

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).