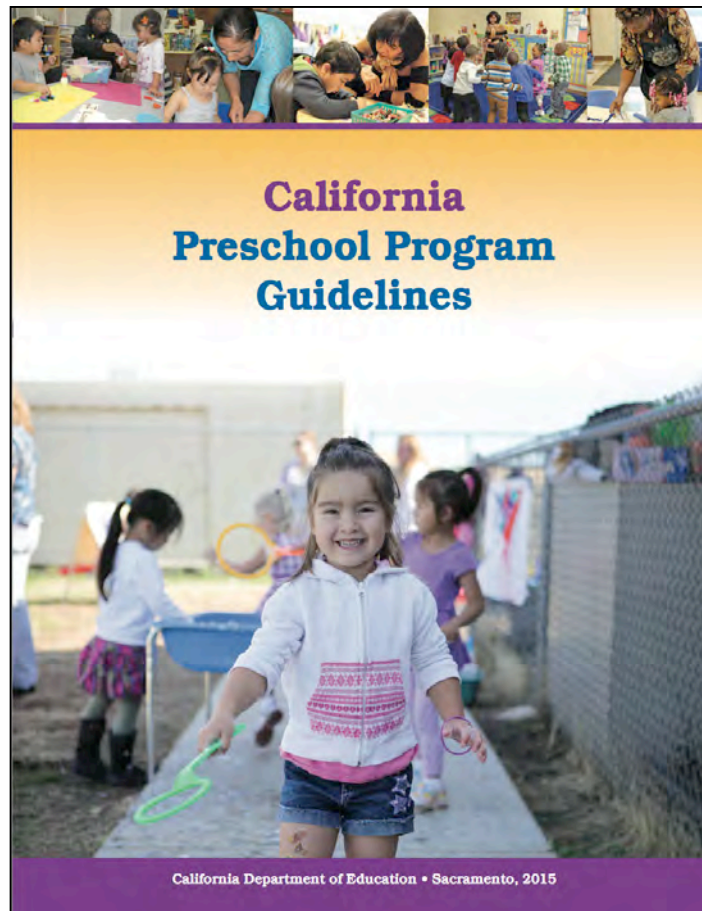




California Department of Education
Early Education and Support Division
WestEd Center for Child and Family Studies



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						



Unit 1 – Current Issues in Early Childhood Education

Getting Ready for the Unit and Connecting to Experience

 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?

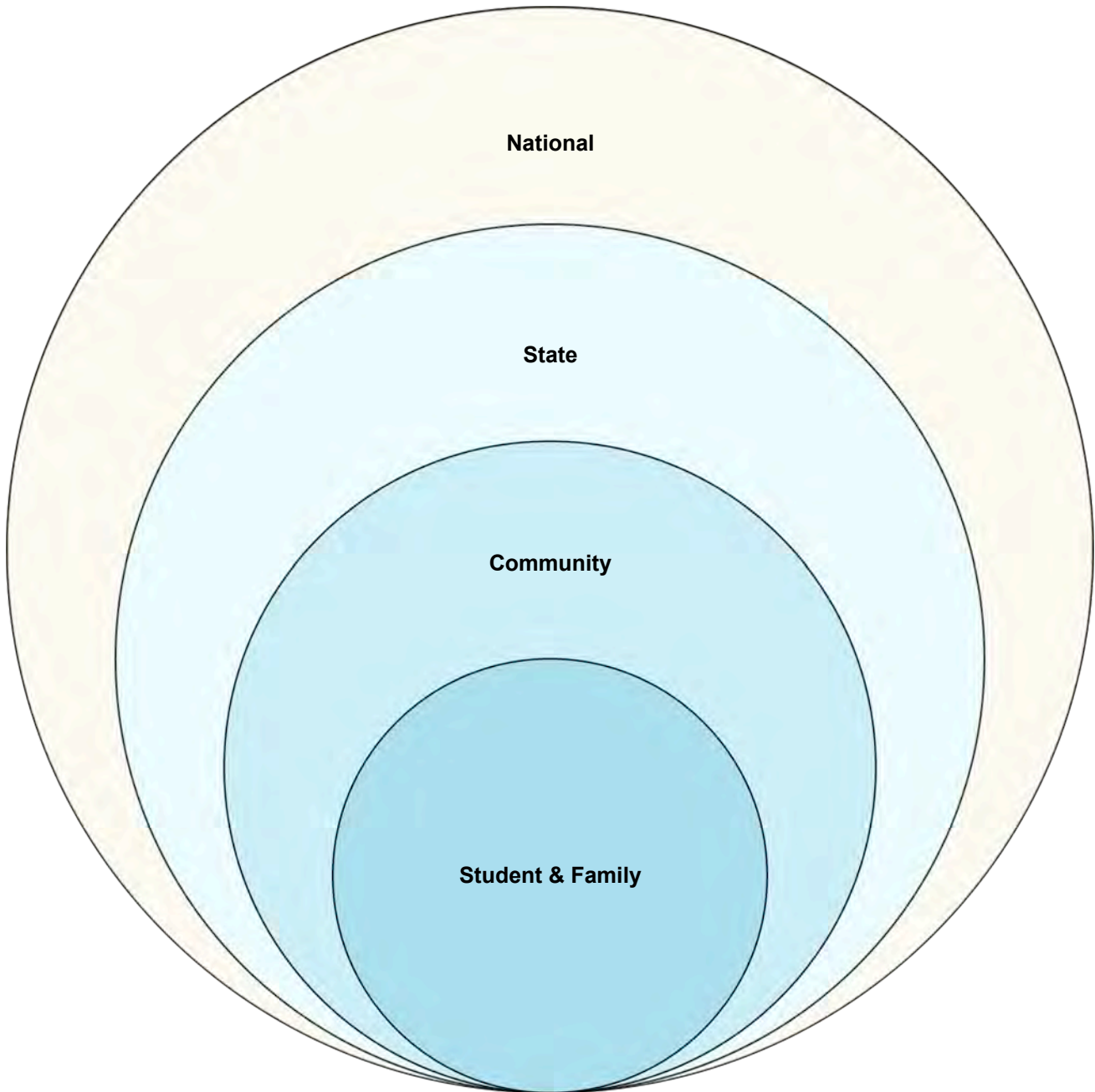
Reflection

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

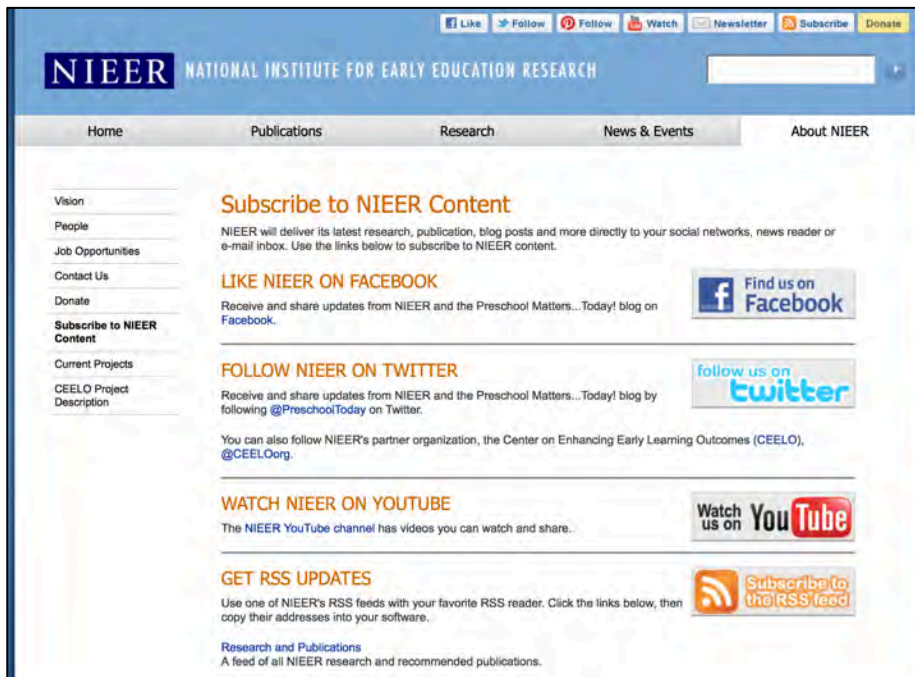
<http://families.naeyc.org/blog> (accessed January 20, 2016)



National Institute for Early Education Research

Updates through different social media

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

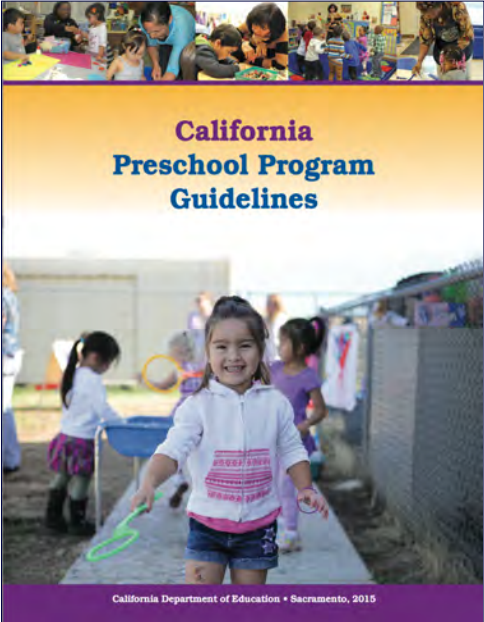




National Institute for Early Education Research Early Education in the News

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

The screenshot shows the NIEER website interface. At the top, there are social media icons for Like, Follow, Watch, Newsletter, Subscribe, and Donate. The main header includes the NIEER logo and the text 'NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH'. Below the header is a navigation menu with 'Home', 'Publications', 'Research', 'News & Events', and 'About NIEER'. The 'News & Events' section is active, displaying a list of news releases under the heading 'Early Education in the News'. The featured article is titled 'Can taking pre-K classrooms outdoors end education inequity for our youngest learners?' and is attributed to 'The Hechinger Report' from January 19, 2016. The article text discusses the high cost of preschool and its impact on education equity. A 'WELCOME' sidebar on the right provides contact information for journalists and a note about website updates.



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

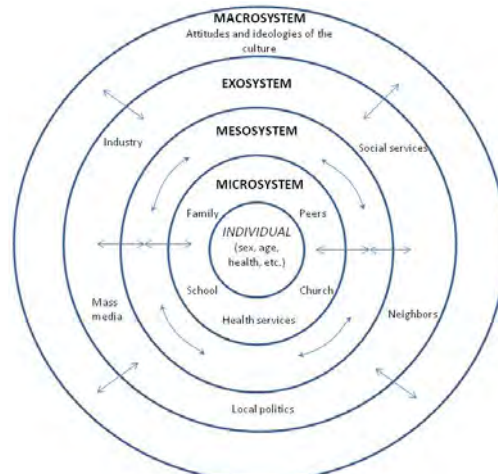
- Updates through social media
<http://nieer.org/about-nieer/subscribe-nieer-content>
- Early Education in the News
<http://nieer.org/news-events/early-education-news>

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

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

5

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

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.

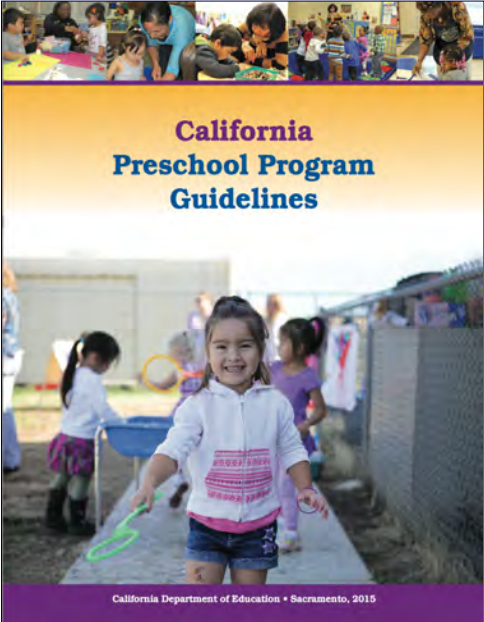
<p>Section 1: “ . . . issues that are central to early childhood and preschool education throughout the United States.” (pp. 3–11)</p>				
<p>Evidence from Research (benefits of ECE programs)</p>	<p>The Need for High-Quality Preschool Programs</p>	<p>Early Childhood Investments and Societal Impacts</p>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

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)

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



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 1, 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 1, Key Topic 1

3

Current Issues in Early Childhood Education

California Preschool Program Guidelines, Chapter 1, 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 1, Key Topic 1

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 1, Key Topic 1

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 1, Key Topic 1

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

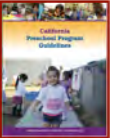
- Class discussion
- Creation of a visual representation
- Literature review
- Pairs or small groups
- Reflective discussion
- Short paper or report



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

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:

- 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:

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



Slide 2



Slide 3



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



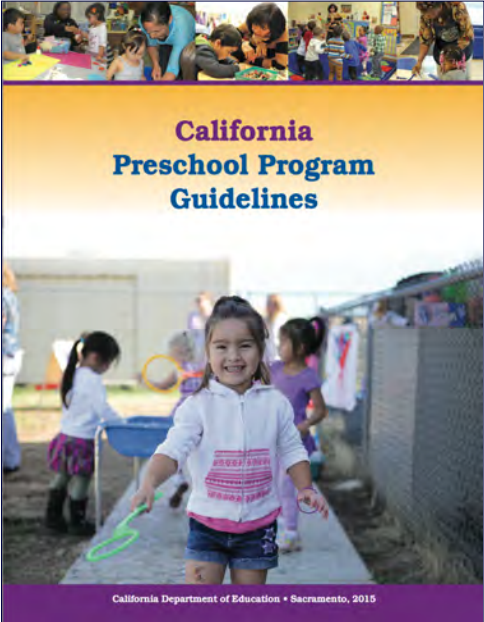
Partnership, and Perry Preschool. Students are to select one of these programs and find three to four articles describing the program. Students then write a one- to two-page paper that includes the following information:



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

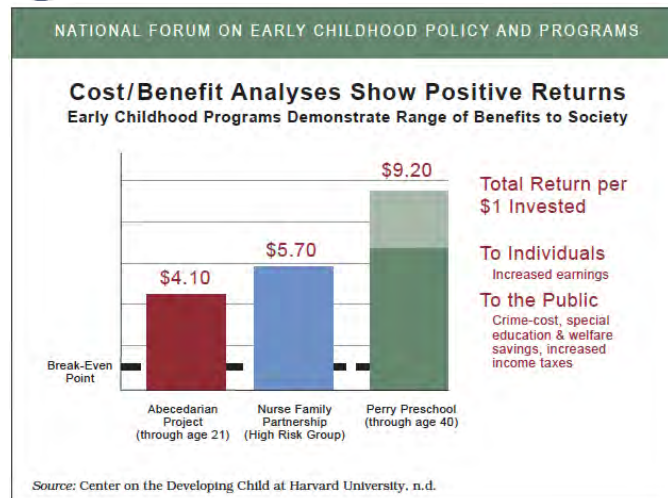
Review Paper

- 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

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



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



	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).

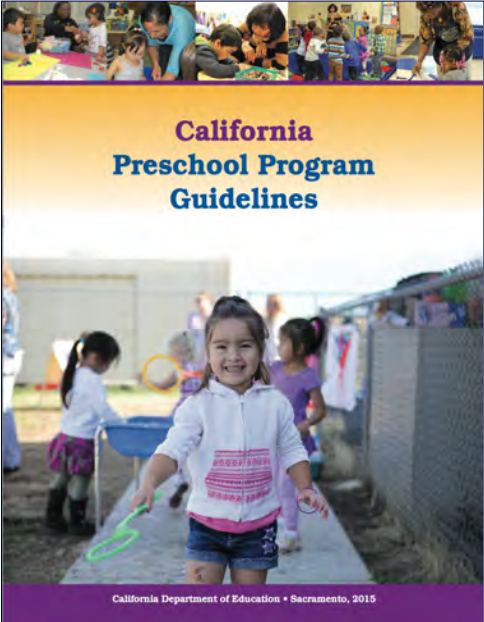


InBrief Articles from the Center on the Developing Child

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-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)
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<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)



California
Preschool Program
Guidelines


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.

- 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)

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

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



Slide 10

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

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



Slide 11

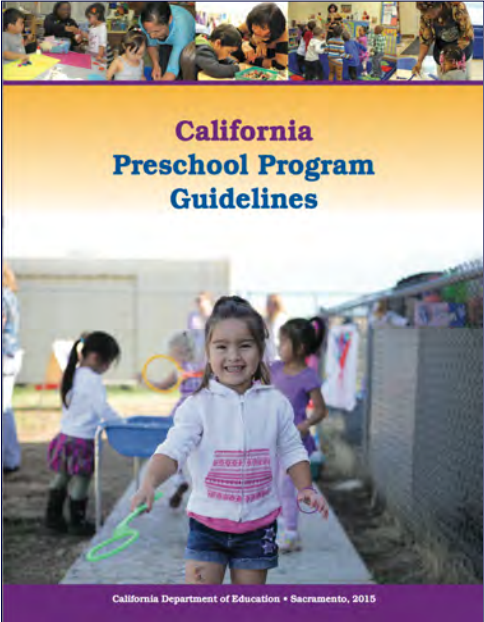
- How do you think family members would respond to the presentations? Are there things that weren't evident in these presentations that would be critical to consider?
- What might you do differently in your presentation after watching your classmates' presentations?

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?



California
Preschool Program
Guidelines

California Department of Education • Sacramento, 2015

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

1

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: Unit 1, Key Topic 4

2

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

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

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



- 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



Slide 6

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.

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.



Slide 7

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

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



Slides 8-9

- 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

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.



Slides 10-12

- **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

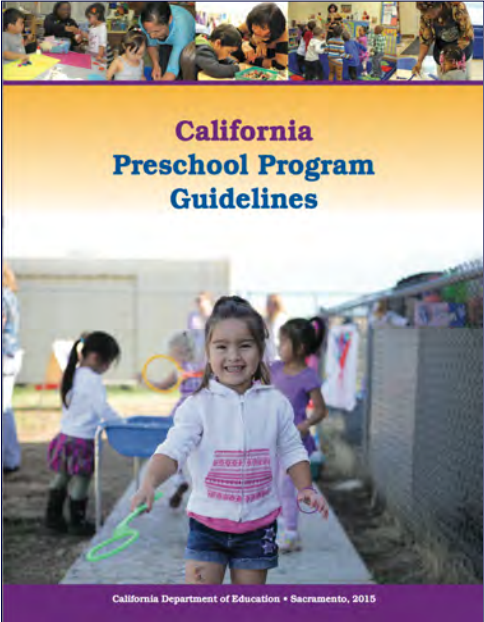


(pages 12–15) and the Desired results Web site at <https://desiredresults.us/> (accessed January 20, 2016). Students then write a two- to three-page paper that describes how the Desired Results system is designed to improve program quality in California’s early care and education programs.



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.

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

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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		<ul style="list-style-type: none"> • GR • KT 4 • KT 5 		<ul style="list-style-type: none"> • GR • KT 1 				<ul style="list-style-type: none"> • KT 1 • KT 2 • KT 3
Literature Review		<ul style="list-style-type: none"> • KT 2 • KT 3 		<ul style="list-style-type: none"> • KT 3 				<ul style="list-style-type: none"> • KT 2
Notetaking Outline or Tool	<ul style="list-style-type: none"> • KT 1 	<ul style="list-style-type: none"> • KT 1 	<ul style="list-style-type: none"> • KT 2 	<ul style="list-style-type: none"> • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • KT 1 • KT 2 • KT 3 		<ul style="list-style-type: none"> • KT 1 • KT 3 	<ul style="list-style-type: none"> • KT 1 • KT 3
Observations				<ul style="list-style-type: none"> • KT 4 				<ul style="list-style-type: none"> • KT 3
Pairs or Small Groups	<ul style="list-style-type: none"> • KT 1 	<ul style="list-style-type: none"> • KT 1 • KT 2 • KT 3 • KT 4 • KT 5 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 • KT 3 	<ul style="list-style-type: none"> • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 • KT 3
Panel/ Guest Speaker								<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • KT 3 • KT 4 				<ul style="list-style-type: none"> • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • KT 2 	<ul style="list-style-type: none"> • KT 2
Personal Reflection		<ul style="list-style-type: none"> • GR 	<ul style="list-style-type: none"> • GR 	<ul style="list-style-type: none"> • GR 	<ul style="list-style-type: none"> • GR • KT 1 • KT 3 		<ul style="list-style-type: none"> • GR 	<ul style="list-style-type: none"> • GR • KT 1
Reflective Discussion <ul style="list-style-type: none"> • Pairs • Small Group • Large Group 	<ul style="list-style-type: none"> • KT 1 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 • KT 3 • KT 4 • KT 5 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 	
Research Overview Review							<ul style="list-style-type: none"> • KT 2 • KT 3 	
Role Playing		<ul style="list-style-type: none"> • KT 3 					<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • KT 2 • KT 3 • KT 5 	<ul style="list-style-type: none"> • KT 2 	<ul style="list-style-type: none"> • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • KT 2 • KT 3 		<ul style="list-style-type: none"> • KT 3 • KT 4 	<ul style="list-style-type: none"> • KT 1 • KT 2 • KT 3
Video Observation			<ul style="list-style-type: none"> • KT 1 	<ul style="list-style-type: none"> • KT 3 	<ul style="list-style-type: none"> • KT 2 • KT 3 	<ul style="list-style-type: none"> • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • 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/cdct/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: 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.	<ul style="list-style-type: none"> Unit 1, Key Topic 3: Research on Brain Development
Identify cultural, economic, political, and historical contexts that impact children’s development.	<ul style="list-style-type: none"> 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

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Child, Family and Community</p>	 <p align="center">Unit 1 – Chapter 1: Current Issues in Early Childhood Education</p>
<p>Describe socialization of the child focusing on the interrelationship of family, school, and community.</p>	<ul style="list-style-type: none"> • Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1: Overview & Rationale
<p>Identify the educational, political, and socioeconomic impacts on children and families.</p>	<ul style="list-style-type: none"> • Unit 1, Key Topic 4: School Readiness • Unit 1, Key Topic 5: California Context
<p>Describe strategies that empower families and encourage family involvement in children’s development.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**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

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Introduction to Curriculum</p>	 <p align="center">Unit 1 – Chapter 1: Current Issues in Early Childhood Education</p>
<p>Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.</p>	<ul style="list-style-type: none"> Unit 1, Key Topic 2: Quality Features of Preschool Programs
<p>Identify the teachers’ role in early childhood programs, including planning, implementing, and evaluating activities and environments.</p>	
<p>Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**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

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Principles and Practices of Teaching Young Children</p>	 <p align="center">Unit 1 – Chapter 1: Current Issues in Early Childhood Education</p>
<p>Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.</p>	<ul style="list-style-type: none"> • 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
<p>Describe the role of early childhood educator, including ethical conduct and professional pathways.</p>	
<p>Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.</p>	<ul style="list-style-type: none"> • Unit 1, Key Topic 2: Quality Features of Preschool Programs
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**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

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><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></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Health, Safety and Nutrition</p>	 <p align="center">Unit 1 – Chapter 1: Current Issues in Early Childhood Education</p>
<p>Describe strategies used to promote health, safety, and nutrition of children and adults in early childhood settings.</p>	
<p>Evaluate environments for both positive and negative impacts on children’s health and safety.</p>	<ul style="list-style-type: none"> Unit 1, Key Topic 3: Research on Brain Development
<p>Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**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

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><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></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Teaching in a Diverse Society</p>	 <p align="center">Unit 1 – Chapter 1: Current Issues in Early Childhood Education</p>
<p>Examine the impact of various societal influences on the development of children’s social identity.</p>	<ul style="list-style-type: none"> Unit 1, Key Topic 5: California Context
<p>Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.</p>	
<p>Evaluate the influence of teachers’ experiences on teaching approaches and interactions with children and families.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**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

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><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></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Practicum-Field Experience</p>	 <p align="center">Unit 1 – Chapter 1: Current Issues in Early Childhood Education</p>
<p>Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.</p>	<ul style="list-style-type: none"> Unit 1, Key Topic 4: School Readiness
<p>Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.</p>	
<p>Analyze personal teaching experiences to guide and inform practice.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**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


<p align="center">Students Learning Outcomes from CAP Expansion Courses</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">CAP Expansion Course: Administration I: Programs in Early Childhood Education</p>	 <p align="center">Unit 1 – Chapter 1: Current Issues in Early Childhood Education</p>
<p>Apply administration skills in various types of early care and education programs.</p>	
<p>Demonstrate knowledge of strategic fiscal planning.</p>	
<p>Evaluate components of quality programs, facilities and operations.</p>	<ul style="list-style-type: none"> • Unit 1, Key Topic 2: Quality Features of Preschool Programs • Unit 1, Key Topic 4: School Readiness
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

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

<p align="center">Students Learning Outcomes from CAP Expansion Courses</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education</p>	 <p align="center">Unit 1 – Chapter 1: Current Issues in Early Childhood Education</p>
<p>Demonstrate effective practices for managing and leading staff and administering early care and education programs.</p>	<ul style="list-style-type: none"> • 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
<p>Implement ongoing professional development plans based on evaluation of staff and administrator needs.</p>	
<p>Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.</p>	<ul style="list-style-type: none"> • Unit 1, Key Topic 4: School Readiness
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



**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

<p style="text-align: center;">Students Learning Outcomes from CAP Expansion Courses</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p>CAP Expansion Course: Introduction to Children with Special Needs</p>	 <p>Unit 1 – Chapter 1: Current Issues in Early Childhood Education</p>
<p>Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.</p>	<ul style="list-style-type: none"> • Unit 1, Key Topic 3: Research on Brain Development • Unit 1, Key Topic 5: California Context
<p>Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.</p>	
<p>Collaborate with families and community members in supporting inclusion of children with special needs.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

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/cdte/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 administrating 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 in 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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <i>Collaboration to Address Family Challenges</i>
3.4	Programs ensure teachers have ample time to engage in supportive, responsive interactions with each child. <ul style="list-style-type: none"> • <i>Time to Engage Children</i>
3.5	Programs and teachers provide positive guidance to promote social–emotional competence and prevent challenging behaviors. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <i>Empowerment of Families</i>
4.4	Programs support teachers’ responsiveness to the families’ goals for their children’s development and school readiness. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <i>Information about Learning</i>
4.8	Programs support and advocates for strong families. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <i>Child Safety</i>
6.3	Programs and teachers ensure that children are well nourished and enjoy mealtimes. <ul style="list-style-type: none"> • <i>Nutrition</i>
6.4	Programs and teachers promote children’s positive mental health. <ul style="list-style-type: none"> • <i>Mental Health</i>
6.5	Programs and teachers protect all children from abuse and neglect. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <i>Child Assessment</i>
7.2	Programs use child assessments that are evidence-based, reliable, valid, and culturally, linguistically, and developmentally appropriate. <ul style="list-style-type: none"> • <i>Appropriate Assessment</i>
7.3	Programs use a formalized system of screening with all young children, making referrals when appropriate. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <i>Safe Environment</i>
8.2	The environment promotes a supportive social–emotional climate and sense of belonging and community for everyone. <ul style="list-style-type: none"> • <i>Supportive Climate</i>
8.3	The indoor and outdoor environments are organized and prepared to support children’s learning interests and focused exploration. <ul style="list-style-type: none"> • <i>Inviting Learning Spaces</i>
8.4	The environment and materials reflect the cultural and linguistic diversity of the children and families served. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <i>Inclusion</i>
8.6	The materials in the environment are developmentally appropriate and encourage play, exploration, and learning in all domains. <ul style="list-style-type: none"> • <i>Whole-Child Learning</i>
8.7	Programs support teachers in selecting, using, and integrating appropriate technology into everyday experiences to enhance curriculum. <ul style="list-style-type: none"> • <i>Technology</i>
8.8	Programs support both home language maintenance and English-language development in the learning environment. <ul style="list-style-type: none"> • <i>Language Support</i>
8.9	The environment reflects the program’s philosophy and beliefs about how children develop and learn. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <i>Curriculum Planning</i>
8.11	Teachers plan and implement learning experiences based on multiple forms of assessment and collaborative planning. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <i>Integrated Learning</i>
Guideline 9: Supporting Professionalism and Continuous Learning	
9.1	Programs develop and implement a comprehensive, ongoing plan for staff development. <ul style="list-style-type: none"> • <i>Professional Development Plans</i>
9.2	Programs allocate resources to support individual staff members' participation in professional development and education. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <i>Cultural and Linguistic Competence</i>
9.5	Programs promote professionalism and ethical behavior. <ul style="list-style-type: none"> • <i>Professionalism</i>
9.6	Programs support ongoing reflective practice, adult learning, coaching, and mentoring. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <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. <ul style="list-style-type: none"> • <i>Compensation</i>

Guideline 10: Administering Programs and Supervising Staff – Continued	
10.2	<p>Programs create working conditions that support job satisfaction.</p> <ul style="list-style-type: none"> • <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	<p>Programs foster respectful, collaborative relationships among staff.</p> <ul style="list-style-type: none"> • <i>Personnel Policies</i> • <i>Communication Between and Among Staff</i> • <i>Conflict Resolution Among Staff Members</i>
10.4	<p>Programs collaborate with staff in making decisions.</p> <ul style="list-style-type: none"> • <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	<p>Programs establish and implement policies regarding reflective practice and reflective supervision.</p> <ul style="list-style-type: none"> • <i>Reflective Practice</i>
10.6	<p>Programs develop staff policies and systems to maintain stability and consistency in program quality.</p> <ul style="list-style-type: none"> • <i>Program-Planning Process and Personnel Policies</i> • <i>Continuous Program Improvement</i> • <i>Performance Evaluation</i> • <i>Professional Development</i>
10.7	<p>Programs engage in sound business practices.</p> <ul style="list-style-type: none"> • <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>