



# 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

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#### 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?

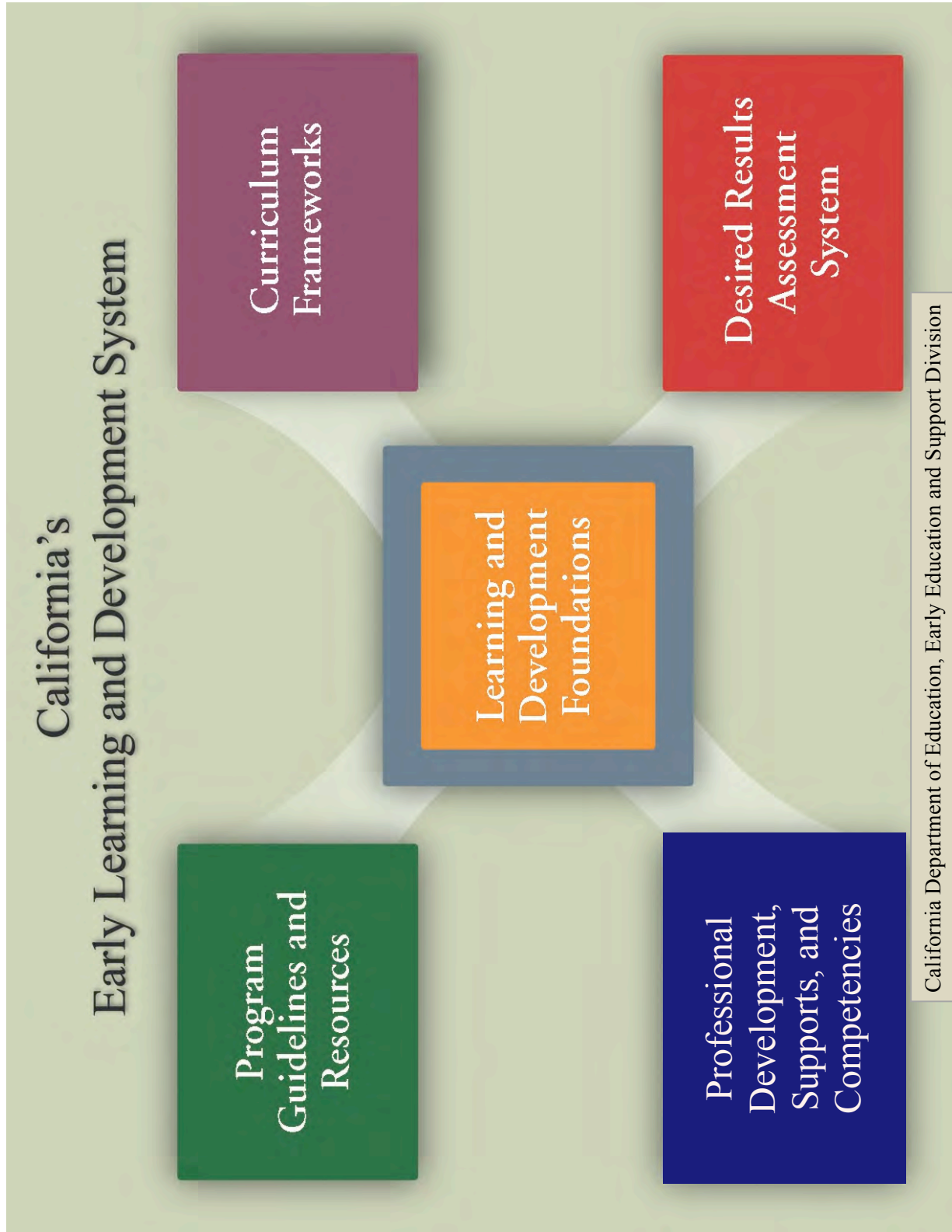
## Reflection

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