had that motivate and support your work with young dual language learners?

Support for Dual Language Learners: Unit 6, Key Topic 2

7

Young Dual Language Learners



- What might be some personal barriers to working with young children who are dual language learners? How can you work to remove them?

Support for Dual Language Learners: Unit 6, Key Topic 2

8

Young Dual Language Learners

Second-Language Acquisition

*California Preschool Learning Foundations, Volume 1,
Pages 107–111*

Stages

- Beginning
- Middle
- Later



Support for Dual Language Learners: Unit 6, Key Topic 2

9

Young Dual Language Learners

Describe why “... it is essential for preschool programs to recognize the critical importance of oral language and vocabulary development for young DLLs.”

California Preschool Program Guidelines, p. 80

Support for Dual Language Learners: Unit 6, Key Topic 2

10

Young Dual Language Learners

- Why is it important to pay attention to skills in oral language and vocabulary development?
- What are some ways in which young dual language learners might differ from monolingual language learners in developing these skills?
- Knowing this, what are some implications for practice?

Support for Dual Language Learners: Unit 6, Key Topic 2

11

Young Dual Language Learners



- What strengths would you bring to working with young dual language learners in supporting children's development of academic vocabulary and oral language, as well as general oral language and vocabulary in both their home language and English?

Support for Dual Language Learners: Unit 6, Key Topic 2

12

Young Dual Language Learners



- How are you challenged in working with young dual language learners regarding academic language, oral language, and vocabulary in children's home language? With staff or colleagues? With families?
- Can you think of some ways to overcome these challenges?

Support for Dual Language Learners: Unit 6, Key Topic 2

13

Young Dual Language Learners



- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

Support for Dual Language Learners: Unit 6, Key Topic 2

14

Young Dual Language Learners



- Why do you think the content of this class session was presented the way it was?
- How did this approach help you understand the content?
- What else would have helped?
- What does this tell you about how you learn?

Support for Dual Language Learners: Unit 6, Key Topic 2

15

Young Dual Language Learners



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?

Support for Dual Language Learners: Unit 6, Key Topic 2

16

Young Dual Language Learners

California's Best Practices for Young Dual Language Learners: Research Overview Papers (2013)

- Paper 1: “Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain.”
- Paper 2: “Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy, Science and Mathematics, and Social–Emotional Development.”

Support for Dual Language Learners: Unit 6, Key Topic 2

17

Young Dual Language Learners

“Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain”

- A Conceptual Framework: Neuroconstructivism and Language Learning (pp. 3–11)
- Experience Affects the Organization of the Neural Systems Involved in Learning, Storing, Processing, and Producing Language (pp. 11–22)
- Involvement of Different Cognitive Processes in Dual- Versus Single-Language Learning and Use (pp. 22–33)

Support for Dual Language Learners: Unit 6, Key Topic 2

18

Young Dual Language Learners

“Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy, Science and Mathematics, and Social–Emotional Development”

- Cognition (pp. 52–58)
- Language (pp. 61–69)
- Mathematics (pp. 69–71)
- Science (pp. 71–72)
- Social–Emotional Development (pp. 72–74)

Support for Dual Language Learners: Unit 6, Key Topic 2

19



Unit 6 – Support for Young Dual Language Learners

Key Topic 3: Program Approaches and Teaching Practices

Unit 6: Support for Young Dual Language Learners
Key Topic 3 – Program Approaches and Teaching Practices

Focus Statement

Students become familiar with the elements of high-quality preschool programs and teaching practices that can support young dual language learners.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Teaching in a Diverse Society
- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education

Instructional Methodologies

- Class discussion
- Class presentation
- Creation of a visual representation
- Gallery
- Jigsaw reading
- Notetaking outline or tool
- Pairs or small groups



- Reflective discussion
- Research overview review
- Role playing
- Short paper or report
- Video observation

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Learning Environments and Curriculum
- Administration and Supervision



Unit 6 – Support for Young Dual Language Learners

Key Topic 3: Program Approaches and Teaching Practices

Before You Start

This key topic addresses a number of related subjects in Chapter 6 of the *California Preschool Program Guidelines*. It focuses on sections of Chapter 6 that describe high-quality preschool programs, implications for young dual language learners in high-quality preschool programs, program design that supports young dual language learners in high-quality preschool programs, practices that support young dual language learners in high-quality preschool programs, and the characteristics of teacher–child relationships that support young dual language learners in high-quality preschool programs. The key topic is designed to acquaint students with these subjects as they are addressed in Chapter 6. It is not intended to be an in-depth exploration of these topics.

There are other resources in the California Early Learning and Development System that address these topics. In 2009, the California Department of Education published the second edition of *Preschool English Learners: Principles and Practices to Promote Language, Literacy and Learning: A Resource Guide*. This has served as a rich resource regarding young children who are dual language learners and includes strategies and tips for working with young dual language learners who are at different levels of development in their language. The Faculty Initiative Project developed an instructional guide for this publication. The resource guide is available through the California Department of Education Web site; ordering information can be found on the CDE Press Web site at <http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001703> (accessed January 20, 2016). The instructional guide can be downloaded from the Faculty Initiative Project's Web site at <http://facultyinitiative.wested.org/pelguide.html> (accessed January 20, 2016).

Additionally, the three volumes of the *California Preschool Curriculum Framework* provide extensive guidance to students in understanding the components of high-quality preschool programs. Specifically, each of the nine developmental domains covered in the curriculum framework contains a section on strategies and interactions to engage students with the content of the domain. The Faculty Initiative Project has developed instructional guides for each volume of the curriculum framework, and each accompanying instructional guide has specific key topics related to familiarizing students with recommended strategies and interactions for the domains in that volume. These resources can be used to expand and/or enhance the suggested active learning in this Unit 6 key topic.



In addition, in 2013 the Governor’s State Advisory Council on Early Learning and Care and the California Department of Education produced a collection of papers that provide an overview of research relating to young dual language learners. This collection is titled *California’s Best Practices for Young Dual Language Learners: Research Overview Papers* and can be downloaded from the California State Advisory Council Web site at <http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016). There are suggestions in the “Deeper Understanding” section of this key topic that will support students in becoming familiar with the contents of Paper 3 in this collection: “Program Elements and Teaching Practices to Support Young Dual Language Learners.”

The California Department of Education has produced a set of two DVDs, titled *California Preschool Program Guidelines DVD Set*, to accompany the *California Preschool Program Guidelines*. There is a chapter in Disc 2 that is related specifically to the content of this key topic. It provides helpful descriptions and illustrations of program approaches to working with young dual language learners and will be used in the active learning section.

Keep in mind that the active learning experience in this key topic is intended to familiarize students with the information in the *California Preschool Program Guidelines* on the subjects described in the first paragraph of this “Before You Start” section. It is not an in-depth exploration of those subjects. Most of the information used in this key topic will be found on pages 81–87 of the *California Preschool Program Guidelines*.

Two handouts are provided with this key topic. Handout 1, “Elements of High-Quality Preschool Programs for All Children,” is a checklist of elements of high-quality preschools that can be used during the observation of segments from the DVD. Handout 2, “Interactions and Practices to Support Young Dual Language Learners,” is a checklist of teacher practices to support young dual language learners that also can be used during the DVD observation. An electronic version of each handout will be available when this instructional guide is available online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolprogdlins2015.pdf> (accessed January 20, 2016).

California’s Best Practices for Young Dual Language Learners: Research Overview Papers can be downloaded from the California State Advisory Council Web site at <http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016).

The *California Preschool Guidelines DVD Set* can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.



Information Delivery



Slides 2-4

Point out the elements of high-quality preschool programs for all children. These can be found at the bottom of the first column on page 81 of the *California Preschool Program Guidelines*:

- Intentional teaching
- Support of integrated learning
- Positive teacher–child relationships
- Positive home–school relationships
- Play as a context for learning
- Teacher planning time
- Qualified teachers
- Appropriate child–teacher ratios
- Individualized adult–child conversations that promote language and positive relationships
- Opportunities for children to learn and practice new vocabulary
- Frequent assessment that documents child progress and informs instructional planning
- Parent engagement



Slide 5

These are elements that support optimal development for all children, but young dual language learners need specific instructional strategies to support optimal developmental outcomes for them as well. The most important of these is the use of home language.



Slide 6

Because research has indicated “. . . an urgent need to carefully define, design, and implement best practices for preschool young DLLs” (*California Preschool Program Guidelines*, p. 81), let students know that they will now be exploring two approaches to program design that support integrated learning and development of young dual language learners in preschool. One is called “Balanced-English-and-Home-Language-Development Approach” (p. 82) and the other is called “English-Language-Development-with-Home-Language-Support Program Approach” (p. 83).



Active Learning

Getting it started

Assign students, in pairs, to explore a section in Chapter 6 that describes one of the two approaches described. More than one pair will be working on each approach, which could provide interesting discussions if there are differing perspectives.

Ask them to review the sections and record their responses to the following questions. This can be done with students recording their responses within each pair, or students could record their responses on sticky notes that could then be posted in an area designated for each program approach.



Slide 7

- What program or administrative factors might influence the choice of program approach for working with preschoolers who are dual language learners?
- What would be some benefits and challenges of this approach?
- What has to be in place for this approach to be successful?

Online Options

If there is online-discussion capability, faculty could facilitate a discussion of the three questions in the “Getting it started” segment. A separate discussion thread could be used for each program approach.

Each approach will have different details to consider. For example, those exploring a balanced approach will need to consider program structure. Those considering English-language-with-home-language support will need to consider the recommended strategies. In each case, students need to be thoughtful in their responses.

When they have had a chance to review their section and consider the questions, discuss what they found. Also ask what they would want to know more about.

Keeping it going

The California Department of Education has produced a set of two DVDs, titled *California Preschool Program Guidelines DVD Set*, to accompany the *California Preschool Program Guidelines*. Disc 2 contains a chapter that provides information and illustrations of the two program approaches discussed in Chapter 6. This can be found by opening Disc 2, choosing “Select Chapters” from the main menu,



Disc 2



and then choosing “Supporting Young Dual Language Learners: Program Approaches.” This segment is about 14 minutes long.

Let students know that they will be viewing these two approaches as they are used in some preschool settings in California.



Slide 8

Give students Handout 1, “Elements of High-Quality Preschool Programs for All Children,” with the list of elements of high-quality preschool programs, and ask them to check off the elements they see as they view the video. Because it is difficult to take notes and view the video at the same time, simply checking off the elements as they see them is appropriate for class-time viewing. If there is an opportunity for students to pause the DVD and/or move forward or backward through the DVD segment, they could be asked to record the examples of the elements as they see them.

Following the viewing, ask students to report which elements they saw and which they did not see. Many students will likely be able to describe examples that they remember. Also ask these two questions:



Slide 9

- What new information did you get from viewing the video?
- After seeing examples of the two approaches, can you think of additional benefits and challenges of each that were not included in the text? Note to Faculty: This is similar to the question they addressed in the “Getting it started” section, but they might have some differing perspectives now that they have viewed examples of each.



Slides 10-12

Another approach

On page 86 of Chapter 6, there is a list of teacher practices that support young dual language learners. If they have viewed the segment of the DVD as suggested in the “Keeping it going” section, ask if they can recall seeing any of these teacher practices in use.

If you have not used the DVD yet, consider using it to review teacher practices. Students can use Handout 2, “Interactions and Practices to Support Young Dual Language Learners,” to record their observations.



Slides 13-15

Taking it further

One of the recommended practices for addressing the specific needs of young dual language learners in high-quality programs relates to having staff get critical information about the use of language at



home and about the family and child in general. On pages 85 and 86 of the *California Preschool Program Guidelines*, Table 6.2 is a sample interview form that staff can use with families. It is recommended that this interview form be used in a face-to-face discussion.



Slides 16-17

If there are students who have or are currently working in programs with dual language children, ask if they have used this form or one like it. What was their experience?

If there are family members of young dual language learners in class, ask if they have ever been interviewed for this information. If so, what was their experience? If not, were there other ways that this information was given to staff?

Ask two students to role-play a staff person and a family member and conduct this interview.

When they have concluded the interview, ask students to discuss these questions:



Slide 18

- What was especially interesting to you?
- Are there things that you might add to this interview?
- What did you learn that you can put into practice now or in the future?

Reflection



Slide 19

When students have finished all or parts of the active learning, guide a reflective conversation centered on the following questions:

- Where did you find information that was new to you?
- Where did you find information that you disagreed with?
- Where did you find yourself wondering about something?
- How will this information affect your teaching or administrative practices now or in the future?

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 20-22

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?

Deeper Understanding

Chapter 6 of the *California Preschool Program Guidelines* is based on *California's Best Practice for Young Dual Language Learners: Research Overview Papers (2013)*. This key topic relates to the contents of Paper 3 in this collection: "Program Elements and Teaching Practices to Support Young Dual Language Learners."

Keep in mind that the suggested explorations are intended to familiarize students with the contents of Paper 3. They are not intended to provide an in-depth exploration of the topic.

Assign students or have them choose one of the following parts for review. Each part contains possible further divisions, though they are not formatted as such. Further division would require different sets of questions for subdivisions, and faculty could develop that deeper exploration for students who might be more familiar with research reviews. Students who are more familiar with research overviews could review the entire paper. The parts listed below are from Paper 3, "Program Elements and Teaching Practices to Support Young Dual Language Learners" from *California's Best Practice for Young Dual Language Learners: Research Overview Papers*.



Slide 23

- Part I: High-Quality Preschools for All Children (pp. 92–97)
- Part II: Language Use in the Classroom (pp. 97–102)
- Part III: Teaching Practices for Preschool Dual Language Learners (pp. 102–108)



Ask students to review their assigned part and look for key ideas and recommendations. Let them know that they will be reporting these back to the whole group. How faculty organize this reporting back depends on the size of the class and partly on students' familiarity with research reviews. Reporting could be done using one of the following methods:

Online Options

Students could post online their electronic presentations, written summaries, or photographs or scanned images of posters.

- Electronic slide presentation or other electronic format
- Written summary shared online
- Gallery walk in the classroom with areas designated for each part
- Poster presentations



Elements of High-Quality Preschool Programs for All Children

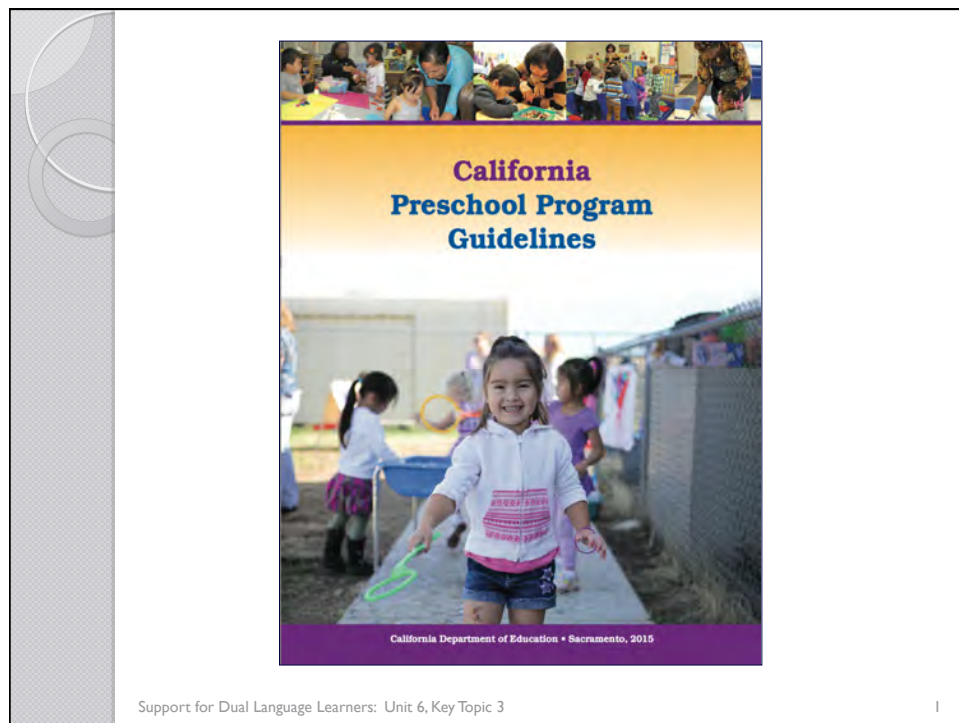
Check here if you see it in the video	Element of high-quality preschool programs Where possible, indicate whether you have seen these in relation to home language or to English.
	Intentional teaching
	Support of integrated learning
	Positive teacher-child relationships
	Positive home-school relationships
	Play as a context for learning
	Teacher planning time
	Qualified teachers
	Appropriate child-teacher ratios
	Individualized adult-child conversations that promote language and positive relationships
	Opportunities for children to learn and practice new vocabulary
	Frequent assessment that documents child progress and informs instructional planning
	Parent engagement



Interactions and Practices to Support Young Dual Language Learners

The following table can be used as a checklist to record if the interactions that nurture positive relationships that are listed were present in the DVD segment that you viewed. There is also space to record any examples that you remember after viewing the DVD. Where possible, indicate whether home language, English, or both were involved.

Check if you see it in the DVD	Interactions that nurture positive relationships between teachers and children who are dual language learners	Record any examples that you see in the DVD
	Teachers are physically near to children.	
	Teachers engage in social conversation with children.	
	Teachers express affection verbally and physically.	
	Teachers use a warm, calm voice, make eye contact when appropriate, and use respectful language when talking with children.	
	Teachers are flexible with children and allow children to make choices and express themselves.	



Young Dual Language Learners

Elements of High-Quality Preschool Programs

- Intentional teaching
- Support of integrated learning
- Positive teacher-child relationships
- Positive home-school relationships
- Play as a context for learning

Young Dual Language Learners

Elements of High-Quality Preschool Programs

- Teacher planning time
- Qualified teachers
- Appropriate child-teacher ratios
- Individualized adult-child conversations that promote language and positive relationships

Support for Dual Language Learners: Unit 6, Key Topic 3

3

Young Dual Language Learners

Elements of High-Quality Preschool Programs

- Opportunities for children to learn and practice new vocabulary
- Frequent assessment that documents child progress and informs instructional planning
- Parent engagement

Support for Dual Language Learners: Unit 6, Key Topic 3

4

Young Dual Language Learners

- The characteristics of high-quality preschool programs support optimal development for all children.
- Young dual language learners benefit from specific instructional strategies to support optimal developmental outcomes, particularly the use of *home language*.

Support for Dual Language Learners: Unit 6, Key Topic 3

5

Young Dual Language Learners

Program approaches supporting integrated learning and development

- “Balanced-English-and-Home-Language-Development Approach”
- “English-Language-Development-with-Home-Language-Support Program Approach”

California Preschool Program Guidelines, pages 82-83

Support for Dual Language Learners: Unit 6, Key Topic 3

6

Young Dual Language Learners

- What program or administrative factors might influence the choice of program approach for working with preschoolers who are dual language learners?
- What would be some benefits and challenges of this approach?
- What has to be in place for this approach to be successful?

Support for Dual Language Learners: Unit 6, Key Topic 3

7

Young Dual Language Learners

Elements of High-Quality Preschool Programs for All Children

Check here if you see it in the video	Element of high-quality preschool programs Where possible, indicate whether you have seen these in relation to home language or to English.
	Intentional teaching
	Support of integrated learning
	Positive teacher-child relationships
	Positive home-school relationships
	Play as a context for learning
	Teacher planning time
	Qualified teachers

Support for Dual Language Learners: Unit 6, Key Topic 3

8

Young Dual Language Learners

- What new information did you get from viewing the video?
- After seeing examples of the two approaches, can you think of additional benefits and challenges of each that were not included in the text?

Support for Dual Language Learners: Unit 6, Key Topic 3

9

Young Dual Language Learners

Positive teacher-child relationships are formed when teachers:

- Are physically near children.
- Engage in social conversation with children.
- Express affection verbally and physically.

Support for Dual Language Learners: Unit 6, Key Topic 3

10

Young Dual Language Learners

Positive teacher-child relationships are formed when teachers:

- Use a warm, calm voice, make eye contact, and use respectful language when talking to children.
- Are flexible with children and allow children to make choices and express themselves.

Support for Dual Language Learners: Unit 6, Key Topic 3

11

Young Dual Language Learners

Interactions and Practices to Support Young Dual Language Learners

The following table can be used as a checklist to record if the interactions that nurture positive relationships that are listed were present in the DVD segment that you viewed. There is also space to record any examples that you remember after viewing the DVD. Where possible, indicate whether home language, English, or both were involved.

Check if you see it in the DVD	Interactions that nurture positive relationships between teachers and children who are dual language learners	Record any examples that you see in the DVD
	Teachers are physically near to children.	
	Teachers engage in social conversation with children.	
	Teachers express affection verbally and physically.	

Support for Dual Language Learners: Unit 6, Key Topic 3

12

Young Dual Language Learners

“Family Languages and Interests Interview”

Table 6.2, pages 85-86

- Addressing the specific needs of young dual language learners requires staff to get detailed information about the use of language, the family, and child at home.

Support for Dual Language Learners: Unit 6, Key Topic 3

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Young Dual Language Learners

Table 6.2. Sample Family Languages and Interests Interview³

Child's Name _____ Date _____
 First Middle Last
 Date of Birth _____ Gender: ☐ Male ☐ Female
 Month Day Year

- How many family members live with you and the child? _____
- Who are the members of your family? _____
- Who is the primary caregiver of your child? _____
- What language does the primary caregiver speak most often with the child? _____
- What language(s) did your child learn when he or she first began to talk? _____
- Can you tell me what language(s) each of the following people in your household speak to your child?

	Only English	Mostly English, with some other language (identify)	Mostly other language (identify), with some English	Only other language (identify)
Mother (or you)				
Father (or you)				
Older siblings				
Grandmother				
Grandfather				
Aunt/Uncle				
Others, after school, community members				

3. See appendix A of California's Best Practices for Young Dual Language Learners (State Advisory Council on Early Learning and Care 2013, 207-8). This family interview form was developed by Espinosa, Muiers, and Magruder for the California Transitional Kindergarten program in 2010.

Support for Dual Language Learners: Unit 6, Key Topic 3

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Young Dual Language Learners

Table 6.2. **Sample Family Languages and Interests Interview** (continued)

7. What are your feelings about maintaining your home language? _____
8. What special talents or interests does your child have? _____
9. Who does your child play with most often? _____
10. What are your aspirations for your child? _____
11. What are your expectations for the preschool year? _____
12. Do you have any hobbies or interests that you would like to share with your child's class? _____
13. Would you be interested in volunteering in your child's class? _____
14. If yes, preferred days and times: _____

Support for Dual Language Learners: Unit 6, Key Topic 3

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Young Dual Language Learners

- If you have worked or are currently working in a program with dual language children, have you used this form or one like it to gather information about language use and interests?
- What was your experience?

Support for Dual Language Learners: Unit 6, Key Topic 3

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Young Dual Language Learners

- If you have a young dual language learner in your family, have you ever been interviewed for this information?
- If so, what was your experience?
- If not, were there other ways your child's teachers approached getting information about your language use and interests at home?

Support for Dual Language Learners: Unit 6, Key Topic 3

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Young Dual Language Learners

- What was especially interesting to you?
- Are there things that you might add to this interview?
- What did you learn that you can put into practice now or in the future?



Support for Dual Language Learners: Unit 6, Key Topic 3

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Young Dual Language Learners



- Where did you find information that was new to you?
- Where did you find information that you disagreed with?
- Where did you find yourself wondering about something?
- How will this information affect your teaching or administrative practices now or in the future?

Support for Dual Language Learners: Unit 6, Key Topic 3

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Young Dual Language Learners



- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

Support for Dual Language Learners: Unit 6, Key Topic 3

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Young Dual Language Learners



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

Support for Dual Language Learners: Unit 6, Key Topic 3

21

Young Dual Language Learners



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?

Support for Dual Language Learners: Unit 6, Key Topic 3

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Young Dual Language Learners

Paper 3: Program Elements and Teaching Practices to Support Young Dual Language Learners

California's Best Practice for Young Dual Language Learners: Research Overview Papers

- I: High-Quality Preschools for All Children
- II: Language Use in the Classroom
- III: Teaching Practices for Preschool Dual Language Learners

Support for Dual Language Learners: Unit 6, Key Topic 3

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Unit 6 – Support for Young Dual Language Learners

Key Topic 4: Further Considerations Regarding Young Dual Language Learners

Focus Statement

Students explore five important content areas related to young dual language learners: assessment, family engagement, inclusion of children with special needs, transition to kindergarten, and early childhood educator competencies.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Child, Family and Community
- Introduction to Curriculum
- Teaching in a Diverse Society
- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education
- Introduction to Children with Special Needs
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Class presentation
- Creation of a visual representation
- Jigsaw reading



- Pairs or small groups
- Reflective discussion
- Short paper or report
- Video observation

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

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



Unit 6 – Support for Young Dual Language Learners

Key Topic 4: Further Considerations Regarding Young Dual Language Learners


 Unit 6: Support for Young Dual Language Learners
Key Topic 4 – Further Considerations Regarding Young Dual Language Learners

Before You Start

There are five topics relating to young dual language learners that are briefly, but importantly, presented at the end of Chapter 6. These are “Assessment of Young Dual Language Learners,” “Family Engagement,” “Inclusion of Young Dual Language Learners Who Have Special Needs,” “Support for the Transition to Kindergarten,” and “Early Childhood Educator Competencies.” In this key topic, each of these is explored in a way that will support students in becoming familiar with their presentation in Chapter 6. Students will be asked to explore the content in Chapter 6 relating to one or two of these topics and to share them in a way that enables all students to know how they are described in the chapter. Keep in mind that the purpose of exploring these topics is to support students in becoming familiar with how they are addressed in Chapter 6. The intention here is not to engage in a comprehensive study of any of these five topics.

Three of these topics—assessment, family engagement, and inclusion—are provided further in-depth support by the California Department of Education, Early Education and Support Division through papers that provide overviews of research in these areas and sets of recommendations based on this research. These are among the overviews of research collected in *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*, developed by the Governor’s State Advisory Council on Early Learning and Care and the California Department of Education in 2013.

Additional exploration of these three research overview papers is provided in the “Deeper Understanding” segment of this key topic. These explorations are not intended to immerse students in the details of the research overviews but rather to support them in becoming familiar with the issues addressed and the recommendations presented. Each of these three research overview papers would be appropriate for individual courses devoted to each of the topics. Unit 3, Key Topic 3, Subtopic 1 of this instructional guide also includes a review of Paper 4, one of the three research overview papers suggested for this key topic.

In addition, these three topics are also addressed in the *California Preschool Program Guidelines DVD Set* produced by the California Department of Education, Early Education and Support Division to accompany the *California Preschool Program Guidelines*. Information from Discs 1 and 2 of this set is included in the active learning



that follows, with a set of questions for reflecting on the content of specific segments of the DVD.

How faculty use this key topic will depend on the course content and level of students in a class. It can be used fully, or specific topics can be extracted to support integrating young dual language learners into specific courses, such as courses relating to assessment, working with families, inclusion, or any number of other courses. The instructional strategies suggested here for exploring the five topics, viewing the DVD, and exploring the overviews of research are by no means exhaustive but are designed to provide ways to familiarize students with the important issues relating to young dual language learners as they are reflected in the *California Preschool Program Guidelines*. Faculty might find, as they review the methodologies suggested here, that other methodologies come to mind as these very rich and important topics are addressed.

If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

California's Best Practices for Young Dual Language Learners: Research Overview Papers can be downloaded from the California State Advisory Council Web site at <http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016).

The *California Preschool Guidelines DVD Set* can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.

Information Delivery



Slide 2

Present the five topics addressed in this key topic to students:

- Assessment of Young Dual Language Learners
- Family Engagement
- Inclusion of Young Dual Language Learners Who Have Special Needs
- Support for the Transition to Kindergarten
- Early Childhood Educator Competencies

Active Learning

Getting it started

Depending on class size, assign students individually or in pairs to each topic. Let them know that they should consider how they can



present their responses to all students in the class as they do the following steps:



Slide 3

1. Carefully read the text relating to your topic in Chapter 6.
2. Find one or two key ideas and record them in one or two sentences.
3. Describe what is most interesting to you about this topic.
4. Describe why this topic matters when working with young dual language learners.

Online Options

Students could post online the key ideas, what they found interesting about their topic, and reasons the topic is important from their assigned reading. They then review their classmates' postings in preparation for developing a presentation.

Keeping it going

When they have completed these steps, organize students into pairs if they have worked individually or into groups of two pairs if they have already worked in pairs. They should be meeting with others who have addressed the same topic. Ask them to compare responses with the others in their group and then agree on one or two key ideas and one or two reasons why this topic matters when working with young dual language learners.

Next, ask students to determine an effective way to present this information to the whole class in about a five-minute time frame. Some ways to consider presenting to the class could include a poster, oral presentations with electronic slide support, or a panel presentation by a group.

Depending on the size of the class and the amount of time in the syllabus devoted to working with this chapter, students can either carry out their presentations or describe them to the rest of the class. Remind students that they are not to consider this topic in depth but to focus on what information is in the text relating to this topic.

Taking it further

The California Department of Education, Early Education and Support Division has produced the *California Preschool Program Guidelines DVD Set*, a set of two DVDs to accompany the *California Preschool Program Guidelines*. Disc 1 has a chapter relating to assessment titled "Assessing Children's Development and Learning"

Disc 1 and
Disc 2



and a chapter relating to inclusion titled “Including Children with Disabilities or Other Special Needs.” On Disc 2 there is a chapter entitled “Supporting Young Dual Language Learners: Considerations for All Programs,” which is about 16 minutes long. There is a segment beginning almost 11 minutes into the chapter that is called “Connecting With the Families of Young Dual Language Learners.” Any of these segments could be viewed to add to exploration of the text in Chapter 6 of the *California Preschool Program Guidelines*. To access any of these DVD chapters, open the disc to the main menu and click on “Select Chapters.” Then click on the desired chapter and move the sliding cursor to the segment that is to be viewed.

As they view these DVD segments, students could consider again these questions:



Slide 4

- What was most interesting to you?
- What was new information?
- What can you take from this into your work with young children who are dual language learners and their families?

Reflection

As students complete any or all of the active learning sections, ask them to reflect on the following questions:



Slides 5-6

- Which information was new to you?
- Which information were you very familiar with?
- Where did you find yourself surprised by some information?
- What did you think was missing?
- Did you discover any obstacles of your own in working with young dual language learners and their families? What are they? How can you work to overcome them?
- What do you want to learn about more deeply? How can you do that?

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 7-9

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?

Deeper Understanding

Three papers in *California's Best Practices for Young Dual Language Learners: Research Overview Papers* directly address three of the topics in this key topic. Depending on the course content and the familiarity of students regarding research overviews, the following is suggested for each of the three overviews of research. Keep in mind that these learning experiences are not intended to be exhaustive explorations of the research overviews but to familiarize students with the content of the reviews.

The three topics are presented in the order in which they are addressed in Chapter 6.



Slide 10

Research Overview Paper 5. Assessment of Young Dual Language Learners in Preschool

This paper is organized around four questions, which are found on page 173 of *California's Best Practices for Young Dual Language Learners: Research Overview Papers*:



Slide 11-12

1. What are the important linguistic, cultural, and background factors to consider in the assessment of young DLLs?
2. What are the most appropriate methods for assessing young DLLs for certain purposes (e.g., instructional improvement and developmental screening)?
3. What technical considerations are required for testing DLLs?



4. What do preschool teachers need to know about valid assessment of DLLs?

As an individual assignment or in pairs, assign students to one of the four questions. The following table is one way faculty may choose to focus the information that students review in answering each question.

Question	Information source
1. What are the important linguistic, cultural, and background factors to consider in the assessment of young DLLs?	• Pages 174–182 • Also information from some of the pages for question 2
2. What are the most appropriate methods for assessing young DLLs for certain purposes (e.g., instructional improvement and developmental screening)?	• Pages 176–189 • Table 1 (pp. 205–206)
3. What technical considerations are required for testing DLLs?	• Pages 189–192 • This question might be combined with another question, since it is only three pages, but also might require some prior knowledge of assessment in early childhood.
4. What do preschool teachers need to know about valid assessment of DLLs?	• Pages 192–194 • Figure 1 (pp. 202–204)

Because these suggested pages from *California's Best Practices for Young Dual Language Learners: Research Overview Papers* are not in equal number across the four questions, faculty might want to consider having the whole class address question 4 and combine question 3 with either question 1 or question 2. Additionally, question 3 might be more appropriate for students with some knowledge of



assessment in early childhood. How these questions are organized for any class would depend on class size and the students' experience.

Explain to students that they will be reporting back to the whole class about their findings, so they will need to consider how to do this effectively and efficiently. It will be important to include answers to the following questions:



Slides 13-14

- How would you answer the question?
- What are two or three key ideas?
- What are two or three research findings that are presented?
- Are there any recommendations in the section reviewed?
- What is it especially important for professionals working with young children who are dual language learners and their families to know based on the information covered?

Online Options

Students could post online their findings from their review of the research overview papers.

Before students begin their exploration, as a class decide how the reporting back to the class should be done. It can be done orally, in writing, in class, online, or many other ways. An agreed-upon way to do this will produce information that is accessible to all students.



Slide 15

Research Overview Paper 4. Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners

This paper from *California's Best Practices for Young Dual Language Learners: Research Overview Papers* is divided into major segments but begins with a review of important findings (pp. 121–122) and some terminology and definitions (pp. 122–124).

These initial sections might be best approached as a whole class, with a simple reading and review of the important findings and definitions. Following this review of the first two sections, students can address the main topics in the research overviews in one of two ways:

1. Each student can prepare an outline of the main points of the paper, following the topics listed below. This would be a major



reading and writing assignment. Since this is a research overview, it would be appropriate to ask students to include in their outline an indication of how this connects to their work.

2. Following the introductory material, Paper 4 from *California's Best Practices for Young Dual Language Learners: Research Overview Papers* is divided into five main sections with subsections in each one. They are as follows, with the addition of the section on "Mismatch and Obstacles":



Slides 16-17

- Mismatch and Obstacles (pp. 124–128)
- Engaging Families to Support their Children's Development in the Program Setting (pp. 131–144)
- Engaging Families to Support Their Children's Development at Home (pp. 144–150)
- Utilizing Community Resources to Support Family Engagement (pp. 150–151)
- Promising Practices (pp. 151–157)
- Recommendations for Supporting Children's Development in the Program Setting (pp. 157–160)

To familiarize students with the content of this research overview, a jigsaw approach is suggested. This would involve assigning individuals, pairs, or small groups to one or more of the main sections and asking them to consider the following questions:



Slide 18

- What are the key ideas?
- What most interested you about the information?
- What can you use in your work with young dual language learners and their families?

The section on recommendations could be reviewed by all, and each group could find recommendations that are derived from the section they reviewed. These could also be reported to the whole group.

The section on "Promising Practices" could also be reviewed by the whole class. This section contains descriptions of promising practices and model programs that have been supported by research



findings. This section in itself could be addressed in a jigsaw fashion, with students being assigned to individual practices or programs to review and share with the whole group.

All of the students' findings could be shared with the whole group in a number of ways: orally, in class, in a written format submitted online, in a chart or poster format in class, or some combination of these and other methodologies.



Slide 19

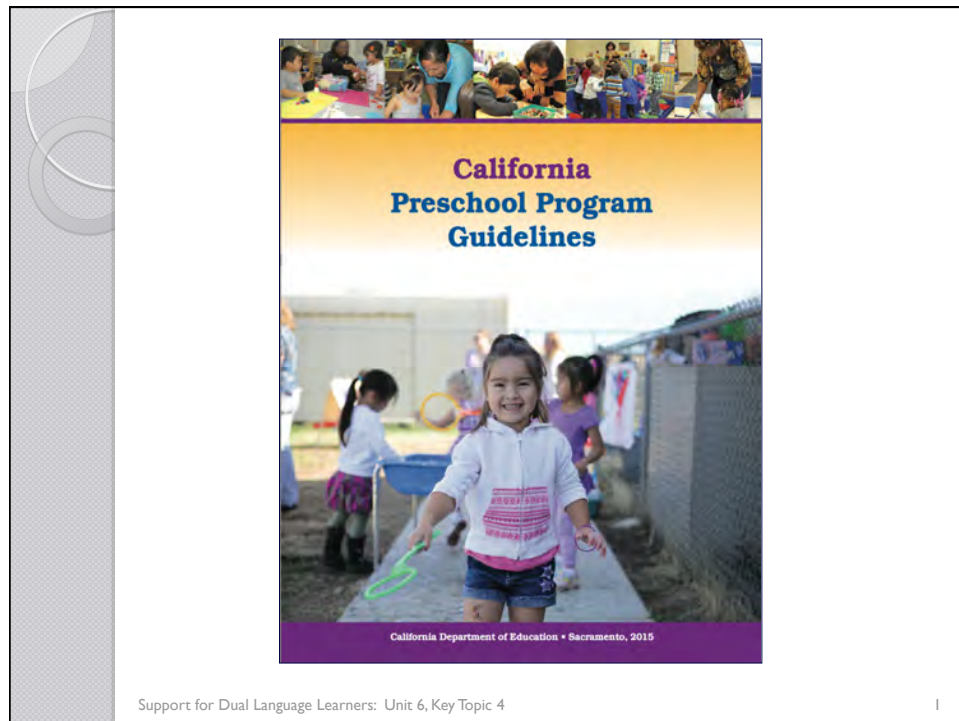
Research Overview Paper 6. Early Intervention and Young Dual Language Learners with Special Needs

This research overview from *California's Best Practices for Young Dual Language Learners: Research Overview Papers* begins with four questions that are the focus of the paper. It then provides findings that were found in relevant research that address these questions. The research is organized primarily by the target populations of the studies reviewed in this paper, and the overview concludes with implications for practice.



Slides 20-21

This overview paper could be approached in a similar fashion to the previous two papers. That would involve reviewing the questions and findings on page 210 of *California's Best Practices for Young Dual Language Learners: Research Overview Papers* as a group and then having students, individually or in pairs, investigate one or two target populations reviewed in this paper and report to the whole group on key ideas. Because this is a relatively short paper—17 pages—another way would be to assign students individually or in pairs to one of the four questions and ask them to review the paper to locate findings that might respond to their assigned question. This would take them into each of the target populations of the studies reviewed in this paper and might provide some insights across the target populations. Before beginning this approach, it would be good to discuss with students the limitations of the research base for young dual language learners with special needs (*California's Best Practices for Young Dual Language Learners: Research Overview Papers*, pp. 211–212). Again, it would be important to report each student's work to the whole group.



Young Dual Language Learners

Considerations

California Preschool Program Guidelines, pages 87-90

- Assessment of Young Dual Language Learners
- Family Engagement
- Inclusion of Young Dual Language Learners Who Have Special Needs
- Support for the Transition to Kindergarten
- Early Childhood Educator Competencies

Support for Dual Language Learners: Unit 6, Key Topic 4

2

Young Dual Language Learners

1. Read the text relating to your topic.
2. Identify 1-2 key ideas and record them in 1-2 sentences.
3. Describe what is most interesting to you about this topic.
4. Describe why this topic matters when working with young dual language learners.

Support for Dual Language Learners: Unit 6, Key Topic 4

3

Young Dual Language Learners

- What was most interesting to you?
- What was new information?
- What can you take from this into your work with young children who are dual language learners and their families?

Support for Dual Language Learners: Unit 6, Key Topic 4

4

Young Dual Language Learners



- Which information was new to you?
- Which information were you very familiar with?
- Where did you find yourself surprised by some of the information?

Support for Dual Language Learners: Unit 6, Key Topic 4

5

Young Dual Language Learners



- What did you think was missing?
- Did you discover any obstacles of your own in working with young dual language learners and their families? What are they? How can you work to overcome them?
- What do you want to learn about more deeply? How can you do that?

Support for Dual Language Learners: Unit 6, Key Topic 4

6

Young Dual Language Learners



- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

Support for Dual Language Learners: Unit 6, Key Topic 4

7

Young Dual Language Learners



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

Support for Dual Language Learners: Unit 6, Key Topic 4

8

Young Dual Language Learners



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?

Support for Dual Language Learners: Unit 6, Key Topic 4

9

Young Dual Language Learners

Research Overview Paper 5: Assessment of Young Dual Language Learners in Preschool



Support for Dual Language Learners: Unit 6, Key Topic 4

10

Young Dual Language Learners

- What are the important linguistic, cultural, and background factors to consider in the assessment of young DLLs? (pp. 174-182)
- What are the most appropriate methods for assessing young DLLs for certain purposes? (pp. 176-189; Table 1 pp. 205-206)

Support for Dual Language Learners: Unit 6, Key Topic 4

11

Young Dual Language Learners

- What technical considerations are required for testing DLLs? (pp. 189-192)
- What do preschool teachers need to know about valid assessment of DLLs? (pp. 192-194; Figure 1 pp. 202-204)

Support for Dual Language Learners: Unit 6, Key Topic 4

12

Young Dual Language Learners

- How would you answer the question?
- What are two or three key ideas?
- What are two or three research findings that are presented?
- Are there any recommendations in the section reviewed?

Support for Dual Language Learners: Unit 6, Key Topic 4

13

Young Dual Language Learners

- What is it especially important for professionals working with young children who are dual language learners and their families to know based on the information covered?

Support for Dual Language Learners: Unit 6, Key Topic 4

14

Young Dual Language Learners

Research Overview Paper 4: Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners



Support for Dual Language Learners: Unit 6, Key Topic 4

15

Young Dual Language Learners

- Mismatch and Obstacles (pp. 124–128)
- Engaging Families to Support their Children's Development in the Program Setting (pp. 131–144)
- Engaging Families to Support Their Children's Development at Home (pp. 144–150)

Support for Dual Language Learners: Unit 6, Key Topic 4

16

Young Dual Language Learners

- Utilizing Community Resources to Support Family Engagement (pp. 150–151)
- Promising Practices (pp. 151–157)
- Recommendations for Supporting Children’s Development in the Program Setting (pp. 157–160)

Support for Dual Language Learners: Unit 6, Key Topic 4

17

Young Dual Language Learners

- What are the key ideas?
- What most interested you about the information?
- What can you use in your work with young dual language learners and their families?

Support for Dual Language Learners: Unit 6, Key Topic 4

18

Young Dual Language Learners

Research Overview Paper 6: Early Intervention and Young Dual Language Learners with Special Needs



Support for Dual Language Learners: Unit 6, Key Topic 4

19

Young Dual Language Learners

- Are preschool-age children with special needs capable of learning more than one language?
- How will exposure to more than one language influence the language development of preschool-age children with special needs?

Support for Dual Language Learners: Unit 6, Key Topic 4

20

Young Dual Language Learners

- What are key considerations in choosing the language for intervention when working with young DLLs with special needs?
- What are implications for practice with DLLs in preschool with special needs?

Support for Dual Language Learners: Unit 6, Key Topic 4

21



Unit 7 – Using Technology and Interactive Media with Preschool-Age Children

Getting Ready for the Unit and Connecting to Experience



Unit 7: Using Technology and Interactive Media with Preschool-Age Children
Getting Ready for the Unit and Connecting to Experience

Focus Statement

Students have an opportunity to consider their own use of technology and electronic media and reflect on what they can bring from their own experiences to their work with preschool children.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Brainstorming
- Categorizing
- Class discussion
- Pairs or small groups
- Personal reflection
- Reflective discussion



California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 7 – Using Technology and Interactive Media with Preschool-Age Children

Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

Chapter 7 of the *California Preschool Program Guidelines*, “Using Technology and Interactive Media with Preschool-Age Children,” provides information, guidance, and resources on integrating technology into preschool programs to support young children’s learning and development. The chapter contains the following sections:

- Children and Electronic Media
- Technology and Interactive Media in the Preschool Environment
- The Benefits and the Challenges of Using Technology and Interactive Media
- Selecting Technology and Interactive Media to Enhance Children’s Learning
- Integrating and Using Technology in the Preschool Environment
- Training and Professional Development Opportunities

As with Chapters 2 through 6, Chapter 7 closes with a list of references and suggestions for additional reading.

A glossary is found at the end of the *California Preschool Program Guidelines* that contains some terms specific to Chapter 7. Faculty may find it useful to familiarize themselves with these terms before introducing students to this chapter. There are also parts of two learning experiences in this unit, Getting Ready for the Unit and Key Topic 1, which include opportunities for students to review these terms.

Unit 7 of this instructional guide is designed to provide resources for faculty as they engage their students in the important topic of using technology and interactive media with young children. The unit begins with a learning experience in which students reflect on their own use of technology and how these reflections can inform their thinking about technology and preschool children. This learning experience is intended to highlight the extent to which technology has become part of all our lives and how teachers will need to make many decisions about how technology should be part of the preschool classroom experience for young children.



Key Topic 1 provides opportunities for students to gain an overview of the key content of the chapter and explore some of the research base around technology and electronic media and young children. Key Topic 2 allows students to take a more in-depth examination of the impacts, values, and questions surrounding young children's engagement with technology and electronic media. Key Topic 3 reviews guidance that programs and teachers can consider in deciding how to include technology appropriately in preschool classes.

Motivator and Connection to Experience

Before You Start

The majority of today's college students have probably grown up with some level of familiarity with electronic media—especially some kind of screen technology such as televisions, computers, smartphones, and tablets. This familiarity will vary according to their ages and accessibility to different kinds of electronic media, but most college-age students will have been exposed to and probably used at least a television and computer.

For preschool-age children, this exposure to electronic media is even more prevalent and part of their everyday lives. "Technology and interactive media are integral parts of modern life" (*California Preschool Program Guidelines*, p. 93). Both at home and at school, young children are encountering opportunities to engage with electronic media for entertainment, communication, and learning. Both parents and educators are faced with answering the why, when, where, what, and how questions related to technology and young children.

Given the possibly wide range of students' experiences with electronic media, it may be helpful for them to recall and reflect on these experiences and then examine their current understanding and beliefs about the value and use of electronic media with young children. Also, identifying and clarifying the different terms used to describe specific kinds of technology and electronic media can help ensure a common understanding of these terms.

In preparation for this learning experience, faculty may wish to review the terms and definitions provided in the glossary (pp. 249–250) at the end of the *California Preschool Program Guidelines*. Handout 1 is a copy of the glossary from the *California Preschool Program Guidelines*. Faculty may also find it useful to consider the demographics of the students' communities and the kinds of preschools in their communities. Although these will be somewhat general observations, they may provide some insight into children's exposure and accessibility to different forms of technology and electronic media.

Because students will be asked to each generate a list of items and then review the lists as a large group, it will be helpful to have chart paper and markers or large sticky notes



or half sheets of 8 1/2" x 11" paper and tape available. Handout 2, "Technology or Electronic Media Use," provided with this learning experience, can be used for students to record their use of electronic media. Electronic versions of these handouts will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

Information Delivery

Students will be asked to review and understand the meanings of three specific terms used when discussing the broad topic of technology: electronic media, interactive media, and screen technologies. These terms are defined within the chapter and also in the glossary. Handout 1 is a copy of this glossary.

Active Learning



Slide 2

Getting it started

Begin this learning experience with a class discussion of the kinds of technology and electronic media available today. Encourage students to think about the technology they use and the technology they have seen used with and by preschool-age children. Ask them to give examples of use at home and in classrooms.

Explain that students will first individually brainstorm a list and then compile a class list. If feasible for the class list, students are to write each item on a large sticky note or half sheet of 8 1/2" x 11" paper that can be placed on the wall. If these materials are not available, students can write the items from their lists on a large sheet of chart paper.



Slides 3-4

Next ask students to review the glossary definitions for electronic media, interactive media, and screen technologies. Students can refer to their copies of the *California Preschool Program Guidelines* or Handout 1. As each term is discussed, encourage students to give examples of each one to further ensure

Online Options

If there is online-discussion capability, faculty could facilitate a discussion of the three terms. A separate discussion thread could be done for each term, and students could also post examples for each term or category.



understanding of the similarities and differences. Items from the class list can be included in these examples.

If sticky notes or half sheets were used for the class list, write each of the three terms—electronic media, interactive media, and screen technologies—on a sticky note or half sheet and place each example under its category. If the class list was written on chart paper, write a symbol or abbreviation for one of the terms by each item on the list. Students may notice that one or more examples may fit under more than one term or category. Discuss with students what stands out for them from the definitions and examples of these terms, especially electronic and interactive media.



Slide 5

Keeping it going

Ask students to then write a list of the different kinds of electronic media they use and when they first started using it. Handout 2, “Technology or Electronic Media Use,” is provided for recording this list, or faculty may ask students to create their own form. If students use a lot of different applications, software programs, television and radio programs, DVDs, electronic games, or other types of electronic media, they can list the two or three from each type most frequently used.

Online Options

Students could complete Handout 2 or create a similar list out of class and then post their lists online. Students then could review their classmates’ lists in preparation for an in-class discussion.

Taking it further

After students complete their lists, ask them to review each item and decide if it is primarily for communication, social networking, information search, information documentation, learning, entertainment, or other. They are to also indicate if it is for personal use or for work/school and how much time per week—approximate number of hours—they use each item. Some items may fall under more than one category, so ask students to estimate how much time is spent for each purpose.

Putting it together

Students then share their lists with one or more other students. Ask the students to divide into two groups and then form two concentric circles facing each other. Students are to share their lists with the person opposite them and note any striking similarities or differences in their lists. Allow about five to seven minutes for this comparison and then announce that it is time for the students to change partners by having the inner circle move one person to the left. Allow another



five to seven minutes for this sharing, and continue the rotation for one or two more rounds.

Another approach

Ask students to create a time line of their lives by noting major events such as starting preschool or kindergarten, elementary school, middle school, high school, and college; different jobs; trips; important relationships, and so forth. Next ask them to list when on the time line they first used different kinds of technology or electronic media and when they may have stopped using each item.

Then encourage students to reflect on their time lines and think about how each kind of technology or electronic media possibly impacted their lives. What were some benefits or challenges they realized through using technology and electronic media?

Provide time for students to compare their time lines with some of their classmates. Faculty may choose to use the concentric circle group approach described in the “Putting it together” segment or try another method such as randomly grouping two or three students.

Online Options

Instead of creating their time lines in class, students could develop these outside class and post photographs or scanned images online. Students could then review their classmates’ postings in preparation for an instructor-facilitated discussion in class or online.

Ask students at what age most of them started using some kind of technology—especially how many were preschool age—and how that compares with what they are observing today. Encourage them to discuss what they perceive as benefits or concerns related to young children using different kinds of technology.

Reflection

Conclude this learning experience by convening the class as a large group for a reflective discussion. The following questions can be used:

- What stands out for you from your own list (time line)? From sharing and comparing your list (time line) with other students?
- What surprised you about your list (time line)? How did you feel sharing your list (time line) with others?



Slides 6-7



Slide 8



Slide 9



Slides 10-11

- What new understanding or perspective do you have about yourself and your interaction with electronic media? Why do you think it is important for you as a preschool teacher to think about your own experience with and use of technology and electronic media?
- What will you take from this learning experience to your work with young children and their families?

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 12-14

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?



Glossary of the California Preschool Program Guidelines



administrator. An early childhood professional who may hold a wide variety of titles and positions: Center Director in a small, single-site program; Site Supervisor within a large, multiple-site program; or a Program Coordinator for a network of centers. Regardless of the particular size or characteristics of a program, the same issues and concerns must be addressed at all programs.

assistive technology device. Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability (Mistrett 2004).

cognitive flexibility. The ability to switch perspectives or the focus of attention and adjust to changed demands or priorities (Diamond et al. 2007).

dual language learners. Young children who are learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language.

ecological perspective. The view or belief that interactions with others and the environment influence development.

electronic media. Media that rely on technology to broadcast or store information. Examples include television, radio, DVDs, computers, the Internet, telephones, gaming consoles, and handheld devices.

executive function skills. Core executive function skills are inhibition (e.g., self-control—resisting temptations and resisting acting impulsively) and interference control (e.g., selective attention and cognitive inhibition), working memory, and cognitive flexibility

(including creatively thinking “outside the box,” seeing anything from different perspectives, and quickly and adapting to changed circumstances) (Diamond 2013).

home language. The primary language used by the child’s family in the home environment. Some children may have more than one home language (e.g., when one parent speaks Chinese and the other speaks English).

IDEA. The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. It governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youths with disabilities.

inhibitory control. The ability to resist the temptation to go on “automatic” and to do what is needed to achieve goals (Gallinsky 2013).

interactive media. Forms of electronic media with content designed to facilitate active and creative use by young children and to encourage social engagement with other children and adults (NAEYC and FRC 2012). Forms of interactive media include software programs, applications, broadcast media, the Internet, e-books, and some children’s television programming.

multiple means of engagement. Allowing children alternative ways to communicate or demonstrate what they know or what they are feeling, such as through gestures, sign language, or pictures.

multiple means of expression. Providing choices in the environment that facilitate learning by building on children’s



interests, experiences, knowledge, and skills—for example, providing a chair for a child who is interested in the sensory table, but uses a therapeutic walker.

multiple means of representation. Information presented in a variety of ways so the learning needs of all children are met. For example, it is important to speak clearly to children with auditory disabilities in an area with little or no background noise while also presenting information visually (such as with objects and pictures).

pedagogical philosophy. Philosophy of teaching.

pragmatics. The rules of language used in social contexts (e.g., one would talk differently to the president than to one's mother). Pragmatics includes gathering information, requesting, and communicating (California Department of Education 2010, 99).

prefrontal cortex. Primary functions of the prefrontal cortex include executive function skills (including planning, working memory), cognitive skills, logic/reasoning, and self-control/inhibition of behavior.

preschool or preschool program. Any early childhood setting where three- to five-year-old children receive education and care. Children can experience preschool in a variety of settings, including child care centers (center-based child care and family child care), state-funded prekindergarten programs, federally funded preschool programs (such as Head Start), and private preschool programs.

reflective practice. Thoughtful consideration of thoughts, feelings, actions, and experiences when applying knowledge to practice. This is done to learn from experience and systematic exploration of other approaches or behaviors. May be most effective when supported by peer collaboration or professionals' coaching.

reflective supervision. Refers to several related ideas and approaches designed to help professionals consider, in the presence of another person, their thoughts, feelings, actions, and reactions as they work to support the healthy development of young children and their families.

scaffolding. A process by which adults or capable peers provide a supportive structure to help children learn and play. Scaffolding is helpful when children are faced with a challenge that they can solve with a simple hint, question, or prompt.

screen technologies. Electronic devices with which users view content through a screen. This category may include televisions, computers, smartphones, and tablets.

specialized service providers. Professionals who work primarily with children and families who have special needs or who need services beyond what is typically provided by an early childhood educator. These providers are often early childhood special educators, but they might also include occupational therapists, physical therapists, and specialists in low-incidence disabilities.

teacher. An adult with education and care responsibilities in an early childhood setting. Teachers include adults who interact directly with young children in preschool programs.

universal design for learning (UDL). An educational framework, based on research in the learning sciences, that guides the development of flexible learning environments and that can accommodate individual learning differences (Center for Applied Special Technology 2008).

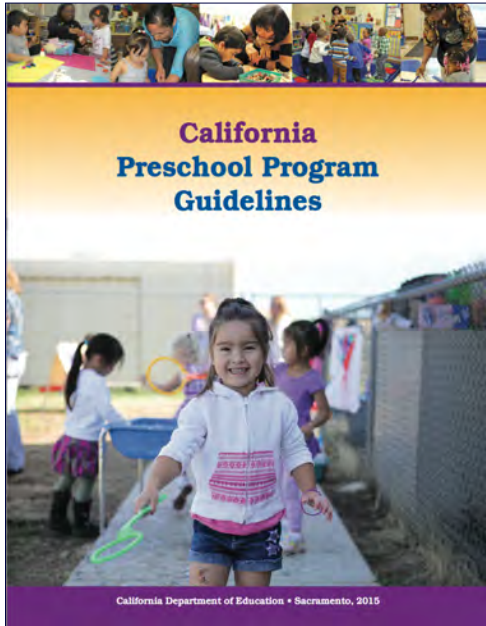
working memory. Holding information in mind while mentally working with it or updating it (Gallinsky 2013).



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California
Preschool Program
Guidelines

California Department of Education • Sacramento, 2015

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready |

Technology and Interactive Media

Consider the kinds of technology and electronic media available today.



- What technology do you use?
- What technology do you see used with and by preschool-age children?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready 2

Technology and Interactive Media

- Electronic media
- Interactive media
- Screen technologies



Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

3

Technology and Interactive Media

Glossary of the California Preschool Program Guidelines

administrator. An early childhood professional who may hold a wide variety of titles and positions: Center Director in a small, single-site program; Site Supervisor within a large, multiple-site program; or a Program Coordinator for a network of centers. Regardless of the particular size or characteristics of a program, the same issues and concerns must be addressed at all programs.

assistive technology device. Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability (Mistrett 2004).

cognitive flexibility. The ability to switch perspectives or the focus of attention and adjust to changed demands or priorities (Diamond et al. 2007).

dual language learners. Young children who are learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language.

(including creatively thinking "outside the box," seeing anything from different perspectives, and quickly and adapting to changed circumstances) (Diamond 2013).

home language. The primary language used by the child's family in the home environment. Some children may have more than one home language (e.g., when one parent speaks Chinese and the other speaks English).

IDEA. The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. It governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youths with disabilities.

inhibitory control. The ability to resist the temptation to go on "automatic" and to do what is needed to achieve goals (Gallinsky 2013).

interactive media. Forms of electronic media with content designed to facilitate active and creative use by young

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

4

Technology and Interactive Media

Key for How Used		
C = communication	SN = social networking	IS = information search
ID = information documentation	E = entertainment	L = learning
O = other		

Item	First used	How used		Amount/frequency of use (hours per week)	
		Personal	Work/School	Personal	Work/School

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

5

Technology and Interactive Media

- Create a timeline of your life, including major events, such as starting school, different jobs, trips, and relationships.
- Include when you first used different kinds of technology or electronic media and/or when you may have stopped using each item.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

6

Technology and Interactive Media

- How has each kind of technology or electronic media affected your life?
- What were some benefits or challenges you realized through using technology and electronic media?



Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

7

Technology and Interactive Media

- At what age did you start using some kind of technology? Were you preschool age?
- How does your experience compare with what you've observed today?
- What do you see as benefits or concerns related to young children using different kinds of technology?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

8

Technology and Interactive Media



- What stands out for you from your own time line? From sharing and comparing your time line with other students?
- What surprised you about your time line? How did you feel sharing your time line with others?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

9

Technology and Interactive Media



- What new understanding or perspective do you have about yourself and your interaction with electronic media?



Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

10

Technology and Interactive Media



- Why do you think it is important for you as a preschool teacher to think about your own experience with and use of technology and electronic media?
- What will you take from this learning experience to your work with young children and their families?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

11

Technology and Interactive Media



- Which ideas stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

12

Technology and Interactive Media



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

13

Technology and Interactive Media



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

14



Unit 7 – Using Technology and Interactive Media with Preschool-Age Children

Key Topic 1: Overview and Rationale of the Chapter



Unit 7: Using Technology and Interactive Media with Preschool-Age Children
Key Topic 1 – Overview and Rationale of the Chapter

Focus Statement

Students identify the key content of Chapter 7 in the *California Preschool Program Guidelines* and explore some of the research base around technology and young children.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Brainstorming
- Class discussion
- Jigsaw reading
- Lecture
- Notetaking outline or tool
- Pairs or small groups
- Personal reflection



- Reflective discussion
- Short paper or report

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Child Development and Learning
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 7 – Using Technology and Interactive Media with Preschool-Age Children

Key Topic 1: Overview and Rationale of the Chapter

Unit 7: Using Technology and Interactive Media with Preschool-Age Children
Key Topic 1 – Overview and Rationale of the Chapter

Before You Start

This key topic is designed to familiarize students with an overview of the content and some of the research that has been done on the use of technology and electronic media with young children in preschool settings. Students work in small groups to identify the main points and research based on a few guiding questions for each of the chapter's sections. Students then share their findings with the other students and have a discussion about what they believe are the key messages for each section.

Chapter 7 has six main sections:

- Children and Electronic Media
- Technology and Interactive Media in the Preschool Environment
- The Benefits and the Challenges of Using Technology and Interactive Media
- Selecting Technology and Interactive Media to Enhance Children's Learning
- Integrating and Using Technology in the Preschool Environment
- Training and Professional Development Opportunities

Because of the length of each section, certain sections have been combined for review by one group. Handout 1, "Chapter 7 Notetaking Form," which is a notetaking form with the suggested questions for each section, combines the sections into four groupings. It is suggested that each group have four students, although this will be dependent on the class size.

Although students are probably familiar with the concepts of technology and electronic media, they may not have heard the specific terminology and definitions used in Chapter 7—electronic media, screen technologies, and interactive media. The "Getting it started" part of the "Getting Ready for the Unit" and this key topic provide opportunities for students to explore these terms and definitions. If students have already done the "Getting Ready for the Unit" learning experience, faculty may choose to just do a brief review of the terms for this key topic.



In preparation for this learning experience, faculty may wish to review the terms and definitions provided in the glossary (pp. 249–250) at the end of the *California Preschool Program Guidelines* if they have not already done so. Faculty may also want to have a list of some examples of the different kinds of technologies and media. Handout 2 is a copy of the glossary from the *California Preschool Program Guidelines* that can be used for the “Getting it started” portion or for a review.

Electronic versions of the two handouts for this key topic will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016). If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

In the “Deeper Understanding” section, students are asked to review *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8*, a joint position statement adopted in January 2012 by the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College. This statement can be downloaded from the Fred Rogers Center Web site at <http://www.fredrogerscenter.org/initiatives/digital-media-learning/resources/> (accessed January 20, 2016).

Information Delivery

Students are asked to review Chapter 7 and identify key points, research, and key messages related to the use of technology and electronic media in preschool programs. Faculty may choose to have students do the reading themselves as suggested in the following active learning segments or deliver a lecture on the content. In either case, Handout 1, “Chapter 7 Notetaking Form,” may be a useful notetaking form for the students.

As described in the “Before You Start” section, there are six main content areas in Chapter 7:



Slides 2-4

- Children and Electronic Media
- Technology and Interactive Media in the Preschool Environment
- The Benefits and the Challenges of Using Technology and Interactive Media



- Selecting Technology and Interactive Media to Enhance Children's Learning
- Integrating and Using Technology in the Preschool Environment
- Training and Professional Development Opportunities

Active Learning



Slide 5

Getting it started

Begin by asking students to review the terms “electronic media,” “interactive media,” “screen technologies,” and “assistive technology device” that are found in the glossary to the *California Preschool Program Guidelines* on pages 249–250. Provide students with Handout 2 if they do not have copies of the *California Preschool Program Guidelines*.

Encourage students to pose any questions or comments about the definitions and to note any similarities, commonalities, and differences among them.

Next ask students to brainstorm examples for each of the terms, also pointing out that some examples may fit under more than one term. Record these examples on chart paper or a whiteboard so that all students can see them. Then review the examples and ask students to indicate if they have seen that item used with preschool-age children in a classroom or at home. Put checkmarks by the examples to tally the number of instances each item is used.

Online Options

If there is online-discussion capability, faculty could facilitate a discussion of the three terms. A separate discussion thread could be done for each term, and students could also post examples for each term or category.

Keeping it going

Discuss with students that their review of these definitions and identification of examples and use by young children are a starting point for them to think about the implications of using technology and electronic media with preschool-age children. Chapter 7 provides information, resources, and recommendations that programs and teachers should consider.



Slides 6-8

Provide students with Handout 1 and explain that this handout includes a list of questions that are addressed to some extent in Chapter 7. Ask the students to form small groups of four students each, and each student in the group is to select one or two sections of the chapter to review. Explain that the questions for each section



are to guide the students in identifying the main points for that section. They are not to identify key messages at this time, and they will have an opportunity to share their main points with their classmates.

Taking it further

After they have completed their assigned sections, ask the students to then share their findings with the other members of their group. Encourage students to take notes based on their classmates' presentations and, during this sharing, identify key messages for each section.

Online Options

Students could complete Handout 1 individually or in small groups and then post their completed handouts online. After reviewing the other students' or groups' handouts, students would write individually the key messages they pulled for either the instructor's review or as preparation for an in-class discussion.

Putting it together

After all the students have shared the main points from their sections, the students in each group are to share and discuss the key messages each student pulled for each section. The group is then to come to agreement on five key messages for the chapter. Ask each group to then share their key messages with the other groups.

Another approach

Instead of students working in small groups during class, faculty may choose to have students complete the full handout individually as an out-of-class assignment. Then students could form small groups in class to discuss and compare their main points and key messages. Or students could discuss their review of the chapter as a large group.

Reflection



Slides 9-10

Convene the students as a large group and facilitate a discussion of the content. The following questions are suggested:

- What main points or key messages from this chapter stand out for you?
- What information resonated the most strongly with you? Why?
- What are some new or different understandings or perspectives you have about using technology and electronic media with



preschool children?

- What is something you will do to apply this new understanding or perspective in your work with young children?

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 11-13

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?

Deeper Understanding



Slide 14

Much of the content for Chapter 7 references *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8*, a joint position statement adopted in January 2012 by the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College. This statement can be downloaded from the Fred Rogers Center Web site at <http://www.fredrogerscenter.org/initiatives/digital-media-learning/resources/> (accessed January 20, 2016).

Students are to read the position statement and compare their notes and key messages from Chapter 7 with this position statement. Faculty could then choose to facilitate a class discussion on the comparison or ask students to write a short paper on their findings and reflections. The following questions may be useful for either approach:



Slide 15

- What part(s) of the position statement really caught your attention?



Slide 16

- Where did you find similarities between the position statement and Chapter 7? Differences?
- Which one gives you a better understanding of the issues related to digital technology and young children? Why?
- How might you use the position statement in your work as a teacher?
- What additional questions or areas of interest does the joint position statement raise for you?



Chapter 7 Notetaking Form



Children and Electronic Media (pp. 93–94)

Training and Professional Development Opportunities (p. 101)

- What is the usage by young children (ages birth to six years) of different kinds of digital devices and electronic media?
- What are some of the impacts of electronic media on young children?
- What are key reasons for and features of effective professional development for teachers?
- What research has been done?
- What questions come to mind as you read these sections?

Main points

Key messages

Unit 7: The Using Technology and Interactive media with Preschool-Age Children
Key Topic 1 – Overview and Rationale of the Chapter
Handout 1: Chapter 7 Notetaking Form



Technology and Interactive Media in the Preschool Environment (pp. 94–95)
The Benefits and the Challenges of Using Technology and Interactive Media (pp. 95–97)

- How is digital technology used in the preschool setting?
- What are some of the main benefits? Challenges?
- What are some cautions or guidance?
- What research has been done?
- What questions come to mind as you read this section?

Main points

Key messages

**Selecting Technology and Interactive Media to Enhance Children's Learning
(pp. 97–99)**

- What should be considered in choosing digital technology and interactive media to use in the preschool classroom?
- What research has been done?
- What questions come to mind as you read this section?

Main points**Key messages**

**Integrating and Using Technology in the Preschool Environment (pp. 99–100)**

- What should teachers consider in introducing and integrating digital technology and interactive media in the preschool classroom?
- What research has been done?
- What questions come to mind as you read this section?

Main points**Key messages**



Glossary of the California Preschool Program Guidelines

administrator. An early childhood professional who may hold a wide variety of titles and positions: Center Director in a small, single-site program; Site Supervisor within a large, multiple-site program; or a Program Coordinator for a network of centers. Regardless of the particular size or characteristics of a program, the same issues and concerns must be addressed at all programs.

assistive technology device. Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability (Mistrett 2004).

cognitive flexibility. The ability to switch perspectives or the focus of attention and adjust to changed demands or priorities (Diamond et al. 2007).

dual language learners. Young children who are learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language.

ecological perspective. The view or belief that interactions with others and the environment influence development.

electronic media. Media that rely on technology to broadcast or store information. Examples include television, radio, DVDs, computers, the Internet, telephones, gaming consoles, and handheld devices.

executive function skills. Core executive function skills are inhibition (e.g., self-control—resisting temptations and resisting acting impulsively) and interference control (e.g., selective attention and cognitive inhibition), working memory, and cognitive flexibility

(including creatively thinking “outside the box,” seeing anything from different perspectives, and quickly and adapting to changed circumstances) (Diamond 2013).

home language. The primary language used by the child’s family in the home environment. Some children may have more than one home language (e.g., when one parent speaks Chinese and the other speaks English).

IDEA. The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. It governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youths with disabilities.

inhibitory control. The ability to resist the temptation to go on “automatic” and to do what is needed to achieve goals (Gallinsky 2013).

interactive media. Forms of electronic media with content designed to facilitate active and creative use by young children and to encourage social engagement with other children and adults (NAEYC and FRC 2012). Forms of interactive media include software programs, applications, broadcast media, the Internet, e-books, and some children’s television programming.

multiple means of engagement. Allowing children alternative ways to communicate or demonstrate what they know or what they are feeling, such as through gestures, sign language, or pictures.

multiple means of expression. Providing choices in the environment that facilitate learning by building on children’s





interests, experiences, knowledge, and skills—for example, providing a chair for a child who is interested in the sensory table, but uses a therapeutic walker.

multiple means of representation. Information presented in a variety of ways so the learning needs of all children are met. For example, it is important to speak clearly to children with auditory disabilities in an area with little or no background noise while also presenting information visually (such as with objects and pictures).

pedagogical philosophy. Philosophy of teaching.

pragmatics. The rules of language used in social contexts (e.g., one would talk differently to the president than to one's mother). Pragmatics includes gathering information, requesting, and communicating (California Department of Education 2010, 99).

prefrontal cortex. Primary functions of the prefrontal cortex include executive function skills (including planning, working memory), cognitive skills, logic/reasoning, and self-control/inhibition of behavior.

preschool or preschool program. Any early childhood setting where three- to five-year-old children receive education and care. Children can experience preschool in a variety of settings, including child care centers (center-based child care and family child care), state-funded prekindergarten programs, federally funded preschool programs (such as Head Start), and private preschool programs.

reflective practice. Thoughtful consideration of thoughts, feelings, actions, and experiences when applying knowledge to practice. This is done to learn from experience and systematic exploration of other approaches or behaviors. May be most effective when supported by peer collaboration or professionals' coaching.

reflective supervision. Refers to several related ideas and approaches designed to help professionals consider, in the presence of another person, their thoughts, feelings, actions, and reactions as they work to support the healthy development of young children and their families.

scaffolding. A process by which adults or capable peers provide a supportive structure to help children learn and play. Scaffolding is helpful when children are faced with a challenge that they can solve with a simple hint, question, or prompt.

screen technologies. Electronic devices with which users view content through a screen. This category may include televisions, computers, smartphones, and tablets.

specialized service providers. Professionals who work primarily with children and families who have special needs or who need services beyond what is typically provided by an early childhood educator. These providers are often early childhood special educators, but they might also include occupational therapists, physical therapists, and specialists in low-incidence disabilities.

teacher. An adult with education and care responsibilities in an early childhood setting. Teachers include adults who interact directly with young children in preschool programs.

universal design for learning (UDL). An educational framework, based on research in the learning sciences, that guides the development of flexible learning environments and that can accommodate individual learning differences (Center for Applied Special Technology 2008).

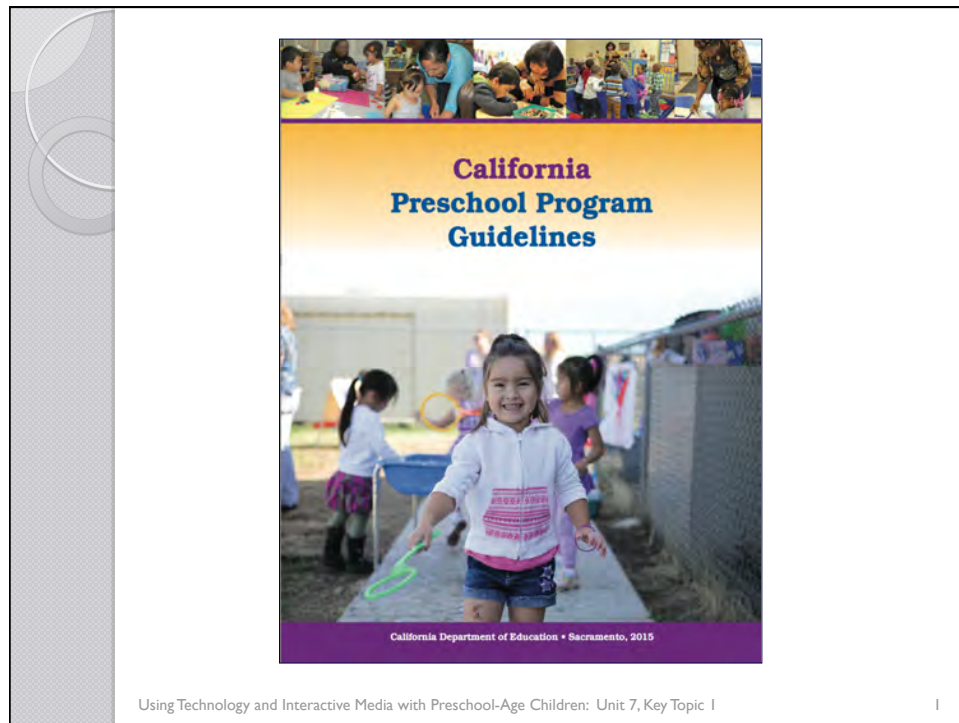
working memory. Holding information in mind while mentally working with it or updating it (Gallinsky 2013).



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Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

1

Technology and Interactive Media

Chapter 7: Using Technology and Interactive Media with Preschool-Age Children

- Children and Electronic Media
- Technology and Interactive Media in the Preschool Environment
- The Benefits and the Challenges of Using Technology and Interactive Media

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

2

Technology and Interactive Media

Chapter 7: Using Technology and Interactive Media with Preschool-Age Children

- Selecting Technology and Interactive Media to Enhance Children's Learning
- Integrating and Using Technology in the Preschool Environment
- Training and Professional Development Opportunities

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

3

Technology and Interactive Media

Chapter 7 Notetaking Form

Children and Electronic Media (pp. 93–94)

Training and Professional Development Opportunities (p. 101)

- What is the usage by young children (ages birth to six years) of different kinds of digital devices and electronic media?
- What are some of the impacts of electronic media on young children?
- What are key reasons for and features of effective professional development for teachers?
- What research has been done?
- What questions come to mind as you read these sections?

Main points

Key messages

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

4

Technology and Interactive Media

- Electronic media
- Interactive media
- Screen technologies
- Assistive technology device



*Glossary, California Preschool Program Guidelines,
Pages 249–250*

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

5

Technology and Interactive Media

Children and Electronic Media (pp. 93–94)



Training and Professional Development Opportunities (p. 101)

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

6

Technology and Interactive Media

- Describe young children's usage of digital devices and electronic media?
- How does electronic media impact young children?
- What are reasons for and features of effective professional development for teachers?
- What research has been done?
- What questions come to mind?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

7

Technology and Interactive Media

Chapter 7 Notetaking Form

Children and Electronic Media (pp. 93–94)

Training and Professional Development Opportunities (p. 101)

- What is the usage by young children (ages birth to six years) of different kinds of digital devices and electronic media?
- What are some of the impacts of electronic media on young children?
- What are key reasons for and features of effective professional development for teachers?
- What research has been done?
- What questions come to mind as you read these sections?

Main points

Key messages

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

8

Technology and Interactive Media



- What main points or key messages from this chapter stand out for you?
- What information resonated the most strongly with you? Why?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

9

Technology and Interactive Media



- What are some new or different understandings or perspectives you have about using technology and electronic media with preschool children?
- What is something you will do to apply this new understanding or perspective in your work with young children?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

10

Technology and Interactive Media



- Which ideas stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

11

Technology and Interactive Media



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

12

Technology and Interactive Media



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

13

Technology and Interactive Media

Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8

~ A joint position statement adopted in January 2012 by the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

14

Technology and Interactive Media

- What part(s) of the position statement really caught your attention?
- Where did you find similarities between the position statement and Chapter 7? Differences?
- Which one gives you a better understanding of the issues related to digital technology and young children? Why?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

15

Technology and Interactive Media

- How might you use the position statement in your work as a teacher?



- What additional questions or areas of interest does the joint position statement raise for you?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

16



Unit 7 – Using Technology and Interactive Media with Preschool-Age Children

Key Topic 2: A Closer Look at Children and Electronic Media



Unit 7: Using Technology and Interactive Media with Preschool-Age Children
Key Topic 2 – A Closer Look at Children and Electronic Media

Focus Statement

Students deepen their understanding of the impacts, values, and questions around digital technology and young children by developing some form of presentation to share with families about the way technology and interactive media are used in a preschool classroom.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Child, Family and Community
- Introduction to Curriculum
- Practicum-Field Experience
- Administration II: Personnel and Leadership in Early Childhood Education
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Brainstorming
- Class discussion
- Class presentation
- Creation of a visual representation
- Development of a resource tool
- Interview



- Lecture
- Literature review
- Pairs or small groups
- Peer review and feedback
- Reflective discussion
- Short paper or report

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Family and Community Engagement
- Relationships, Interactions, and Guidance
- Learning Environments and Curriculum
- Special Needs and Inclusion
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 7 – Using Technology and Interactive Media with Preschool-Age Children

Key Topic 2: A Closer Look at Children and Electronic Media



Unit 7: Using Technology and Interactive Media with Preschool-Age Children
Key Topic 2 – A Closer Look at Children and Electronic Media

Before You Start

This key topic is designed to increase students' understanding of the impacts, values, and questions that need to be considered around using technology and electronic media with young children in preschool programs. In this learning experience, students are asked to develop some kind of presentation for parents/caregivers about how digital technology and electronic media are being used in the classroom and considerations for using technology at home. It is intended that students will think about what they would include in their own classrooms, thus making some decisions about their own beliefs, values, and practices related to technology and preschool children. It is also important for students to be prepared to share with families some of the similarities and differences between using technology at school and in the home.

The active learning begins with a discussion of the demographics of the children and families in the students' communities. The section on "Children and Electronic Media" (*California Preschool Program Guidelines*, p. 93) provides some examples of data that students can consider. It may be helpful for faculty to identify some sources of local demographic data that students can reference. The U.S. Department of Commerce and the U.S. Census Bureau have some data regarding computer and Internet access by state and different individual characteristics. Although these are likely too broad to apply to specific communities in California, these may provide some general information to begin a discussion of families' access to digital technology.

Students are to read or review several pages of Chapter 7 and then work in small groups to develop their presentations. Faculty may choose to have students do all segments of the active learning in class or assign the reading and/or small group work to be done out of class. If all the work is done in class, faculty may also want to provide some materials that students can use in developing visual supports for their presentations (e.g., poster paper, markers, scissors, tape). By having students work on their presentations outside of class, students may also be able to produce copies of newsletter articles, fact or information sheets, or electronic slide presentations. Faculty may also want to consider planning this learning experience over at least two class sessions so that students can have time to do their small group work and then deliver their presentations during another class.

It is important for students to be familiar with some of the technology terms used in this chapter. Both the "Getting Ready for the Unit" and Key Topic 1 of this unit provide



opportunities for students to explore these terms. Or faculty may also explain the terms through a brief lecture or discussion.

This key topic is based on content in the first three sections of Chapter 7: “Children and Electronic Media,” “Technology and Interactive Media in the Preschool Environment,” and “The Benefits and the Challenges of Using Technology and Interactive Media.” One primary source for the content is the joint position statement adopted in January 2012 by the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College—*Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8*. The following explanation is found on page 1 of this joint position statement: “This statement is intended primarily to provide guidance to those working in early childhood education programs serving children from birth through age 8. Although not developed as a guide for families in the selection and use of technology and interactive media in their homes, the information here may be helpful to inform such decisions.” However, faculty may choose to also have students review the position statement as additional background for their presentations. Reviewing this statement is also suggested in a “Deeper Understanding” segment of Key Topic 1 of this unit. The statement can be downloaded from the Fred Rogers Center at <http://www.fredrogerscenter.org/initiatives/digital-media-learning/resources/> (accessed January 20, 2016).

Faculty may also suggest that students review some of the resources for families suggested in the “Deeper Understanding” segment. Students could then decide how they might include these resources in their presentations. It is also important for faculty to remind students that the research is still limited around certain topics. Therefore, whatever information students share with families should reflect the most current research and evidence and be done in a nonjudgmental way. Students can also let families know that the research in some areas is still emerging.

If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

This learning experience also provides an option for students to interview parents or other caregivers of preschool-age children. If faculty choose this option, the number of class sessions for this key topic may need to be extended.

Information Delivery

As described in the “Before You Start” section, the primary information for this key topic is from these sections of Chapter 7:



Slide 2

- Children and Electronic Media (pp. 93–94)
- Technology and Interactive Media in the Preschool Environment (pp. 94–95)
- The Benefits and the Challenges of Using Technology and Interactive Media (pp. 95–97)

If students have already read the chapter or these sections, faculty may choose to deliver a brief lecture reviewing the key points rather than have students read the sections. It is also important that students are familiar with the following terms and definitions used in Chapter 7 and defined in the glossary (pp. 249–250):



Slides 3-5

- “electronic media. Media that rely on technology to broadcast or store information. Examples include television, radio, DVDs, computers, the Internet, telephones, gaming consoles, and handheld devices.”
- “screen technologies. Electronic devices with which users view content through a screen. This category may include televisions, computers, smartphones, and tablets.”
- “interactive media. Forms of electronic media with content designed to facilitate active and creative use by young children and to encourage social engagement with other children and adults (NAEYC and FRC 2012). Forms of interactive media include software programs, applications, broadcast media, the Internet, e-books, and some children’s television programming.”

Active Learning

Getting it started

Begin this learning experience by reviewing the research and prevalence data in Chapter 7 around children’s accessibility to and use of different types of electronic media. Remind the students that some of this information refers to infants and toddlers, and this learning experience focuses on preschool-age children.



Slide 6

If students are currently working in or have worked in preschool programs, ask them to reflect on what they know about the children and families enrolled in their classes. For students who have not worked in an early education setting, ask them to think about their communities—rural or urban, range of income levels, educational background of families, accessibility to technology, availability of community resources that have computers for public use, and so forth. Then discuss how the information from Chapter 7 compares



with the students' understandings of the digital technology accessibility and usage by children and families in their programs and/or communities.



Slide 7

Keeping it going

Explain to students that they will be developing some kind of presentation that they could share with parents to explain why and how electronic media is being used in their children's classroom and things parents can consider in using electronic media at home. Ask students to brainstorm a list of questions that parents may have about this topic. It is sometimes helpful to have students first individually develop a list of about 10 questions and then share their lists to develop an overall class list. Make the final list available for students to access as they develop their presentations

Online Options

Students could post their 10 questions online for review by their classmates and the instructor. The class could then agree on the final 10 during a class session. Or if there is online discussion capability, the instructor could facilitate a process to agree on the 10 questions online.



Slide 8

Taking it further

As additional preparation, ask students to read or review pages 93–97 of the *California Preschool Program Guidelines*. Faculty may also decide to have students read the joint position statement by the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at St. Vincent College. Then divide the class into small groups of approximately three to four students per group. Instruct the students to keep in mind the discussions about the children and families in their programs or communities and the list of possible questions from parents as they develop their presentations.

And although the chapter focuses primarily on using technology and interactive media in the preschool classroom and not in the home, some of the research findings, benefits, and challenges could apply across settings. Suggest that students consider how some of the recommended classroom practices could also be helpful for parents to follow at home. For example, students could think about how the following statement from pages 93–94 of *California Preschool Program Guidelines* guides what both teachers and parents can do: "By age three, children can benefit from well-designed, age-appropriate electronic media, especially when a caring adult views



the program with the child and is actively involved in the child's experience" (Bittman et al. 2011).



Slide 9

Students can choose any format for their presentations: newsletter article, oral presentation, information/letter sent home, fact sheet or poster on a family bulletin board, and so forth. Encourage students to make the presentation visually interesting as well as incorporate key messages that they want to share with parents.

Putting it together

Provide time during a class session for each group to do its presentation. It is suggested that these be about 15 minutes in length with time for classmates to ask questions and provide some feedback about each presentation.



Slides 10-12

Another approach

Instead of students brainstorming lists of questions parents might have about the use of electronic media in the classroom, students are to interview parents to find out what questions they have. The class could develop a common set of interview questions or students could individually develop their own questions for their interviews. Depending on students' access to parents, faculty could ask students to work individually or in groups of two or three.

Online Options

Students could post their family interview questions online, keeping the family member anonymous unless specific permission has been given. The instructor could then facilitate an online discussion about possible responses and resources to the questions, possibly using a different thread for similar questions.

Students could then work in small groups to develop presentations and then present them as described in the "Taking it further" and "Putting it together" segments. Or students could research and develop responses to the parents' questions. These could be shared in a class discussion or submitted as assignments.

Reflection



Slide 13

After all the groups have done their presentations, conclude the learning experience with a reflective class discussion. The following questions are suggested to guide the discussion:

- What images or phrases are still resonating with you from the presentations?



Slide 14

- What appealed to you? What felt more difficult to understand?
- What did you learn from developing your group's presentation? What did you learn from your classmates' presentations?
- What will you take from these presentations if you were asked to discuss with parents the use of technology and electronic media in your classroom?

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 15-17

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?

Deeper Understanding



Slides 18-19

Two options are presented for students to more deeply explore information that they can share with families. The first approach is to ask students to identify a research question from the list of parent questions that they would like to know more about. Students are to identify at least three articles on the question through a brief literature review and write a two- to three-page paper that provides a response to the question. The paper should include the following elements:

- Clear statement of the question
- Summary of each article including key points and how the article addresses the question
- Student's response to the question based on the research



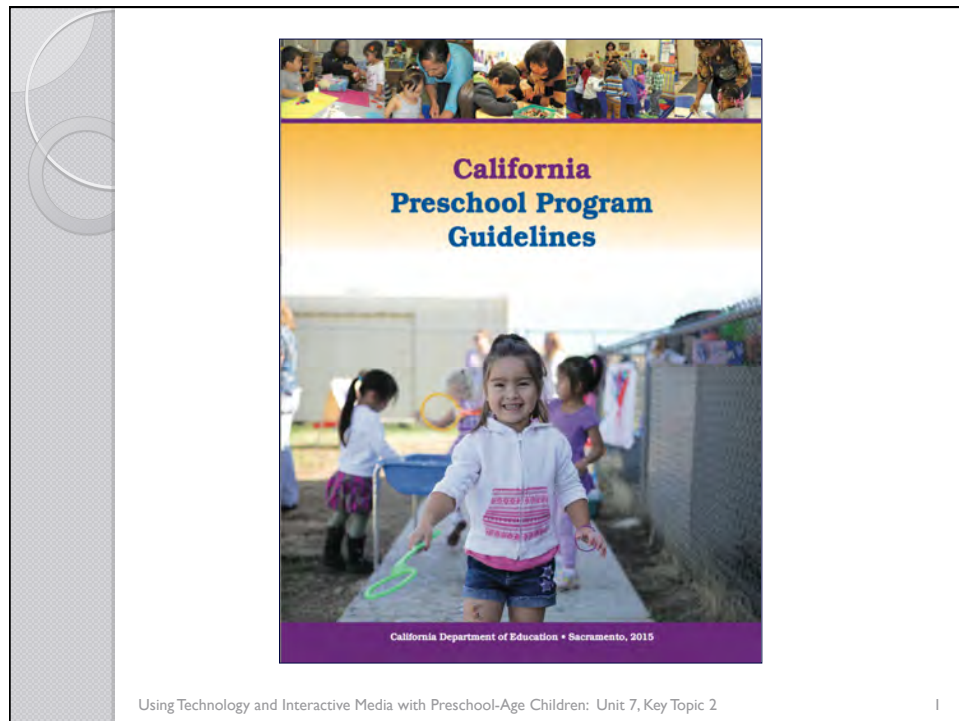
Slides 20-23

- Student's reflection on the question and research articles

The second option is to research and identify a resource that can be shared with parents. The following Web sites listed on page 104 of the *California Preschool Program Guidelines* all have information specifically for families:

- Center on Media and Child Health
<http://cmch.tv/parents/> (accessed January 20, 2016)
- Children's Technology Review
<http://childrenstech.com/> (accessed January 20, 2016)
- Fred Rogers Center for Early Learning and Children's Media
<http://www.fredrogerscenter.org/category/family/> (accessed January 20, 2016)
- TEC Center at Erikson Institute: Technology in Early Childhood
<http://teccenter.erikson.edu/category/families/> (accessed January 20, 2016)

Faculty may also suggest additional Web sites and encourage students to review others. Students are then to choose a Web site and identify specific resources that they would share with families of preschool children. The list of resources should include a description or sample of each resource and a brief explanation of why this resource was selected and how the student would use the resource. If the students' papers are compiled, students would then have a resource tool to use in their practice.



Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

1

Technology and Interactive Media

Chapter 7 Key Topics

- Children and Electronic Media (pp 93-94)
- Technology and Interactive Media in the Preschool Environment (pp. 94-95)
- The Benefits and the Challenges of Using Technology and Interactive Media (pp. 95-97)

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

2

Technology and Interactive Media

Electronic media

“Media that rely on technology to broadcast or store information. Examples include television, radio, DVDs, computers, the Internet, telephones, gaming consoles, and handheld devices.”

California Preschool Program Guidelines, page 249

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

3

Technology and Interactive Media

Screen technologies

“Electronic devices with which users view content through a screen. This category may include televisions, computers, smartphones, and tablets.”

California Preschool Program Guidelines, page 250

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

4

Technology and Interactive Media

Interactive media

Electronic media content designed to facilitate active and creative use by young children and encourage social engagement with other children and adults (NAEYC and FRC 2012), including software programs, applications, broadcast media, the Internet, e-books, and television programming.

California Preschool Program Guidelines, page 249

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

5

Technology and Interactive Media

- What factors affect young children's accessibility to and use of different types of electronic media?
- What observations have you made or what do you know about children in your preschool program or living in your community with regard to access to technology and electronic media?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

6

Technology and Interactive Media



Brainstorm

What questions might parents have about the use of electronic media in the preschool classroom?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

7

Technology and Interactive Media

- Review pages 93–97 of the *California Preschool Program Guidelines*.
- Develop a **presentation to share with parents**, including:
 - Why and how electronic media is being used in their children's classroom.
 - Aspects parents can consider in using electronic media at home.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

8

Technology and Interactive Media

- ✓ **Presentations can be any format:**
newsletter article, oral presentation,
information/letter sent home, fact sheet, or
poster on a bulletin board.
- ✓ **Incorporate key messages that you
want to share with parents.**
- ✓ **Ensure your presentation is visually
interesting.**

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

9

Technology and Interactive Media



Interview

Ask parents what questions they have
about the use of electronic media in the
preschool classroom.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

10

Technology and Interactive Media

- Review pages 93–97 of the *California Preschool Program Guidelines*.
- Develop a presentation to share with parents, including:
 - Why and how electronic media is being used in their children's classroom.
 - Aspects parents can consider in using electronic media at home.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

11

Technology and Interactive Media

- ✓ Presentations can be any format: newsletter article, oral presentation, information/letter sent home, fact sheet, or poster on a bulletin board.
- ✓ Incorporate key messages that you want to share with parents.
- ✓ Ensure your presentation is visually interesting.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

12

Technology and Interactive Media



- What images or phrases are still resonating with you from the presentations?
- What appealed to you? What felt more difficult to understand?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

13

Technology and Interactive Media



- What did you learn from developing your group's presentation? What did you learn from your classmates' presentations?
- What will you take from these presentations if you were asked to discuss with parents the use of technology and electronic media in your classroom?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

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Technology and Interactive Media



- Which ideas stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

15

Technology and Interactive Media



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

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Technology and Interactive Media



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

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Technology and Interactive Media

- ✓ Identify a research question from the list of parent questions that you would like to know more about.
- ✓ Find at least 3 articles on the question through a brief literature review.
- ✓ Write a 2-3 page paper providing a response to the question.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

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Technology and Interactive Media

The paper should include:

- A clearly stated research question.
- A summary of each article, including key points and how the article addresses the question.
- Your response to the question based on the research.
- Your reflection on or thoughts about the question and research articles.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

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Technology and Interactive Media

- ✓ Locate sources for information about technology and media use that could be shared with parents of young children.
- ✓ Identify several *specific* resources to share with families of preschool children.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

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Technology and Interactive Media

- ✓ Make a detailed list that includes:
 - a description or sample of each resource.
 - a brief explanation of why the resource was selected.
 - how you would use the resource.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

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Technology and Interactive Media

Information for Families

- Center on Media and Child Health
<http://cmch.tv/parents/>
- Children's Technology Review
<http://childrenstech.com/>

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

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Technology and Interactive Media

Information for Families

- Fred Rogers Center for Early Learning and Children's Media
<http://www.fredrogerscenter.org/category/family/>
- TEC Center at Erikson Institute: Technology in Early Childhood
<http://teccenter.erikson.edu/category/families/>



Unit 7 – Using Technology and Interactive Media with Preschool-Age Children

Key Topic 3: A Closer Look at Integrating Technology and Interactive Media into Preschool Programs



Unit 7: Using Technology and Interactive Media with Preschool-Age Children
Key Topic 3 – A Closer Look at Integrating Technology and Interactive Media into Preschool Programs

Focus Statement

Students increase their understanding of how to use digital technology and interactive media in the classroom by conducting classroom observations and teacher interviews, viewing and discussing video clips of preschool teachers and children using technology, or hearing from a panel of teachers about ways they integrate technology into their classrooms.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion courses, and student learning outcomes are mapped onto each instructional guide learning experience. 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
- Practicum-Field Experience
- Adult Supervision and Mentoring in Early Care and Education
- Administration I: Programs in Early Childhood Education
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Class presentation
- Development of a resource tool
- Interview



- Lecture
- Notetaking outline or tool
- Observations
- Pairs or small groups
- Panel/guest speaker
- Short paper or report
- Video observation

California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). 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 learning experiences.

- Child Development and Learning
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 7 – Using Technology and Interactive Media with Preschool-Age Children

Key Topic 3: A Closer Look at Integrating Technology and Interactive Media into Preschool Programs

Unit 7: Using Technology and Interactive Media with Preschool-Age Children
Key Topic 3 – A Closer Look at Integrating Technology and Interactive Media into Preschool Programs

Before You Start

This key topic is designed to increase students' familiarity with (1) how technology and interactive media are being used in preschool programs and (2) the guidance available for that usage. Given the rapid changes of new technologies and electronic media, it is important for early education program staff, including administrators and teachers, to have tools to assess the appropriateness of these technologies in the preschool classroom. It will also be useful for students to observe children and adults using different kinds of digital technology and interactive media.

The learning experience is based on students' application of specific content in Chapter 7 to classroom settings. After reviewing and discussing the guidelines and considerations presented in two sections of Chapter 7, "Selecting Technology and Interactive Media to Enhance Children's Learning" and "Integrating and Using Technology in the Preschool Environment," students either view video clips or visit actual preschool programs to observe how children are engaged with different forms of technology and electronic media. If faculty choose to have students visit programs, it may be helpful for faculty to identify programs available for student observations. If students are working in preschool programs, faculty may also let students observe their own or other classrooms at their site. If classroom observations are not feasible or faculty choose to use video clips instead, there are some videos available for viewing on the Technology in Early Childhood (TEC) Center at the Erikson Institute Web site at <http://teccenter.erikson.edu/category/show-me-videos/> and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College <http://www.fredrogerscenter.org/2013/07/30/imaginary-play-with-technology/> (accessed January 20, 2016). Faculty may also have their own clips they can use.

Students are asked to read or review several pages of Chapter 7: "Selecting Technology and Interactive Media to Enhance Children's Learning" (pp. 97–99) and "Integrating and Using Technology in the Preschool Environment" (pp. 99–100). They then develop a notetaking checklist to use in their video clip or classroom observations. 1, "Key Considerations for Using Technology in Preschool Programs," is provided as a template for this checklist, or faculty may choose to use a different method for students to plan and record their observations.



As a background or preface to these two sections, students should also be familiar with some of the material on pages 96–97, beginning with the first full paragraph on the right-hand column on page 96. Faculty may include these pages in the reading students do or share this information through a brief lecture. It is important to note the wording in the last paragraph in the left-hand column on page 97: “The following guidelines identify key considerations for programs and teachers selecting, evaluating, integrating, and using technology in preschool programs.” The guidelines mentioned in this sentence and presented in Chapter 7 closely parallel and are very similar to many of the specific practices listed under Guideline 8, Planning the Learning Environment and Curriculum—specifically 8.7, Programs support teachers in selecting, using, and integrating appropriate technology into everyday experiences to enhance curriculum (*California Preschool Program Guidelines*, p. 177). However, faculty and students should be aware that the guidelines presented in Chapter 7 should not be confused with the 10 guidelines described in Part Three of the *California Preschool Program Guidelines*. A comparison of these two sets of guidelines is presented in a chart under “Information Delivery” of this key topic.

Handout 1 is provided as a notetaking guide that students can use to develop examples or indicators of guidelines and considerations they are to look for in their classroom or video observations. An electronic version of this handout will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

In the “Keeping it going” segment, it is suggested that faculty discuss with students how to identify indicators to guide the students’ observations. The example given is to demonstrate and walk through some software programs to gauge how developmentally appropriate they are. This is suggested because students may not be as skilled in identifying developmentally appropriate practice with software programs as they are with other classroom activities and materials. Faculty may need to obtain and review some software programs.

An alternative approach for this key topic is to invite some preschool teachers and administrators as guest speakers and conduct a panel discussion on how the speakers select and integrate technology and electronic media into their preschool programs. It would be important to provide the speakers with Chapter 7 of the *California Preschool Program Guidelines* and to point out the two sections on pages 97–99 about selecting and integrating technology and interactive media. It is also suggested that faculty refer the speakers to *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8*, the joint position statement adopted in January 2012 by the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College. This statement can be downloaded from the Fred Rogers Center Web site at <http://www.fredrogerscenter.org/initiatives/digital-media-learning/resources/> (accessed January 20, 2016).



Because the research and evidence base around certain issues related to the use of technology in preschool programs is still emerging, faculty should ensure that the speakers are clear about what are their own perspectives and experiences. Faculty may also suggest that the speakers bring photographs and/or video clips. It may be helpful for the speakers to know that the students will have prepared some questions based on their reading and class discussions.

If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

Information Delivery



Slide 2

As described in the “Before You Start” section, the primary information for this key topic is from these sections of Chapter 7:

- Selecting Technology and Interactive Media to Enhance Children’s Learning (pp. 97–99)
- Integrating and Using Technology in the Preschool Environment (pp. 99–100)

Depending on students’ familiarity with Chapter 7, faculty may have students read this material in class or provide a brief overview through a lecture.

If this is the students’ first exploration of Chapter 7, it is also important that they are aware of some key terminology used: electronic media, screen technologies, and interactive media. The following definitions are found in the glossary on pages 249–250 and provided here for reference:



Slides 3-5

- “electronic media. Media that rely on technology to broadcast or store information. Examples include television, radio, DVDs, computers, the Internet, telephones, gaming consoles, and handheld devices.”
- “screen technologies. Electronic devices with which users view content through a screen. This category may include televisions, computers, smartphones, and tablets.”
- “interactive media. Forms of electronic media with content designed to facilitate active and creative use by young children



and to encourage social engagement with other children and adults (NAEYC and FRC 2012). Forms of interactive media include software programs, applications, broadcast media, the Internet, e-books, and some children's television programming.

The following chart provides a comparison of the guidelines discussed in Chapter 7 and the practices listed under Guideline 8 of the *California Preschool Program Guidelines*.

Chapter 7	Guideline 8/8.7 – Programs support teachers in selecting, using, and integrating appropriate technology into everyday experiences to enhance curriculum. (p. 177)
Selecting Technology and Interactive Media to Enhance Children's Learning (pp. 97–99)	
Consider children's developmental level, interests, abilities, and cultural and linguistic backgrounds.	Programs support teachers in selecting technology and interactive media products that are developmentally appropriate and are consistent with the abilities, interests, needs, and cultural and linguistic backgrounds of individual children in the program.
Ensure equitable access to technology and interactive media experiences.	Programs ensure equitable access to technology and interactive media experiences to all children in the program, making accommodations for children with disabilities or other special needs.
- Identify the underlying objectives of the technology. - Evaluate the quality of the content. - Use the best available evidence in the selection process.	Programs support teachers in evaluating the quality of content, overall goals, format, and features of any software program or other forms of interactive media they may use with children in the program.
Select technology and interactive media that support children's creativity, exploration, and problem solving.	Teachers use technology and interactive media as tools to intentionally support curriculum goals and to promote learning of individual children in the group.



Chapter 7	Guideline 8/8.7 – Programs support teachers in selecting, using, and integrating appropriate technology into everyday experiences to enhance curriculum. (p. 177)
Integrating and Using Technology in the Preschool Environment (pp. 99-100)	
Technology and interactive media are used within the framework of developmentally appropriate practice.	Teachers apply knowledge of developmentally appropriate practice to guide and inform decision making about how to integrate technology and interactive media into the learning environment.
Technology and interactive media are integrated into the environment, curriculum, and daily routines.	Programs provide guidance to teachers on how to introduce and integrate technology and interactive media into the learning environment appropriately and effectively.
Time spent with technology and media is limited.	Teachers establish with children rules and routines to guide appropriate handling and use of computers and other technological devices, setting limits on the time children spend with technology and interactive media (i.e., screen technologies).
The use of technology and interactive media facilitates social interactions and relationship building.	Teachers ensure that the use of technology and interactive media allows for joint engagement between children (or between children and adults) and promotes communication and collaboration among children.
Teachers provide support while children use technology and interactive media.	Teachers observe and support children while they use technology and interactive media, identifying opportunities for teachable moments and making appropriate adaptations to promote positive outcomes for individual children.



Chapter 7	Guideline 8/8.7 – Programs support teachers in selecting, using, and integrating appropriate technology into everyday experiences to enhance curriculum. (p. 177)
Training and Professional Development Opportunities (p. 101)	Programs provide teachers with training and professional development to gain the knowledge and competence to use technology, to think critically about the use of technology and interactive media with young children, and to evaluate the impact of technology on children's learning and development.

Active Learning

Getting it started

Begin this learning experience by introducing the issue of technology and electronic media in preschool programs. Faculty may facilitate an initial discussion with students by asking them to share their understanding of and experience with this topic and any questions they have about using technology with young children. Then ask students to read or review the glossary terms related to technology on pages 249–250 and the two sections on pages 97–99, especially noting any information related to questions raised during their discussion. After the students have finished their reading or review, continue the class discussion to answer the questions or clarify any other points shared by the students.



Slide 6

Keeping it going

Explain to students that they will be doing an observation of either some video clips or a classroom to see how different technologies and electronic media are being used in preschool programs. Introduce Handout 1, “Key Considerations for Using Technology in Preschool Programs,” and point out how the main bullet points for each section on pages

Online Options

Students could complete Handout 1 prior to class and post it online for the instructor's review. Students could then review their classmates' handouts before class and be prepared to develop the common set of examples or indicators in a class discussion.

The teacher interview questions could also be developed individually and posted online prior to a class discussion.



97–100 are listed. Students are then to develop some indicators or examples for each point that will help them decide how the guidance or consideration in that bullet can be recognized. Many of these are presented in the text. Acknowledge that some information may be difficult to determine through a brief observation, but the indicators can still be useful for the students in their teaching practice.

Depending on the students' background, faculty may want to discuss a few sample indicators with the whole class first. For example, students may not have much firsthand experience with different software. Faculty could demonstrate a few software programs so students can determine the following characteristics related to the programs' developmental appropriateness:



Slides 7-8

- Is the program designed to primarily entertain or does it have specific learning outcomes appropriate for preschool-age children?
- Does the program take into account children's different interests, abilities, developmental levels, and cultural and linguistic backgrounds? How?
- Does it support children developing a certain skill? Does it introduce new information?
- How does the program allow the child to interact with it? How does the program allow other children and adults to be involved?

Faculty may have students develop these indicators individually, in small groups, or as a full class. If students work individually or in groups, faculty may assign different key consideration bullet points from pages 97–101 to different students or have all the students work on all the key considerations. These key considerations are also included in Handout 1. Whichever method is selected, time should be allotted for students to share their indicators and examples and possibly come to agreement on which indicators to use.

If students are doing classroom observations, interviewing the teacher(s) would enhance the observation. Just as the students developed a common set of indicators, it may be helpful for the students to develop a set of common interview questions that they all use.

**Taking it further**

Students then conduct their observations and document what they see and hear. Encourage students to look for examples of as many key considerations as possible.

If video clips are used, this step of the learning experience is probably done as a full class. Depending on the students' experience in doing observations, faculty may choose to assign specific key considerations to different students so that the students have a narrower focus for their observations. Students could record their observations individually and then work in small groups to review their observations.

Many students have smartphones with photographic capability. Therefore, if students are doing classroom observations and interviews, their documentation may include photographs if they have permission from the program administration. Remind students that the children's, families', and staffs' confidentiality needs to be honored, so that photographing children and adults often is not allowed. Photographs may need to be only of the classroom environment with students describing how the children and adults used the different technologies and media. Some classrooms have their own cameras and printing capability. Students may be allowed to borrow the cameras during their visit and then ask the program to print certain photos. This ensures that all digital files remain with the program, furthering protecting confidentiality.

Putting it together

After students complete their observations and interviews, class time and a process for sharing and discussing them will need to be provided. One approach could be to review each key consideration and then ask students to share a few examples where they saw indicators for that item in either the video clips or classrooms or in discussion with the teacher. Or if a small group of students did an observation at the same program, the students could do a presentation of the highlights of their visit.

Another approach

Instead of having students do video clip or classroom observations, faculty could arrange for a panel of preschool teachers and/or administrators to share how they are selecting and integrating electronic media in their programs. Prepare for the panel by having students develop a list of questions based on the main key considerations.



The panel discussion could include having the panelists present an overview of how technology and interactive media are used in their programs. Students could then ask some of the questions from their list to either expand on the panelists' comments or address a point that has not yet been discussed. Students could also use a modified Handout 1 to take notes during the panel presentations, noting examples shared by the presenters for each guideline or consideration.

After the panelists leave, students could reflect on the panel discussion either individually or as a full class. The following questions are suggested:



Slides 9-10

- What stood out for you from each panelist's presentation?
- What surprised you? What caused you to pause?
- For which key considerations do you have a better understanding or different perspective based on what you saw or heard from the panel? How might you use this information in your work with preschoolers?
- Where do you still need more information or support on applying these considerations or guidance in a classroom setting? What is a first step you can do to obtain this information or support?

Reflection

Conclude this learning experience with a reflective class discussion based on the following suggested questions:



Slides 11-12

- Which considerations or guidelines stood out for you from your observations and the class discussions?
- Which considerations or guidelines do you feel most confident in applying? Which ones do you feel will be a struggle?
- What are some key messages that you are taking from doing these observations?
- What is a next step you plan to take to strengthen your knowledge and skill in being able to plan and use technology and interactive media in your preschool classroom?



This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slide 13

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?



Slides 14-15

- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?

Deeper Understanding

Several organizations and Web sites are listed in the “Further Reading” for Chapter 7 on page 104. Ask students to select one of these resources and prepare an overview that includes the following information:



Slide 16

- Name of resource
- Vision and/or mission
- History
- Primary audience(s)
- Types of information
- Resources
- Publications
- Other noteworthy information

If possible, compile the students' overviews so that they have a resource tool for future use.



Key Considerations for Using Technology in Preschool Programs

As you review these two sections in Chapter 7, “Selecting Technology and Interactive Media to Enhance Children’s Learning” and “Integrating and Using Technology in the Preschool Environment,” write in the second column some examples or indicators of that guideline or consideration. You can then use this form to also record some of your observations.



Unit 7: Using Technology and Interactive Media with Preschool-Age Children
 Key Topic 3 – A Closer Look at Integrating Technology and Interactive Media into Preschool Programs
 Handout 1: Key Considerations for Using Technology in Preschool Programs

Guideline/Consideration	Examples/Indicators	Observation notes
Selecting Technology and Interactive Media to Enhance Children’s Learning Consider children’s developmental level, interests, abilities, and cultural and linguistic backgrounds.		
Selecting Technology and Interactive Media to Enhance Children’s Learning Ensure equitable access to technology and interactive media experiences.		



Guideline/Consideration	Examples/Indicators	Observation notes
Selecting Technology and Interactive Media to Enhance Children's Learning Identify the underlying objectives of the technology.		
Selecting Technology and Interactive Media to Enhance Children's Learning Evaluate the quality of the content.		



Guideline/Consideration	Examples/Indicators	Observation notes
Selecting Technology and Interactive Media to Enhance Children's Learning Select technology and interactive media that support children's creativity, exploration, and problem solving.		
Selecting Technology and Interactive Media to Enhance Children's Learning Use the best available evidence in the selection process.		



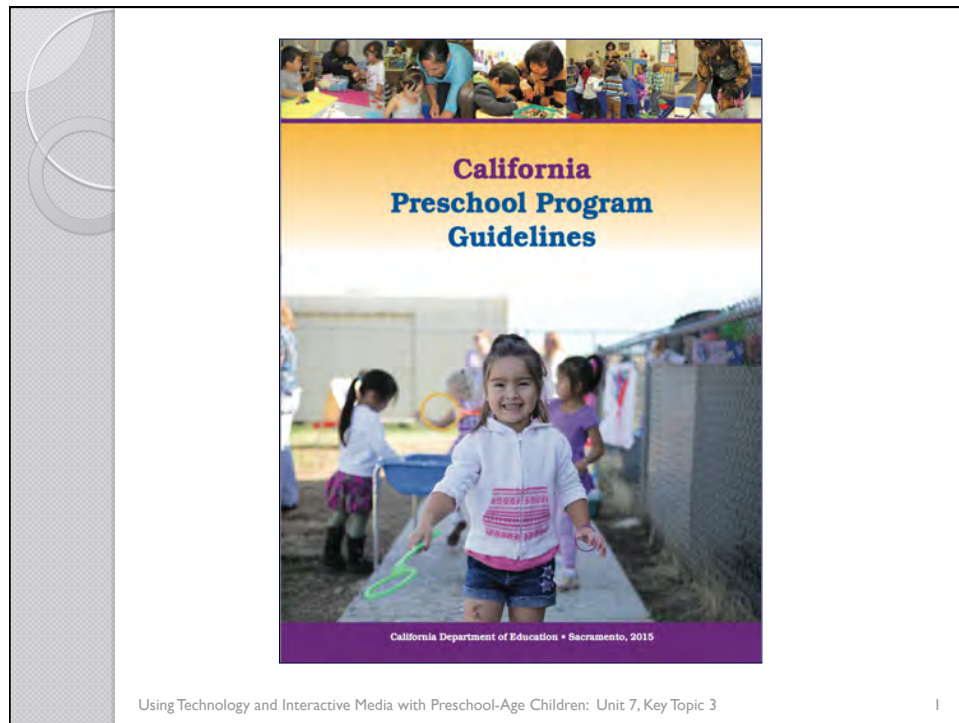
Guideline/Consideration	Examples/Indicators	Observation notes
Integrating and Using Technology in the Preschool Environment Technology and interactive media are used within the framework of developmentally appropriate practice.		
Integrating and Using Technology in the Preschool Environment Technology and interactive media are integrated into the environment, curriculum, and daily routines (NAEYC and FRC 2012).		



Guideline/Consideration	Examples/Indicators	Observation notes
Integrating and Using Technology in the Preschool Environment Time spent with technology and media is limited.		
Integrating and Using Technology in the Preschool Environment The use of technology and interactive media facilitates social interactions and relationship building.		



Guideline/Consideration	Examples/Indicators	Observation notes
Integrating and Using Technology in the Preschool Environment Teachers provide support while children use technology and interactive media.		



Technology and Interactive Media

Chapter 7

- Selecting Technology and Interactive Media to Enhance Children's Learning (pp. 97–99)
- Integrating and Using Technology in the Preschool Environment (pp. 99–100)

Technology and Interactive Media

Electronic media

“Media that rely on technology to broadcast or store information. Examples include television, radio, DVDs, computers, the Internet, telephones, gaming consoles, and handheld devices.”

California Preschool Program Guidelines, page 249

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

3

Technology and Interactive Media

Screen technologies

“Electronic devices with which users view content through a screen. This category may include televisions, computers, smartphones, and tablets.”

California Preschool Program Guidelines, page 250

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

4

Technology and Interactive Media

Interactive media

Electronic media content designed to facilitate active and creative use by young children and encourage social engagement with other children and adults (NAEYC and FRC 2012), including software programs, applications, broadcast media, the Internet, e-books, and television programming.

California Preschool Program Guidelines, page 249

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

5

Technology and Interactive Media

Guideline/Consideration	Examples/Indicators	Observation notes
Selecting Technology and Interactive Media to Enhance Children's Learning Consider children's developmental level, interests, abilities, and cultural and linguistic backgrounds.		

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

6

Technology and Interactive Media

- Is the program designed to primarily entertain, or does it have specific learning outcomes appropriate for preschool-age children?
- Does the program take into account children's different interests, abilities, developmental levels, and cultural and linguistic backgrounds? How?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

7

Technology and Interactive Media

- Does it support children developing a certain skill? Does it introduce new information?
- How does the program allow the child to interact with it? How does the program allow other children and adults to be involved?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

8

Technology and Interactive Media

- What stood out for you from each panelist's presentation?
- What surprised you? What caused you to pause?
- For which key considerations do you have a better understanding or different perspective based on what you saw or heard from the panel?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

9

Technology and Interactive Media

- How might you use this information in your work with preschoolers?
- Where do you still need more information or support on applying these considerations or guidance in a classroom setting?
- What is a first step you can do to obtain this information or support?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

10

Technology and Interactive Media



- Which considerations or guidelines stood out for you from your observations and the class discussions?
- Which considerations or guidelines do you feel most confident in applying? Which ones do you feel will be a struggle?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

11

Technology and Interactive Media



- What are some key messages that you are taking from doing these observations?
- What is a next step you plan to take to strengthen your knowledge and skill in being able to plan and use technology and interactive media in your preschool classroom?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

12

Technology and Interactive Media



- Which ideas stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced?
- What gave you a new perspective or insight that causes you to think differently about teaching preschool children and/or engaging their families?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

13

Technology and Interactive Media



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- What does this tell you about how you learn?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

14

Technology and Interactive Media



- How will you decide what to apply from this class session in your work with preschool children and families?
- What will you do to ensure you will implement what you have decided to use?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

15

Technology and Interactive Media

California Preschool Program Guidelines, p. 104

- ✓ Provide a written overview of one resource
 - Name of resource
 - Vision and/or mission
 - History
 - Primary audience(s)
 - Types of information
 - Resources
 - Publications
 - Other noteworthy information

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

16

Instructional Methodologies Index

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

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 *California Preschool Program Guidelines*. 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 for each key topic and are listed on its preview page(s). The instructional methodologies are also indexed so that faculty can get an overview of which methodologies are used across all units and key topics.

To locate page numbers for each key topic listed in the following index, refer to the Table of Contents of this instructional guide.

Instructional Methodologies Definitions

Instructional Methodologies Definitions for the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

In this instructional guide, a variety of instructional methodologies have been suggested across all key topics. The intention is to provide instructors with access to diverse instructional methodologies that will enrich the experiences of their students and also support meeting program or college requirements for engaging students in a variety of methodologies. In the preview page(s) for each key topic, the instructional methodologies that are used during that key topic are listed. These methodologies are indexed in the Instructional Methodologies Index, so that instructors can make decisions based on which methodologies they prefer to use with their students.

The following list provides working definitions for each of the methodologies referred to in Faculty Initiative Project's instructional guides. These working definitions provide instructors with an understanding of what is meant by each term. They are not intended as definitive or exhaustive and refer only to the way in which they are used in these instructional guides.

Book review

Students are asked to indicate, in writing, how well they understood the contents of a book, how they think about it, and possibly how it connects to their work and/or experience.

Brainstorming

Students generate thoughts or ideas within a group without judgment as to the merits of what is generated.

Categorizing

Students put objects, thoughts, ideas, or concepts into groups based on overarching themes, theories, frameworks, likenesses, or differences.

Class discussion

All students participate in sharing of ideas/points of view, asking questions, and responding to others. This is often guided by an initial instructional question or prompt.

Class presentation

An individual student or small or larger group of students shares, performs, or presents material or a project that is related to an assigned or chosen topic.

Conversation grid

Students use a grid as a basis to facilitate discussion and learning. The conversation grid can be used to record notes, record answers, and/or raise additional questions.

Creation of a visual representation

Students develop a way to visually show a specific idea or concept. This can be a chart, table, graphic, poster, PowerPoint presentation, sculpture, collage, video, diorama, or any other medium that visually represents a concept, theory, practice, or idea.

Development of a resource tool

Students create a collection of relevant resources and/or information relating to a specific topic to be shared and used as a resource for other teachers or students.

Gallery

Students, individually or in groups, develop visual representations of an assigned reading or other course content that are then displayed for their classmates to view. Time is provided for students to walk among and review the displays before discussing them.

Game

Students participate in interactive playful activities—focused on specific content or learning outcomes—that facilitate students' exploration of a topic and/or skill.

Interview

Students conduct a question-and-answer session with a content expert, such as an early care and education professional or parent.

Jigsaw reading

Pairs or small groups of students are given sections of an article or text chapter to read and then find a creative and meaningful way to share the content with their peers.

Lecture

Instructors present an organized verbal presentation of ideas and/or information related to a specific topic. A PowerPoint presentation or other forms of visual support may accompany this.

Literature review

Students explore what a variety of authors have to say about a topic or question that is either selected by the student or assigned by the faculty.

Notetaking outline or tool

Students are provided with a form that supports their focus on the key points covered. This may be a form with the key points listed along with spaces for students to add information gained from the lecture, readings, or discussion or a form on which students list key points and add the information.

Observations

Students are asked to actively look at, listen to, and think about something, such as a classroom, child/ren, or teacher-child interactions. As observers, they do not participate in the setting or interfere with those around them. Observations may be conducted via video or in actual settings.

Pairs or small groups

Students are organized into pairs or groups of three to five for the purpose of completing a task such as having a discussion, solving a problem, preparing and implementing a presentation, and/or creating a resource or visual display.

Panel/guest speaker

Content experts come to class to share their knowledge and experiences on topics related to course content.

Peer review and feedback

Other individuals with similar characteristics—such as class members, co-teachers, or parents—review and share thoughts, identify strengths, and suggest areas of improvement with the peer member about his/her work, project, or presentation.

Personal reflection

An individual student or group of students engages in remembering details and thinking about an occurrence or experience. This requires one to consider one's own role, behaviors, thoughts, and/or feelings in a particular situation or experience, as well as how one might apply the knowledge and understanding from the reflection to a new situation in the future.

Photo observation

Students explore a photograph, usually used to illustrate a concept or idea or to document an exercise or activity.

Problem solving

Students work on a solution to one or a series of tasks, questions, or problems. Problem solving may be done individually or as a group or class.

Reflective discussion

Following a learning experience, students engage in a discussion or talk about details and think about an event or experience that has occurred. The process requires students to consider their own role, behaviors, thoughts, and feelings in a particular situation or experience, as well as how one might apply the knowledge and understanding from the reflection to a new situation in the future. A reflective discussion might be facilitated by questions or prompts to guide and encourage participants to actively participate in reflection.

Research overview review

Similar to a literature review, students have an opportunity to read different researchers' findings and ideas on a specific topic. However, the researchers' work and articles have been compiled and discussed by one or more authors in a research summary. These authors may or may not include some of their own research articles.

Role playing

Students take on a role in an activity and act it out.

Short paper or report

Students write a short paper that focuses on a specific topic or question.

Video observation

Students observe video for the purposes of documentation, understanding, and discussion.

For additional instructional guide resources, continue to check out the Faculty Initiative Project's Web site at <http://facultyinitiative.wested.org/>.

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

Instructional Methodologies	A Closer Look at the Introduction to the California Preschool Program Guidelines	Part One				Part Two		
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Brainstorming		• GR		• GR • KT 1	• GR	• GR	• KT 1 • KT 2	• GR • KT 1 • KT 2
Categorizing		• GR		• GR	• KT 1		• KT 1	• GR
Class Discussion	• KT 1	• GR • KT 1 • KT 2 • KT 3 • KT 4 • KT 5	• GR • KT 1 • KT 2	• GR • KT 1 • KT 2 • KT 3 • KT 4	• GR • KT 1 • KT 2 • KT 3	• GR • KT 1 • KT 2 • KT 3 • KT 4	• GR • KT 1 • KT 2 • KT 3 • KT 4	• GR • KT 1 • KT 2 • KT 3
Class Presentation • Demonstration • Oral Presentation • Presentation • Student Panel Presentation		• KT 3 • KT 4 • KT 5	• KT 2	• KT 2 • KT 3	• KT 3	• KT 1 • KT 2 • KT 3 • KT 4	• KT 2 • KT 3 • KT 4	• KT 2 • KT 3
Conversation Grid			• GR					

LEGEND

- GR = Getting Ready for the Unit and Connecting to Experience
- KT = Key Topic

**Instructional Methodologies Indexed with the
Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

Instructional Methodologies	A Closer Look at the Introduction to the California Preschool Program Guidelines	Part One				Part Two		
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Creation of a Visual Representation		• KT 2		• KT 2		• KT 1 • KT 2 • KT 3 • KT 4	• KT 2 • KT 3 • KT 4	• KT 2
Development of Resource Tool				• KT 2	• KT 3			• KT 2 • KT 3
Gallery							• KT 3	
Interview • Community Members • Parents • Peers • Teachers		• KT 5		• KT 4	• KT 3			• KT 2 • KT 3
Jigsaw Reading		• KT 1	• KT 2	• KT 1 • KT 2 • KT 3	• KT 2		• KT 2 • KT 3 • KT 4	• KT 1

LEGEND

- GR = Getting Ready for the Unit and Connecting to Experience ● KT = Key Topic

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

Instructional Methodologies	A Closer Look at the Introduction to the California Preschool Program Guidelines	Part One				Part Two		
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Lecture		- GR - KT 4 - KT 5		- GR - KT 1				- KT 1 - KT 2 - KT 3
Literature Review		- KT 2 - KT 3		KT 3				KT 2
Notetaking Outline or Tool	KT 1	KT 1	KT 2	- KT 1 - KT 2 - KT 3 - KT 4	- KT 1 - KT 2 - KT 3		- KT 1 - KT 3	- KT 1 - KT 3
Observations				KT 4				KT 3
Pairs or Small Groups	KT 1	- KT 1 - KT 2 - KT 3 - KT 4 - KT 5	- GR - KT 1 - KT 2	- GR - KT 1 - KT 2 - KT 3 - KT 4	- GR - KT 1 - KT 2 - KT 3	- KT 1 - KT 2 - KT 3 - KT 4	- GR - KT 1 - KT 2 - KT 3 - KT 4	- GR - KT 1 - KT 2 - KT 3
Panel/ Guest Speaker								KT 3

LEGEND

- GR = Getting Ready for the Unit and Connecting to Experience
- KT = Key Topic

**Instructional Methodologies Indexed with the
Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

Instructional Methodologies	A Closer Look at the Introduction to the California Preschool Program Guidelines	Part One				Part Two		
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Peer Review and Feedback		• KT 3 • KT 4				• KT 1 • KT 2 • KT 3 • KT 4	• KT 2	• KT 2
Personal Reflection		• GR	• GR	• GR	• GR • KT 1 • KT 3		• GR	• GR • KT 1
Reflective Discussion • Pairs • Small Group • Large Group	• KT 1	• GR • KT 1 • KT 2 • KT 3 • KT 4 • KT 5	• GR • KT 1 • KT 2	• GR • KT 1 • KT 2 • KT 3 • KT 4	• GR • KT 1 • KT 2 • KT 3	• GR • KT 1 • KT 2 • KT 3 • KT 4	• GR • KT 1 • KT 2	• GR • KT 1 • KT 2
Research Overview Review							• KT 2 • KT 3	
Role Playing		• KT 3					• KT 2 • KT 3	

LEGEND

- GR = Getting Ready for the Unit and Connecting to Experience ● KT = Key Topic

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

Instructional Methodologies	A Closer Look at the Introduction to the California Preschool Program Guidelines	Part One				Part Two		
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Short Paper or Report		• KT 2 • KT 3 • KT 5	• KT 2	• KT 2 • KT 3 • KT 4	• KT 2 • KT 3		• KT 3 • KT 4	• KT 1 • KT 2 • KT 3
Video Observation			• KT 1	• KT 3	• KT 2 • KT 3	• KT 1 • KT 2 • KT 3 • KT 4	• KT 2 • KT 3 • KT 4	• KT 3

LEGEND

- GR = Getting Ready for the Unit and Connecting to Experience
- KT = Key Topic

Student Learning Outcomes Index

Student Learning Outcomes and CAP Lower Division Eight Courses Mapped onto the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

To support faculty in decisions regarding how and where they can best use the *California Preschool Program Guidelines, Part One and Part Two* in their course work or across their program, the revised 2015 version of the the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) for the eight core lower division early childhood courses and CAP expansion courses have been mapped onto the key topics for each domain 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: https://www.childdevelopment.org/cs/cdte/print/htdocs/services_cap.htm.

This Student Learning Outcomes Index is provided for easy access to the key topics that support the development of these outcomes. To locate page numbers for each key topic listed in the following index, refer to the Instructional Guide Table of Contents.

Additionally, refer to Appendix A for the listing of suggested CAP lower division eight courses and CAP expansion courses for all key topics in this instructional guide with their mapped SLOs, objectives, and examples of course content and topics. Appendix A is first organized by instructional guide units and key topics, then by the CAP courses, SLOs, objectives, and examples of course content and topics.

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.

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 topics in this instructional guide.



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Introduction to Curriculum

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Introduction to Curriculum	 A Closer Look at the Introduction to the California Preschool Program Guidelines
Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.	• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i>
Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.	• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i>
Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units and key topics.



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Principles and Practices of Teaching Young Children

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Principles and Practices of Teaching Young Children	A Closer Look at the Introduction to the California Preschool Program Guidelines
Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.	
Describe the role of early childhood educator, including ethical conduct and professional pathways.	
Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.	• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i>
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Observation and Assessment

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Observation and Assessment	 A Closer Look at the Introduction to the California Preschool Program Guidelines
Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.	
Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.	• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i>
Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Health, Safety and Nutrition

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Health, Safety and Nutrition	 A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i>
Describe strategies used to promote health, safety, and nutrition of children and adults in early childhood settings.	
Evaluate environments for both positive and negative impacts on children's health and safety.	
Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings.	• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i>
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Teaching in a Diverse Society

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Teaching in a Diverse Society	 A Closer Look at the Introduction to the California Preschool Program Guidelines
Examine the impact of various societal influences on the development of children's social identity.	
Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.	• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i>
Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Practicum-Field Experience

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Practicum-Field Experience	 A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i>
Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.	• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i>
Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.	• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i>
Analyze personal teaching experiences to guide and inform practice.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two

CAP Expansion Course: Administration I: Programs in Early Childhood Education

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Administration I: Programs in Early Childhood Education	 A Closer Look at the Introduction to the California Preschool Program Guidelines
Apply administration skills in various types of early care and education programs.	
Demonstrate knowledge of strategic fiscal planning.	
Evaluate components of quality programs, facilities and operations.	• A Closer Look at the Introduction to the California Preschool Program Guidelines
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units and key topics.



Student Learning Outcomes from CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two

CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education	 A Closer Look at the Introduction to the California Preschool Program Guidelines
Demonstrate effective practices for managing and leading staff and administering early care and education programs.	• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i>
Implement ongoing professional development plans based on evaluation of staff and administrator needs.	
Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two

CAP Expansion Course: Introduction to Children with Special Needs

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Introduction to Children with Special Needs	 A Closer Look at the Introduction to the California Preschool Program Guidelines
Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.	
Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.	• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i>
Collaborate with families and community members in supporting inclusion of children with special needs.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two

CAP Expansion Course: Curriculum and Strategies for Children with Special Needs

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Curriculum and Strategies for Children with Special Needs	 A Closer Look at the Introduction to the California Preschool Program Guidelines
Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.	• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i>
Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.	• A Closer Look at the Introduction to the <i>California Preschool Program Guidelines</i>
Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Child Growth and Development

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Child Growth and Development	 Unit 1 – Chapter 1: Current Issues in Early Childhood Education
Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.	Unit 1, Key Topic 3: Research on Brain Development
Identify cultural, economic, political, and historical contexts that impact children's development.	- Unit 1, Key Topic 4: School Readiness - Unit 1, Key Topic 5: California Context
Apply knowledge of development and major theoretical framework to child observations.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units and key topics.



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Child, Family and Community

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Child, Family and Community	Unit 1 – Chapter 1: Current Issues in Early Childhood Education
Describe socialization of the child focusing on the interrelationship of family, school, and community.	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1: Overview & Rationale
Identify the educational, political, and socioeconomic impacts on children and families.	• Unit 1, Key Topic 4: School Readiness • Unit 1, Key Topic 5: California Context
Describe strategies that empower families and encourage family involvement in children's development.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Introduction to Curriculum

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Introduction to Curriculum	Unit 1 – Chapter 1: Current Issues in Early Childhood Education
Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.	Unit 1, Key Topic 2: Quality Features of Preschool Programs
Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.	
Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, *Part One and Part Two*

Course: Principles and Practices of Teaching Young Children

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Principles and Practices of Teaching Young Children	 Unit 1 – Chapter 1: Current Issues in Early Childhood Education
Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1: Overview and Rationale • Unit 1, Key Topic 3: Research on Brain Development • Unit 1, Key Topic 4: School Readiness
Describe the role of early childhood educator, including ethical conduct and professional pathways.	
Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.	• Unit 1, Key Topic 2: Quality Features of Preschool Programs
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Health, Safety and Nutrition

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Health, Safety and Nutrition	 Unit 1 – Chapter 1: Current Issues in Early Childhood Education
Describe strategies used to promote health, safety, and nutrition of children and adults in early childhood settings.	
Evaluate environments for both positive and negative impacts on children's health and safety.	Unit 1, Key Topic 3: Research on Brain Development
Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Teaching in a Diverse Society

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Teaching in a Diverse Society	 Unit 1 – Chapter 1: Current Issues in Early Childhood Education
Examine the impact of various societal influences on the development of children's social identity.	Unit 1, Key Topic 5: California Context
Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.	
Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Practicum-Field Experience

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Practicum-Field Experience	 Unit 1 – Chapter 1: Current Issues in Early Childhood Education
Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.	Unit 1, Key Topic 4: School Readiness
Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.	
Analyze personal teaching experiences to guide and inform practice.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Administration I: Programs in Early Childhood Education

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Administration I: Programs in Early Childhood Education	 Unit 1 – Chapter 1: Current Issues in Early Childhood Education
Apply administration skills in various types of early care and education programs.	
Demonstrate knowledge of strategic fiscal planning.	
Evaluate components of quality programs, facilities and operations.	- Unit 1, Key Topic 2: Quality Features of Preschool Programs - Unit 1, Key Topic 4: School Readiness
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units and key topics.



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education	 Unit 1 – Chapter 1: Current Issues in Early Childhood Education
Demonstrate effective practices for managing and leading staff and administering early care and education programs.	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1: Overview and Rationale • Unit 1, Key Topic 2: Quality Features of Preschool Programs • Unit 1, Key Topic 5: California Context
Implement ongoing professional development plans based on evaluation of staff and administrator needs.	
Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.	• Unit 1, Key Topic 4: School Readiness
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Introduction to Children with Special Needs

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Introduction to Children with Special Needs	 Unit 1 – Chapter 1: Current Issues in Early Childhood Education
Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.	• Unit 1, Key Topic 3: Research on Brain Development • Unit 1, Key Topic 5: California Context
Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.	
Collaborate with families and community members in supporting inclusion of children with special needs.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Child Growth and Development

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Child Growth and Development	 Unit 2 – Chapter 2: The Preschool Child
Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.	Unit 2, Getting Ready for the Unit
Identify cultural, economic, political, and historical contexts that impact children's development.	
Apply knowledge of development and major theoretical framework to child observations.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units and key topics.



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Child, Family and Community

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Child, Family and Community	 Unit 2 – Chapter 2: The Preschool Child
Describe socialization of the child focusing on the interrelationship of family, school, and community.	Unit 2, Key Topic 2: Domains of the Learning Foundations and School Readiness
Identify the educational, political, and socioeconomic impacts on children and families.	
Describe strategies that empower families and encourage family involvement in children's development.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Introduction to Curriculum

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Introduction to Curriculum	 Unit 2 – Chapter 2: The Preschool Child
Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.	Unit 2, Key Topic 2: Domains of the Learning Foundations and School Readiness
Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.	- Unit 2, Getting Ready for the Unit - Unit 2 Key Topic 1: Factors that Influence Learning and Development
Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Principles and Practices of Teaching Young Children

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Principles and Practices of Teaching Young Children	 Unit 2 – Chapter 2: The Preschool Child
Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.	
Describe the role of early childhood educator, including ethical conduct and professional pathways.	
Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.	• Unit 2 Key Topic 1: Factors that Influence Learning and Development • Unit 2, Key Topic 2: Domains of the Learning Foundations and School Readiness
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

Course: Teaching in a Diverse Society

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Teaching in a Diverse Society	 Unit 2 – Chapter 2: The Preschool Child
Examine the impact of various societal influences on the development of children's social identity.	
Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.	
Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.	Unit 2, Getting Ready for the Unit
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Practicum-Field Experience

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Practicum-Field Experience	 Unit 2 – Chapter 2: The Preschool Child
Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.	• Unit 2 Key Topic 1: Factors that Influence Learning and Development • Unit 2, Key Topic 2: Domains of the Learning Foundations and School Readiness
Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.	
Analyze personal teaching experiences to guide and inform practice.	• Unit 2, Getting Ready for the Unit
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Administration I: Programs in Early Childhood Education

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Administration I: Programs in Early Childhood Education	 Unit 2 – Chapter 2: The Preschool Child
Apply administration skills in various types of early care and education programs.	Unit 2, Key Topic 1: Factors that Influence Learning and Development
Demonstrate knowledge of strategic fiscal planning.	
Evaluate components of quality programs, facilities and operations.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units and key topics.



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education	 Unit 2 – Chapter 2: The Preschool Child
Demonstrate effective practices for managing and leading staff and administering early care and education programs.	Unit 2, Key Topic 2: Domains of the Learning Foundations and School Readiness
Implement ongoing professional development plans based on evaluation of staff and administrator needs.	
Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Curriculum and Strategies for Children with Special Needs

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Curriculum and Strategies for Children with Special Needs	 Unit 2 – Chapter 2: The Preschool Child
Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.	
Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 1: Factors that Influence Learning and Development
Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Child, Family and Community

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Child, Family and Community	 Unit 3 – Chapter 3: The Role of the Preschool Teacher
Describe socialization of the child focusing on the interrelationship of family, school, and community.	Unit 3, Key Topic 3: Engaging All Families and Supporting All Children
Identify the educational, political, and socioeconomic impacts on children and families.	
Describe strategies that empower families and encourage family involvement in children's development.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units and key topics.



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Introduction to Curriculum

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Introduction to Curriculum	Unit 3 – Chapter 3: The Role of the Preschool Teacher
Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.	
Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.	• Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1: Overview and Rationale • Unit 3, Key Topic 4: Building Skills for Reflective Teaching
Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.	• Unit 3, Key Topic 2: A Closer Look at Teachers' Responsibilities
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Principles and Practices of Teaching Young Children

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Principles and Practices of Teaching Young Children	Unit 3 – Chapter 3: The Role of the Preschool Teacher
Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.	
Describe the role of early childhood educator, including ethical conduct and professional pathways.	Unit 3, Key Topic 1: Overview and Rationale
Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.	- Unit 3, Getting Ready for the Unit - Unit 3, Key Topic 2: A Closer Look at Teachers' Responsibilities
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Teaching in a Diverse Society

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Teaching in a Diverse Society	 Unit 3 – Chapter 3: The Role of the Preschool Teacher
Examine the impact of various societal influences on the development of children's social identity.	
Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.	Unit 3, Key Topic 4: Building Skills for Reflective Teaching
Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.	- Unit 3, Key Topic 2: A Closer Look at Teachers' Responsibilities - Unit 3, Key Topic 3: Engaging All Families and Supporting All Children
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Practicum-Field Experience

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Practicum-Field Experience	 Unit 3 – Chapter 3: The Role of the Preschool Teacher
Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.	• Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1: Overview and Rationale • Unit 3, Key Topic 3: Engaging All Families and Supporting All Children
Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.	
Analyze personal teaching experiences to guide and inform practice.	• Unit 3, Key Topic 2: A Closer Look at Teachers' Responsibilities • Unit 3, Key Topic 4: Building Skills for Reflective Teaching
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Adult Supervision and Mentoring in Early Care and Education

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Adult Supervision and Mentoring in Early Care and Education	 Unit 3 – Chapter 3: The Role of the Preschool Teacher
Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.	
Demonstrate competency in communication and reflective practices when working with diverse adult populations.	• Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1: Overview and Rationale • Unit 3, Key Topic 4: Building Skills for Reflective Teaching
Use a variety of personnel, program, and environmental assessment tools in inform leadership decisions.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units and key topics.



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education	 Unit 3 – Chapter 3: The Role of the Preschool Teacher
Demonstrate effective practices for managing and leading staff and administering early care and education programs.	• Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1: Overview and Rationale
Implement ongoing professional development plans based on evaluation of staff and administrator needs.	• Unit 3, Key Topic 4: Building Skills for Reflective Teaching
Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.	• Unit 3, Key Topic 3: Engaging All Families and Supporting All Children
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Curriculum and Strategies for Children with Special Needs

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Curriculum and Strategies for Children with Special Needs	 Unit 3 – Chapter 3: The Role of the Preschool Teacher
Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.	
Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.	- Unit 3, Getting Ready for the Unit - Unit 3, Key Topic 2: A Closer Look at Teachers’ Responsibilities
Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.	Unit 3, Key Topic 3: Engaging All Families and Supporting All Children
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Introduction to Curriculum

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Introduction to Curriculum	 Unit 4 – Chapter 4: The Role of the Administrator
Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.	Unit 4, Key Topic 2: Leadership
Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.	
Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units and key topics.



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Observation and Assessment

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Observation and Assessment	 Unit 4 – Chapter 4: The Role of the Administrator
Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.	• Unit 4, Key Topic: Getting Ready
Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.	
Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Practicum-Field Experience

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Practicum-Field Experience	 Unit 4 – Chapter 4: The Role of the Administrator
Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.	Unit 4, Key Topic 1: Overview and Rationale
Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.	- Unit 4, Key Topic 2: Leadership - Unit 4, Key Topic 3: Management
Analyze personal teaching experiences to guide and inform practice.	Unit 4, Key Topic: Getting Ready
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Adult Supervision and Mentoring in Early Care and Education

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Adult Supervision and Mentoring in Early Care and Education	 Unit 4 – Chapter 4: The Role of the Administrator
Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.	Unit 4, Key Topic 2: Leadership
Demonstrate competency in communication and reflective practices when working with diverse adult populations.	Unit 4, Key Topic 3: Management
Use a variety of personnel, program, and environmental assessment tools in inform leadership decisions.	Unit 4, Key Topic 3: Management
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units and key topics.



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Administration I: Programs in Early Childhood Education

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Administration I: Programs in Early Childhood Education	 Unit 4 – Chapter 4: The Role of the Administrator
Apply administration skills in various types of early care and education programs.	
Demonstrate knowledge of strategic fiscal planning.	
Evaluate components of quality programs, facilities and operations.	• Unit 4, Getting Ready for the Unit • Unit 4, Key Topic 1: Overview & Rationale • Unit 4, Key Topic 2: Leadership
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education	 Unit 4 – Chapter 4: The Role of the Administrator
Demonstrate effective practices for managing and leading staff and administering early care and education programs.	• Unit 4, Getting Ready for the Unit • Unit 4, Key Topic 1: Overview & Rationale • Unit 4, Key Topic 2: Leadership • Unit 4, Key Topic 3: Management
Implement ongoing professional development plans based on evaluation of staff and administrator needs.	
Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.	• Unit 4, Key Topic 2: Leadership • Unit 4, Key Topic 3: Management
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Curriculum and Strategies for Children with Special Needs

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Curriculum and Strategies for Children with Special Needs	 Unit 4 – Chapter 4: The Role of the Administrator
Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.	• Unit 4, Key Topic 2: Leadership • Unit 4, Key Topic 3: Management
Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.	
Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.	• Unit 4, Key Topic 2: Leadership • Unit 4, Key Topic 3: Management •
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Introduction to Curriculum

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Introduction to Curriculum	 Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework
Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.	• Unit 5, Getting Ready for the Unit • Unit 5, Key Topic 1: Using the CA Preschool Curriculum Framework • Unit 5, Key Topic 2: Working with Dual Language Learners
Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.	• Unit 5, Key Topic 3: Using Universal Design in Integrated Curriculum • Unit 5, Key Topic 4: Exploring the Curriculum Planning Process
Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units and key topics.



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, *Part One and Part Two*

Course: Principles and Practices of Teaching Young Children

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Principles and Practices of Teaching Young Children	 Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework
Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.	
Describe the role of early childhood educator, including ethical conduct and professional pathways.	
Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.	• Unit 5, Getting Ready for the Unit • Unit 5, Key Topic 1: Using the CA Preschool Curriculum Framework • Unit 5, Key Topic 2: Working with Dual Language Learners
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Observation and Assessment

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Observation and Assessment	 Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework
Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.	
Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.	
Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.	Unit 5, Key Topic 4: Exploring the Curriculum Planning Process
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Teaching in a Diverse Society

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Teaching in a Diverse Society	 Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework
Examine the impact of various societal influences on the development of children's social identity.	
Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.	• Unit 5, Key Topic 2: Working with Dual Language Learners • Unit 5, Key Topic 3: Using Universal Design in Integrated Curriculum
Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Practicum-Field Experience

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Practicum-Field Experience	 Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework
Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.	• Unit 5, Key Topic 2: Working with Dual Language Learners • Unit 5, Key Topic 3: Using Universal Design in Integrated Curriculum
Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.	• Unit 5, Key Topic 4: Exploring the Curriculum Planning Process
Analyze personal teaching experiences to guide and inform practice.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Administration I: Programs in Early Childhood Education

Students Learning Outcomes from CAP Expansion Courses	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
<i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	
CAP Expansion Course: Administration I: Programs in Early Childhood Education	 Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework
Apply administration skills in various types of early care and education programs.	
Demonstrate knowledge of strategic fiscal planning.	
Evaluate components of quality programs, facilities and operations.	- Unit 5, Key Topic 1: Using the CA Preschool Curriculum Framework - Unit 5, Key Topic 2: Working with Dual Language Learners
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.



Student Learning Outcomes from CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two

CAP Expansion Course: Curriculum and Strategies for Children with Special Needs

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Curriculum and Strategies for Children with Special Needs	 Unit 5 – Chapter 5: Use of the California Preschool Curriculum Framework
Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.	Unit 5, Key Topic 3: Using Universal Design in Integrated Curriculum
Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.	- Unit 5, Key Topic 1: Using the CA Preschool Curriculum Framework - Unit 5, Key Topic 2: Working with Dual Language Learners - Unit 5, Key Topic 4: Exploring the Curriculum Planning Process
Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Child Growth and Development

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Child Growth and Development	 Unit 6 – Chapter 6: Support for Young Dual Language Learners
Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.	
Identify cultural, economic, political, and historical contexts that impact children's development.	Unit 6, Getting Ready for the Unit
Apply knowledge of development and major theoretical framework to child observations.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units and key topics.



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

Course: Child, Family and Community

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Child, Family and Community	 Unit 6 – Chapter 6: Support for Young Dual Language Learners
Describe socialization of the child focusing on the interrelationship of family, school, and community.	
Identify the educational, political, and socioeconomic impacts on children and families.	- Unit 6, Getting Ready for the Unit - Unit 6, Key Topic 4: Further Considerations
Describe strategies that empower families and encourage family involvement in children's development.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Introduction to Curriculum

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Introduction to Curriculum	 Unit 6 – Chapter 6: Support for Young Dual Language Learners
Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.	Unit 6, Key Topic 3: Program Approaches and Teaching Practices
Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.	- Unit 6, Getting Ready for the Unit - Unit 6, Key Topic 1: Overview and Rationale - Unit 6, Key Topic 4: Further Considerations
Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.	Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Principles and Practices of Teaching Young Children

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Principles and Practices of Teaching Young Children	 Unit 6 – Chapter 6: Support for Young Dual Language Learners
Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.	
Describe the role of early childhood educator, including ethical conduct and professional pathways.	
Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.	• Unit 6, Getting Ready for the Unit • Unit 6, Key Topic 3: Program Approaches and Teaching Practices
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Teaching in a Diverse Society

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Teaching in a Diverse Society	 Unit 6 – Chapter 6: Support for Young Dual Language Learners
Examine the impact of various societal influences on the development of children's social identity.	Unit 6, Getting Ready for the Unit
Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.	- Unit 6, Getting Ready for the Unit - Unit 6, Key Topic 1: Overview and Rationale - Unit 6, Key Topic 3: Program Approaches and Teaching Practices
Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.	- Unit 6, Key Topic 4: Further Considerations - Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Practicum-Field Experience

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Practicum-Field Experience	 Unit 6 – Chapter 6: Support for Young Dual Language Learners
Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.	• Unit 6, Getting Ready for the Unit • Unit 6, Key Topic 1: Overview and Rationale • Unit 6, Key Topic 4: Further Considerations
Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.	• Unit 6, Key Topic 4: Further Considerations
Analyze personal teaching experiences to guide and inform practice.	• Unit 6, Key Topic 3: Program Approaches and Teaching Practices • Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Administration I: Programs in Early Childhood Education

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Administration I: Programs in Early Childhood Education	 Unit 6 – Chapter 6: Support for Young Dual Language Learners
Apply administration skills in various types of early care and education programs.	
Demonstrate knowledge of strategic fiscal planning.	
Evaluate components of quality programs, facilities and operations.	• Unit 6, Getting Ready for the Unit • Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners • Unit 6, Key Topic 3: Program Approaches and Teaching Practices • Unit 6, Key Topic 4: Further Considerations
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units and key topics.



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education	 Unit 6 – Chapter 6: Support for Young Dual Language Learners
Demonstrate effective practices for managing and leading staff and administering early care and education programs.	• Unit 6, Getting Ready for the Unit • Unit 6, Key Topic 1: Overview and Rationale • Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners
Implement ongoing professional development plans based on evaluation of staff and administrator needs.	
Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Introduction to Children with Special Needs

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Introduction to Children with Special Needs	 Unit 6 – Chapter 6: Support for Young Dual Language Learners
Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.	- Unit 6, Key Topic 1: Overview and Rationale - Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners
Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.	Unit 6, Key Topic 4: Further Considerations
Collaborate with families and community members in supporting inclusion of children with special needs.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Curriculum and Strategies for Children with Special Needs

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Curriculum and Strategies for Children with Special Needs	 Unit 6 – Chapter 6: Support for Young Dual Language Learners
Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.	
Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.	Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners
Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.	Unit 6, Key Topic 4: Further Considerations
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, *Part One and Part Two*

Course: Child, Family and Community

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Child, Family and Community	 Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children
Describe socialization of the child focusing on the interrelationship of family, school, and community.	
Identify the educational, political, and socioeconomic impacts on children and families.	
Describe strategies that empower families and encourage family involvement in children's development.	Unit 7, Key Topic 2: Children and Electronic Media
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units and key topics.



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, Part One and Part Two

Course: Introduction to Curriculum

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Introduction to Curriculum	 Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children
Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.	• Unit 7, Getting Ready for the Unit • Unit 7, Key Topic 2: Children and Electronic Media • Unit 7, Key Topic 3: Integrating Technology and Interactive Media
Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.	• Unit 7, Key Topic 1: Overview and Rationale
Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, *Part One and Part Two*

Course: Principles and Practices of Teaching Young Children

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Principles and Practices of Teaching Young Children	 Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children
Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.	• Unit 7, Key Topic 1: Overview and Rationale • Unit 7, Key Topic 3: Integrating Technology and Interactive Media
Describe the role of early childhood educator, including ethical conduct and professional pathways.	
Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.	• Unit 7, Getting Ready for the Unit
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines*, *Part One and Part Two*

Course: Practicum-Field Experience

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Practicum-Field Experience	 Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children
Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.	• Unit 7, Getting Ready for the Unit • Unit 7, Key Topic 1: Overview and Rationale
Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.	
Analyze personal teaching experiences to guide and inform practice.	• Unit 7, Key Topic 2: Children and Electronic Media • Unit 7, Key Topic 3: Integrating Technology and Interactive Media
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from **CAP Expansion Courses** Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

CAP Expansion Course: Adult Supervision and Mentoring in Early Care and Education

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Adult Supervision and Mentoring in Early Care and Education	 Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children
Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.	
Demonstrate competency in communication and reflective practices when working with diverse adult populations.	
Use a variety of personnel, program, and environmental assessment tools in inform leadership decisions.	Unit 7, Key Topic 3: Integrating Technology and Interactive Media
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Administration I: Programs in Early Childhood Education

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Administration I: Programs in Early Childhood Education	 Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children
Apply administration skills in various types of early care and education programs.	
Demonstrate knowledge of strategic fiscal planning.	
Evaluate components of quality programs, facilities and operations.	• Unit 7, Getting Ready for the Unit • Unit 7, Key Topic 1: Overview and Rationale • Unit 7, Key Topic 3: Integrating Technology and Interactive Media
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from **CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education	 Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children
Demonstrate effective practices for managing and leading staff and administering early care and education programs.	
Implement ongoing professional development plans based on evaluation of staff and administrator needs.	
Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.	Unit 7, Key Topic 2: Children and Electronic Media
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



Student Learning Outcomes from CAP Expansion Courses Indexed with the Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two

CAP Expansion Course: Curriculum and Strategies for Children with Special Needs

Students Learning Outcomes from CAP Expansion Courses <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
CAP Expansion Course: Curriculum and Strategies for Children with Special Needs	 Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children
Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.	
Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.	• Unit 7, Getting Ready for the Unit • Unit 7, Key Topic 1: Overview and Rationale • Unit 7, Key Topic 3: Integrating Technology and Interactive Media
Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.	• Unit 7, Key Topic 2: Children and Electronic Media
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Appendix A

CAP Lower Division Eight Courses, CAP Expansion Courses, and Student Learning Outcomes Mapped onto the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

To support faculty in decisions regarding how and where they can best use the *California Preschool Program Guidelines, Part One and Part Two* in their course work or across their program, the revised 2015 version of the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP)

(https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm) for the eight core lower division early childhood courses and CAP expansion courses have been mapped onto each key topic in this instructional guide for consideration. Each Key Topic Preview Page will provide the list of courses that have been mapped onto the specific key topic.

The Curriculum Alignment Project's SLOs, objectives, and examples of course content and topics indicated for this instructional guide for the *California Preschool Program Guidelines, Part One and Part Two* are found in this Appendix A. Refer to the Student Learning Outcomes Index for an overview of this instructional guide mapping listed by unit and key topic. The location of the SLO Index is listed in the Table of Contents for this instructional guide.

These SLOs are organized by the CAP core lower division and expansion early childhood courses. This is not an exhaustive list, and faculty might find ways to use the learning experiences to address SLOs by means other than what has been indexed. Working through these selected key topic learning experiences does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.

To assist faculty in using these SLOs as supports for decision making, the instructional guide key topics are indexed first by units, then by CAP courses and SLOs so that faculty can select what is most relevant to their particular needs. Student learning outcomes are matched to specific key topics in the instructional guide that will support attainment of that outcome. Not all student learning outcomes map onto the specific content of the instructional guide.

California State University and University of California

The Curriculum Alignment Project (CAP) course and student learning outcomes (SLOs) 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 topics in this instructional guide.

A Closer Look at the

Introduction to the California Preschool Program Guidelines

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.
- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.
- Document observations of children's developmental stages in various early childhood settings for planning curriculum and environments.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation
- Environments
- Ongoing curriculum cycle
- The role of the early childhood teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

Objectives:

- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

- Historical and current approaches
 - Delivery systems and program types
 - Quality Indicators
 - State and national standards

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.

Course: Observation and Assessment – Continued

Objectives:

- Apply knowledge of development to interpret observations and assessments.
- Use observation and assessment tools to evaluate quality in environments, interactions, and curriculum.

Content and Topics:

- Observation techniques
 - Subjective and objective data collection
 - Formal and informal
- Use of observation and assessment
 - Curriculum
 - Teaching strategies
 - Environments
 - Referral and intervention
 - On-going cycle of curriculum development

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings.

Objectives:

- Plan learning experiences on the topics of health, safety, and nutrition.

Content and Topics:

- Teacher as role model of best health, safety, and nutrition practices
- Planning learning experiences in health, safety, and nutrition
 - Developmentally sound practices
 - Cultural, linguistic, and developmental differences of families, teachers, and children
 - Integrated into daily routines
 - Physical fitness

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.

Objectives:

- Compare historical and current perspectives on diversity and inclusion.
- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Course: Teaching in a Diverse Society – Continued

Content and Topics:

- The influence of teachers in children's lives
 - Impact of personal history
 - Recognition of personal bias
 - Communication patterns

Content and Topics:

- The influence of teachers in children's lives
 - Conflict resolution strategies
 - Modeling respectful and inclusive behaviors
 - Partnerships with families

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.
- Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Curriculum
 - Written lesson plans
 - Adaptations for multiple reasons such as children with diverse abilities, learning styles, and temperaments, and teachable moments
 - Ongoing curriculum development cycle
 - Observation
 - Planning
 - Implementation
 - Evaluation
 - Documentation
 - Authentic assessment and documentation
 - Common tools
 - State and federal requirements

Course: Practicum-Field Experience – Continued

- Curriculum – Continued
 - Content areas
 - Language
 - Literacy
 - Math
 - Science
 - Social Studies
 - Visual and performing arts
 - Integration of content areas across curriculum

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Demonstrate knowledge of compliance with regulatory systems.
- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
 - Mission, philosophy, values
 - Culture and climate of program
 - Program models
 - Diversity and inclusion
 - Managing the environment
 - Facilities
 - Curriculum
 - Routines and schedules
 - Program evaluation tools

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.

Objectives:

- Describe the legal requirements and responsibilities of administering an early care and education program.
- Connect staff needs to professional development and opportunities.
- Articulate the importance of professional integrity and confidentiality.

Content and Topics:

- Administrator Responsibilities
 - Legal requirements and responsibilities

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education – Continued

- Administrator Responsibilities – Continued
 - Ethics – Professional behaviors
 - Reflective Practice
- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching
 - Cultivating leaders
 - Leadership styles

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

- Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.

Objectives:

- Describe the sequence of development and the interrelationships among developmental areas.
- Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community.
- Summarize the steps in the referral process including observation, documentation, screening, and assessment.

Content and Topics:

- Development and variations in development
 - Prenatal development and risk factors
 - Genetically inherited conditions
 - Environmental factors
 - Cognitive
 - Communication/language
 - Social and emotional
 - Mental Health
 - Physical

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Expansion Course: Curriculum and Strategies for Children with Special Needs – Continued**Objectives:**

- Explain current special education laws and their impact on early childhood practice.
- Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.
- Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

Content and Topics:

- Policies and Procedures for Early Intervention and Special Education
 - Individuals with Disabilities Education Act (IDEA)
 - Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) process
 - Response to intervention
 - Least restrictive environment
 - Family rights
 - Working with local public/private school systems
 - People first language

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Getting Ready for the Unit and Connecting to Experience

Course: Child, Family and Community

Student Learning Outcomes:

- Describe socialization of the child focusing on the interrelationship of family, school, and community.

Objectives:

- Describe contemporary social issues and their effects on families and children.

Content and Topics:

- Interrelationship of family, school and community as agents of socialization
- Influences on Socialization
 - Family
 - Family characteristic
 - Parenting styles
 - Culture
 - Tradition
 - Values
 - School and educational systems
 - Early care and education
 - Influence of one's own personal experience on relationships with children and families.
 - Legal requirements and ethical responsibilities
 - Community
 - Community agencies and referral systems
 - Accessing specialized services and support for families and children
 - Collaboration and partnerships

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Compare various program types and philosophies.

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Historical and current approaches
 - Theories
 - Program philosophies
 - Delivery systems and program types
 - Licensing and regulations
 - Personnel requirements
 - Quality Indicators
 - State and national standards

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Summarize essential practices for collaboration with staff, families and community.

Content and Topics:

- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching
 - Cultivating leaders
 - Leadership styles
 - Confidentiality
 - Setting priorities between home and work
 - Professional memberships and advocacy

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 1: Overview and Rationale of the Chapter

Course: Child, Family and Community

Student Learning Outcomes:

- Describe socialization of the child focusing on the interrelationship of family, school, and community.

Objectives:

- Describe contemporary social issues and their effects on families and children.

Content and Topics:

- Interrelationship of family, school and community as agents of socialization
- Influences on Socialization
 - Family
 - Family characteristic
 - Parenting styles
 - Culture
 - Tradition
 - Values
 - School and educational systems
 - Early care and education
 - Influence of one's own personal experience on relationships with children and families.
 - Legal requirements and ethical responsibilities
 - Community
 - Community agencies and referral systems
 - Accessing specialized services and support for families and children
 - Collaboration and partnerships

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Compare various program types and philosophies.

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Historical and current approaches
 - Theories
 - Program philosophies
 - Delivery systems and program types
 - Licensing and regulations
 - Personnel requirements
 - Quality Indicators
 - State and national standards

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Summarize essential practices for collaboration with staff, families and community.

Content and Topics:

- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching
 - Cultivating leaders
 - Leadership styles
 - Confidentiality
 - Setting priorities between home and work
 - Professional memberships and advocacy

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 2:

Exploring the Benefits and Quality Features of Preschool Programs

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Identify ways in which the environment functions as an essential component of curriculum.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation
- Theoretical frameworks for planning curriculum and environments

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

Objectives:

- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance
 - Impact of culture and language
 - Strategies for family involvement

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Demonstrate knowledge of compliance with regulatory systems.
- Assess various methods and tools of evaluation.

Content and Topics:

- Regulations
 - Title 22, Title 5, Education Code
 - Health and safety codes
 - Mandating reporting
 - ADA
 - Emergency preparedness
 - Accreditation
 - Food services

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Summarize essential practices for collaboration with staff, families and community.

Content and Topics:

- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching
 - Cultivating leaders
 - Leadership styles
 - Confidentiality
 - Setting priorities between home and work
 - Professional memberships and advocacy

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 3:

A Closer Look at the Research on Brain Development

Course: Child Growth and Development

Student Learning Outcomes:

- Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.

Objectives:

- Summarize developmental stages and milestones.
- Differentiate characteristics of typical and atypical development.

Content and Topics:

- The developmental process
- Development in early childhood
 - Physical
 - Cognitive
 - Social
 - Emotional
 - Language

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Compare various program types and philosophies.

Content and Topics:

- Historical and current approaches
 - Theories
 - Program philosophies
 - Delivery systems and program types
 - Licensing and regulations
 - Personnel requirements
 - Quality Indicators
 - State and national standards

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Evaluate environments for both positive and negative impacts on children's health and safety.

Objectives:

- Identify laws and regulations supporting health, safety, and nutrition in early childhood settings.
- Identify health and safety risks in early childhood settings.

Content and Topics:

- Interrelationships between health, safety, and nutrition
 - Defining physical and mental health
 - Defining safety
 - Defining nutrition.

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

- Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.

Objectives:

- Describe the sequence of development and the interrelationships among developmental areas.
- Examine the key contributions of developmental theorists, advocates and legal decisions in influencing best practices in early childhood special education.

Content and Topics:

- Development and variations in development
 - Prenatal development and risk factors
 - Genetically inherited conditions.
 - Environmental factors
 - Cognitive
 - Communication/language
 - Social and emotional
 - Mental health
 - Physical

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 4:

A Closer Look at the School Readiness

Course: Child Growth and Development

Student Learning Outcomes:

- Identify cultural, economic, political, and historical contexts that impact children's development.

Objectives:

- Evaluate the influence of multiple contexts on children's development.

Content and Topics:

- Current and historical theoretical frameworks of child development
- The developmental process

Course: Child, Family and Community

Student Learning Outcomes:

- Identify the educational, political, and socioeconomic impacts on children and families.

Objectives:

- Identify how the child develops within a system and is influenced by multiple factors of socialization.

Content and Topics:

- Influences on Socialization
 - Family
 - Family characteristic
 - Parenting styles
 - Culture
 - Tradition
 - Values
 - School and educational systems
 - Early care and education
 - Influence of one's own personal experience on relationships with children and families.
 - Legal requirements and ethical responsibilities
 - Community
 - Community agencies and referral systems
 - Accessing specialized services and support for families and children
 - Collaboration and partnerships

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Compare various program types and philosophies.

Content and Topics:

- Historical and current approaches
 - Theories
 - Program philosophies
 - Delivery systems and program types
 - Licensing and regulations
 - Personnel requirements
 - Quality Indicators
 - State and national standards

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Demonstrate knowledge of compliance with regulatory systems.
- Assess various methods and tools of evaluation.

Expansion Course: Administration I: Programs in Early Childhood Education – Continued

Content and Topics:

- Regulations
 - Title 22, Title 5, Education Code
 - Health and safety codes
 - Mandating reporting
 - ADA
 - Emergency preparedness
 - Accreditation
 - Food services

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Student Learning Outcomes:

- Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Objectives:

- Identify components of hiring practices, observation and evaluation practices of staff.
- Describe the legal requirements and responsibilities of administering an early care and education program.

Content and Topics:

- Administrator Responsibilities
 - Legal requirements and responsibilities
 - Ethics – Professional behaviors
 - Reflective Practice
 - Time Management
 - Working with colleagues and families
 - Creating a diverse and inclusive environment
 - Team building strategies
 - Establishing professional relationships and boundaries
 - Communication strategies
 - Dealing with conflict
 - Working with stakeholders
 - Boards (i.e. Parents, Governing, Advisory)
 - Community agencies
 - Other professionals who support the field

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 5:

A Closer Look at the California Context

Course: Child Growth and Development

Student Learning Outcomes:

- Identify cultural, economic, political, and historical contexts that impact children's development

Objectives:

- Evaluate the influence of multiple contexts on children's development.

Content and Topics:

- Current and historical theoretical frameworks of child development
- The developmental process

Course: Child, Family and Community

Student Learning Outcomes:

- Identify the educational, political, and socioeconomic impacts on children and families.

Objectives:

- Identify how the child develops within a system and is influenced by multiple factors of socialization.

Content and Topics:

- Influences on Socialization
 - Family
 - Family characteristic
 - Parenting styles
 - Culture
 - Tradition
 - Values
 - School and educational systems
 - Early care and education
 - Influence of one's own personal experience on relationships with children and families.
 - Legal requirements and ethical responsibilities
 - Community
 - Community agencies and referral systems
 - Accessing specialized services and support for families and children
 - Collaboration and partnerships

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Examine the impact of various societal influences on the development of children's social identity.

Objectives:

- Compare historical and current perspectives on diversity and inclusion.
- Identify various forms of diversity.

Content and Topics:

- Historical and current perspectives on diversity and inclusion
- Defining forms of diversity
 - Terminology
 - Trends
 - Misconceptions

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Summarize essential practices for collaboration with staff, families and community.

Content and Topics:

- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching
 - Cultivating leaders
 - Leadership styles
 - Confidentiality
 - Setting priorities between home and work
 - Professional memberships and advocacy

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

- Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.

Expansion Course: Introduction to Children with Special Needs – Continued

Objectives:

- Describe the sequence of development and the interrelationships among developmental areas.
- Examine the key contributions of developmental theorists, advocates and legal decisions in influencing best practices in early childhood special education.

Content and Topics:

- Development and variations in development
 - Prenatal development and risk factors
 - Genetically inherited conditions.
 - Environmental factors
 - Cognitive
 - Communication/language
 - Social and emotional
 - Mental health
 - Physical

Unit 2

Chapter 2: The Preschool Child

Getting Ready for the Unit and Connecting to Experience

Course: Child Growth and Development

Student Learning Outcomes:

- Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.

Objectives:

- Summarize developmental stages and milestones.
- Differentiate characteristics of typical and atypical development.

Content and Topics:

- Development early childhood
 - Physical
 - Cognitive
 - Social
 - Emotional
 - Language

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Examine ways curriculum is integrated across all developmental domains and content areas.
- Design appropriate experiences in multiple content areas to support children's learning.

Content and Topics:

- State and national standards and accreditation
- The role of the early childhood teacher
 - Best practices in teaching
 - Current research
 - Planning and evaluating curriculum and environments
 - Interactions
 - Family involvement

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.

Objectives:

- Evaluate the relationship between one's own experiences and the development of personal bias.

Content and Topics:

- The influence of teachers in children's lives
 - Impact of personal history
 - Recognition of personal bias

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Professional and ethical teaching
 - Student teaching
 - Self-reflection and self-assessment

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence based practices, and legal requirements to support children's development.

Content and Topics:

- Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 2

Chapter 2: The Preschool Child

Key Topic 1:

Some Factors That Influence Learning and Development in the Preschool Years

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Examine ways curriculum is integrated across all developmental domains and content areas.
- Design appropriate experiences in multiple content areas to support children's learning.

Content and Topics:

- State and national standards and accreditation
- The role of the early childhood teacher
 - Best practices in teaching
 - Current research
 - Planning and evaluating curriculum and environments
 - Interactions
 - Family involvement

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

Objectives:

- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Indicators of developmentally appropriate practices – Continued
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Apply administration skills in various types of early care and education programs.

Objectives:

- Identify strategies to ensure equity and respect for children, families, staff and colleagues.

Content and Topics:

- Program Development
 - Mission, philosophy, values
 - Culture and climate of program
 - Program models
 - Diversity and inclusion
 - Managing the environment
 - Curriculum

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children’s development.

Content and Topics:

- Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 2

Chapter 2: The Preschool Child

Key Topic 2:

The Nine Domains of the California Preschool Learning Foundations and the Five Essential Domains for School Readiness

Course: Child, Family and Community

Student Learning Outcomes:

- Describe socialization of the child focusing on the interrelationship of family, school, and community.

Objectives:

- Describe contemporary social issues and their effects on families and children.

Content and Topics:

- Interrelationship of family, school and community as agents of socialization

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Design appropriate experiences in multiple content areas to support children's learning.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation
- The role of the early childhood teacher
 - Best practices in teaching
 - Current research

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

Objectives:

- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.

Objectives:

- Identify components of hiring practices, observation and evaluation practices of staff.
- Connect staff needs to professional development and opportunities.

Content and Topics:

- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching

**Expansion Course: Administration II: Personnel and Leadership in
Early Childhood Education – Continued**

Content and Topics:

- Leadership and Professional Development – Continued
 - Cultivating leaders
 - Leadership styles

Unit 3

Chapter 3: The Role of the Preschool Teacher

Getting Ready for the Unit and Connecting to Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Identify ways in which the environment functions as an essential component of curriculum.
- Observe and evaluate teaching strategies and environmental design.

Content and Topics:

- The role of the early childhood teacher
 - Best practices in teaching
 - Current research
 - Planning and evaluating curriculum and environments
 - Interactions
 - Family involvement

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

Objectives:

- Describe characteristics of effective relationships, positive guidance, and teacher-child interactions.
- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Indicators of developmentally appropriate practices – Continued
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance
 - Impact of culture and language
 - Strategies for family involvement

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Adult Supervision and Mentoring in Early Care and Education

Student Learning Outcomes:

- Demonstrate competency in communication and reflective practices when working with diverse adult populations.

Objectives:

- Demonstrate reflective practice, cultural competency, and ethical conduct.

Content and Topics:

- Adult Mentoring and Supervision Strategies
 - Coaching
 - Modeling
 - Shadowing
 - Reflective supervision and feedback
 - Mentor/mentee relationship

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.

Objectives:

- Identify components of hiring practices, observation and evaluation practices of staff.
- Connect staff needs to professional development and opportunities.

Content and Topics:

- Administrator Responsibilities
 - Working with colleagues and families
 - Creating a diverse and inclusive environment
 - Team building strategies
 - Establishing professional relationships and boundaries
 - Communication strategies

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Objectives:

- Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.
- Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

Content and Topics:

- Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 3

Chapter 3: The Role of the Preschool Teacher

Key Topic 1:

Overview and Rationale of the Chapter

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Identify ways in which the environment functions as an essential component of curriculum.
- Observe and evaluate teaching strategies and environmental design.

Content and Topics:

- The role of the early childhood teacher
 - Best practices in teaching
 - Current research
 - Planning and evaluating curriculum and environments
 - Interactions
 - Family involvement

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Describe the role of early childhood educator, including ethical conduct and professional pathways.

Objectives:

- Discuss personal philosophies of teaching, career pathways, ethics, and professionalism.

Content and Topics:

- Roles of early childhood teachers
 - Attributes of effective early childhood teachers
 - Personal philosophy of teaching
 - Professionalism and ethics
 - Career options and professional development
 - Professional organizations

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Course: Practicum-Field Experience – Continued

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards.

Expansion Course: Adult Supervision and Mentoring in Early Care and Education

Student Learning Outcomes:

- Demonstrate competency in communication and reflective practices when working with diverse adult populations.

Objectives:

- Demonstrate reflective practice, cultural competency, and ethical conduct.

Content and Topics:

- Adult Mentoring and Supervision Strategies
 - Coaching
 - Modeling
 - Shadowing
 - Reflective supervision and feedback
 - Mentor/mentee relationship

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.

Objectives:

- Identify components of hiring practices, observation and evaluation practices of staff.
- Connect staff needs to professional development and opportunities.

Content and Topics:

- Administrator Responsibilities
 - Working with colleagues and families
 - Creating a diverse and inclusive environment
 - Team building strategies

**Expansion Course: Administration II: Personnel and Leadership in
Early Childhood Education – Continued**

Content and Topics:

- Administrator Responsibilities
 - Working with colleagues and families – Continued
 - Establishing professional relationships and boundaries
 - Communication strategies

Unit 3**Chapter 3: The Role of the Preschool Teacher****Key Topic 2:****A Closer Look at Teachers' Responsibilities****Course: Introduction to Curriculum**

Student Learning Outcomes:

- Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.

Objectives:

- Identify ways in which the environment functions as an essential component of curriculum.
- Observe and evaluate teaching strategies and environmental design.

Content and Topics:

- Ongoing curriculum cycle
 - Observation
 - Assessment
 - Planning
 - Documentation

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

Objectives:

- Describe characteristics of effective relationships, positive guidance, and teacher-child interactions.
- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Indicators of developmentally appropriate practices – Continued
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance
 - Impact of culture and language
 - Strategies for family involvement

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.

Objectives:

- Evaluate the relationship between one's own experiences and the development of personal bias.

Content and Topics:

- The influence of teachers in children's lives
 - Impact of personal history
 - Recognition of personal bias

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Professional and ethical teaching
 - Student teaching
 - Self-reflection and self-assessment

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Objectives:

- Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.

Expansion Course: Curriculum and Strategies for Children with Special Needs

Objectives: – Continued

- Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

Content and Topics:

- Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 3**Chapter 3: The Role of the Preschool Teacher****Key Topic 3:****Engaging All Families and Supporting All Children****Course: Child, Family and Community**

Student Learning Outcomes:

- Describe socialization of the child focusing on the interrelationship of family, school, and community.

Objectives:

- Identify how the child develops within a system and is influenced by multiple factors of socialization.
- Describe contemporary social issues and their effects on families and children.

Content and Topics:

- Interrelationship of family, school and community as agents of socialization

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.

Objectives:

- Evaluate the relationship between one's own experiences and the development of personal bias.

Content and Topics:

- The influence of teachers in children's lives
 - Impact of personal history
 - Recognition of personal bias

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.

Course: Practicum-Field Experience – Continued

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards.

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Student Learning Outcomes:

- Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders

Objectives:

- Summarize essential practices for collaboration with staff, families and community.
- Articulate the importance of professional integrity and confidentiality.

Content and Topics:

- Administrator Responsibilities
 - Working with colleagues and families
 - Creating a diverse and inclusive environment
 - Team building strategies
 - Establishing professional relationships and boundaries
 - Communication strategies.

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.

Content and Topics:

- Teacher's Role
 - Collaborating with family and early interventionists/specialist

Unit 3**Chapter 3: The Role of the Preschool Teacher****Key Topic 4:
Building Skills for Reflective Teaching****Course: Introduction to Curriculum**

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Identify ways in which the environment functions as an essential component of curriculum.
- Observe and evaluate teaching strategies and environmental design.

Content and Topics:

- The role of the early childhood teacher
 - Best practices in teaching
 - Current research
 - Planning and evaluating curriculum and environments
 - Interactions
 - Family involvement

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development

Objectives:

- Evaluate the relationship between one's own experiences and the development of personal bias.
- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Diverse and inclusive learning environments
 - Books and media
 - Materials
 - Curriculum
 - Interactions
- The influence of teachers in children's lives
 - Impact of personal history
 - Recognition of personal bias

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Professional and ethical teaching
 - Student teaching
 - Self-reflection and self-assessment

Expansion Course: Adult Supervision and Mentoring in Early Care and Education

Student Learning Outcomes:

- Demonstrate competency in communication and reflective practices when working with diverse adult populations.

Objectives:

- Demonstrate reflective practice, cultural competency, and ethical conduct.

Content and Topics:

- Adult Mentoring and Supervision Strategies
 - Coaching
 - Modeling
 - Shadowing
 - Reflective supervision and feedback
 - Mentor/mentee relationship

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Student Learning Outcomes:

- Implement ongoing professional development plans based on evaluation of staff and administrator needs.

Objectives:

- Connect staff needs to professional development and opportunities.

Content and Topics:

- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching
 - Cultivating leaders
 - Leadership styles

Unit 4**Chapter 4: The Role of the Administrator****Getting Ready for the Unit and Connecting to Experience****Course: Observation and Assessment**

Student Learning Outcomes:

- Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.

Objectives:

- Identify logistical challenges, biases, and preconceptions about observing and assessing children.

Content and Topics:

- Link between child development theory and research to observation and assessment

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Perform teaching and non-teaching responsibilities.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards
- Typical teaching and non-teaching activities in early childhood settings
- Professional and ethical teaching

Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
 - Program evaluation tools

**Expansion Course: Administration II: Personnel and Leadership in
Early Childhood Education**

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Identify components of hiring practices, observation and evaluation practices of staff.

Content and Topics:

- Administrator Responsibilities
 - Legal requirements and responsibilities
 - Ethics – Professional behaviors
 - Reflective Practice
 - Time Management
 - Working with colleagues and families
 - Creating a diverse and inclusive environment
 - Team building strategies
 - Establishing professional relationships and boundaries
 - Communication strategies
 - Dealing with conflict.

Unit 4

Chapter 4: The Role of the Administrator

Key Topic 1:

Overview and Rationale of the Chapter

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
 - Program evaluation tools

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Identify components of hiring practices, observation and evaluation practices of staff.

**Expansion Course: Administration II: Personnel and Leadership in
Early Childhood Education – Continued**

Content and Topics:

- Administrator Responsibilities
 - Legal requirements and responsibilities
 - Ethics – Professional behaviors
 - Reflective Practice
 - Time Management
 - Working with colleagues and families
 - Creating a diverse and inclusive environment
 - Team building strategies
 - Establishing professional relationships and boundaries
 - Communication strategies
 - Dealing with conflict

Unit 4

Chapter 4: The Role of the Administrator

Key Topic 2: Leadership

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.

Objectives:

- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.
- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Adult Supervision and Mentoring in Early Care and Education

Student Learning Outcomes:

- Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.

Objectives:

- Examine methods of supervision for student teachers and others in early childhood education settings.
- Identify characteristics of effective leaders and mentors.

Expansion Course: Adult Supervision and Mentoring in Early Care and Education – Continued

Content and Topics:

- Adult Mentoring and Supervision Strategies
 - Coaching
 - Modeling
 - Shadowing
 - Reflective supervision and feedback
 - Mentor/mentee relationship.

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Compare and contrast various program structures, philosophies and curriculum models.
- Identify strategies to ensure equity and respect for children, families, staff and colleagues.

Content and Topics:

- Program Development
 - Mission, philosophy, values
 - Culture and climate of program

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.
- Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Identify components of hiring practices, observation and evaluation practices of staff.
- Summarize essential practices for collaboration with staff, families and community.

Content and Topics:

- Working with colleagues and families
 - Creating a diverse and inclusive environment
 - Team building strategies
 - Establishing professional relationships and boundaries

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education – Continued

Content and Topics:

- Working with colleagues and families – Continued
 - Communication strategies
 - Dealing with conflict
- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching
 - Cultivating leaders
 - Leadership styles
 - Confidentiality
 - Setting priorities between home and work
 - Professional memberships and advocacy

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
- Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.

Objectives:

- Explain current special education laws and their impact on early childhood practice.
- Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

Content and Topics:

- Policies and Procedures for Early Intervention and Special Education
 - Individuals with Disabilities Education Act (IDEA)
 - Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) process
 - Response to intervention
 - Least restrictive environment
 - Family rights
- Teacher's Role
 - Philosophical approach
 - Ethics-professional behaviors
 - Collaborating with family and early interventionists/specialists
 - Communication
 - Diverse and cultural perspectives
 - IFSP/IEP team

Unit 4**Chapter 4: The Role of the Administrator****Key Topic 3:
Management****Course: Practicum-Field Experience**

Student Learning Outcomes:

- Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.

Objectives:

- Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.
- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.

Content and Topics:

- Curriculum
 - Ongoing curriculum development cycle
 - Observation
 - Planning
 - Implementation
 - Evaluation
 - Documentation
 - Authentic assessment and documentation
 - Common tools
 - State and federal requirements

**Expansion Course: Adult Supervision and Mentoring in
Early Care and Education**

Student Learning Outcomes:

- Demonstrate competency in communication and reflective practices when working with diverse adult populations.
- Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.

Objectives:

- Evaluate various personnel, program and environmental assessment tools.
- Develop effective interactions and communication techniques.

Content and Topics:

- Adult Mentoring and Supervision Strategies
 - Coaching
 - Modeling

Expansion Course: Adult Supervision and Mentoring in Early Care and Education – Continued

Content and Topics:

- Adult Mentoring and Supervision Strategies – Continued
 - Shadowing
 - Reflective supervision and feedback
 - Mentor/mentee relationships
- Adults in Early Care and Education Settings
 - Adult learners
 - Orientation
 - Role and expectations
 - Positive interactions and communication
 - Conflict resolution

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.
- Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Connect staff needs to professional development and opportunities.
- Summarize essential practices for collaboration with staff, families and community.

Content and Topics:

- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching
 - Cultivating leaders
 - Leadership styles
 - Confidentiality
 - Setting priorities between home and work

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
- Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.

Expansion Course: Curriculum and Strategies for Children with Special Needs – Continued

Objectives:

- Explain current special education laws and their impact on early childhood practice.
- Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.
- Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

Content and Topics:

- Policies and Procedures for Early Intervention and Special Education
 - Response to intervention
 - Least restrictive environment
 - Family rights
 - Working with local public/private school systems
 - People first language
 - Advocacy and public policy
 - Community resources and agencies

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Getting Ready for the Unit and Connecting to Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Indicators of developmentally appropriate practices – Continued
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance
 - Impact of culture and language

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Key Topic 1:

Using the California Preschool Curriculum Framework to Develop Integrated Curriculum

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Indicators of developmentally appropriate practices – Continued
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance
 - Impact of culture and language

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
 - Curriculum
 - Routines and schedules
 - Program evaluation tools

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.

Content and Topics:

- Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 5**Chapter 5: Use of the California Preschool Curriculum Framework****Key Topic 2:
Working with Children Who are Dual Language Learners
In Integrated Curriculum****Course: Introduction to Curriculum**

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Indicators of developmentally appropriate practices – Continued
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance
 - Impact of culture and language

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.

Objectives:

- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Diverse and inclusive learning environments
 - Books and media
 - Materials
 - Curriculum
 - Interactions
 - Assessment methods
 - Holidays
 - Family involvement

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
 - Curriculum
 - Routines and schedules
 - Program evaluation tools

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.

Content and Topics:

- Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 5**Chapter 5: Use of the California Preschool Curriculum Framework****Key Topic 3:
Using Universal Design in Integrated Curriculum****Course: Introduction to Curriculum**

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Document observations of children's developmental stages in various early childhood settings for planning curriculum and environments.
- Design appropriate experiences in multiple content areas to support children's learning.
- Develop plans for environments that are appropriate for children's individual ages, stages, and needs.

Content and Topics:

- The role of the early childhood teacher
 - Best practices in teaching
 - Current research
 - Planning and evaluating curriculum and environments

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.

Objectives:

- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Diverse and inclusive learning environments
 - Books and media
 - Materials
 - Curriculum
 - Interactions
 - Assessment methods
 - Holidays
 - Family involvement

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.

Objectives:

- Explain current special education laws and their impact on early childhood practice.
- Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.

Content and Topics:

- Policies and Procedures for Early Intervention and Special Education
 - Individuals with Disabilities Education Act (IDEA)
 - Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) process
 - Response to intervention
 - Least restrictive environment
 - Family rights
 - Working with local public/private school systems
 - People first language
 - Advocacy and public policy
 - Community resources and agencies

Unit 5**Chapter 5: Use of the California Preschool Curriculum Framework****Key Topic 4:****Exploring the Curriculum Planning Process of the
California Preschool Curriculum Framework****Course: Introduction to Curriculum**

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Document observations of children's developmental stages in various early childhood settings for planning curriculum and environments.
- Design appropriate experiences in multiple content areas to support children's learning.
- Develop plans for environments that are appropriate for children's individual ages, stages, and needs.

Content and Topics:

- The role of the early childhood teacher
 - Best practices in teaching
 - Current research
 - Planning and evaluating curriculum and environments

Course: Observation and Assessment

Student Learning Outcomes:

- Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

Objectives:

- Use observation and assessment tools to evaluate quality in environments, interactions, and curriculum.
- Demonstrate the ability to use observation and assessment in decision making for instruction, referral, and intervention.

Content and Topics:

- Use of observation and assessment
 - Curriculum
 - Teaching strategies
 - Environments
 - Referral and intervention
 - On-going cycle of curriculum development

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.

Objectives:

- Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.
- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.
- Describe various family involvement strategies.

Content and Topics:

- Curriculum
 - Written lesson plans
 - Adaptations for multiple reasons such as children with diverse abilities, learning styles, and temperaments, and teachable moments
 - Ongoing curriculum development cycle
 - Observation
 - Planning
 - Implementation
 - Evaluation
 - Documentation

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.

Content and Topics:

- Teacher's Role
 - Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 6

Chapter 6: Support for Young Dual Language Learners

Getting Ready for the Unit and Connecting to Experience

Course: Child Growth and Development

Student Learning Outcomes:

- Identify cultural, economic, political, and historical contexts that impact children's development.

Objectives:

- Differentiate characteristics of typical and atypical development.

Content and Topics:

- Additional developmental topics
 - Special needs
 - Bilingual development

Course: Child, Family and Community

Student Learning Outcomes:

- Identify the educational, political, and socioeconomic impacts on children and families.

Objectives:

- Describe contemporary social issues and their effects on families and children.

Content and Topics:

- Influences on Socialization
 - Family
 - Values
 - School and educational systems
 - Early care and education
 - Influence of one's own personal experience on relationships with children and families.
 - Legal requirements and ethical responsibilities
 - Community
 - Community agencies and referral systems
 - Accessing specialized services and support for families and children

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Course: Introduction to Curriculum – Continued

Objectives:

- Examine ways curriculum is integrated across all developmental domains and content areas.
- Identify ways in which the environment functions as an essential component of curriculum.

Content and Topics:

- The role of the early childhood teacher
 - Best practices in teaching
 - Current research
 - Planning and evaluating curriculum and environments
 - Interactions
 - Family involvement

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

Objectives:

- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Examine the impact of various societal influences on the development of children's social identity.
- Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.

Objectives:

- Compare historical and current perspectives on diversity and inclusion.
- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Course: Teaching in a Diverse Society – Continued

Content and Topics:

- Historical and current perspectives on diversity and inclusion
- The influence of teachers in children's lives
 - Impact of personal history
 - Recognition of personal bias
 - Communication patterns
 - Conflict resolution strategies
 - Modeling respectful and inclusive behaviors
 - Partnerships with families

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Compare and contrast various program structures, philosophies and curriculum models.

Content and Topics:

- Program Development
 - Culture and climate of program
 - Program models
 - Diversity and inclusion
 - Managing the environment

**Expansion Course: Administration II: Personnel and Leadership in
Early Childhood Education**

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.

Content and Topics:

- Administrator Responsibilities
 - Working with colleagues and families
 - Creating a diverse and inclusive environment

Unit 6**Chapter 6: Support for Young Dual Language Learners****Key Topic 1:
Overview and Rationale of the Chapter****Course: Introduction to Curriculum****Student Learning Outcomes:**

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- State and national standards and accreditation
- Theoretical frameworks for planning curriculum and environments

Course: Teaching in a Diverse Society**Student Learning Outcomes:**

- Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.

Objectives:

- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Diverse and inclusive learning environments
 - Books and media
 - Materials
 - Curriculum

Course: Practicum-Field Experience**Student Learning Outcomes:**

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.

Course: Practicum-Field Experience – Continued

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.

Content and Topics:

- Administrator Responsibilities
 - Working with colleagues and families
 - Creating a diverse and inclusive environment

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

- Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.

Objectives:

- Describe the sequence of development and the interrelationships among developmental areas.

Content and Topics:

- Historical Overview of Early Intervention/Special Education
 - People first language

Unit 6**Chapter 6: Support for Young Dual Language Learners****Key Topic 2:****Characteristics of Preschool Dual Language Learners****Course: Introduction to Curriculum**

Student Learning Outcomes:

- Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.

Objectives:

- Design appropriate experiences in multiple content areas to support children's learning.
- Develop plans for environments that are appropriate for children's individual ages, stages, and needs.

Content and Topics:

- Planning for the diverse needs of learners
 - Age
 - Temperament
 - Interests
 - Abilities
 - Gender
 - Culture
 - Language

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.

Objectives:

- Evaluate the relationship between one's own experiences and the development of personal bias.

Content and Topics:

- The influence of teachers in children's lives
 - Impact of personal history
 - Recognition of personal bias
 - Communication patterns
 - Conflict resolution strategies
 - Modeling respectful and inclusive behaviors
 - Partnerships with families

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Professional and ethical teaching
 - Student teaching
 - Self-reflection and self-assessment
 - Advocacy
 - Qualifications for teachers in California

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Demonstrate knowledge of compliance with regulatory systems.
- Assess various methods and tools of evaluation.

Content and Topics:

- Regulations
 - Title 22, Title 5, Education Code
 - Health and safety codes
 - Mandating reporting
 - ADA
 - Emergency preparedness
 - Accreditation
 - Food services

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.

Content and Topics:

- Administrator Responsibilities
 - Working with colleagues and families
 - Creating a diverse and inclusive environment

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

- Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.

Objectives:

- Describe the sequence of development and the interrelationships among developmental areas.

Content and Topics:

- Historical Overview of Early Intervention/Special Education
 - Theory/educational foundations
- Development and variations in development
 - Prenatal development and risk factors
 - Genetically inherited conditions.
 - Environmental factors
 - Cognitive
 - Communication/language
 - Social and emotional
 - Mental health
 - Physical

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.

Content and Topics:

- Teacher's Role
 - Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 6**Chapter 6: Support for Young Dual Language Learners****Key Topic 3:****Program Approaches and teaching Practices****Course: Introduction to Curriculum**

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation
- Theoretical frameworks for planning curriculum and environments

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

Objectives:

- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance
 - Impact of culture and language
 - Strategies for family involvement

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.

Objectives:

- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Diverse and inclusive learning environments
 - Books and media
 - Materials
 - Curriculum
 - Interactions
 - Assessment methods
 - Holidays
 - Family involvement

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Professional and ethical teaching
 - Student teaching
 - Self-reflection and self-assessment
 - Advocacy
 - Qualifications for teachers in California

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Demonstrate knowledge of compliance with regulatory systems.
- Assess various methods and tools of evaluation.

**Expansion Course: Administration I: Programs in Early Childhood Education –
Continued**

Content and Topics:

- Regulations
 - Title 22, Title 5, Education Code
 - Health and safety codes
 - Mandating reporting
 - ADA
 - Emergency preparedness
 - Accreditation
 - Food services

Unit 6**Chapter 6: Support for Young Dual Language Learners****Key Topic 4:****Further Considerations Regarding Dual Language Learners****Course: Child, Family and Community**

Student Learning Outcomes:

- Identify the educational, political, and socioeconomic impacts on children and families.

Objectives:

- Describe contemporary social issues and their effects on families and children.

Content and Topics:

- Interrelationship of family, school and community as agents of socialization

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- State and national standards and accreditation
- Theoretical frameworks for planning curriculum and environments

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.

Objectives:

- Evaluate the relationship between one's own experiences and the development of personal bias.

Content and Topics:

- The influence of teachers in children's lives
 - Impact of personal history
 - Recognition of personal bias
 - Communication patterns
 - Conflict resolution strategies

Course: Teaching in a Diverse Society – Continued

Content and Topics:

- The influence of teachers in children’s lives – Continued
 - Modeling respectful and inclusive behaviors
 - Partnerships with families

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.
- Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.
- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards
- Curriculum
 - Written lesson plans
 - Adaptations for multiple reasons such as children with diverse abilities, learning styles, and temperaments, and teachable moments
 - Ongoing curriculum development cycle
 - Observation
 - Planning
 - Implementation
 - Evaluation
 - Documentation
 - Authentic assessment and documentation
 - Common tools
 - State and federal requirements

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Expansion Course: Administration I: Programs in Early Childhood Education – Continued

Objectives:

- Demonstrate knowledge of compliance with regulatory systems.
- Assess various methods and tools of evaluation.

Content and Topics:

- Regulations
 - Title 22, Title 5, Education Code
 - Health and safety codes
 - Mandating reporting
 - ADA
 - Emergency preparedness
 - Accreditation
 - Food services

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

- Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.

Objectives:

- Examine the key contributions of developmental theorists, advocates and legal decisions in influencing best practices in early childhood special education.

Content and Topics:

- Historical Overview of Early Intervention/Special Education
 - Theory/educational foundations
 - Laws and regulations
 - Individuals with Disabilities Education Act (IDEA)
 - Individualized Family Service Plan (IFSP)
 - Individualized Education Program (IEP)
 - Inclusion
 - Least restrictive and natural environments
 - People first language
 - Advocacy and public policy
 - Ethics-professional behaviors

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.

Expansion Course: Curriculum and Strategies for Children with Special Needs – Continued

Objectives:

- Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.
- Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

Content and Topics:

- Policies and Procedures for Early Intervention and Special Education
 - Individuals with Disabilities Education Act (IDEA)
 - Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) process
 - Response to intervention
 - Least restrictive environment
 - Family rights
 - Working with local public/private school systems
 - People first language
 - Advocacy and public policy
 - Community resources and agencies

Unit 7

Chapter 7: Using Technology and Interactive Media With Preschool-Age Children

Getting Ready for the Unit and Connecting to Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

Objectives:

- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Identify strategies to ensure equity and respect for children, families, staff and colleagues.

Content and Topics:

- Program Development
 - Mission, philosophy, values
 - Program models
 - Curriculum
 - Program evaluation tools

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.

**Expansion Course: Curriculum and Strategies for Children with Special Needs –
Continued**

Content and Topics:

- Teacher's Role
 - Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 7**Chapter 7: Using Technology and Interactive Media
With Preschool-Age Children****Key Topic 1:
Overview and Rational of the Chapter****Course: Introduction to Curriculum****Student Learning Outcomes:**

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Observe and evaluate teaching strategies and environmental design.
- Design appropriate experiences in multiple content areas to support children's learning.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children**Student Learning Outcomes:**

- Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Compare various program types and philosophies.

Content and Topics:

- Historical and current approaches
 - Theories
 - Program philosophies
 - Delivery systems and program types
 - Licensing and regulations

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Historical and current approaches – Continued
 - Personnel requirements
 - Quality Indicators
 - State and national standards

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Identify strategies to ensure equity and respect for children, families, staff and colleagues.

Content and Topics:

- Program Development
 - Mission, philosophy, values
 - Program models
 - Curriculum
 - Program evaluation tools

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Expansion Course: Curriculum and Strategies for Children with Special Needs – Continued

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children’s development.

Content and Topics:

- Teacher’s Role
 - Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 7**Chapter 7: Using Technology and Interactive Media
With Preschool-Age Children****Key Topic 2:****A Closer Look at Children and Electronic Media****Course: Child, Family and Community**

Student Learning Outcomes:

- Describe strategies that empower families and encourage family involvement in children's development.

Objectives:

- Describe contemporary social issues and their effects on families and children.

Content and Topics:

- Interrelationship of family, school and community as agents of socialization
- Influences on Socialization
 - Family
 - Family characteristic
 - Parenting styles
 - Culture
 - Tradition
 - Values
 - School and educational systems
 - Early care and education
 - Influence of one's own personal experience on relationships with children and families.

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation

Course: Introduction to Curriculum – Continued

Content and Topics: – Continued

- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.
- Perform teaching and non-teaching responsibilities.
- Describe various family involvement strategies.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards
- Typical teaching and non-teaching activities in early childhood settings
- Professional and ethical teaching
 - Student teaching
 - Self-reflection and self-assessment

Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

Student Learning Outcomes:

- Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Objectives:

- Summarize essential practices for collaboration with staff, families and community.

Content and Topics:

- Administrator Responsibilities
 - Working with colleagues and families
 - Creating a diverse and inclusive environment
 - Team building strategies
 - Establishing professional relationships and boundaries
 - Communication strategies
 - Dealing with conflict

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.

Objectives:

- Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.

Content and Topics:

- Teacher's Role
 - Collaborating with family and early interventionists/specialists
 - Communication
 - Diverse and cultural perspectives
 - IFSP/IEP teams
 - Implementation of IFSP/IEPs

Unit 7**Chapter 7: Using Technology and Interactive Media
With Preschool-Age Children****Key Topic 3:****A Closer Look at Integrating Technology and
Interactive Media into Preschool Programs****Course: Introduction to Curriculum****Student Learning Outcomes:**

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children**Student Learning Outcomes:**

- Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Compare various program types and philosophies.

Content and Topics:

- Historical and current approaches
 - Theories
 - Program philosophies
 - Delivery systems and program types
 - Licensing and regulations

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Historical and current approaches – Continued
 - Personnel requirements
 - Quality Indicators
 - State and national standards

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.
- Perform teaching and non-teaching responsibilities.
- Describe various family involvement strategies.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards
- Typical teaching and non-teaching activities in early childhood settings
- Professional and ethical teaching
 - Student teaching
 - Self-reflection and self-assessment

**Expansion Course: Adult Supervision and Mentoring in
Early Care and Education**

Student Learning Outcomes:

- Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.

Objectives:

- Evaluate various personnel, program and environmental assessment tools.

Content and Topics:

- Evaluation and Assessment
 - Tools
 - Methods

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Identify strategies to ensure equity and respect for children, families, staff and colleagues.

Content and Topics:

- Program Development
 - Mission, philosophy, values
 - Program models
 - Curriculum
 - Program evaluation tools

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.

Content and Topics:

- Teacher's Role
 - Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Appendix B

Guidelines for Operating Preschool Programs

Guideline 1: Aspiring to Be a High-Quality Program	
1.1	High-quality programs engage in continuous program improvement. • <i>Program Philosophy</i> • <i>Program-Planning Process</i> • <i>Program Policies and Procedures</i> • <i>Continuous Program Improvement</i> • <i>External Program Evaluation</i>
1.2	Programs and administrators use knowledge of child development to create and implement policies and practices that support children's development in all domains. • <i>Context of Developmental Theory and Research</i> • <i>Developmental Theory, Research, and Practice</i> • <i>Factors That Contribute to Development</i> • <i>Preschool Development and Learning</i> • <i>Learning Through Play</i> • <i>Individualized Developmental Expectations</i>
1.3	Programs and administrators use knowledge about the role of culture in development and the process of dual language development to be responsive to California's young learners. • <i>Understanding Cultural Perspectives of Self and Others</i> • <i>Program Strategies</i> • <i>Knowledge of Dual Language Development</i>
1.4	Programs participate in efforts to promote a high-quality early care and education system. • <i>Systems Knowledge</i> • <i>Systems Theory and Organizational Change</i>
Guideline 2: Addressing Culture, Diversity, and Equity	
2.1	Programs encourage and support appreciation of and respect for diversity among individuals and groups. • <i>Cultural Diversity of Families</i> • <i>Involving Family Members in Planning</i> • <i>Cultural Diversity of Families</i>

Guideline 2: Addressing Culture, Diversity, and Equity – Continued	
2.2	Programs and teachers are responsive to cultural and linguistic diversity. • <i>Staff Preparation for Communication Practices</i> • <i>Family–Teacher Relationships</i>
2.3	Programs and teachers integrate home culture, language and practices in learning activities, materials, and environments. • <i>Visual Representation of Diversity</i> • <i>Language Diversity</i> • <i>Assessment of Environments</i>
2.4	Programs and teachers help children learn strategies to address social injustice, bias, and prejudice. • <i>Social Justice</i> • <i>Children’s Identity Development</i>
Guideline 3: Supporting Relationships, Interactions, and Guidance	
3.1	Programs and teachers collaborate with families to create a supportive emotional climate for children. • <i>Supportive Emotional Climate</i> • <i>Expression of Emotions</i>
3.2	Programs support teachers’ implementation of strategies to establish warm, nurturing relationships with all young children. • <i>Establishment of Warm, Nurturing Relationships</i>
3.3	Programs and teachers collaborate with families to identify challenges that may affect children’s social-emotional development and offer resources to address those challenges. • <i>Collaboration to Address Family Challenges</i>
3.4	Programs ensure teachers have ample time to engage in supportive, responsive interactions with each child. • <i>Time to Engage Children</i>
3.5	Programs and teachers provide positive guidance to promote social–emotional competence and prevent challenging behaviors. • <i>Social–Emotional Competence</i> • <i>Strategies for Socialization and Guidance</i> • <i>Challenging Behaviors</i> • <i>Conflict Resolution</i> • <i>Appropriate Expectations for Behavior</i>

Guideline 4: Engaging Families and Communities	
4.1	Programs and teachers build trusting collaborative relationships with families. • <i>Engaging and Collaborating with Families</i> • <i>Home Language</i>
4.2	Programs and teachers value the primary role of families in promoting children's development. • <i>Knowledge of Families</i> • <i>Parent–Child History and Relationships</i>
4.3	Programs create a climate in which family members feel empowered and comfortable as advocates for their children. • <i>Empowerment of Families</i>
4.4	Programs support teachers' responsiveness to the families' goals for their children's development and school readiness. • <i>Integrating School and Family Experiences</i> • <i>Implementation of School-Readiness Practices</i> • <i>Strategies for School Readiness and Transitions</i>
4.5	Programs and teachers use effective communication strategies that reflect the diversity of families served. • <i>Communication Strategies</i> • <i>Family Preferences for Communication</i>
4.6	Programs provide a welcoming space in the environment for communication between staff and family members. • <i>Creating a Welcoming Space</i>
4.7	Programs regularly provide family members with information about their children's learning and development, well-being, and everyday experiences. • <i>Information about Learning</i>
4.8	Programs support and advocates for strong families. • <i>Family Functioning</i> • <i>Community Partnerships</i> • <i>Connecting Families with Resources</i> • <i>Use of Community Resources</i>
4.9	Programs and teachers engage families in supporting continued development and maintenance of the home language. • <i>Home Language</i>

Guideline 5: Including Children with Disabilities or Other Special Needs	
5.1	Programs and teachers ensure a sense of belonging and support full participation of children with disabilities or other special needs. • <i>Sense of Belonging</i>
5.2	Programs and teachers work closely with families in an educational partnership and provide them with appropriate community resources, information, and support as it relates to the child's disability or special needs. • <i>Partnership with Families of Children with Disabilities or Other Special Needs</i>
5.3	Programs meet legal requirements related to the care and education of children with disabilities or other special needs. • <i>IDEA and ADA</i>
5.4	Programs provide sufficient release time, training, information, and support for teachers to plan and consult regarding children with disabilities or other special needs. • <i>Time to Support Inclusion</i> • <i>Inclusion Skills</i>
5.5	Programs ensure teachers' participation on an educational team that develops and implements individualized education programs (IEPs) for children eligible to receive special education services. • <i>IEP Participation</i>
5.6	Programs promote teachers' collaborative work with specialized service providers in implementing appropriate modifications in the curriculum, instructional methods, or classroom environment. • <i>Accommodation</i>
5.7	Programs, teachers, and specialized service providers (e.g., special educators and therapists) support dual language learning in preschool children with disabilities or other special needs. • <i>Dual Language Learners with Disabilities or Other Special Needs</i>
Guideline 6: Promoting Health, Safety, and Nutrition	
6.1	Programs and teachers promote the physical health and well-being of all children and families. • <i>Routine Health Checks</i> • <i>Physical Activity</i> • <i>Special Health-Care Requirements</i> • <i>Knowledge of Health Practices</i>

Guideline 6: Promoting Health, Safety, and Nutrition – Continued	
6.2	Programs and teachers ensure the safety of all children. • <i>Child Safety</i>
6.3	Programs and teachers ensure that children are well nourished and enjoy mealtimes. • <i>Nutrition</i>
6.4	Programs and teachers promote children’s positive mental health. • <i>Mental Health</i>
6.5	Programs and teachers protect all children from abuse and neglect. • <i>Child Abuse Prevention</i>
Guideline 7: Assessing Children’s Development and Learning	
7.1	Programs engage in authentic, ongoing observational assessment to document each child’s learning and developmental progress. • <i>Child Assessment</i>
7.2	Programs use child assessments that are evidence-based, reliable, valid, and culturally, linguistically, and developmentally appropriate. • <i>Appropriate Assessment</i>
7.3	Programs use a formalized system of screening with all young children, making referrals when appropriate. • <i>Developmental Screening</i>
7.4	Programs provide sufficient time, training, information, and guidance to support ongoing assessment of all children and appropriate interpretation and use of assessment results. • <i>Support Child Assessment</i> • <i>Use of Child Assessments</i>
7.5	Child assessment considers multiple sources of information and covers all early learning domains. • <i>Sources of Information</i>
7.6	Family members are aware of the program’s approach to assessment (including screening, observation, and documentation) and contribute to activities that support the assessment process. • <i>Collaborating Regarding Child Assessment</i> • <i>Communicating about Assessment of Data</i>

Guideline 8: Planning the Learning Environment and Curriculum	
8.1	The environment is safe and comfortable for all children, teachers, and family members. • <i>Safe Environment</i>
8.2	The environment promotes a supportive social–emotional climate and sense of belonging and community for everyone. • <i>Supportive Climate</i>
8.3	The indoor and outdoor environments are organized and prepared to support children’s learning interests and focused exploration. • <i>Inviting Learning Spaces</i>
8.4	The environment and materials reflect the cultural and linguistic diversity of the children and families served. • <i>Reflection of the Community</i>
8.5	The environment is organized and prepared to support full participation by children and adults with disabilities or other special needs. • <i>Inclusion</i>
8.6	The materials in the environment are developmentally appropriate and encourage play, exploration, and learning in all domains. • <i>Whole-Child Learning</i>
8.7	Programs support teachers in selecting, using, and integrating appropriate technology into everyday experiences to enhance curriculum. • <i>Technology</i>
8.8	Programs support both home language maintenance and English-language development in the learning environment. • <i>Language Support</i>
8.9	The environment reflects the program’s philosophy and beliefs about how children develop and learn. • <i>Program Philosophy and Curriculum</i> • <i>Curriculum</i>
8.10	Teachers observe, document, and reflect on children’s learning and development on a daily basis as part of the curriculum planning process. • <i>Curriculum Planning</i>
8.11	Teachers plan and implement learning experiences based on multiple forms of assessment and collaborative planning. • <i>Differentiated Planning</i>

Guideline 8: Planning the Learning Environment and Curriculum – Continued	
8.12	Programs and teachers engage in curriculum planning that includes an integrated approach to all domains of learning and development. • <i>Integrated Learning</i>
Guideline 9: Supporting Professionalism and Continuous Learning	
9.1	Programs develop and implement a comprehensive, ongoing plan for staff development. • <i>Professional Development Plans</i>
9.2	Programs allocate resources to support individual staff members' participation in professional development and education. • <i>Professional Development Support</i>
9.3	Programs employ staff members who meet the requirements for education, experience, knowledge, and skills for their positions and encourage advancement along a planned career pathway. • <i>Career Pathway</i>
9.4	Programs ensure that professional development activities promote awareness and understanding of children's cultural and linguistic backgrounds and provide strategies for culturally and linguistically responsive practices. • <i>Cultural and Linguistic Competence</i>
9.5	Programs promote professionalism and ethical behavior. • <i>Professionalism</i>
9.6	Programs support ongoing reflective practice, adult learning, coaching, and mentoring. • <i>Ongoing Adult Learning and Reflective Practice</i>
9.7	Programs offer professional development activities on how to support children with disabilities or other special needs. • <i>Professional Development in Inclusion</i>
Guideline 10: Administering Programs and Supervising Staff	
10.1	Programs have a compensation schedule that acknowledges and validates the required training and experience of each staff member by providing a living wage, as well as wage increases based on additional education and professional activities. • <i>Compensation</i>

Guideline 10: Administering Programs and Supervising Staff – Continued	
10.2	Programs create working conditions that support job satisfaction. • <i>Program Planning and Personnel Policies</i> • <i>Performance Evaluation and Professional Development</i> • <i>Facilities</i> • <i>Performance Evaluation</i> • <i>Professional Development</i>
10.3	Programs foster respectful, collaborative relationships among staff. • <i>Personnel Policies</i> • <i>Communication Between and Among Staff</i> • <i>Conflict Resolution Among Staff Members</i>
10.4	Programs collaborate with staff in making decisions. • <i>Program Philosophy</i> • <i>Program-Planning Process, Policies, and Procedures</i> • <i>Program Policies and Procedures</i> • <i>Fiscal Procedures</i> • <i>Facilities</i>
10.5	Programs establish and implement policies regarding reflective practice and reflective supervision. • <i>Reflective Practice</i>
10.6	Programs develop staff policies and systems to maintain stability and consistency in program quality. • <i>Program-Planning Process and Personnel Policies</i> • <i>Continuous Program Improvement</i> • <i>Performance Evaluation</i> • <i>Professional Development</i>
10.7	Programs engage in sound business practices. • <i>Recordkeeping</i> • <i>Program Policies and Procedures</i> • <i>Regulatory Agencies</i> • <i>Fiscal Procedures</i> • <i>Loss and Liability</i> • <i>Facilities</i>