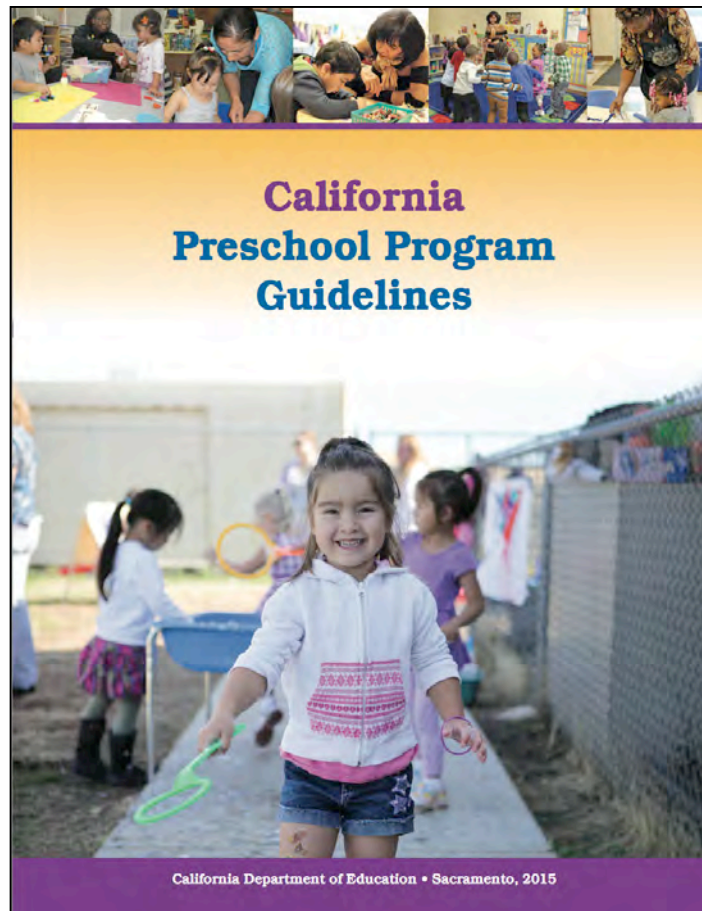




California Department of Education  
Early Education and Support Division  
WestEd Center for Child and Family Studies



# ***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  
WestEd

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The creation of this instructional guide would not have been possible without the expertise and contributions of the many talented people who were involved. We extend our sincere gratitude to this group of dedicated professionals. They included the (1) Faculty Initiative Project Core Consultants, (2) The Faculty Initiative Project Advisory Group, (3) Staff from the California Department of Education/Early Education and Support Division (formerly Child Development Division), and (4) Project staff from WestEd's Center for Child and Family Studies.

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Advisors and consultants include faculty from California Community Colleges, California State University, and University of California systems and key specialists in the field of early childhood education.

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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](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**

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



## Unit 2 – The Preschool Child

### Getting Ready for the Unit and Connecting to Experience

#### Focus Statement

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

#### Curriculum Alignment Project (CAP) Student Learning Outcomes

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

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

#### Instructional Methodologies

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



## California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). The "Competency Areas to Consider" below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these learning experiences.

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



## Unit 2 – The Preschool Child

### Getting Ready for the Unit and Connecting to Experience

#### Getting Ready for the Unit

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

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

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

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

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

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



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

## Motivator and Connection to Experience

### Before You Start

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

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

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

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

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



## Information Delivery

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



Slides 2-4

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

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

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



Slide 5

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



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



Slide 6

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

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

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

## Active Learning

### Getting it started

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



Slides 7-9

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

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



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

### Online Options

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

### Keeping it going

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

### Putting it together

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

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

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

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



Slides 10-11



**Reflection**

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



### Exploration of How Learning is Integrated

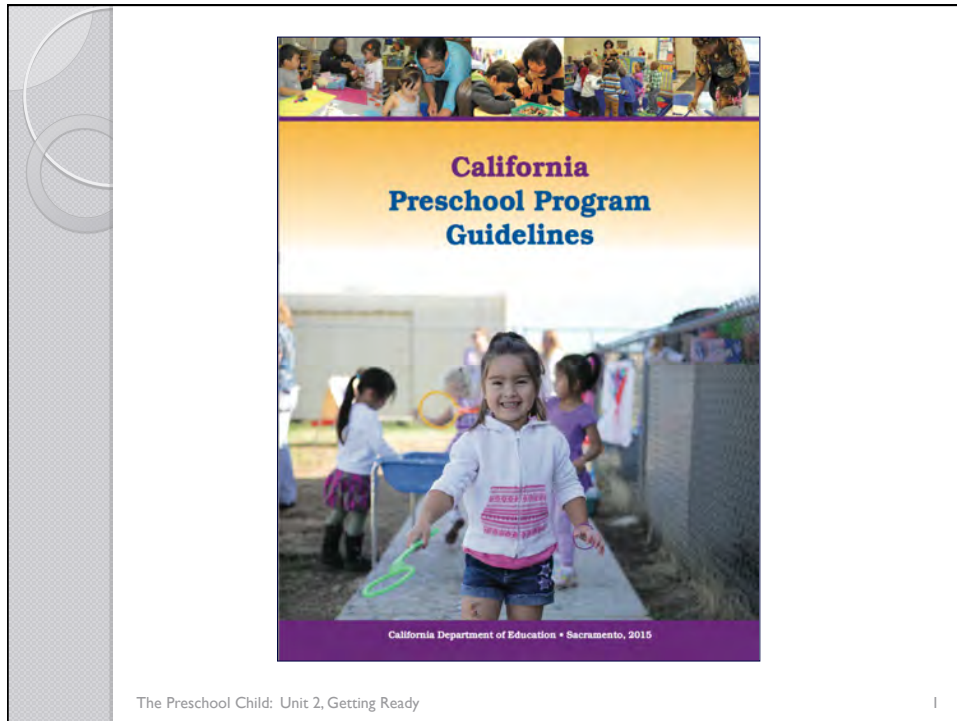
This handout provides an opportunity to explore some ways in which we, as adults, use skills and knowledge relating to the developmental domains of the California preschool learning foundations and ways in which some of the key concepts in Chapter 2 of the California Preschool Program Guidelines continue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

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

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

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

	<b>Learning Is integrated</b>	<b>Individual differences affect what and how we learn</b>
	<p><b>Think of how some activities that you do routinely require integrating skills and knowledge from several of the developmental domains in the foundations.</b></p> <p><b>Examples: cooking, driving, performing daily health routines, shopping, organizing an event</b></p>	<p><b>Are there ways in which we approach these activities that are different from other students?</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <b>What do we cook? With whom?</b></li> <li>• <b>Who taught us to drive?</b></li> <li>• <b>What are our daily health routines—washing hands, brushing teeth, bathing?</b></li> <li>• <b>How do we organize our shopping?</b></li> </ul>
<b>Self</b>		
<b>Student 1</b>		
<b>Student 2</b>		
<b>Student 3</b>		
<b>Student 4</b>		



## The Preschool Child

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

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

## The Preschool Child

Chapter 2 also includes:

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

## The Preschool Child

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

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

*California Preschool Program Guidelines, Page 23*

## The Preschool Child

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

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



The Preschool Child: Unit 2, Getting Ready

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## The Preschool Child

### Developmental Domains

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

The Preschool Child: Unit 2, Getting Ready

6

## The Preschool Child

	Learning is integrated	Individual differences affect what and how we learn
	<p>Think of how some activities that you do routinely require integrating skills and knowledge from several of the developmental domains in the foundations.</p> <p>Examples: cooking, driving, performing daily health routines, shopping, organizing an event</p>	<p>Are there ways in which we approach these activities that are different from other students?</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• What do we cook? With whom?</li> <li>• Who taught us to drive?</li> <li>• What are our daily health routines—washing hands, brushing teeth, bathing?</li> <li>• How do we organize our shopping?</li> </ul>
Self		
Student 1		
Student 2		

The Preschool Child: Unit 2, Getting Ready

7

## The Preschool Child

### Consider your own experiences:

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



The Preschool Child: Unit 2, Getting Ready

8

## The Preschool Child

### **Consider your own experiences:**

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

The Preschool Child: Unit 2, Getting Ready

9

## The Preschool Child

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

The Preschool Child: Unit 2, Getting Ready

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## The Preschool Child

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



## Unit 2 – The Preschool Child

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

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

#### Focus Statement

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

#### Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education
- Curriculum Strategies for Children with Special Needs

#### Instructional Methodologies

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



## California Early Childhood Educator Competency Areas to Consider

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). The "Competency Areas to Consider" below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these learning experiences.

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



## Unit 2 – The Preschool Child

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

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

#### Before You Start

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

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

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

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



## Information Delivery

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



Slide 2

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

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

## Active Learning

### Getting it started

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



Slide 3

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

### Keeping it going

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



Slide 4

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



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

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

### Online Options

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



Slide 5

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

### Taking it further

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



Disc 1



Slide 6

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



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

### Putting it together

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

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



Slide 7

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

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



Disc 1

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

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

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



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

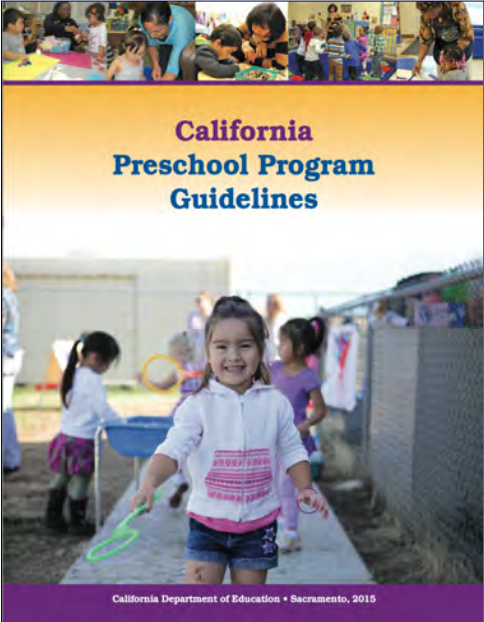
## Reflection

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



Slides 8-9

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




**California  
Preschool Program  
Guidelines**

California Department of Education • Sacramento, 2015

The Preschool Child: Unit 2, Key Topic I 1

## The Preschool Child

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



The Preschool Child: Unit 2, Key Topic I 2

## The Preschool Child

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

The Preschool Child: Unit 2, Key Topic I

3

## The Preschool Child

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

The Preschool Child: Unit 2, Key Topic I

4

## The Preschool Child

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

*California Preschool Program Guidelines, Page 22*

The Preschool Child: Unit 2, Key Topic I

5

## The Preschool Child



How does knowledge of child development guide our work?

The Preschool Child: Unit 2, Key Topic I

6

## The Preschool Child

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

The Preschool Child: Unit 2, Key Topic I

7

## The Preschool Child



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

The Preschool Child: Unit 2, Key Topic I

8

## The Preschool Child



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



## Unit 2 – The Preschool Child

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

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

#### Focus Statement

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

#### Curriculum Alignment Project (CAP) Student Learning Outcomes

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

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

#### Instructional Methodologies

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



- Short paper or report

### **California Early Childhood Educator Competency Areas to Consider**

These competency areas are from the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies* (CDE 2011). The "Competency Areas to Consider" below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these learning experiences.

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



## Unit 2 – The Preschool Child

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

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

#### Before You Start

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

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

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

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

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



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

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

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

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

### Information Delivery



Slide 2

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

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



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

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

### Getting it started

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

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

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

### Keeping it going

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

### Online Options

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



Slide 3



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



Slide 4

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

### Taking it further

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



Slide 5

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

### Online Options

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

### Putting it together

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



Slide 6



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

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

## Reflection

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



Slide 7

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

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



Slides 8-10

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



## Deeper Understanding

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

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

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

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

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

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



### Online Options

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



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

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



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

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



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



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

<b>National Education Goals Panel: Five Essential Domains of School Readiness</b>	
	Social–Emotional Development
	Language and Literacy Development
	Cognition and General Knowledge
	Physical Well-Being and Motor Development
	Approaches Toward Learning
<p><b>California Preschool Learning Foundations: Domains And Strands</b></p> 	
<p><b><u>English-Language Development</u></b></p> <ol style="list-style-type: none"> <li>1. Listening</li> <li>2. Speaking</li> <li>3. Reading</li> <li>4. Writing</li> </ol> 	
<p><b><u>Mathematics</u></b></p> <ol style="list-style-type: none"> <li>1. Number Sense</li> <li>2. Algebra and Functions (Classification and Patterning)</li> </ol>	



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

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

<b>National Education Goals Panel: Five Essential Domains of School Readiness</b>					
	Social– Emotional Development	Language and Literacy Development	Cognition and General Knowledge	Physical Well-Being and Motor Development	Approaches Toward Learning
<p><b>California Preschool Learning Foundations: Domains And Strands</b></p>					
<p style="text-align: center;"></p> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>3. Measurement</li> <li>4. Geometry</li> <li>5. Mathematical Reasoning</li> </ul>					
<p style="text-align: center;"></p> <p><b>Visual and Performing Arts</b></p> <ul style="list-style-type: none"> <li>1. Visual Art</li> <li>2. Music</li> <li>3. Drama</li> <li>4. Dance</li> </ul>					



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


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

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



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


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

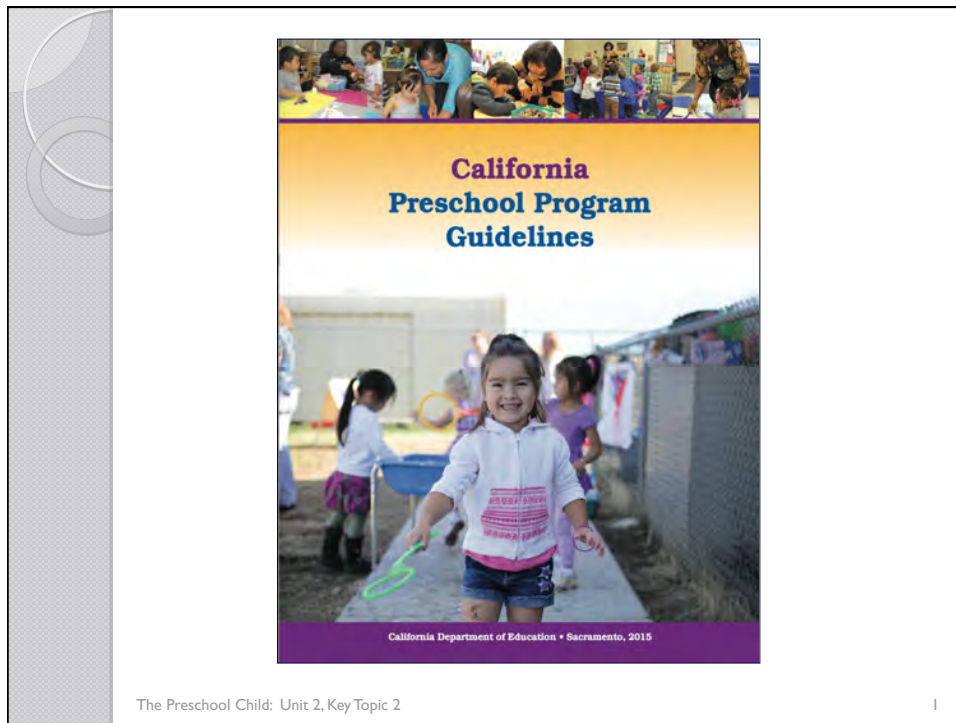
		<b>National Education Goals Panel: Five Essential Domains of School Readiness</b>				
		Social-Emotional Development	Language and Literacy Development	Cognition and General Knowledge	Physical Well-Being and Motor Development	Approaches Toward Learning
<b>California Preschool Learning Foundations: Domains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



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

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

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



## The Preschool Child

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

Five Essential Domains of School Readiness	California Preschool Learning Foundations
1. Social-Emotional Development	<ul style="list-style-type: none"> <li>• Social-Emotional Development</li> </ul>
2. Language and Literacy Development	<ul style="list-style-type: none"> <li>• Language and Literacy</li> <li>• English-Language Development<sup>1</sup></li> </ul>
3. Cognition and General Knowledge	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Science</li> <li>• History-Social Science</li> <li>• Visual and Performing Arts</li> </ul>
4. Physical Well-Being and Motor Development	<ul style="list-style-type: none"> <li>• Physical Development</li> <li>• Health</li> </ul>
5. Approaches Toward Learning	<ul style="list-style-type: none"> <li>• Social-Emotional Development</li> <li>• Science</li> </ul>

*California Preschool Program Guidelines, Page 23*

## The Preschool Child

### Domains of School Readiness and the California Preschool Learning Foundations:

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

The Preschool Child: Unit 2, Key Topic 2

3



## The Preschool Child

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

The Preschool Child: Unit 2, Key Topic 2

4

## The Preschool Child

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

The Preschool Child: Unit 2, Key Topic 2

5

## The Preschool Child

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

The Preschool Child: Unit 2, Key Topic 2

6

## The Preschool Child



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

The Preschool Child: Unit 2, Key Topic 2

7

## The Preschool Child



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

The Preschool Child: Unit 2, Key Topic 2

8

## The Preschool Child



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

The Preschool Child: Unit 2, Key Topic 2

9

## The Preschool Child



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

The Preschool Child: Unit 2, Key Topic 2

10

# 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
<b>Brainstorming</b>		• GR		• GR • KT 1	• GR	• GR	• KT 1 • KT 2	• GR • KT 1 • KT 2
<b>Categorizing</b>		• GR		• GR	• KT 1		• KT 1	• GR
<b>Class Discussion</b>	• 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
<b>Class Presentation</b> • 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
<b>Conversation Grid</b>			• 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
<b>Creation of a Visual Representation</b>		• KT 2		• KT 2		• KT 1 • KT 2 • KT 3 • KT 4	• KT 2 • KT 3 • KT 4	• KT 2
<b>Development of Resource Tool</b>				• KT 2	• KT 3			• KT 2 • KT 3
<b>Gallery</b>							• KT 3	
<b>Interview</b> • Community Members • Parents • Peers • Teachers		• KT 5		• KT 4	• KT 3			• KT 2 • KT 3
<b>Jigsaw Reading</b>		• KT 1	• KT 2	• KT 1 • KT 2 • KT 3	• KT 2		• KT 2 • KT 3 • KT 4	• KT 1

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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
<b>Lecture</b>		<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 4</li> <li>• KT 5</li> </ul>		<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> </ul>				<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> </ul>
<b>Literature Review</b>		<ul style="list-style-type: none"> <li>• KT 2</li> <li>• KT 3</li> </ul>		<ul style="list-style-type: none"> <li>• KT 3</li> </ul>				<ul style="list-style-type: none"> <li>• KT 2</li> </ul>
<b>Notetaking Outline or Tool</b>	<ul style="list-style-type: none"> <li>• KT 1</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> </ul>	<ul style="list-style-type: none"> <li>• KT 2</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> </ul>		<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 3</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 3</li> </ul>
<b>Observations</b>				<ul style="list-style-type: none"> <li>• KT 4</li> </ul>				<ul style="list-style-type: none"> <li>• KT 3</li> </ul>
<b>Pairs or Small Groups</b>	<ul style="list-style-type: none"> <li>• KT 1</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> <li>• KT 5</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> </ul>
<b>Panel/ Guest Speaker</b>								<ul style="list-style-type: none"> <li>• KT 3</li> </ul>

**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
<b>Peer Review and Feedback</b>		<ul style="list-style-type: none"> <li>• KT 3</li> <li>• KT 4</li> </ul>				<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• KT 2</li> </ul>	<ul style="list-style-type: none"> <li>• KT 2</li> </ul>
<b>Personal Reflection</b>		<ul style="list-style-type: none"> <li>• GR</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 3</li> </ul>		<ul style="list-style-type: none"> <li>• GR</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> </ul>
<b>Reflective Discussion</b> <ul style="list-style-type: none"> <li>• Pairs</li> <li>• Small Group</li> <li>• Large Group</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> <li>• KT 5</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• GR</li> <li>• KT 1</li> <li>• KT 2</li> </ul>	
<b>Research Overview Review</b>							<ul style="list-style-type: none"> <li>• KT 2</li> <li>• KT 3</li> </ul>	
<b>Role Playing</b>		<ul style="list-style-type: none"> <li>• KT 3</li> </ul>					<ul style="list-style-type: none"> <li>• KT 2</li> <li>• KT 3</li> </ul>	

**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
<b>Short Paper or Report</b>		<ul style="list-style-type: none"> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 5</li> </ul>	<ul style="list-style-type: none"> <li>• KT 2</li> </ul>	<ul style="list-style-type: none"> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• KT 2</li> <li>• KT 3</li> </ul>		<ul style="list-style-type: none"> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> </ul>
<b>Video Observation</b>			<ul style="list-style-type: none"> <li>• KT 1</li> </ul>	<ul style="list-style-type: none"> <li>• KT 3</li> </ul>	<ul style="list-style-type: none"> <li>• KT 2</li> <li>• KT 3</li> </ul>	<ul style="list-style-type: none"> <li>• KT 1</li> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• KT 2</li> <li>• KT 3</li> <li>• KT 4</li> </ul>	<ul style="list-style-type: none"> <li>• KT 3</li> </ul>

**LEGEND**

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## 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](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


<b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b>  <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	<b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b>
<b>Course: Child Growth and Development</b>	 <b>Unit 2 – Chapter 2: The Preschool Child</b>
Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.	<ul style="list-style-type: none"> <li>Unit 2, Getting Ready for the Unit</li> </ul>
Identify cultural, economic, political, and historical contexts that impact children’s development.	
Apply knowledge of development and major theoretical framework to child observations.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

**Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.**



**CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with  
the *Instructional Guide for the California Preschool Program Guidelines,*  
Part One and Part Two**


Course: Child, Family and Community

<p align="center"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></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"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Child, Family and Community</b></p>	 <p align="center"><b>Unit 2 – Chapter 2: The Preschool Child</b></p>
<p>Describe socialization of the child focusing on the interrelationship of family, school, and community.</p>	<ul style="list-style-type: none"> <li>Unit 2, Key Topic 2: Domains of the Learning Foundations and School Readiness</li> </ul>
<p>Identify the educational, political, and socioeconomic impacts on children and families.</p>	
<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 style="text-align: center;"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></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;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>Course: Introduction to Curriculum</b></p>	 <p><b>Unit 2 – Chapter 2: The Preschool Child</b></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"> <li>• Unit 2, Key Topic 2: Domains of the Learning Foundations and School Readiness</li> </ul>
<p>Identify the teachers’ role in early childhood programs, including planning, implementing, and evaluating activities and environments.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Getting Ready for the Unit</li> <li>• Unit 2 Key Topic 1: Factors that Influence Learning and Development</li> </ul>
<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 style="text-align: center;"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></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;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p style="text-align: center;"><b>Course: Principles and Practices of Teaching Young Children</b></p>	 <p style="text-align: center;"><b>Unit 2 – Chapter 2: The Preschool Child</b></p>
<p>Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.</p>	
<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"> <li>• Unit 2 Key Topic 1: Factors that Influence Learning and Development</li> <li>• Unit 2, Key Topic 2: Domains of the Learning Foundations and School Readiness</li> </ul>
<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"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></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"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>Course: Teaching in a Diverse Society</b></p>	 <p align="center"><b>Unit 2 – Chapter 2: The Preschool Child</b></p>
<p>Examine the impact of various societal influences on the development of children’s social identity.</p>	
<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>	<ul style="list-style-type: none"> <li>• Unit 2, Getting Ready for the Unit</li> </ul>
<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 style="text-align: center;"><b>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</b></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 style="text-align: center;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>Course: Practicum-Field Experience</b></p>	 <p><b>Unit 2 – Chapter 2: The Preschool Child</b></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"> <li>• Unit 2 Key Topic 1: Factors that Influence Learning and Development</li> <li>• Unit 2, Key Topic 2: Domains of the Learning Foundations and School Readiness</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Unit 2, Getting Ready for the Unit</li> </ul>
<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"><b>Students Learning Outcomes from CAP Expansion Courses</b></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"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course: Administration I: Programs in Early Childhood Education</b></p>	 <p align="center"><b>Unit 2 – Chapter 2: The Preschool Child</b></p>
<p>Apply administration skills in various types of early care and education programs.</p>	<ul style="list-style-type: none"> <li>Unit 2, Key Topic 1: Factors that Influence Learning and Development</li> </ul>
<p>Demonstrate knowledge of strategic fiscal planning.</p>	
<p>Evaluate components of quality programs, facilities and operations.</p>	
<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 style="text-align: center;"><b>Students Learning Outcomes from CAP Expansion Courses</b></p> <p style="text-align: center;"><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;"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p><b>CAP Expansion Course:</b> <b>Administration II: Personnel and Leadership in Early Childhood Education</b></p>	 <p><b>Unit 2 – Chapter 2: The Preschool Child</b></p>
<p>Demonstrate effective practices for managing and leading staff and administering early care and education programs.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Key Topic 2: Domains of the Learning Foundations and School Readiness</li> </ul>
<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>	
<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:** Curriculum and Strategies for Children with Special Needs

<p align="center"><b>Students Learning Outcomes from CAP Expansion Courses</b></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"><b>Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</b></p>
<p align="center"><b>CAP Expansion Course: Curriculum and Strategies for Children with Special Needs</b></p>	 <p align="center"><b>Unit 2 – Chapter 2: The Preschool Child</b></p>
<p>Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.</p>	
<p>Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.</p>	<ul style="list-style-type: none"> <li>• Unit 2, Getting Ready for the Unit</li> <li>• Unit 2, Key Topic 1: Factors that Influence Learning and Development</li> </ul>
<p>Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.</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/cdtc/print/htdocs/services\\_cap.htm](https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm)) for the eight core lower division early childhood courses and CAP expansion courses have been mapped onto each key topic in this instructional guide for consideration. Each Key Topic Preview Page will provide the list of courses that have been mapped onto the specific key topic.

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

These SLOs are organized by the CAP core lower division and expansion early childhood courses. This is not an exhaustive list, and faculty might find ways to use the learning experiences to address SLOs by means other than what has been indexed. Working through these selected key topic learning experiences does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.

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

### **California State University and University of California**

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

## **A Closer Look at the**

### **Introduction to the California Preschool Program Guidelines**

#### **Course: Introduction to Curriculum**

##### Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.
- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

##### Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.
- Document observations of children's developmental stages in various early childhood settings for planning curriculum and environments.

##### Content and Topics:

- Program models and approaches
- State and national standards and accreditation
- Environments
- Ongoing curriculum cycle
- The role of the early childhood teacher

#### **Course: Principles and Practices of Teaching Young Children**

##### Student Learning Outcomes:

- Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

##### Objectives:

- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

##### Content and Topics:

- Historical and current approaches
  - Delivery systems and program types
  - Quality Indicators
  - State and national standards

#### **Course: Observation and Assessment**

##### Student Learning Outcomes:

- Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.

**Course: Observation and Assessment – Continued**

## Objectives:

- Apply knowledge of development to interpret observations and assessments.
- Use observation and assessment tools to evaluate quality in environments, interactions, and curriculum.

## Content and Topics:

- Observation techniques
  - Subjective and objective data collection
  - Formal and informal
- Use of observation and assessment
  - Curriculum
  - Teaching strategies
  - Environments
  - Referral and intervention
  - On-going cycle of curriculum development

**Course: Health, Safety and Nutrition**

## Student Learning Outcomes:

- Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings.

## Objectives:

- Plan learning experiences on the topics of health, safety, and nutrition.

## Content and Topics:

- Teacher as role model of best health, safety, and nutrition practices
- Planning learning experiences in health, safety, and nutrition
  - Developmentally sound practices
  - Cultural, linguistic, and developmental differences of families, teachers, and children
  - Integrated into daily routines
  - Physical fitness

**Course: Teaching in a Diverse Society**

## Student Learning Outcomes:

- Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.

## Objectives:

- Compare historical and current perspectives on diversity and inclusion.
- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

**Course: Teaching in a Diverse Society – Continued**

## Content and Topics:

- The influence of teachers in children’s lives
  - Impact of personal history
  - Recognition of personal bias
  - Communication patterns

## Content and Topics:

- The influence of teachers in children’s lives
  - Conflict resolution strategies
  - Modeling respectful and inclusive behaviors
  - Partnerships with families

**Course: Practicum-Field Experience**

## Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.
- Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.

## Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

## Content and Topics:

- Curriculum
  - Written lesson plans
  - Adaptations for multiple reasons such as children with diverse abilities, learning styles, and temperaments, and teachable moments
  - Ongoing curriculum development cycle
    - Observation
    - Planning
    - Implementation
    - Evaluation
    - Documentation
  - Authentic assessment and documentation
    - Common tools
    - State and federal requirements

**Course: Practicum-Field Experience – Continued**

- Curriculum – Continued
  - Content areas
    - Language
    - Literacy
    - Math
    - Science
    - Social Studies
    - Visual and performing arts
    - Integration of content areas across curriculum

**Expansion Course: Administration I: Programs in Early Childhood Education**

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Demonstrate knowledge of compliance with regulatory systems.
- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
  - Mission, philosophy, values
  - Culture and climate of program
  - Program models
  - Diversity and inclusion
  - Managing the environment
  - Facilities
  - Curriculum
  - Routines and schedules
  - Program evaluation tools

**Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education**

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.

Objectives:

- Describe the legal requirements and responsibilities of 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

<b>Guideline 1: Aspiring to Be a High-Quality Program</b>	
<b>1.1</b>	<p>High-quality programs engage in continuous program improvement.</p> <ul style="list-style-type: none"> <li>• <i>Program Philosophy</i></li> <li>• <i>Program-Planning Process</i></li> <li>• <i>Program Policies and Procedures</i></li> <li>• <i>Continuous Program Improvement</i></li> <li>• <i>External Program Evaluation</i></li> </ul>
<b>1.2</b>	<p>Programs and administrators use knowledge of child development to create and implement policies and practices that support children’s development in all domains.</p> <ul style="list-style-type: none"> <li>• <i>Context of Developmental Theory and Research</i></li> <li>• <i>Developmental Theory, Research, and Practice</i></li> <li>• <i>Factors That Contribute to Development</i></li> <li>• <i>Preschool Development and Learning</i></li> <li>• <i>Learning Through Play</i></li> <li>• <i>Individualized Developmental Expectations</i></li> </ul>
<b>1.3</b>	<p>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.</p> <ul style="list-style-type: none"> <li>• <i>Understanding Cultural Perspectives of Self and Others</i></li> <li>• <i>Program Strategies</i></li> <li>• <i>Knowledge of Dual Language Development</i></li> </ul>
<b>1.4</b>	<p>Programs participate in efforts to promote a high-quality early care and education system.</p> <ul style="list-style-type: none"> <li>• <i>Systems Knowledge</i></li> <li>• <i>Systems Theory and Organizational Change</i></li> </ul>
<b>Guideline 2: Addressing Culture, Diversity, and Equity</b>	
<b>2.1</b>	<p>Programs encourage and support appreciation of and respect for diversity among individuals and groups.</p> <ul style="list-style-type: none"> <li>• <i>Cultural Diversity of Families</i></li> <li>• <i>Involving Family Members in Planning</i></li> <li>• <i>Cultural Diversity of Families</i></li> </ul>

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"> <li>• <i>Staff Preparation for Communication Practices</i></li> <li>• <i>Family–Teacher Relationships</i></li> </ul>
2.3	Programs and teachers integrate home culture, language and practices in learning activities, materials, and environments. <ul style="list-style-type: none"> <li>• <i>Visual Representation of Diversity</i></li> <li>• <i>Language Diversity</i></li> <li>• <i>Assessment of Environments</i></li> </ul>
2.4	Programs and teachers help children learn strategies to address social injustice, bias, and prejudice. <ul style="list-style-type: none"> <li>• <i>Social Justice</i></li> <li>• <i>Children’s Identity Development</i></li> </ul>
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"> <li>• <i>Supportive Emotional Climate</i></li> <li>• <i>Expression of Emotions</i></li> </ul>
3.2	Programs support teachers’ implementation of strategies to establish warm, nurturing relationships with all young children. <ul style="list-style-type: none"> <li>• <i>Establishment of Warm, Nurturing Relationships</i></li> </ul>
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"> <li>• <i>Collaboration to Address Family Challenges</i></li> </ul>
3.4	Programs ensure teachers have ample time to engage in supportive, responsive interactions with each child. <ul style="list-style-type: none"> <li>• <i>Time to Engage Children</i></li> </ul>
3.5	Programs and teachers provide positive guidance to promote social–emotional competence and prevent challenging behaviors. <ul style="list-style-type: none"> <li>• <i>Social–Emotional Competence</i></li> <li>• <i>Strategies for Socialization and Guidance</i></li> <li>• <i>Challenging Behaviors</i></li> <li>• <i>Conflict Resolution</i></li> <li>• <i>Appropriate Expectations for Behavior</i></li> </ul>

<b>Guideline 4: Engaging Families and Communities</b>	
<b>4.1</b>	<p>Programs and teachers build trusting collaborative relationships with families.</p> <ul style="list-style-type: none"> <li>• <i>Engaging and Collaborating with Families</i></li> <li>• <i>Home Language</i></li> </ul>
<b>4.2</b>	<p>Programs and teachers value the primary role of families in promoting children’s development.</p> <ul style="list-style-type: none"> <li>• <i>Knowledge of Families</i></li> <li>• <i>Parent–Child History and Relationships</i></li> </ul>
<b>4.3</b>	<p>Programs create a climate in which family members feel empowered and comfortable as advocates for their children.</p> <ul style="list-style-type: none"> <li>• <i>Empowerment of Families</i></li> </ul>
<b>4.4</b>	<p>Programs support teachers’ responsiveness to the families’ goals for their children’s development and school readiness.</p> <ul style="list-style-type: none"> <li>• <i>Integrating School and Family Experiences</i></li> <li>• <i>Implementation of School-Readiness Practices</i></li> <li>• <i>Strategies for School Readiness and Transitions</i></li> </ul>
<b>4.5</b>	<p>Programs and teachers use effective communication strategies that reflect the diversity of families served.</p> <ul style="list-style-type: none"> <li>• <i>Communication Strategies</i></li> <li>• <i>Family Preferences for Communication</i></li> </ul>
<b>4.6</b>	<p>Programs provide a welcoming space in the environment for communication between staff and family members.</p> <ul style="list-style-type: none"> <li>• <i>Creating a Welcoming Space</i></li> </ul>
<b>4.7</b>	<p>Programs regularly provide family members with information about their children’s learning and development, well-being, and everyday experiences.</p> <ul style="list-style-type: none"> <li>• <i>Information about Learning</i></li> </ul>
<b>4.8</b>	<p>Programs support and advocates for strong families.</p> <ul style="list-style-type: none"> <li>• <i>Family Functioning</i></li> <li>• <i>Community Partnerships</i></li> <li>• <i>Connecting Families with Resources</i></li> <li>• <i>Use of Community Resources</i></li> </ul>
<b>4.9</b>	<p>Programs and teachers engage families in supporting continued development and maintenance of the home language.</p> <ul style="list-style-type: none"> <li>• <i>Home Language</i></li> </ul>

<b>Guideline 5: Including Children with Disabilities or Other Special Needs</b>	
<b>5.1</b>	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"> <li>• <i>Sense of Belonging</i></li> </ul>
<b>5.2</b>	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"> <li>• <i>Partnership with Families of Children with Disabilities or Other Special Needs</i></li> </ul>
<b>5.3</b>	Programs meet legal requirements related to the care and education of children with disabilities or other special needs. <ul style="list-style-type: none"> <li>• <i>IDEA and ADA</i></li> </ul>
<b>5.4</b>	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"> <li>• <i>Time to Support Inclusion</i></li> <li>• <i>Inclusion Skills</i></li> </ul>
<b>5.5</b>	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"> <li>• <i>IEP Participation</i></li> </ul>
<b>5.6</b>	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"> <li>• <i>Accommodation</i></li> </ul>
<b>5.7</b>	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"> <li>• <i>Dual Language Learners with Disabilities or Other Special Needs</i></li> </ul>
<b>Guideline 6: Promoting Health, Safety, and Nutrition</b>	
<b>6.1</b>	Programs and teachers promote the physical health and well-being of all children and families. <ul style="list-style-type: none"> <li>• <i>Routine Health Checks</i></li> <li>• <i>Physical Activity</i></li> <li>• <i>Special Health-Care Requirements</i></li> <li>• <i>Knowledge of Health Practices</i></li> </ul>

<b>Guideline 6: Promoting Health, Safety, and Nutrition – Continued</b>	
<b>6.2</b>	Programs and teachers ensure the safety of all children. <ul style="list-style-type: none"> <li>• <i>Child Safety</i></li> </ul>
<b>6.3</b>	Programs and teachers ensure that children are well nourished and enjoy mealtimes. <ul style="list-style-type: none"> <li>• <i>Nutrition</i></li> </ul>
<b>6.4</b>	Programs and teachers promote children’s positive mental health. <ul style="list-style-type: none"> <li>• <i>Mental Health</i></li> </ul>
<b>6.5</b>	Programs and teachers protect all children from abuse and neglect. <ul style="list-style-type: none"> <li>• <i>Child Abuse Prevention</i></li> </ul>
<b>Guideline 7: Assessing Children’s Development and Learning</b>	
<b>7.1</b>	Programs engage in authentic, ongoing observational assessment to document each child’s learning and developmental progress. <ul style="list-style-type: none"> <li>• <i>Child Assessment</i></li> </ul>
<b>7.2</b>	Programs use child assessments that are evidence-based, reliable, valid, and culturally, linguistically, and developmentally appropriate. <ul style="list-style-type: none"> <li>• <i>Appropriate Assessment</i></li> </ul>
<b>7.3</b>	Programs use a formalized system of screening with all young children, making referrals when appropriate. <ul style="list-style-type: none"> <li>• <i>Developmental Screening</i></li> </ul>
<b>7.4</b>	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"> <li>• <i>Support Child Assessment</i></li> <li>• <i>Use of Child Assessments</i></li> </ul>
<b>7.5</b>	Child assessment considers multiple sources of information and covers all early learning domains. <ul style="list-style-type: none"> <li>• <i>Sources of Information</i></li> </ul>
<b>7.6</b>	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"> <li>• <i>Collaborating Regarding Child Assessment</i></li> <li>• <i>Communicating about Assessment of Data</i></li> </ul>

<b>Guideline 8: Planning the Learning Environment and Curriculum</b>	
<b>8.1</b>	The environment is safe and comfortable for all children, teachers, and family members. <ul style="list-style-type: none"> <li>• <i>Safe Environment</i></li> </ul>
<b>8.2</b>	The environment promotes a supportive social–emotional climate and sense of belonging and community for everyone. <ul style="list-style-type: none"> <li>• <i>Supportive Climate</i></li> </ul>
<b>8.3</b>	The indoor and outdoor environments are organized and prepared to support children’s learning interests and focused exploration. <ul style="list-style-type: none"> <li>• <i>Inviting Learning Spaces</i></li> </ul>
<b>8.4</b>	The environment and materials reflect the cultural and linguistic diversity of the children and families served. <ul style="list-style-type: none"> <li>• <i>Reflection of the Community</i></li> </ul>
<b>8.5</b>	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"> <li>• <i>Inclusion</i></li> </ul>
<b>8.6</b>	The materials in the environment are developmentally appropriate and encourage play, exploration, and learning in all domains. <ul style="list-style-type: none"> <li>• <i>Whole-Child Learning</i></li> </ul>
<b>8.7</b>	Programs support teachers in selecting, using, and integrating appropriate technology into everyday experiences to enhance curriculum. <ul style="list-style-type: none"> <li>• <i>Technology</i></li> </ul>
<b>8.8</b>	Programs support both home language maintenance and English-language development in the learning environment. <ul style="list-style-type: none"> <li>• <i>Language Support</i></li> </ul>
<b>8.9</b>	The environment reflects the program’s philosophy and beliefs about how children develop and learn. <ul style="list-style-type: none"> <li>• <i>Program Philosophy and Curriculum</i></li> <li>• <i>Curriculum</i></li> </ul>
<b>8.10</b>	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"> <li>• <i>Curriculum Planning</i></li> </ul>
<b>8.11</b>	Teachers plan and implement learning experiences based on multiple forms of assessment and collaborative planning. <ul style="list-style-type: none"> <li>• <i>Differentiated Planning</i></li> </ul>

<b>Guideline 8: Planning the Learning Environment and Curriculum – Continued</b>	
<b>8.12</b>	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"> <li>• <i>Integrated Learning</i></li> </ul>
<b>Guideline 9: Supporting Professionalism and Continuous Learning</b>	
<b>9.1</b>	Programs develop and implement a comprehensive, ongoing plan for staff development. <ul style="list-style-type: none"> <li>• <i>Professional Development Plans</i></li> </ul>
<b>9.2</b>	Programs allocate resources to support individual staff members' participation in professional development and education. <ul style="list-style-type: none"> <li>• <i>Professional Development Support</i></li> </ul>
<b>9.3</b>	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"> <li>• <i>Career Pathway</i></li> </ul>
<b>9.4</b>	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"> <li>• <i>Cultural and Linguistic Competence</i></li> </ul>
<b>9.5</b>	Programs promote professionalism and ethical behavior. <ul style="list-style-type: none"> <li>• <i>Professionalism</i></li> </ul>
<b>9.6</b>	Programs support ongoing reflective practice, adult learning, coaching, and mentoring. <ul style="list-style-type: none"> <li>• <i>Ongoing Adult Learning and Reflective Practice</i></li> </ul>
<b>9.7</b>	Programs offer professional development activities on how to support children with disabilities or other special needs. <ul style="list-style-type: none"> <li>• <i>Professional Development in Inclusion</i></li> </ul>
<b>Guideline 10: Administering Programs and Supervising Staff</b>	
<b>10.1</b>	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"> <li>• <i>Compensation</i></li> </ul>

<b>Guideline 10: Administering Programs and Supervising Staff – Continued</b>	
<b>10.2</b>	<p>Programs create working conditions that support job satisfaction.</p> <ul style="list-style-type: none"> <li>• <i>Program Planning and Personnel Policies</i></li> <li>• <i>Performance Evaluation and Professional Development</i></li> <li>• <i>Facilities</i></li> <li>• <i>Performance Evaluation</i></li> <li>• <i>Professional Development</i></li> </ul>
<b>10.3</b>	<p>Programs foster respectful, collaborative relationships among staff.</p> <ul style="list-style-type: none"> <li>• <i>Personnel Policies</i></li> <li>• <i>Communication Between and Among Staff</i></li> <li>• <i>Conflict Resolution Among Staff Members</i></li> </ul>
<b>10.4</b>	<p>Programs collaborate with staff in making decisions.</p> <ul style="list-style-type: none"> <li>• <i>Program Philosophy</i></li> <li>• <i>Program-Planning Process, Policies, and Procedures</i></li> <li>• <i>Program Policies and Procedures</i></li> <li>• <i>Fiscal Procedures</i></li> <li>• <i>Facilities</i></li> </ul>
<b>10.5</b>	<p>Programs establish and implement policies regarding reflective practice and reflective supervision.</p> <ul style="list-style-type: none"> <li>• <i>Reflective Practice</i></li> </ul>
<b>10.6</b>	<p>Programs develop staff policies and systems to maintain stability and consistency in program quality.</p> <ul style="list-style-type: none"> <li>• <i>Program-Planning Process and Personnel Policies</i></li> <li>• <i>Continuous Program Improvement</i></li> <li>• <i>Performance Evaluation</i></li> <li>• <i>Professional Development</i></li> </ul>
<b>10.7</b>	<p>Programs engage in sound business practices.</p> <ul style="list-style-type: none"> <li>• <i>Recordkeeping</i></li> <li>• <i>Program Policies and Procedures</i></li> <li>• <i>Regulatory Agencies</i></li> <li>• <i>Fiscal Procedures</i></li> <li>• <i>Loss and Liability</i></li> <li>• <i>Facilities</i></li> </ul>