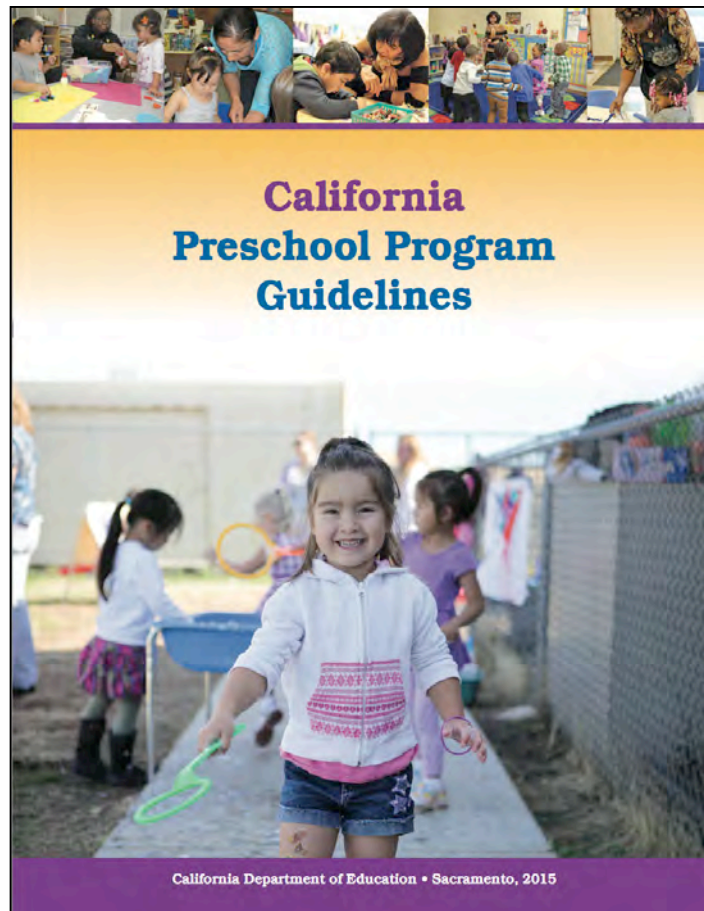




California Department of Education
Early Education and Support Division
WestEd Center for Child and Family Studies



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

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

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

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

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

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

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

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

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

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

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

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

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

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

Responding to early childhood priorities in California, the Early Education and Support Division of the California Department of Education has developed initiatives and published materials to support practitioners, young children, and families involved in early childhood education programs. The Faculty Initiative Project has been charged with supporting faculty in institutions of higher education across the state as they infuse these initiatives into their course work.

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

About the Instructional Guides: *Key Topics, Active Learning Experiences, and Resources for Higher Education Faculty*

To support faculty as they prepare the early care and education workforce in California to successfully meet the challenges and requirements of implementing recent Early Education and Support Division initiatives and publications, the Faculty Initiative Project has been developing instructional guides to accompany several of these initiatives and publications. These instructional guides are intended to connect professional development in systems of higher education with the content of the Early Education and Support Division initiatives and the following publications:

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

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

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

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

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

The instructional guides are developed to

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

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

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

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

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

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

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

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

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

California Preschool Program Guidelines DVD Set

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

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



Disc 1

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

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

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

Like many of the previous instructional guides, the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*, is organized into instructional units. Each unit then consists of key topics. This design enables faculty to use the instructional guide in different courses in a variety of ways. The intent is to support faculty as decision makers as they piece together what will work in an individual course or across a program.

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

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

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

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

Note: When the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)* and the first volumes of the *California Preschool Learning Foundations* and the *California Preschool Curriculum Framework* were published, the terms “preschool English learners” and “English-language development” were used. Please note that this instructional guide is using the term “young dual language learners” instead of “preschool English learners” or “young English language learners” in order to be consistent with the current policy of the California Department of Education/Early Education and Support Division. However, the domain in the foundations and curriculum framework is still referred to as the English-language development domain.

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

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

experience further establishes motivation by embedding the topic within a situation or question with which the learner might be familiar and suggests ways to extend learning by providing challenges or issues to consider. The “Motivator and Connection to Experience” may include the following elements:

- *Critical question*
- *Challenging situation: short vignette that might be text, video, or audio*
- *Challenging quote or text*

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

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

Following the Preview Pages, the key topic opens with a section titled “Before You Start.” This section provides an overview of the learning experience to help faculty decide if the key topics fit into their purpose and goals for a class session. Background information and a few tips for faculty preparation or reflection are also included.

Following this section, the materials in each unit and key topic adhere to a framework of core instructional components and are organized into the following five components:

1. *Information Delivery*

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

2. *Active Learning*

In some previous instructional guides there were learning experiences designated to be used in class or out of class. In this instructional guide, these are part of the “Active Learning” instructional components. Many of these can be fashioned into work that is done in class or out of class based

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

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

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

3. *Reflection*

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

4. *Deeper Understanding*

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

5. *Online Options*

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

PowerPoint Presentations



Slide 1

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

Organization of Each Active Learning Component: *Flexible Segments*

Active Learning

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

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

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

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

Student Learning Outcomes

To support faculty in decisions regarding how and where they can best use Part One and Part Two of the *California Preschool Program Guidelines* in their course work or across their program, the 2015 version of the student learning outcomes developed by the Curriculum Alignment Project (CAP) for the eight core lower division early childhood courses as well as for the applicable CAP expansion courses have been mapped onto each key topic in this instructional guide for consideration. More information about the Curriculum Alignment Project and the student learning outcomes can be found at https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm (accessed January 20, 2016). At the beginning of each key topic, the Preview Pages will provide the list of courses that have been mapped onto the specific key topic.

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

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

To assist faculty in using these student

California State University and University of California

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

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

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

Instructional Methodologies

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

California Early Childhood Educator Competency Areas

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

Instructional Guide Resources: Appendixes

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

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

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

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

Appendix B – “Guidelines for Operating Preschool Programs”

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

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

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



Unit 3 – The Role of the Preschool Teacher Getting Ready for the Unit and Connecting to Experience

Focus Statement

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

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Practicum-Field Experience
- Adult Supervision and Mentoring in Early Care and Education
- Administration II: Personnel and Leadership in Early Childhood Education
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

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



California Early Childhood Educator Competency Areas to Consider

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

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



Unit 3 – The Role of the Preschool Teacher Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

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

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

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

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



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

Motivator and Connection to Experience

Before You Start

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

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

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



Information Delivery

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

Active Learning

Getting it started

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



Slides 2-4

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

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

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



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



Slide 5

Keeping it going

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

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



Slide 6

Online Options

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

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

Taking it further

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

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



Slide 7

Putting it together

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



Slide 8

Another approach

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

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

Online Options

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

Reflection

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



Slides 9-10

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



strengths?

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

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



Slides 11-13

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



Major Responsibilities and Characteristics of Preschool Teachers

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

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

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



Major Responsibilities and Characteristics of Preschool Teachers
(Continued)

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

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



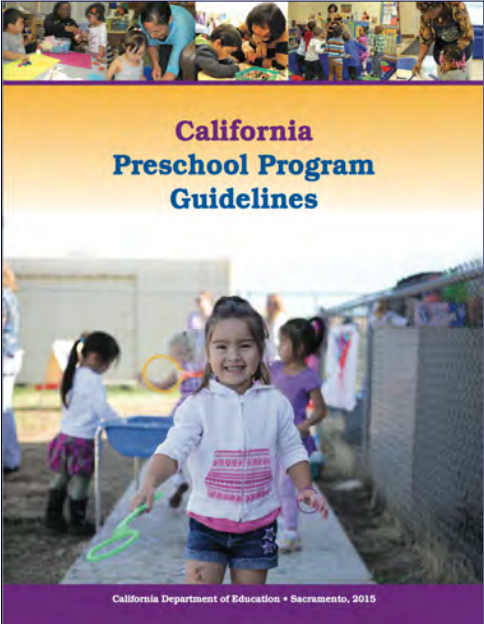
Characteristics of Preschool Teachers

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



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

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



The Role of the Preschool Teacher: Unit 3, Getting Ready 1

The Preschool Teacher

Major Responsibilities

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

The Role of the Preschool Teacher: Unit 3, Getting Ready 2

The Preschool Teacher

Major Responsibilities

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

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

3

The Preschool Teacher

Major Responsibilities

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

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

4

The Preschool Teacher

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

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

5

The Preschool Teacher

Major Responsibilities

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

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

6

The Preschool Teacher

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

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

7

The Preschool Teacher

Brainstorm

Effective Teachers have:

- Dispositions
- Knowledge
- Skills
- Personal



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

8

The Preschool Teacher



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

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

9

The Preschool Teacher



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

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

10

The Preschool Teacher



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

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

11

The Preschool Teacher



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

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

12

The Preschool Teacher



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



Unit 3 – The Role of the Preschool Teacher

Key Topic 1: Overview and Rationale of the Chapter

Focus Statement

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

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Practicum-Field Experience
- Adult Supervision and Mentoring in Early Care and Education
- Administration II: Personnel and Leadership in Early Childhood Education

Instructional Methodologies

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



California Early Childhood Educator Competency Areas to Consider

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

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



Unit 3 – The Role of the Preschool Teacher

Key Topic 1: Overview and Rationale of the Chapter

Unit 3: The Role of the Preschool Teacher
Key Topic 1 – Overview and Rationale of the Chapter

Before You Start

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

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

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

Information Delivery

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

Active Learning

Getting it started

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



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



Slides 2-4

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

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

Keeping it going

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



Slides 5-6

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



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



Slide 7

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

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

Online Options

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

Taking it further

Give students Handout 1, “Responsibilities of Preschool Teachers and Features of High-Quality Early Childhood Programs,” or ask them to create a similar notetaking form for their assigned responsibility or section. They are then to consider each component of a high-quality preschool program and decide if and how their responsibility supports that component. Some of the responsibilities may not be directly linked to one or more of the program features.



Slides 8-9



Each group completes its assigned section of the grid and should be prepared to explain its responses.

Putting it together

After the groups have completed their part of the matrix, convene the students to discuss their findings. This can be done in different ways:

- It may be helpful for students to identify and understand how different responsibilities can support the same program quality feature by asking each group to share its responses by feature. In other words, all groups would first discuss the responsibilities that relate to intentional teaching and then continue through the rest of the features.
- Online Options**

Students could post their completed handouts online for their classmates to review prior to a class discussion of their choices. If there is online-discussion capability, the instructor could then facilitate an online discussion of the students' choices.
- Or each group could present its results for their assigned responsibility, explaining why they made their choices. As each group presents, encourage students to look for similarities and differences in their selections and reasons.

Whichever method is used, ask each group to first briefly describe the major responsibility it reviewed. Even if the students have read the whole chapter, this recap can help ensure all students are clear about the key aspects of each responsibility.

Another approach

Students could first review the elements of high-quality programs and then brainstorm things teachers would be responsible for doing to help achieve and sustain high quality. The brainstorming could be done individually or as a full class. The items could then be grouped by common theme, and these themes could be compared to the major responsibilities listed in Chapter 3.



Slide 10

Reflection



Slides 11-12

Conclude this learning experience with a class discussion. The following questions are suggested to guide the discussion:

- What caught your attention as you reviewed and discussed a preschool teacher's major responsibilities?



- Which ones seemed the most critical in creating a high-quality preschool program?
- What insights are emerging from this crosswalk of preschool teacher responsibilities and the elements of high-quality programs?
- What will you consider from this discussion for your own professional development?

Online Options

If there is online-discussion capability, faculty could facilitate a discussion of the reflection questions. A separate discussion thread could be done for each question.

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



Slides 13-15

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



Responsibilities of Preschool Teachers and Features of High-Quality Early Childhood Programs

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

Major Responsibilities of Preschool Teachers	Assess how well the program meets children’s needs				
	Balance child-initiated and teacher-initiated activities				
	Plan the learning environment and curriculum in the domains of school readiness				
	Understand children’s needs and capabilities				
	Include children with a wide range of abilities and approaches to learning				
	Be responsive to children’s linguistic and cultural experiences				
	Create an environment for social and emotional learning				
	Build and maintain positive relationships with families				
	Build and maintain positive relationships with children				
Features of High-Quality Early Childhood Programs ↓	Intentional teaching	Support of integrated learning	Positive teacher–child relationships	Positive home–school relationships	

Unit 3 : The Role of the Preschool Teacher
 Key Topic 1: Overview and Rationale of the Chapter
 Handout 1 : Responsibilities of Preschool Teachers and Features of High-Quality Early Childhood Programs



Responsibilities of Preschool Teachers and Features of High-Quality Early Childhood Programs
(Continued)

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

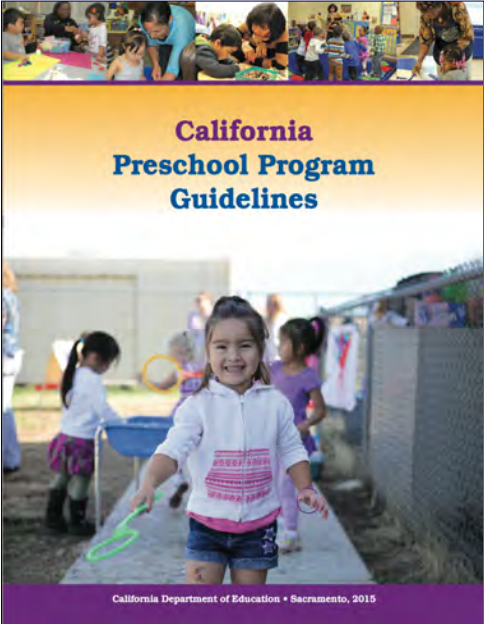
Features of High-Quality Early Childhood Programs ↓	Assess how well the program meets children’s needs				
	Balance child-initiated and teacher-initiated activities				
	Plan the learning environment and curriculum in the domains of school readiness				
	Understand children’s needs and capabilities				
	Include children with a wide range of abilities and approaches to learning				
	Be responsive to children’s linguistic and cultural experiences				
	Create an environment for social and emotional learning				
	Build and maintain positive relationships with families				
	Build and maintain positive relationships with children				
Play as a context for learning					
Teacher planning time					
Qualified teachers					
Appropriate child–teacher ratios					



Responsibilities of Preschool Teachers and Features of High-Quality Early Childhood Programs
(Continued)

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

Major Responsibilities of Preschool Teachers					
	Assess how well the program meets children’s needs				
	Balance child-initiated and teacher-initiated activities				
	Plan the learning environment and curriculum in the domains of school readiness				
	Understand children’s needs and capabilities				
	Include children with a wide range of abilities and approaches to learning				
	Be responsive to children’s linguistic and cultural experiences				
	Create an environment for social and emotional learning				
	Build and maintain positive relationships with families				
	Build and maintain positive relationships with children				
Features of High-Quality Early Childhood Programs ↓	Individualized adult–child conversations that promote language and positive relationships				
	Opportunities for children to learn and practice new vocabulary				
	Frequent assessment that documents individual progress and informs instructional planning				
	Parent Engagement				



The Role of the Preschool Teacher: Unit 3, Key Topic I

1

The Preschool Teacher

Characteristics of High-Quality Preschool Programs

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

The Role of the Preschool Teacher: Unit 3, Key Topic I

2

The Preschool Teacher

Characteristics of High-Quality Preschool Programs

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

The Role of the Preschool Teacher: Unit 3, Key Topic I

3

The Preschool Teacher

Characteristics of High-Quality Preschool Programs

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

The Role of the Preschool Teacher: Unit 3, Key Topic I

4

The Preschool Teacher

Major Responsibilities

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

The Role of the Preschool Teacher: Unit 3, Key Topic 1

5

The Preschool Teacher

Major Responsibilities

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

The Role of the Preschool Teacher: Unit 3, Key Topic 1

6

The Preschool Teacher

Major Responsibilities

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

The Role of the Preschool Teacher: Unit 3, Key Topic 1

7

The Preschool Teacher

Features of High-Quality Early Childhood Programs ↓	Major Responsibilities of Preschool Teachers								
	Build and maintain positive relationships with children	Build and maintain positive relationships with families	Create an environment for social and emotional learning	Be responsive to children’s linguistic and cultural experiences	Include children with a wide range of abilities and approaches to learning	Understand children’s needs and capabilities	Plan the learning environment and curriculum in the domains of school readiness	Balance child-initiated and teacher-initiated activities	Assess how well the program meets children’s needs
Intentional teaching									
Support of integrated learning									
Positive teacher–child relationships									
Positive home–school relationships									

The Role of the Preschool Teacher: Unit 3, Key Topic 1

8

The Preschool Teacher

- ✓ Consider each component of a high-quality preschool program.

California Preschool Program Guidelines, Page 81

- ✓ Decide if and how the major responsibilities of preschool teachers support that component.

The Role of the Preschool Teacher: Unit 3, Key Topic I

9

The Preschool Teacher

Brainstorm

- Review the elements of high-quality programs.
- Identify how teachers could contribute to helping to achieve and sustain high quality.

The Role of the Preschool Teacher: Unit 3, Key Topic I

10

The Preschool Teacher



- What caught your attention as you reviewed and discussed a preschool teacher's major responsibilities?
- Which ones seemed the most critical in creating a high-quality preschool program?

The Role of the Preschool Teacher: Unit 3, Key Topic 1

11

The Preschool Teacher



- What insights are emerging from this crosswalk of preschool teacher responsibilities and the elements of high-quality programs?
- What will you consider from this discussion for your own professional development?

The Role of the Preschool Teacher: Unit 3, Key Topic 1

12

The Preschool Teacher



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

The Role of the Preschool Teacher: Unit 3, Key Topic 1

13

The Preschool Teacher



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

The Role of the Preschool Teacher: Unit 3, Key Topic 1

14

The Preschool Teacher



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



Unit 3 – The Role of the Preschool Teacher

Key Topic 2: A Closer Look at Teachers' Responsibilities

Focus Statement

Students examine the major responsibilities of preschool teachers and how these responsibilities are interrelated.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Teaching in a Diverse Society
- Practicum-Field Experience
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Class presentation
- Creation of a visual representation
- Development of a resource tool
- Jigsaw reading
- Notetaking outline or tool
- Pairs or small groups
- Reflective discussion



- Short paper or report

California Early Childhood Educator Competency Areas to Consider

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

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



Unit 3 – The Role of the Preschool Teacher

Key Topic 2: A Closer Look at Teachers’ Responsibilities

Unit 3: The Role of the Preschool Teacher
Key Topic 2 – A Closer Look at Teachers’ Responsibilities

Before You Start

This key topic focuses on the major responsibilities of effective preschool teachers that are described in Chapter 3 of the *California Preschool Program Guidelines*. Although these responsibilities are discussed individually, it will be important for students to understand how they sometimes overlap and are related to each other. Just as children’s learning occurs in an integrated manner across different developmental domains, so do teachers’ actions occur across these responsibilities.

Students are asked to review assigned sections in Chapter 3, identify key points, and then create a poster or some other kind of two-dimensional visual representation to share those points with the other students. Materials needed include large sheets of poster or chart paper, colored markers, and tape. If possible, it is suggested that each of the nine posters is identified by a different color—either by using nine different colors of paper or drawing a border on each poster with a different color marker. If faculty choose to ask students to display relationships between the posters as described in the “Putting it together” segment of the learning experience, yarn or string and scissors will also be needed.

If faculty choose to use “Another Approach” for this learning experience, Handout 1, “Identifying the Key Points of Preschool Teacher Responsibilities,” is provided that students can use to record their key points and responses. An electronic version of this handout for this key topic will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016). Students will also be asked to review parts of Chapter 3. If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

Information Delivery

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



Active Learning



Slides 2-4

Getting it started

Begin this learning experience by asking students to form pairs or small groups and assign each group one of the sections in Chapter 3:

- Build and Maintain Positive Relationships with Children (pp. 39–40)
- Build and Maintain Positive Relationships with Families (pp. 40–41, including the green text box on p. 41)
- Create an Environment for Social and Emotional Learning (pp. 41–42, including the orange text box titled “The Teaching Pyramid Framework for Supporting Social Competence” on p. 42)
- Be Responsive to Children’s Linguistic and Cultural Experiences (p. 42)
- Include Children with a Wide Range of Abilities and Approaches to Learning (pp. 42–43, including the text boxes on p. 43 titled “Role of the Preschool Teacher as a Part of the IEP Team” and “Dual Language Learners with Disabilities or Other Special Needs”)
- Understand Children’s Needs and Capabilities (pp. 43–44)
- Plan the Learning Environment and Curriculum in the Domains of School Readiness (pp. 44–45)
- Balance Child-Initiated and Teacher-Initiated Activities (p. 45)
- Assess How Well the Program Meets Children’s Needs (pp. 46–47, including the text boxes on p. 46 titled “Questions for Reflection” and “Becoming a Reflective Teacher”)

As the students read their assigned sections, they are to individually identify key points and think about the following questions:

- What are the knowledge and skills that teachers need to carry out that responsibility?



Slide 5



- How does this responsibility support children’s learning and development and/or parent engagement?
- How are teachers helping to create and sustain a high-quality program by carrying out this responsibility?

Keeping it going

Students next share their key points and responses to these questions with the other members of their group. After comparing and discussing these points, they are to come to agreement on what they will present to the rest of the class and create a poster of this information on a large sheet of paper.

Taking it further

Each group presents its poster to the whole class. Encourage students in the other groups to be thinking about similarities to the information on their posters. If there is adequate wall space in the classroom, try to have all the posters placed on the same wall, preferably in a large circular arrangement.

Online Options

Students could post online photographs or scanned copies of their visual representations for their instructor and their classmates to review.

Putting it together

After all the groups have shared their posters, ask the students to discuss where they see similarities among the responsibilities and why. If the posters are on the same wall, students can also display these relationships by attaching a piece of yarn or string between the posters. This could be done in one of two ways:

- Each group has several lengths of yarn or string and indicates the linkages between its assigned responsibility and the other eight.
- Each student could have a piece of yarn or string and make a connection between any two of the posters.

Online Options

If there is online-discussion capability, the instructor could facilitate an online discussion of the linkages the students see among the various responsibilities.



Another approach

Instead of pairs or groups of students reviewing each of the nine sections, faculty could assign a section to individual students. The amount of overlap will depend on how many students are in the class. Students can use Handout 1, “Identifying the Key Points of Preschool Teacher Responsibilities,” to record their ideas. After the students have reviewed their section, explain that they are then to interview other students to learn the key points for the other eight sections. Point out to students that they will then have a summary of the chapter after they have completed the handout.



Slide 6

Then convene the class as a whole group and discuss where they see connections or similarities among the responsibilities. Suggest that they draw lines on their handout to indicate these linkages.

Reflection

Conclude this active learning experience by asking students to reflect individually or as a class on the following questions:



Slides 7-8

- Which responsibility resonated most strongly with you?
- Which one do you feel most confident in carrying out? Which one might be the most challenging for you?
- Why is it important to be aware of the relationships among the different responsibilities? How would this impact your practice as a preschool teacher?
- Which responsibility do you feel is an important one for you to develop? How can you begin to do this?

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



Slides 9-11

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



about how you learn?

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

Deeper Understanding



Slides 12-15

Point out to students the resources listed under “Further Reading” at the end of Chapter 3, which can be found on pages 48–50. Students are to choose one of the articles and write an annotation* of the article.

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

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

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

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

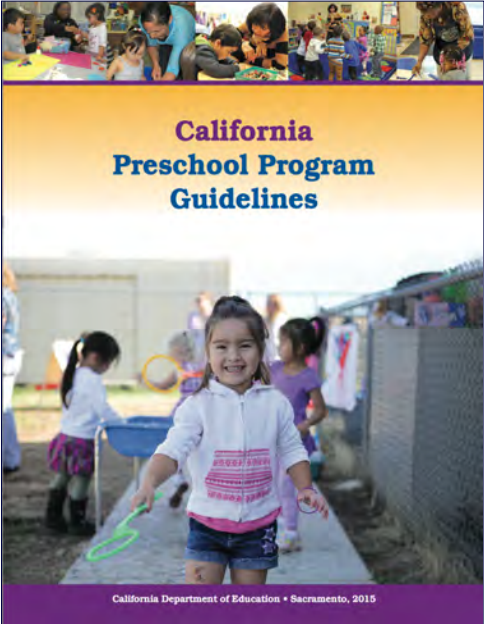


Identifying the Key Points of Preschool Teachers' Responsibilities

Enter the key points in the box corresponding to your assigned reading section. Then find students who have other sections and record the key points they identified for their sections.

Relationships with Children	Relationships with Families	Environment for Social and Emotional Learning
Children's Linguistic and Cultural Experiences	Children with Range of Abilities and Approached to Learning	Children's Needs and Capabilities
Domains of School Readiness	Child-Initiated and Teacher-Initiated Activities	Program Assessment

Unit 3 : The Role of the Preschool Teacher
Key Topic 2 : A Closer Look at Teachers' Responsibilities
Handout 1 : Identifying the Key Points of Preschool Teachers' Responsibilities



The Role of the Preschool Teacher: Unit 3, Key Topic 2

1

The Preschool Teacher

Major Responsibilities

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

The Role of the Preschool Teacher: Unit 3, Key Topic 2

2

The Preschool Teacher

Major Responsibilities

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

The Role of the Preschool Teacher: Unit 3, Key Topic 2

3

The Preschool Teacher

Major Responsibilities

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

The Role of the Preschool Teacher: Unit 3, Key Topic 2

4

The Preschool Teacher

Major Responsibilities

- What knowledge and skills do teachers need to carry out the responsibility?
- How does this responsibility support children's learning and development and/or parent engagement?
- How are teachers helping to create and sustain a high-quality program by carrying out this responsibility?

The Role of the Preschool Teacher: Unit 3, Key Topic 2

5

The Preschool Teacher



The Role of the Preschool Teacher: Unit 3, Key Topic 2

6

The Preschool Teacher



- Which responsibility resonated most strongly with you?
- Which one do you feel most confident in carrying out?
- Which one might be the most challenging for you?

The Role of the Preschool Teacher: Unit 3, Key Topic 2

7

The Preschool Teacher



- Why is it important to be aware of the relationships among the different responsibilities?
- How would this impact your practice as a preschool teacher?
- Which responsibility do you feel is an important one for you to develop?
- How can you begin to do this?

The Role of the Preschool Teacher: Unit 3, Key Topic 2

8

The Preschool Teacher



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

The Role of the Preschool Teacher: Unit 3, Key Topic 2

9

The Preschool Teacher



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

The Role of the Preschool Teacher: Unit 3, Key Topic 2

10

The Preschool Teacher



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

The Role of the Preschool Teacher: Unit 3, Key Topic 2

11

The Preschool Teacher

“Further Reading” Chapter 3, pages 48–50

- Write an annotation of one article.
- Writing an annotated bibliography from the Purdue Online Writing Lab
<https://owl.english.purdue.edu/owl/resource/614/1/>
- Suggestions for evaluating a reading
<https://owl.english.purdue.edu/owl/resource/553/03/>

The Role of the Preschool Teacher: Unit 3, Key Topic 2

12

The Preschool Teacher

- Full citation for the article

- Summary
 - Main point(s)
 - Topic(s) covered
 - Main argument(s)

The Role of the Preschool Teacher: Unit 3, Key Topic 2

13

The Preschool Teacher

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

The Role of the Preschool Teacher: Unit 3, Key Topic 2

14

The Preschool Teacher

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



Unit 3 – The Role of the Preschool Teacher

Key Topic 3: Engaging All Families and Supporting All Children

Unit 3: The Role of the Preschool Teacher
Key Topic 3 – Engaging All Families and Supporting All Children

Focus Statement

Students explore key concepts and strategies that effective preschool teachers use in building partnerships with all families and including children with disabilities or other special needs in their programs.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Child, Family and Community
- Teaching in a Diverse Society
- Practicum-Field Experience
- Administration II: Personnel and Leadership in Early Childhood Education
- Curriculum Strategies for Children with Special Needs

Instructional Methodologies

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



- Short paper or report
- Video observation

California Early Childhood Educator Competency Areas to Consider

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

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



Unit 3 – The Role of the Preschool Teacher

Key Topic 3: Engaging All Families and Supporting All Children

Unit 3: The Role of the Preschool Teacher
Key Topic 3 – Engaging All Families and Supporting All Children

Before You Start

In this key topic, students examine the role of the preschool teacher in two major areas of responsibility: (1) engaging families and (2) including children with disabilities or other special needs. In addition to reviewing the two sections in Chapter 3 of the *California Preschool Program Guidelines* that address these two responsibilities, students will delve into a research overview paper and a chapter in a DVD.

The research overview paper is Paper 4 in *California’s Best Practices for Young Dual Language Learners: Research Overview Papers (2013)*, developed by the Governor’s State Advisory Council on Early Learning and Care and the California Department of Education. Paper 4, *Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners*, includes strategies that can be applied to all families.

The DVD chapter is in Disc 1 of the *California Preschool Program Guidelines DVD Set*, two DVDs that accompany the *California Preschool Program Guidelines*. A handout that can be used as a viewing guide is provided to focus students’ attention on certain points discussed in the DVD segment. The *California Preschool Program Guidelines DVD Set* can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.

It is important to note that this key topic does not focus solely on young children who are dual language learners and their families. Chapter 6 of the *California Preschool Program Guidelines* specifically addresses young dual language learners, and Unit 6 of this instructional guide provides information and learning experiences that faculty can use in guiding students’ exploration of Chapter 6.

This key topic has two subtopics. Faculty can use each one independently or together, depending on course objectives or the amount of time available.

Subtopic 1, Engaging and Building Relationships with Families, focuses on research, considerations, and strategies for building and sustaining relationships between parents and teachers. Students review information from Chapter 3 of the *California Preschool Program Guidelines*, Paper 4 of the *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*, and a segment from Disc 1 of the *California Preschool Program Guidelines DVD Set*. In this subtopic, students are asked to read and



summarize a minimum of 15–22 pages. Therefore faculty may choose to ask students to do this reading out of class or plan to do this subtopic across two or more class sessions.

Subtopic 2, Including Children with Disabilities or Special Needs, focuses on research, considerations, and strategies for ensuring that children with disabilities or other special needs are fully engaged in the preschool program. For this subtopic, students review material from Chapter 3 of the *California Preschool Program Guidelines* and a segment from Disc 1 of the *California Preschool Program Guidelines DVD Set*. In the “Deeper Understanding” segment of this Key Topic, there is also an opportunity for students to analyze Paper 6 of the *California’s Best Practices for Young Dual Language Learners: Research Overview Papers* titled, *Early Intervention and Young Dual Language Learners with Special Needs*.

There are two handouts or viewing guides provided with this key topic, which students can use when watching the DVD segments. Electronic versions of both handouts will be available when this instructional guide is available online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016). If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016). *California’s Best Practices for Young Dual Language Learners: Research Overview Papers* can be downloaded from the California State Advisory Council Web site at <http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016). The *California Preschool Program Guidelines DVD Set* can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.

Information Delivery

Subtopic 1: Engaging and Building Relationships with Families

Students will be discussing concepts and practices that effective preschool teachers apply in developing and sustaining partnerships with families. Students are asked to read or review the section titled “Build and Maintain Positive Relationships with Families” in the *California Preschool Program Guidelines* (pp. 40–41) and Paper 4, *Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners*, of *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*.

Depending on the students’ experiences in working with families of young children, faculty may choose to begin this learning experience by asking students to share their experiences and beliefs about developing relationships with families before they do the assigned reading. The instructional guides for the three volumes of the



California Preschool Curriculum Framework also have learning experiences related to family engagement. Faculty may find segments from the key topics in these instructional guides useful in providing students with additional background on engaging families:

- *Instructional Guide for the California Preschool Curriculum Framework, Volume 1* (Domains: Social–Emotional Development, Language and Literacy, English-Language Development, and Mathematics)
 - Unit 3, Key Topic 4, Subtopic 3 (pp. 83–85)
 - Unit 4, Key Topic 4, Subtopic 3, (pp. 133–136)
 - Unit 5, Key Topic 4, Subtopic 3, (pp. 174–176)
 - Unit 6, Key Topic 4, Subtopic 3, (pp. 218–220)
- *Instructional Guide for the California Preschool Curriculum Framework, Volume 2* (Domains: Visual and Performing Arts, Physical Development, and Health)
 - Unit 2, Key Topic 4, Subtopic 3 (pp. 122–125)
 - Unit 3, Key Topic 4, Subtopic 3, (pp. 206–209)
 - Unit 4, Key Topic 4, Subtopic 3, (pp. 284–287)
- *Instructional Guide for the California Preschool Curriculum Framework, Volume 3* (Domains: History–Social Science and Science)
 - Unit 2, Key Topic 4, Subtopic 3 (pp. 153–156)
 - Unit 3, Key Topic 4, Subtopic 3, (pp. 214–216)

Active Learning



Slide 2

Getting it started

If students have not already read Chapter 3 of the *California Preschool Program Guidelines*, ask them to read the section on pages 40–41. Also point out the quotation in the box on page 41, which is from Paper 4, *Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners of California’s Best Practices for Young Dual Language Learners: Research Overview Papers*. Ask students to share any experiences or examples of how they have developed relationships with families and built links between the home and preschool program that expand on the information in Chapter 3.

Keeping it going

Introduce Paper 4 and

Online Options

Subtopic 1: Students could individually read their assigned sections out of class and then post the summaries of their assigned sections for the rest of their group to review before they develop their panel presentations.



explain that students will be reading assigned sections of that paper and pulling out concepts and strategies that can be applied to partnering with all families, not solely families of young children who are dual language learners. Divide the class into pairs or groups and assign each group one or more sections of Paper 4, depending on the class size. It is suggested that all students read some specific sections as noted in the table. Because the number of pages for each section varies, the following table is provided with some suggestions for the assignments:

Sections from Paper 4, <i>Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners</i>	Number of pages	All or Group
Introduction (pp. 120–121)	2	All
Family Engagement (pp. 121–122)	2	All
Terminology and Definitions (pp. 122–124)	3	All
Mismatch and Obstacles (pp. 124–128)	5	Group A
Review of Theories and Concepts (pp. 128–130)	2	All
Review of Research (pp. 130–144)	14	
Engaging Families to Support Their Children’s Development in the Program Setting (pp. 131–132)	2	Group B
Addressing DLL Families’ Bilingual and Bicultural Needs (pp. 132–136)	4	Group B
Developing Warm and Mutually Respectful Relationships (pp. 136–138)	2	Group B
Engaging in Regular Two-way Communication (pp. 138–141)	3	Group C
Approaching DLL Families with a Strength-based Perspective (pp. 141–144)	3	Group C



Sections from Paper 4, <i>Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners</i>	Number of pages	All or Group
Engaging Families to Support Their Children's Development at Home (pp.144–150)	6	
Engage Families Around Literacy Building (pp. 145–147)	3	Group D
Engage Dual Language Families in Children's Oral Language Development (pp. 148–149)	2	Group D
Connect with Dual Language Families Through Home Visits (pp. 149–150)	2	Group D
Utilizing Community Resources to Support Family Engagement (pp. 150–151)	2	
Connect Families to Learning in the Community (p. 150)	1	Group E
Utilize Family Liaisons (p. 151)	1	Group E
Promising Practices (pp. 151–157)	7	
Family or Adult Education (pp. 152–153)	2	Group E
DLL Literacy Building (pp. 153–155)	2	Group F
Professional Development (p. 155)	1	Group F
Social Capital/Networking Building (pp. 155–157)	2	Group F
Recommendations for Supporting Children's Development in the Program Setting (pp. 157–159)	3	All
Engaging Families to Support Their Children's Development at Home (p. 159)	1	All



Sections from Paper 4, <i>Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners</i>	Number of pages	All or Group
Utilizing Community Resources to Support Family Engagement (p. 160)	1	All
Conclusion (p. 160)	1	All



Slide 3

As students first individually review their assigned sections, remind them that they are to consider how the information could support a teacher in engaging and developing positive relationships with all families. It may be helpful if they focus on identifying key points, research highlights, and strategies.

Taking it further

Students next discuss their sections within their group and prepare a panel presentation to share the information with the rest of the class. Depending on the size of the groups, students may have one member of the group be a moderator who asks questions of the other members. Or each student could discuss specific points without a moderator. It is suggested that approximately 10–15 minutes be allotted for each presentation, with time for questions from the class.

Putting it together

Convene the class for the panel presentations. Summarize the presentations with a class discussion that could include the following questions:



Slides 4-5

- Which parts of the panel presentations really caught your attention?
- What parts reminded you of situations you have experienced?
- What relationships do you see among the various presentations?
- What are the main points you are taking away from all the panelists? What are some questions that were raised for you?
- What are some steps you can take in answering these questions?



Disc 1

Another approach

Instead of reviewing and doing a presentation on Paper 4 of *California's Best Practices for Young Dual Language Learners: Research Overview Papers*, students could review a 17-minute video clip from of the *California Preschool Program Guidelines DVD Set*. This video clip can be accessed by opening Disc 1 to the main menu and clicking on "Select Chapters." Then choose the chapter titled "Engaging Families and Communities," which includes five segments:

- Honoring the Primary Role of Families (0:15–1:46)
- Building Relationships with Families (1:47–7:44)
- Creating a Welcoming Environment and Communicating with Families (7:43–11:00)
- Collaborating with Families in Supporting Their Children's Learning (11:00–15:49)
- Helping Families Connect with Community Resources (15:50–17:19)



Slide 6

Handout 1 is a viewing guide that may help students identify some key points. It may be useful to view the DVD segment twice, and ask students to just watch and not take notes the first time. After the initial viewing, ask them to record what they remember that responds to each question on the handout. The second time, ask them to record more of what they are hearing that answers the questions. It may also be helpful to pause the DVD after each segment to give students time to record their notes.

After students have watched the video, a class discussion can be based on their responses to the video guide questions. Alternatively, the following questions could be used:



Slides 7-8

- Which parts of the video really caught your attention?
- What reminded you of situations you have experienced?
- What are the main points you are taking away from the video?
- What are some questions that were raised for you?
- What are some steps in answering these questions?



Information Delivery

Subtopic 2: Including Children with Disabilities or Special Needs

As with Subtopic 1, faculty may choose to introduce this second subtopic by discussing students' experiences with children with disabilities. There are also key topics in the instructional guides for the three volumes of the *California Preschool Curriculum Framework* that have learning experiences related to supporting the learning and development of children with disabilities. Faculty may find segments from these key topics useful in providing students with additional background.

- *Instructional Guide for the California Preschool Curriculum Framework, Volume 1* (Domains: Social–Emotional Development, Language and Literacy, English-Language Development, and Mathematics)
 - Unit 3, Key Topic 4, Subtopic 1, (pp. 79–82)
 - Unit 4, Key Topic 4, Subtopic 1, (pp. 128–131)
 - Unit 5, Key Topic 4, Subtopic 1, (pp. 169–172)
 - Unit 6, Key Topic 4, Subtopic 1, (pp. 214–216)
- *Instructional Guide for the California Preschool Curriculum Framework, Volume 2* (Domains: Visual and Performing Arts, Physical Development, and Health)
 - Unit 2, Key Topic 4, Subtopic 1, (pp. 117–120)
 - Unit 3, Key Topic 4, Subtopic 1, (pp. 201–204)
 - Unit 4, Key Topic 4, Subtopic 1, (pp. 277–280)
- *Instructional Guide for the California Preschool Curriculum Framework, Volume 3* (Domains: History–Social Science and Science)
 - Unit 2, Key Topic 4, Subtopic 1, (pp. 148–151)
 - Unit 3, Key Topic 4, Subtopic 1, (pp. 209–212)

In this subtopic, students will be reviewing and discussing some of the key concepts and strategies for supporting the development and learning of young children with disabilities or other special needs in preschool classrooms. The information for this subtopic is in Chapter 3 of the *California Preschool Program Guidelines* and Disc 1 of the *California Preschool Program Guidelines DVD Set*:

- *California Preschool Program Guidelines*, pages 42–43



- *California Preschool Program Guidelines DVD Set*, Disc 1, Chapter 5
 - Ensuring full Participation of Children with Special Needs (0:10–4:53; ~ 4 ½ minutes)
 - Team Approach (4:55–7:47, ~ 3 minutes)
 - Collaborating with Families (7:48–11:49; ~ 4 minutes)
 - Collaborating with Service Providers (11:50–14:17; ~2 ½ minutes)
 - Supporting Young Dual Language Learners with Special Needs (14:18–17:48; ~3 ½ minutes)

Active Learning



Slide 9

Getting it started

If students are not familiar with Chapter 3 of the *California Preschool Program Guidelines*, ask them to read the section on pages 42–43 titled, “Include Children with a Wide Range of Abilities and Approaches to Learning.” They should also review the information in the orange text box on page 42, “The Teaching Pyramid Framework for Supporting Social Competence,” and the text box on page 43, “Role of the Preschool Teacher as a Part of the IEP Team” and “Dual Language Learners with Disabilities or Other Special Needs.” When discussing the key points from this reading, encourage students who have worked with children with disabilities or special needs to share some of their experiences. Also ask students to note any questions they have related to the content in the section.

Keeping it going

Students then view Chapter 5 of Disc 1 of the *California Preschool Program Guidelines DVD Set*. This chapter is titled “Including Children with Disabilities or Other Special Needs” and runs for approximately 18 minutes. This chapter can be accessed by opening the disc to the main menu and clicking on “Select Chapters.” Then choose the chapter titled “Including Children with Disabilities or Other Special Needs.” A viewing guide accompanies this key topic as Handout 2, which has questions that can help students identify key points.

It may be helpful to view the DVD segment twice, and ask

Online Options

Subtopic 2: If some form of online-discussion capability is available, faculty could facilitate an online discussion of the guiding questions in Handout 2, the video viewing guide.



Disc 1



Slide 10



students to not take notes as they watch the first time. After the initial viewing, ask them to record what they remember that responds to each question on the handout. The second time, ask them to record more of what they are hearing that answers the questions. It may also be helpful to pause the DVD after each segment to give students time to record their notes.

Taking it further

Then facilitate a discussion of the video, including students' responses to the viewing guide questions. Faculty could choose instead to ask students to write a one- to two-page paper summarizing their responses.

Putting it together

Conclude this subtopic with a class discussion of these points:

- What images or phrases from the video or reading come to mind?
- What was inspiring? What concerned you?
- What do you think are the most important things programs need to do to support teachers in including children with disabilities or other special needs?
- What is the most important thing you need to do to be prepared to include children with disabilities or other special needs?



Slides 11-12

Reflection

The discussion questions in the “Putting it all together” segments of each subtopic can be used as an individual reflection for students as well as the basis for a class discussion.

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



Slides 13-15

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



about how you learn?

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

Deeper Understanding

Three options are suggested to engage students in further exploration of ways to engage families or include children with disabilities or special needs in preschool programs.



Slides 16-17

- Students identify an area of interest or topic from Paper 4 of *California's Best Practices for Young Dual Language Learners: Research Overview Papers*. They then locate and review at least four of the references for that topic, which can include one of the promising practices programs described in the paper. Students then prepare a presentation for a class session or write a short paper that provides some of the research or evidence base for the topic selected.
- There is a brief description of the Teaching Pyramid Framework on page 42 of the *California Preschool Program Guidelines*. Students are to locate additional information on the framework by reviewing the Fox et al. (2003) article and the Center on the Social and Emotional Foundations for Early Learning Web site at <http://csefel.vanderbilt.edu/index.html> (accessed January 20, 2016). They are to prepare a summary of the framework and a description of the resources available for teachers and families.
- Paper 6 of *California's Best Practices for Young Dual Language Learners: Research Overview Papers* is titled *Early Intervention and Young Dual Language Learners with Special Needs*. Students read this paper and then write a summary of the research findings and implications for their practice as a teacher.



The Role of the Preschool Teacher
 Getting Ready for the Unit and Connecting to Experience
 Handout 1: Viewing Guide for “Engaging Families and Communities”

Viewing Guide for “Engaging Families and Communities” California Preschool Program Guidelines DVD Set	
DVD Disc:	1
DVD Chapter:	“Engaging Families and Communities”

This viewing guide is based on the chapter in Disc 1 of the *California Preschool Program Guidelines DVD Set* titled “Engaging Families and Communities.” During or after viewing the segment, answer the questions for each section and add any other thoughts or questions you would like more information about.

Video Segment	Notes
<p>Honoring the Primary Role of Families</p> <ul style="list-style-type: none"> What are some beliefs about the role of families in children’s lives? 	
<p>Building Relationships with Families</p> <ul style="list-style-type: none"> What are some important things to consider when beginning to build a relationship with a family? What are some questions programs may ask families? How might this information be gathered? Why would a program want to know this information? 	



Video Segment	Notes
<p>Creating a Welcoming Environment and Communicating with Families</p> <ul style="list-style-type: none">• What are some ways the environment welcomes families?• What are considerations and strategies for communicating with families?	
<p>Collaborating with Families in Supporting Their Children’s Learning</p> <ul style="list-style-type: none">• How can programs share with families ways to support their children’s learning and development?	



Video Segment	Notes
<p>Helping Families Connect with Community Resources</p> <ul style="list-style-type: none">• What are some considerations in linking families with different community resources?	
Additional Thoughts	



The Role of the Preschool Teacher
 Getting Ready for the Unit and Connecting to Experience
 Handout 2: Viewing Guide for "Including Children with Disabilities or Other Special Needs"

Viewing Guide for "Including Children with Disabilities or Other Special Needs" California Preschool Program Guidelines DVD Set	
DVD Disc:	1
DVD Chapter:	"Including Children with Disabilities or Other Special Needs"

This viewing guide is based on the chapter in Disc 1 of the *California Preschool Program Guidelines DVD Set* titled "Including Children with Disabilities or Other Special Needs." During or after viewing the segment, answer the questions for each section and add any other thoughts or questions you would like more information about.

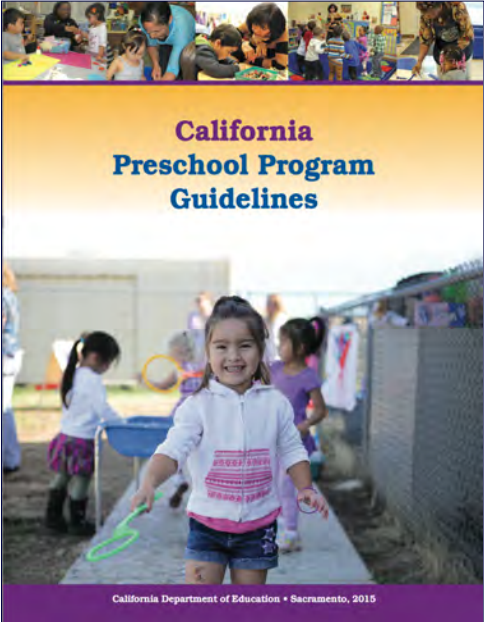
Video Segment	Notes
Ensuring Full Participation of Children with Special Needs <ul style="list-style-type: none"> What is IDEA and what are three requirements for states? What are some considerations in supporting teachers? What are some things teachers should consider? 	
Team Approach <ul style="list-style-type: none"> What are the purposes and benefits of a team approach? What is an IEP? Who might be part of a team to develop an IEP and plan and provide services for a child identified with a disability? 	



Video Segment	Notes
<p>Collaborating with Families</p> <ul style="list-style-type: none"> • What is the purpose of a student study team? • Who might be on a student study team? • What are some of the elements in a student study team meeting? • What is a benefit in having a student study team? 	
<p>Collaborating with Service Providers</p> <ul style="list-style-type: none"> • What has been the shift in serving children with disabilities? • What disciplines might be service providers? • What are some ways the service provider works with the children and teaching staff? 	



Video Segment	Notes
<p>Supporting Young Dual Language Learners with Special Needs</p> <ul style="list-style-type: none">• What is the research about children who are dual language learners and have disabilities?• What are some strategies that teachers can use?	
Additional Thoughts	



The Role of the Preschool Teacher: Unit 3, Key Topic 3 1

The Preschool Teacher

Engaging and Building Relationships with Families

Read

- “Build and Maintain Positive Relationships with Families”
California Preschool Program Guidelines, pp. 40–41
- Paper 4, *Family Engagement in Early Childhood in California’s Best Practices for Young Dual Language Learners: Research Overview Papers*

The Role of the Preschool Teacher: Unit 3, Key Topic 3 2

The Preschool Teacher

Engaging and Building Relationships with Families

How could the information you've read support a teacher in engaging and developing positive relationships with all families?

The Role of the Preschool Teacher: Unit 3, Key Topic 3

3

The Preschool Teacher

- Which parts of the panel presentations really caught your attention?
- What parts reminded you of situations you have experienced?
- What relationships do you see among the various presentations?

The Role of the Preschool Teacher: Unit 3, Key Topic 3

4

The Preschool Teacher

- What are the main points you are taking away from all the panelists?
- What questions were raised for you?
- What are some steps you can take in answering these questions?

The Preschool Teacher

Viewing Guide for "Engaging Families and Communities" California Preschool Program Guidelines DVD Set	
DVD Disc: 1	
DVD Chapter: "Engaging Families and Communities"	
This viewing guide is based on the chapter in Disc 1 of the California Preschool Program Guidelines DVD Set titled "Engaging Families and Communities." During or after viewing the segment, answer the questions for each section and add any other thoughts or questions you would like more information about.	
Video Segment	Notes
Honoring the Primary Role of Families <ul style="list-style-type: none">• What are some beliefs about the role of families in children's lives?	
Building Relationships with Families <ul style="list-style-type: none">• What are some important things to consider when beginning to build a relationship with a family?• What are some questions programs may ask families? How might this information be gathered? Why would a program want to know this information?	

The Preschool Teacher

- Which parts of the video really caught your attention?
- What reminded you of situations you have experienced?

The Role of the Preschool Teacher: Unit 3, Key Topic 3

7

The Preschool Teacher

- What main points are you taking away from the video?
- What questions were raised for you?
- What are some steps in answering these questions?

The Role of the Preschool Teacher: Unit 3, Key Topic 3

8

The Preschool Teacher

Including Children with Disabilities or Special Needs

Read

- “Include Children with a Wide Range of Abilities and Approaches to Learning”
California Preschool Program Guidelines, pp. 42–43

The Role of the Preschool Teacher: Unit 3, Key Topic 3

9

The Preschool Teacher

Viewing Guide for "Including Children with Disabilities or Other Special Needs" <i>California Preschool Program Guidelines DVD Set</i>	
DVD Disc:	1
DVD Chapter:	"Including Children with Disabilities or Other Special Needs"
This viewing guide is based on the chapter in Disc 1 of the <i>California Preschool Program Guidelines DVD Set</i> titled "Including Children with Disabilities or Other Special Needs." During or after viewing the segment, answer the questions for each section and add any other thoughts or questions you would like more information about.	
Video Segment	Notes
Ensuring Full Participation of Children with Special Needs <ul style="list-style-type: none">• What is IDEA and what are three requirements for states?• What are some considerations in supporting teachers?• What are some things teachers should consider?	
Team Approach <ul style="list-style-type: none">• What are the purposes and benefits of a team approach?• What is an IEP?• Who might be part of a team to develop an IEP and plan and provide services for a child identified with a disability?	

The Role of the Preschool Teacher: Unit 3, Key Topic 3

10

The Preschool Teacher



- What images or phrases from the video or reading come to mind?
- What was inspiring?
- What concerned you?

The Role of the Preschool Teacher: Unit 3, Key Topic 3

11

The Preschool Teacher



- What do you think are the most important things programs need to do to support teachers in including children with disabilities or other special needs?
- What is the most important thing you need to do to be prepared to include children with disabilities or other special needs?

The Role of the Preschool Teacher: Unit 3, Key Topic 3

12

The Preschool Teacher



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

The Role of the Preschool Teacher: Unit 3, Key Topic 3

13

The Preschool Teacher



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

The Role of the Preschool Teacher: Unit 3, Key Topic 3

14

The Preschool Teacher



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

The Role of the Preschool Teacher: Unit 3, Key Topic 3

15

The Preschool Teacher

- ✓ Identify an area of interest or topic from Paper 4 of *California's Best Practices for Young Dual Language Learners: Research Overview Papers*.
- ✓ Review at least four of the reference articles for that topic.
- ✓ Prepare a class presentation or write a paper providing some of the research or evidence base for your topic.

The Role of the Preschool Teacher: Unit 3, Key Topic 3

16

The Preschool Teacher

- ✓ Read Paper 6, *Early Intervention and Young Dual Language Learners with Special Needs of California's Best Practices for Young Dual Language Learners: Research Overview Papers*
- ✓ Write a summary of the research findings
- ✓ Include implications for your practice as a teacher.



Unit 3 – The Role of the Preschool Teacher

Key Topic 4: Building Skills for Reflective Teaching

Focus Statement

Students explore ways that preschool teachers incorporate reflective practices in their teaching.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Introduction to Curriculum
- Teaching in a Diverse Society
- Practicum-Field Experience
- Adult Supervision and Mentoring in Early Care and Education
- Administration II: Personnel and Leadership in Early Childhood Education

Instructional Methodologies

- Class discussion
- Interview
- Notetaking outline or tool
- Observations
- Pairs or small groups
- Reflective discussion
- Short paper or report



California Early Childhood Educator Competency Areas to Consider

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

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



Unit 3 – The Role of the Preschool Teacher

Key Topic 4: Building Skills for Reflective Teaching

Before You Start

“Effective preschool teachers are continually aware of the effects of the program structure, the learning environment, activities, and the routines on the children. Teachers are also attentive to the influence of their behavior and other adults’ behavior on the children” (*California Preschool Program Guidelines*, p. 46). And in order for teachers to be aware and attentive, they need to be reflective teachers.

This key topic focuses on strategies that teachers can use to develop and strengthen their reflective practice. The three text boxes on pages 46 and 47 of the *California Preschool Program Guidelines* include questions and behaviors that students can use as tools for reflection. These text boxes are titled:

- “Questions for Reflection”
- “Becoming a Reflective Teacher”
- “Thinking Lens”

The “Questions for Reflection” are taken from the *California Preschool Curriculum Framework, Volume 1* (p. 167). The questions are based on a vignette in the Writing strand of the language and literacy domain of that publication.

Throughout each volume of the curriculum framework, “Questions for Reflection” are provided to enhance students’ understanding of the information in each strand. The Faculty Initiative Project’s instructional guides for the three volumes of the curriculum framework include key topics that provide overviews of the organizational structure of each domain or chapter. These key topics may support students and faculty in locating these “Questions for Reflection.” The *California Preschool Curriculum Framework, Volume 1* can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/psframework.asp#psframevol1> (accessed January 20, 2016).

The information in the text boxes titled “Becoming a Reflective Teacher” and “Thinking Lens” is from the article also titled “Becoming a Reflective Teacher” (Carter et al. 2010). Students will be asked to review this article in the active learning for this key topic. The article can be downloaded from the National Association for the Education of Young Children (NAEYC) Web site at



http://www.naeyc.org/files/tyc/file/TYC_V3N4_Reflectiveteacherexpanded.pdf (accessed January 20, 2016).

A NAEYC resource with some professional development activities that can be used with this article is referenced. This four-page guide is part of *NEXT: The Teaching Young Children Staff Development Guide* that accompanies each issue of NAEYC's *Teaching Young Children* journal. The guide for this article can be downloaded at

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCUQFjABahUKEwiF7biz7uXHAhVRO4gKHUTUD2o&url=http%3A%2F%2Fwww.naeyc.org%2Ffiles%2Ftyc%2Ffile%2FTYC_V3N4_NEXTReflectiveteacher.pdf&usg=AFQjCNEGc9u40Enz59vDhmP93qfMW5Bm1w (accessed January 20, 2016).

There is an option for students to do classroom observations. If faculty choose to have students visit programs, it may be helpful for faculty to identify programs available for student observations. If students are working in preschool programs, faculty may also let students observe their own or other classrooms at their site. Remind students to check with the program administrator about observation policies and procedures prior to visiting the program.

Handout 1, "Becoming a Reflective Teacher," is a form for listing specific questions and examples that students could use in becoming reflective teachers. This handout is based on some practices and questions described in Chapter 3 of the *California Preschool Program Guidelines* and the "Becoming a Reflective Teacher" article. Handout 2, "Instructor Sample of Becoming a Reflective Teacher," is provided as a resource for faculty. It is the same as Handout 1 with suggested questions and examples filled in. Both handouts will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016). Students will also be asked to review parts of Chapter 3. If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

Information Delivery



Slide 2

There are two sources of information for this key topic:

- Chapter 3 of the *California Preschool Program Guidelines* (pp. 46-47)
- Carter, M., W. Cividanes, D. Curtis, and D. Lebo. 2010. "Becoming a Reflective Teacher." *Teaching Young Children* 3 (4): 18–20.



Both can be downloaded as described in the “Before You Start” section.

Active Learning



Slides 3-5

Getting it started

Begin this key topic by asking students to read the article “Becoming a Reflective Teacher.” Point out that the information in two of the text boxes in the article is also in the *California Preschool Program Guidelines* on pages 46 and 47. Discuss with students the nine practices of a reflective teacher, which are listed in the text box, “Becoming a Reflective Teacher,” on page 46 and in the article, and examples of what each practice would look like. Also note that the first bullet, “Know yourself,” on page 47 includes a question about adult perspectives that is not in the article.



Slide 6

The learning story strategy may be new to many students. Suggestions for writing a learning story are in *NEXT: The Teaching Young Children Staff Development Guide* (April/May 2010), which supports the “Becoming a Reflective Teacher” article. Information for downloading the guide is in the “Before You Start” section of this key topic.



Slide 7

Keeping it going

Give students Handout 1 or ask them to create a similar notetaking page. They are to complete the handout by listing the questions from the “Thinking Lens” text box into the right column of the handout. These questions could guide teachers in enacting the behavior listed in the left column of the handout. Some questions may apply to more than one behavior. Also encourage students to think of other examples. Handout 2, provided for faculty, is a sample of Handout 1 with some questions and examples listed.

After students have completed the handout, ask students to share their responses. Encourage them to note where they have similar or different ideas from their classmates and how some different perspectives might be helpful for their own professional growth.



Slide 8

Taking it further

The seven “Questions for Reflection” on page 46 of the *California Preschool Program Guidelines* are from the *California Preschool Curriculum Framework, Volume 1*. These questions are

Online Options

Students could work in their groups out of class and then post their answers to the seven vignette questions online. After students review their peers’ summaries, the instructor could facilitate an online discussion of the groups’ responses.



based on a vignette found on page 165 of this publication. Ask students to read the vignette and then form small groups to discuss the seven questions. As they formulate their answers, they should also consider how some of the questions and examples they listed in Handout 1 relate to the seven questions and inform their answers.

Putting it together

Convene the class to discuss the groups' answers to the questions. Ask one group to share its thoughts for the first question and then ask the rest of the class for other ideas. Continue by asking a different group to begin the discussion of each remaining question until all seven questions have been covered. In addition to sharing their answers to the seven reflection questions related to the vignette, the groups should also describe their thoughts about the "Thinking Lens" questions and other examples.

Another approach

Instead of or in addition to completing Handout 1, faculty may choose to ask students to interview a teacher to gather other questions and ways that teachers engage in reflective practice—the behaviors listed in the green text box on page 46. Students could also use Handout 1 to record the teacher's responses. Encourage students to ask the teachers to be as specific as possible.



Slide 9

After students have completed their interviews, students could write a summary of their interviews to submit as an individual assignment or discuss the interviews in a class session. In either case, the following questions are suggested:



Slide 10

- What is the teacher's background in teaching preschool children?
- What responses were similar to the questions in the "Thinking Lens"? What were some new strategies or questions? What responses surprised you?
- Based on your interview, what insights occurred to you about being a reflective teacher?

Reflection

This learning experience can be concluded by asking students to think about the following questions:

- Which questions or examples from Handout 1 caught your attention?



Slides 11-12

- Which ones seem the easiest for you to incorporate into your practice? Which ones seem more difficult?
- If you were to think about becoming a reflective teacher as taking a trip, where would you see yourself: (1) trying to decide where to go, (2) making the arrangements, (3) packing, (4) starting out, (5) in the middle, (6) at the end, (7) sharing photos with friends, or (8) helping others take a similar trip?
- What can you do to move from one phase of your trip to the next?

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



Slides 13-15

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

Deeper Understanding



Slides 16-17

In this learning segment, students will conduct an observation of a preschool class and reflect on the observation by using the questions in the “Thinking Lens.” Depending on the availability of preschool programs, faculty may choose to allow students to work in pairs or groups of three. Students who are working in a program can also use a specific activity they are engaged in with children.

Remind students to check about classroom observation procedures with the program administrator or designee when making arrangements to do an observation. It is often helpful to explain the purpose of the observation so that the administrator can suggest a time that would be most appropriate. The classroom observation could also be paired with the teacher interview described in the “Another approach” section.



Students are to write summaries of their observations by answering as many of the “Thinking Lens” questions as they can. If they also interviewed the classroom teacher, they should summarize the interview, too. Students can conclude their summaries with one or two paragraphs about what they learned about themselves as reflective teachers through this observation.

A four-page professional development guide in *NEXT: The Teaching Young Children Staff Development Guide* (April/May 2010) has additional suggestions that faculty may want to consider for this key topic. Some of these are similar to and/or could expand the active learning described in the previous segments. These include ideas for a classroom observation.



Becoming a Reflective Teacher

After reading the article “A Reflective Teacher,” list questions from the “Thinking Lens” or other ways that would help a teacher carry out the behavior in the left column. A question or example may apply to more than one behavior.



Unit 3: The Role of the Preschool Teacher
 Getting Building Skills for Reflective Teaching
 Handout 1: Becoming a Reflective Teacher

“A reflective teacher . . . ”	Questions and examples
examines his or her own reactions to children or their actions to understand their source.	
is curious about children’s play and watches it closely.	
documents details of children’s conversations and activities.	
takes time to study notes and photos to puzzle out what is significant.	



“A reflective teacher . . . ”	Questions and examples
eagerly shares stories about children’s learning with families and co-workers.	
asks co-workers and children’s families for their insights.	
reads professional literature to learn more.	
shows children photos and stories of themselves to hear their views.	
changes the environment and materials to encourage new play and learning possibilities.	



Instructor Sample of Becoming a Reflective Teacher Handout

This version of the handout with some questions and examples listed is provided as a sample for faculty. The list of questions and examples is not an exhaustive list.

Handout Instructions: After reading the article “A Reflective Teacher,” list questions from the “Thinking Lens” or other ways that would help a teacher carry out the behavior in the left column. A question or example may apply to more than one behavior.



Unit 3: The Role of the Preschool Teacher
Getting Building Skills for Reflective Teaching
Handout 2: Instructor Sample of Becoming a Reflective Teacher Handout

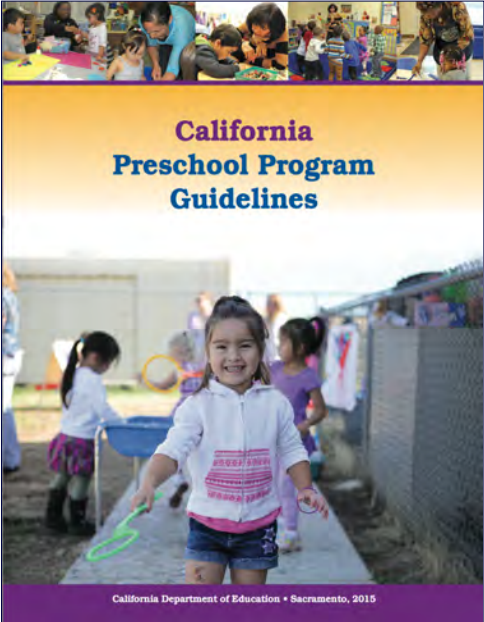
“A reflective teacher . . . ”	Questions and examples
examines his or her own reactions to children or their actions to understand their source.	<ul style="list-style-type: none"> • What captures my attention as the children engage, explore, and talk with each other and with me? • What delights me as I watch and listen? • How might my background and values influence how I respond to the children? • What adult perspectives (e.g., standards, health and safety, time, goals) are on my mind? • What values, philosophy and desired outcomes do I want to influence my response?
is curious about children’s play and watches it closely.	<ul style="list-style-type: none"> • What do I notice in the children’s faces and actions? • Where do I see examples of children’s strengths and abilities? • What are the children learning from this experience? • What is the child drawn to and excited about? • What might the child be trying to accomplish? • Why might the child be talking to and playing with others this way? • What ideas might the child be exploring?
documents details of children’s conversations and activities.	<ul style="list-style-type: none"> • A learning story • Why might the child be talking to and playing with others this way? • How does this child’s play (or other activity) demonstrate desired early learning outcomes or standards? • What new vocabulary can teachers introduce?
takes time to study notes and photos to puzzle out what is significant.	<ul style="list-style-type: none"> • A learning story • What is the child drawn to and excited about? • What might the child be trying to accomplish? • Why might the child be talking to and playing with others this way? • What ideas might the child be exploring?



“A reflective teacher . . . ”	Questions and examples
<p>takes time to study notes and photos to puzzle out what is significant. (Continued)</p>	<ul style="list-style-type: none"> • What child development or early learning theories apply to this experience? • How does this child’s play (or other activity) demonstrate desired early learning outcomes or standards? • How do schedules, routines, the physical space, and materials support or limit the children’s play?
<p>eagerly shares stories about children’s learning with families and co-workers.</p>	<ul style="list-style-type: none"> • A learning story • How might the child’s culture and family background be influencing this situation?
<p>asks co-workers and children’s families for their insights.</p>	<ul style="list-style-type: none"> • How might the child’s culture and family background be influencing this situation? • What questions could I ask to get the perspective of the child’s family? • Who else or what other perspectives should I consider?
<p>reads professional literature to learn more.</p>	<ul style="list-style-type: none"> • What child development or early learning theories apply to this experience? • How does this child’s play (or other activity) demonstrate desired early learning outcomes or standards?
<p>shows children photos and stories of themselves to hear their views.</p>	<ul style="list-style-type: none"> • A learning story (modified for child) • What is the child drawn to and excited about? • What might the child be trying to accomplish? • Why might the child be talking to and playing with others this way? • What ideas might the child be exploring?
<p>changes the environment and materials to encourage new play and learning possibilities.</p>	<ul style="list-style-type: none"> • How do schedules, routines, the physical space, and materials support or limit the children’s play? • What changes or additions to the space or materials would help to strengthen children’s relationships? • How do schedules and routines influence this experience? • What other materials and activities could be offered to build on this experience?



“A reflective teacher . . . ”	Questions and examples
changes the environment and materials to encourage new play and learning possibilities. <i>(Continued)</i>	<ul style="list-style-type: none"> • What new or existing relationships could be strengthened? • Which learning goals could be addressed? • What other materials and activities could be offered to build on this experience? • What new vocabulary can teachers introduce?



The Role of the Preschool Teacher: Unit 3, Key Topic 4 1

The Preschool Teacher

Building Skills for Reflective Teaching

- Chapter 3 of the *California Preschool Program Guidelines* (pp. 46-47)
- Carter, M., W. Cividanes, D. Curtis, and D. Lebo. 2010. "Becoming a Reflective Teacher." *Teaching Young Children* 3 (4): 18–20
http://www.naeyc.org/files/tyc/file/TYC_V3N4_Reflectiveteacherexpanded.pdf

The Role of the Preschool Teacher: Unit 3, Key Topic 4 2

The Preschool Teacher

Becoming a Reflective Teacher

A reflective teacher...

- Examines his or her own reactions to children or their actions to understand their source.
- Is curious about children's play and watches it closely.
- Documents details of children's conversations and activities.

The Role of the Preschool Teacher: Unit 3, Key Topic 4

3

The Preschool Teacher

Becoming a Reflective Teacher

A reflective teacher...

- Takes time to study notes and photos to puzzle out what is significant.
- Eagerly shares stories about children's learning with families and co-workers.
- Asks co-workers and children's families for their insights.

The Role of the Preschool Teacher: Unit 3, Key Topic 4

4

The Preschool Teacher

Becoming a Reflective Teacher

A reflective teacher...

- Reads professional literature to learn more.
- Shows children photos and stories of themselves to hear their views.
- Changes the environment and materials to encourage new play and learning possibilities.

The Role of the Preschool Teacher: Unit 3, Key Topic 4

5

The Preschool Teacher

Building Skills for Reflective Teaching

NAEYC resource

NEXT: The Teaching Young Children Staff Development Guide (April/May 2010)

http://www.naeyc.org/files/tyc/file/TYC_V3N4_Reflectiveteacherexpanded.pdf

The Role of the Preschool Teacher: Unit 3, Key Topic 4

6

The Preschool Teacher

"A reflective teacher . . ."	Questions and examples
examines his or her own reactions to children or their actions to understand their source.	
is curious about children's play and watches it closely.	
documents details of children's conversations and activities.	

The Role of the Preschool Teacher: Unit 3, Key Topic 4

7

The Preschool Teacher

- Read the vignette on page 165 of the *California Preschool Curriculum Framework, Volume 1*.
- In small groups, discuss the "Questions for Reflection" from page 46 of the *California Preschool Program Guidelines*.

The Role of the Preschool Teacher: Unit 3, Key Topic 4

8

The Preschool Teacher

Teacher Interview

- Gather information about reflective practice from a teacher who works with young children.
- Does the teacher engage in reflection? In what ways?
- Are there specific questions or considerations the teacher uses for reflection?

The Role of the Preschool Teacher: Unit 3, Key Topic 4

9

The Preschool Teacher

Teacher Interview

- What is the teacher's background in teaching preschool children?
- What responses were similar to the questions in the "Thinking Lens"? What were some new strategies or questions? What responses surprised you?
- Based on your interview, what insights occurred to you about being a reflective teacher?

The Role of the Preschool Teacher: Unit 3, Key Topic 4

10

The Preschool Teacher



- Which questions or examples from Handout 1 caught your attention?
- Which ones seem the easiest for you to incorporate into your practice? Which ones seem more difficult?

The Role of the Preschool Teacher: Unit 3, Key Topic 4

11

The Preschool Teacher



- Think about becoming a reflective teacher as similar to taking a trip, where would you see yourself:
- (1) trying to decide where to go, (2) making the arrangements, (3) packing, (4) starting out, (5) in the middle, (6) at the end, (7) sharing photos with friends, or (8) helping others take a similar trip?
- What can you do to move from one phase of your trip to the next?

The Role of the Preschool Teacher: Unit 3, Key Topic 4

12

The Preschool Teacher



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

The Role of the Preschool Teacher: Unit 3, Key Topic 4

13

The Preschool Teacher



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

The Role of the Preschool Teacher: Unit 3, Key Topic 4

14

The Preschool Teacher



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

The Role of the Preschool Teacher: Unit 3, Key Topic 4

15

The Preschool Teacher

Observation and Reflection

- ✓ Conduct an observation of a preschool class.
- ✓ Reflect on the observation by using the questions in the “Thinking Lens,” *California Preschool Program Guidelines*, page 47.

The Role of the Preschool Teacher: Unit 3, Key Topic 4

16

The Preschool Teacher

Observation and Reflection

- ✓ Write a summary of your observations and reflections. If you interviewed the teacher, include these insights.
- ✓ Conclude with 1-2 paragraphs describing what you learned about yourself as a reflective teacher through the observation.

Instructional Methodologies Index

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

Each key topic is written to include a variety of instructional methodologies. This is intended to provide varied learning experiences for students as they encounter the *California Preschool Program Guidelines*. It also provides another variable for faculty to use in deciding which key topic learning experiences will best suit the needs of their students and programs.

In this instructional guide, these methodologies are identified for each key topic and are listed on its preview page(s). The instructional methodologies are also indexed so that faculty can get an overview of which methodologies are used across all units and key topics.

To locate page numbers for each key topic listed in the following index, refer to the Table of Contents of this instructional guide.

Instructional Methodologies Definitions

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

In this instructional guide, a variety of instructional methodologies have been suggested across all key topics. The intention is to provide instructors with access to diverse instructional methodologies that will enrich the experiences of their students and also support meeting program or college requirements for engaging students in a variety of methodologies. In the preview page(s) for each key topic, the instructional methodologies that are used during that key topic are listed. These methodologies are indexed in the Instructional Methodologies Index, so that instructors can make decisions based on which methodologies they prefer to use with their students.

The following list provides working definitions for each of the methodologies referred to in Faculty Initiative Project's instructional guides. These working definitions provide instructors with an understanding of what is meant by each term. They are not intended as definitive or exhaustive and refer only to the way in which they are used in these instructional guides.

Book review

Students are asked to indicate, in writing, how well they understood the contents of a book, how they think about it, and possibly how it connects to their work and/or experience.

Brainstorming

Students generate thoughts or ideas within a group without judgment as to the merits of what is generated.

Categorizing

Students put objects, thoughts, ideas, or concepts into groups based on overarching themes, theories, frameworks, likenesses, or differences.

Class discussion

All students participate in sharing of ideas/points of view, asking questions, and responding to others. This is often guided by an initial instructional question or prompt.

Class presentation

An individual student or small or larger group of students shares, performs, or presents material or a project that is related to an assigned or chosen topic.

Conversation grid

Students use a grid as a basis to facilitate discussion and learning. The conversation grid can be used to record notes, record answers, and/or raise additional questions.

Creation of a visual representation

Students develop a way to visually show a specific idea or concept. This can be a chart, table, graphic, poster, PowerPoint presentation, sculpture, collage, video, diorama, or any other medium that visually represents a concept, theory, practice, or idea.

Development of a resource tool

Students create a collection of relevant resources and/or information relating to a specific topic to be shared and used as a resource for other teachers or students.

Gallery

Students, individually or in groups, develop visual representations of an assigned reading or other course content that are then displayed for their classmates to view. Time is provided for students to walk among and review the displays before discussing them.

Game

Students participate in interactive playful activities—focused on specific content or learning outcomes—that facilitate students' exploration of a topic and/or skill.

Interview

Students conduct a question-and-answer session with a content expert, such as an early care and education professional or parent.

Jigsaw reading

Pairs or small groups of students are given sections of an article or text chapter to read and then find a creative and meaningful way to share the content with their peers.

Lecture

Instructors present an organized verbal presentation of ideas and/or information related to a specific topic. A PowerPoint presentation or other forms of visual support may accompany this.

Literature review

Students explore what a variety of authors have to say about a topic or question that is either selected by the student or assigned by the faculty.

Notetaking outline or tool

Students are provided with a form that supports their focus on the key points covered. This may be a form with the key points listed along with spaces for students to add information gained from the lecture, readings, or discussion or a form on which students list key points and add the information.

Observations

Students are asked to actively look at, listen to, and think about something, such as a classroom, child/ren, or teacher-child interactions. As observers, they do not participate in the setting or interfere with those around them. Observations may be conducted via video or in actual settings.

Pairs or small groups

Students are organized into pairs or groups of three to five for the purpose of completing a task such as having a discussion, solving a problem, preparing and implementing a presentation, and/or creating a resource or visual display.

Panel/guest speaker

Content experts come to class to share their knowledge and experiences on topics related to course content.

Peer review and feedback

Other individuals with similar characteristics—such as class members, co-teachers, or parents—review and share thoughts, identify strengths, and suggest areas of improvement with the peer member about his/her work, project, or presentation.

Personal reflection

An individual student or group of students engages in remembering details and thinking about an occurrence or experience. This requires one to consider one's own role, behaviors, thoughts, and/or feelings in a particular situation or experience, as well as how one might apply the knowledge and understanding from the reflection to a new situation in the future.

Photo observation

Students explore a photograph, usually used to illustrate a concept or idea or to document an exercise or activity.

Problem solving

Students work on a solution to one or a series of tasks, questions, or problems. Problem solving may be done individually or as a group or class.

Reflective discussion

Following a learning experience, students engage in a discussion or talk about details and think about an event or experience that has occurred. The process requires students to consider their own role, behaviors, thoughts, and feelings in a particular situation or experience, as well as how one might apply the knowledge and understanding from the reflection to a new situation in the future. A reflective discussion might be facilitated by questions or prompts to guide and encourage participants to actively participate in reflection.

Research overview review

Similar to a literature review, students have an opportunity to read different researchers' findings and ideas on a specific topic. However, the researchers' work and articles have been compiled and discussed by one or more authors in a research summary. These authors may or may not include some of their own research articles.

Role playing

Students take on a role in an activity and act it out.

Short paper or report

Students write a short paper that focuses on a specific topic or question.

Video observation

Students observe video for the purposes of documentation, understanding, and discussion.

For additional instructional guide resources, continue to check out the Faculty Initiative Project's Web site at <http://facultyinitiative.wested.org/>.

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

Instructional Methodologies	A Closer Look at the Introduction to the California Preschool Program Guidelines	Part One				Part Two		
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Brainstorming		• GR		• GR • KT 1	• GR	• GR	• KT 1 • KT 2	• GR • KT 1 • KT 2
Categorizing		• GR		• GR	• KT 1		• KT 1	• GR
Class Discussion	• KT 1	• GR • KT 1 • KT 2 • KT 3 • KT 4 • KT 5	• GR • KT 1 • KT 2	• GR • KT 1 • KT 2 • KT 3 • KT 4	• GR • KT 1 • KT 2 • KT 3	• GR • KT 1 • KT 2 • KT 3 • KT 4	• GR • KT 1 • KT 2 • KT 3 • KT 4	• GR • KT 1 • KT 2 • KT 3
Class Presentation • Demonstration • Oral Presentation • Presentation • Student Panel Presentation		• KT 3 • KT 4 • KT 5	• KT 2	• KT 2 • KT 3	• KT 3	• KT 1 • KT 2 • KT 3 • KT 4	• KT 2 • KT 3 • KT 4	• KT 2 • KT 3
Conversation Grid			• GR					

LEGEND

- GR = Getting Ready for the Unit and Connecting to Experience
- KT = Key Topic

**Instructional Methodologies Indexed with the
Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

Instructional Methodologies	A Closer Look at the Introduction to the California Preschool Program Guidelines	Part One				Part Two		
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Creation of a Visual Representation		• KT 2		• KT 2		• KT 1 • KT 2 • KT 3 • KT 4	• KT 2 • KT 3 • KT 4	• KT 2
Development of Resource Tool				• KT 2	• KT 3			• KT 2 • KT 3
Gallery							• KT 3	
Interview • Community Members • Parents • Peers • Teachers		• KT 5		• KT 4	• KT 3			• KT 2 • KT 3
Jigsaw Reading		• KT 1	• KT 2	• KT 1 • KT 2 • KT 3	• KT 2		• KT 2 • KT 3 • KT 4	• KT 1

LEGEND

● GR = Getting Ready for the Unit and Connecting to Experience ● KT = Key Topic

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

Instructional Methodologies	A Closer Look at the Introduction to the California Preschool Program Guidelines	Part One				Part Two		
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Lecture		<ul style="list-style-type: none"> • GR • KT 4 • KT 5 		<ul style="list-style-type: none"> • GR • KT 1 				<ul style="list-style-type: none"> • KT 1 • KT 2 • KT 3
Literature Review		<ul style="list-style-type: none"> • KT 2 • KT 3 		<ul style="list-style-type: none"> • KT 3 				<ul style="list-style-type: none"> • KT 2
Notetaking Outline or Tool	<ul style="list-style-type: none"> • KT 1 	<ul style="list-style-type: none"> • KT 1 	<ul style="list-style-type: none"> • KT 2 	<ul style="list-style-type: none"> • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • KT 1 • KT 2 • KT 3 		<ul style="list-style-type: none"> • KT 1 • KT 3 	<ul style="list-style-type: none"> • KT 1 • KT 3
Observations				<ul style="list-style-type: none"> • KT 4 				<ul style="list-style-type: none"> • KT 3
Pairs or Small Groups	<ul style="list-style-type: none"> • KT 1 	<ul style="list-style-type: none"> • KT 1 • KT 2 • KT 3 • KT 4 • KT 5 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 • KT 3 	<ul style="list-style-type: none"> • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 • KT 3
Panel/ Guest Speaker								<ul style="list-style-type: none"> • KT 3

LEGEND

- GR = Getting Ready for the Unit and Connecting to Experience ● KT = Key Topic

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

Instructional Methodologies	A Closer Look at the Introduction to the California Preschool Program Guidelines	Part One				Part Two		
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Peer Review and Feedback		<ul style="list-style-type: none"> • KT 3 • KT 4 				<ul style="list-style-type: none"> • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • KT 2 	<ul style="list-style-type: none"> • KT 2
Personal Reflection		<ul style="list-style-type: none"> • GR 	<ul style="list-style-type: none"> • GR 	<ul style="list-style-type: none"> • GR 	<ul style="list-style-type: none"> • GR • KT 1 • KT 3 		<ul style="list-style-type: none"> • GR 	<ul style="list-style-type: none"> • GR • KT 1
Reflective Discussion <ul style="list-style-type: none"> • Pairs • Small Group • Large Group 	<ul style="list-style-type: none"> • KT 1 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 • KT 3 • KT 4 • KT 5 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • GR • KT 1 • KT 2 	
Research Overview Review							<ul style="list-style-type: none"> • KT 2 • KT 3 	
Role Playing		<ul style="list-style-type: none"> • KT 3 					<ul style="list-style-type: none"> • KT 2 • KT 3 	

LEGEND

● GR = Getting Ready for the Unit and Connecting to Experience ● KT = Key Topic

**Instructional Methodologies Indexed with the
Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two**

Instructional Methodologies	A Closer Look at the Introduction to the California Preschool Program Guidelines	Part One				Part Two		
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Short Paper or Report		<ul style="list-style-type: none"> • KT 2 • KT 3 • KT 5 	<ul style="list-style-type: none"> • KT 2 	<ul style="list-style-type: none"> • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • KT 2 • KT 3 		<ul style="list-style-type: none"> • KT 3 • KT 4 	<ul style="list-style-type: none"> • KT 1 • KT 2 • KT 3
Video Observation			<ul style="list-style-type: none"> • KT 1 	<ul style="list-style-type: none"> • KT 3 	<ul style="list-style-type: none"> • KT 2 • KT 3 	<ul style="list-style-type: none"> • KT 1 • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • KT 2 • KT 3 • KT 4 	<ul style="list-style-type: none"> • KT 3

LEGEND

● GR = Getting Ready for the Unit and Connecting to Experience ● KT = Key Topic

Student Learning Outcomes Index

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

To support faculty in decisions regarding how and where they can best use the *California Preschool Program Guidelines, Part One and Part Two* in their course work or across their program, the revised 2015 version of the the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) for the eight core lower division early childhood courses and CAP expansion courses have been mapped onto the key topics for each domain in this instructional guide. Each Key Topic Preview Page provides course suggestions for instructor consideration.

More information about the Curriculum Alignment Project can be found on its Web site: https://www.childdevelopment.org/cs/cdctc/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, Family and Community


<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Child, Family and Community</p>	 <p align="center">Unit 3 – Chapter 3: The Role of the Preschool Teacher</p>
<p>Describe socialization of the child focusing on the interrelationship of family, school, and community.</p>	<ul style="list-style-type: none"> Unit 3, Key Topic 3: Engaging All Families and Supporting All Children
<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>	

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



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


Course: Introduction to Curriculum

Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Introduction to Curriculum	 Unit 3 – Chapter 3: The Role of the Preschool Teacher
Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.	
Identify the teachers’ role in early childhood programs, including planning, implementing, and evaluating activities and environments.	<ul style="list-style-type: none"> • Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1: Overview and Rationale • Unit 3, Key Topic 4: Building Skills for Reflective Teaching
Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.	<ul style="list-style-type: none"> • Unit 3, Key Topic 2: A Closer Look at Teachers’ Responsibilities
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



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


Course: Principles and Practices of Teaching Young Children

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Principles and Practices of Teaching Young Children</p>	 <p align="center">Unit 3 – Chapter 3: The Role of the Preschool Teacher</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>	<ul style="list-style-type: none"> • Unit 3, Key Topic 1: Overview and Rationale
<p>Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.</p>	<ul style="list-style-type: none"> • Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 2: A Closer Look at Teachers’ Responsibilities
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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


Course: Teaching in a Diverse Society

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Teaching in a Diverse Society</p>	 <p align="center">Unit 3 – Chapter 3: The Role of the Preschool Teacher</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>	<ul style="list-style-type: none"> • Unit 3, Key Topic 4: Building Skills for Reflective Teaching
<p>Evaluate the influence of teachers’ experiences on teaching approaches and interactions with children and families.</p>	<ul style="list-style-type: none"> • Unit 3, Key Topic 2: A Closer Look at Teachers’ Responsibilities • Unit 3, Key Topic 3: Engaging All Families and Supporting All Children
<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;">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p>Course: Practicum-Field Experience</p>	 <p style="text-align: center;">Unit 3 – Chapter 3: The Role of the Preschool Teacher</p>
<p>Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.</p>	<ul style="list-style-type: none"> • Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1: Overview and Rationale • Unit 3, Key Topic 3: Engaging All Families and Supporting All Children
<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"> • Unit 3, Key Topic 2: A Closer Look at Teachers’ Responsibilities • Unit 3, Key Topic 4: Building Skills for Reflective Teaching
<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: Adult Supervision and Mentoring in Early Care and Education


Students Learning Outcomes from CAP Expansion Courses	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
<i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	
CAP Expansion Course: Adult Supervision and Mentoring in Early Care and Education	 Unit 3 – Chapter 3: The Role of the Preschool Teacher
Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.	
Demonstrate competency in communication and reflective practices when working with diverse adult populations.	<ul style="list-style-type: none"> • Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1: Overview and Rationale • Unit 3, Key Topic 4: Building Skills for Reflective Teaching
Use a variety of personnel, program, and environmental assessment tools in inform leadership decisions.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

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



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


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

<p style="text-align: center;">Students Learning Outcomes from CAP Expansion Courses</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p>CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education</p>	 <p>Unit 3 – Chapter 3: The Role of the Preschool Teacher</p>
<p>Demonstrate effective practices for managing and leading staff and administering early care and education programs.</p>	<ul style="list-style-type: none"> • Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1: Overview and Rationale
<p>Implement ongoing professional development plans based on evaluation of staff and administrator needs.</p>	<ul style="list-style-type: none"> • Unit 3, Key Topic 4: Building Skills for Reflective Teaching
<p>Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.</p>	<ul style="list-style-type: none"> • Unit 3, Key Topic 3: Engaging All Families and Supporting All Children
<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 style="text-align: center;">Students Learning Outcomes from CAP Expansion Courses</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p>CAP Expansion Course: Curriculum and Strategies for Children with Special Needs</p>	 <p>Unit 3 – Chapter 3: The Role of the Preschool Teacher</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"> • Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 2: A Closer Look at Teachers’ Responsibilities
<p>Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.</p>	<ul style="list-style-type: none"> • Unit 3, Key Topic 3: Engaging All Families and Supporting All Children
<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) for the eight core lower division early childhood courses and CAP expansion courses have been mapped onto each key topic in this instructional guide for consideration. Each Key Topic Preview Page will provide the list of courses that have been mapped onto the specific key topic.

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

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

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

California State University and University of California

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

A Closer Look at the

Introduction to the California Preschool Program Guidelines

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Course: Observation and Assessment – Continued

Objectives:

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

Content and Topics:

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

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Course: Teaching in a Diverse Society – Continued

Content and Topics:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience – Continued

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

- Describe the legal requirements and responsibilities of administrating an early care and education program.
- Connect staff needs to professional development and opportunities.
- Articulate the importance of professional integrity and confidentiality.

Content and Topics:

- Administrator Responsibilities
 - Legal requirements and responsibilities

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

- Administrator Responsibilities – Continued
 - Ethics – Professional behaviors
 - Reflective Practice
- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching
 - Cultivating leaders
 - Leadership styles

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

- Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.

Objectives:

- Describe the sequence of development and the interrelationships among developmental areas.
- Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community.
- Summarize the steps in the referral process including observation, documentation, screening, and assessment.

Content and Topics:

- Development and variations in development
 - Prenatal development and risk factors
 - Genetically inherited conditions
 - Environmental factors
 - Cognitive
 - Communication/language
 - Social and emotional
 - Mental Health
 - Physical

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Expansion Course: Curriculum and Strategies for Children with Special Needs – Continued

Objectives:

- Explain current special education laws and their impact on early childhood practice.
- Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.
- Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

Content and Topics:

- Policies and Procedures for Early Intervention and Special Education
 - Individuals with Disabilities Education Act (IDEA)
 - Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) process
 - Response to intervention
 - Least restrictive environment
 - Family rights
 - Working with local public/private school systems
 - People first language

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Getting Ready for the Unit and Connecting to Experience

Course: Child, Family and Community

Student Learning Outcomes:

- Describe socialization of the child focusing on the interrelationship of family, school, and community.

Objectives:

- Describe contemporary social issues and their effects on families and children.

Content and Topics:

- Interrelationship of family, school and community as agents of socialization
- Influences on Socialization
 - Family
 - Family characteristic
 - Parenting styles
 - Culture
 - Tradition
 - Values
 - School and educational systems
 - Early care and education
 - Influence of one's own personal experience on relationships with children and families.
 - Legal requirements and ethical responsibilities
 - Community
 - Community agencies and referral systems
 - Accessing specialized services and support for families and children
 - Collaboration and partnerships

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Compare various program types and philosophies.

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Historical and current approaches
 - Theories
 - Program philosophies
 - Delivery systems and program types
 - Licensing and regulations
 - Personnel requirements
 - Quality Indicators
 - State and national standards

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

Student Learning Outcomes:

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

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Summarize essential practices for collaboration with staff, families and community.

Content and Topics:

- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching
 - Cultivating leaders
 - Leadership styles
 - Confidentiality
 - Setting priorities between home and work
 - Professional memberships and advocacy

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 1: Overview and Rationale of the Chapter

Course: Child, Family and Community

Student Learning Outcomes:

- Describe socialization of the child focusing on the interrelationship of family, school, and community.

Objectives:

- Describe contemporary social issues and their effects on families and children.

Content and Topics:

- Interrelationship of family, school and community as agents of socialization
- Influences on Socialization
 - Family
 - Family characteristic
 - Parenting styles
 - Culture
 - Tradition
 - Values
 - School and educational systems
 - Early care and education
 - Influence of one's own personal experience on relationships with children and families.
 - Legal requirements and ethical responsibilities
 - Community
 - Community agencies and referral systems
 - Accessing specialized services and support for families and children
 - Collaboration and partnerships

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Compare various program types and philosophies.

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Historical and current approaches
 - Theories
 - Program philosophies
 - Delivery systems and program types
 - Licensing and regulations
 - Personnel requirements
 - Quality Indicators
 - State and national standards

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

Student Learning Outcomes:

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

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Summarize essential practices for collaboration with staff, families and community.

Content and Topics:

- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching
 - Cultivating leaders
 - Leadership styles
 - Confidentiality
 - Setting priorities between home and work
 - Professional memberships and advocacy

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 2:

Exploring the Benefits and Quality Features of Preschool Programs

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Identify ways in which the environment functions as an essential component of curriculum.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation
- Theoretical frameworks for planning curriculum and environments

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance
 - Impact of culture and language
 - Strategies for family involvement

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

- Regulations
 - Title 22, Title 5, Education Code
 - Health and safety codes
 - Mandating reporting
 - ADA
 - Emergency preparedness
 - Accreditation
 - Food services

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

Student Learning Outcomes:

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

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Summarize essential practices for collaboration with staff, families and community.

Content and Topics:

- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching
 - Cultivating leaders
 - Leadership styles
 - Confidentiality
 - Setting priorities between home and work
 - Professional memberships and advocacy

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 3:

A Closer Look at the Research on Brain Development

Course: Child Growth and Development

Student Learning Outcomes:

- Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.

Objectives:

- Summarize developmental stages and milestones.
- Differentiate characteristics of typical and atypical development.

Content and Topics:

- The developmental process
- Development in early childhood
 - Physical
 - Cognitive
 - Social
 - Emotional
 - Language

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Compare various program types and philosophies.

Content and Topics:

- Historical and current approaches
 - Theories
 - Program philosophies
 - Delivery systems and program types
 - Licensing and regulations
 - Personnel requirements
 - Quality Indicators
 - State and national standards

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Evaluate environments for both positive and negative impacts on children’s health and safety.

Objectives:

- Identify laws and regulations supporting health, safety, and nutrition in early childhood settings.
- Identify health and safety risks in early childhood settings.

Content and Topics:

- Interrelationships between health, safety, and nutrition
 - Defining physical and mental health
 - Defining safety
 - Defining nutrition.

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

- Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.

Objectives:

- Describe the sequence of development and the interrelationships among developmental areas.
- Examine the key contributions of developmental theorists, advocates and legal decisions in influencing best practices in early childhood special education.

Content and Topics:

- Development and variations in development
 - Prenatal development and risk factors
 - Genetically inherited conditions.
 - Environmental factors
 - Cognitive
 - Communication/language
 - Social and emotional
 - Mental health
 - Physical

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 4:

A Closer Look at the School Readiness

Course: Child Growth and Development

Student Learning Outcomes:

- Identify cultural, economic, political, and historical contexts that impact children's development.

Objectives:

- Evaluate the influence of multiple contexts on children's development.

Content and Topics:

- Current and historical theoretical frameworks of child development
- The developmental process

Course: Child, Family and Community

Student Learning Outcomes:

- Identify the educational, political, and socioeconomic impacts on children and families.

Objectives:

- Identify how the child develops within a system and is influenced by multiple factors of socialization.

Content and Topics:

- Influences on Socialization
 - Family
 - Family characteristic
 - Parenting styles
 - Culture
 - Tradition
 - Values
 - School and educational systems
 - Early care and education
 - Influence of one's own personal experience on relationships with children and families.
 - Legal requirements and ethical responsibilities
 - Community
 - Community agencies and referral systems
 - Accessing specialized services and support for families and children
 - Collaboration and partnerships

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Compare various program types and philosophies.

Content and Topics:

- Historical and current approaches
 - Theories
 - Program philosophies
 - Delivery systems and program types
 - Licensing and regulations
 - Personnel requirements
 - Quality Indicators
 - State and national standards

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

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

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Expansion Course: Administration I: Programs in Early Childhood Education – Continued

Content and Topics:

- Regulations
 - Title 22, Title 5, Education Code
 - Health and safety codes
 - Mandating reporting
 - ADA
 - Emergency preparedness
 - Accreditation
 - Food services

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

Student Learning Outcomes:

- Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Objectives:

- Identify components of hiring practices, observation and evaluation practices of staff.
- Describe the legal requirements and responsibilities of administering an early care and education program.

Content and Topics:

- Administrator Responsibilities
 - Legal requirements and responsibilities
 - Ethics – Professional behaviors
 - Reflective Practice
 - Time Management
 - Working with colleagues and families
 - Creating a diverse and inclusive environment
 - Team building strategies
 - Establishing professional relationships and boundaries
 - Communication strategies
 - Dealing with conflict
 - Working with stakeholders
 - Boards (i.e. Parents, Governing, Advisory)
 - Community agencies
 - Other professionals who support the field

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 5:

A Closer Look at the California Context

Course: Child Growth and Development

Student Learning Outcomes:

- Identify cultural, economic, political, and historical contexts that impact children’s development

Objectives:

- Evaluate the influence of multiple contexts on children’s development.

Content and Topics:

- Current and historical theoretical frameworks of child development
- The developmental process

Course: Child, Family and Community

Student Learning Outcomes:

- Identify the educational, political, and socioeconomic impacts on children and families.

Objectives:

- Identify how the child develops within a system and is influenced by multiple factors of socialization.

Content and Topics:

- Influences on Socialization
 - Family
 - Family characteristic
 - Parenting styles
 - Culture
 - Tradition
 - Values
 - School and educational systems
 - Early care and education
 - Influence of one’s own personal experience on relationships with children and families.
 - Legal requirements and ethical responsibilities
 - Community
 - Community agencies and referral systems
 - Accessing specialized services and support for families and children
 - Collaboration and partnerships

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Examine the impact of various societal influences on the development of children's social identity.

Objectives:

- Compare historical and current perspectives on diversity and inclusion.
- Identify various forms of diversity.

Content and Topics:

- Historical and current perspectives on diversity and inclusion
- Defining forms of diversity
 - Terminology
 - Trends
 - Misconceptions

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

Student Learning Outcomes:

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

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Summarize essential practices for collaboration with staff, families and community.

Content and Topics:

- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching
 - Cultivating leaders
 - Leadership styles
 - Confidentiality
 - Setting priorities between home and work
 - Professional memberships and advocacy

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

- Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.

Expansion Course: Introduction to Children with Special Needs – Continued

Objectives:

- Describe the sequence of development and the interrelationships among developmental areas.
- Examine the key contributions of developmental theorists, advocates and legal decisions in influencing best practices in early childhood special education.

Content and Topics:

- Development and variations in development
 - Prenatal development and risk factors
 - Genetically inherited conditions.
 - Environmental factors
 - Cognitive
 - Communication/language
 - Social and emotional
 - Mental health
 - Physical

Unit 2

Chapter 2: The Preschool Child

Getting Ready for the Unit and Connecting to Experience

Course: Child Growth and Development

Student Learning Outcomes:

- Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.

Objectives:

- Summarize developmental stages and milestones.
- Differentiate characteristics of typical and atypical development.

Content and Topics:

- Development early childhood
 - Physical
 - Cognitive
 - Social
 - Emotional
 - Language

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Examine ways curriculum is integrated across all developmental domains and content areas.
- Design appropriate experiences in multiple content areas to support children's learning.

Content and Topics:

- State and national standards and accreditation
- The role of the early childhood teacher
 - Best practices in teaching
 - Current research
 - Planning and evaluating curriculum and environments
 - Interactions
 - Family involvement

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.

Objectives:

- Evaluate the relationship between one's own experiences and the development of personal bias.

Content and Topics:

- The influence of teachers in children's lives
 - Impact of personal history
 - Recognition of personal bias

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Professional and ethical teaching
 - Student teaching
 - Self-reflection and self-assessment

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence based practices, and legal requirements to support children's development.

Content and Topics:

- Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 2
Chapter 2: The Preschool Child

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

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Examine ways curriculum is integrated across all developmental domains and content areas.
- Design appropriate experiences in multiple content areas to support children's learning.

Content and Topics:

- State and national standards and accreditation
- The role of the early childhood teacher
 - Best practices in teaching
 - Current research
 - Planning and evaluating curriculum and environments
 - Interactions
 - Family involvement

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Indicators of developmentally appropriate practices – Continued
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

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

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Apply administration skills in various types of early care and education programs.

Objectives:

- Identify strategies to ensure equity and respect for children, families, staff and colleagues.

Content and Topics:

- Program Development
 - Mission, philosophy, values
 - Culture and climate of program
 - Program models
 - Diversity and inclusion
 - Managing the environment
 - Curriculum

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children’s development.

Content and Topics:

- Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 2
Chapter 2: The Preschool Child

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

Course: Child, Family and Community

Student Learning Outcomes:

- Describe socialization of the child focusing on the interrelationship of family, school, and community.

Objectives:

- Describe contemporary social issues and their effects on families and children.

Content and Topics:

- Interrelationship of family, school and community as agents of socialization

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Design appropriate experiences in multiple content areas to support children's learning.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation
- The role of the early childhood teacher
 - Best practices in teaching
 - Current research

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

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

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research

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

Student Learning Outcomes:

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

Objectives:

- Identify components of hiring practices, observation and evaluation practices of staff.
- Connect staff needs to professional development and opportunities.

Content and Topics:

- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching

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

Content and Topics:

- Leadership and Professional Development – Continued
 - Cultivating leaders
 - Leadership styles

Unit 3

Chapter 3: The Role of the Preschool Teacher

Getting Ready for the Unit and Connecting to Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Identify ways in which the environment functions as an essential component of curriculum.
- Observe and evaluate teaching strategies and environmental design.

Content and Topics:

- The role of the early childhood teacher
 - Best practices in teaching
 - Current research
 - Planning and evaluating curriculum and environments
 - Interactions
 - Family involvement

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- Describe characteristics of effective relationships, positive guidance, and teacher-child interactions.
- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Indicators of developmentally appropriate practices – Continued
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance
 - Impact of culture and language
 - Strategies for family involvement

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Adult Supervision and Mentoring in Early Care and Education

Student Learning Outcomes:

- Demonstrate competency in communication and reflective practices when working with diverse adult populations.

Objectives:

- Demonstrate reflective practice, cultural competency, and ethical conduct.

Content and Topics:

- Adult Mentoring and Supervision Strategies
 - Coaching
 - Modeling
 - Shadowing
 - Reflective supervision and feedback
 - Mentor/mentee relationship

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

Student Learning Outcomes:

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

Objectives:

- Identify components of hiring practices, observation and evaluation practices of staff.
- Connect staff needs to professional development and opportunities.

Content and Topics:

- Administrator Responsibilities
 - Working with colleagues and families
 - Creating a diverse and inclusive environment
 - Team building strategies
 - Establishing professional relationships and boundaries
 - Communication strategies

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Objectives:

- Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.
- Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

Content and Topics:

- Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 3

Chapter 3: The Role of the Preschool Teacher

Key Topic 1:

Overview and Rationale of the Chapter

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Identify ways in which the environment functions as an essential component of curriculum.
- Observe and evaluate teaching strategies and environmental design.

Content and Topics:

- The role of the early childhood teacher
 - Best practices in teaching
 - Current research
 - Planning and evaluating curriculum and environments
 - Interactions
 - Family involvement

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Describe the role of early childhood educator, including ethical conduct and professional pathways.

Objectives:

- Discuss personal philosophies of teaching, career pathways, ethics, and professionalism.

Content and Topics:

- Roles of early childhood teachers
 - Attributes of effective early childhood teachers
 - Personal philosophy of teaching
 - Professionalism and ethics
 - Career options and professional development
 - Professional organizations

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Course: Practicum-Field Experience – Continued

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards.

Expansion Course: Adult Supervision and Mentoring in Early Care and Education

Student Learning Outcomes:

- Demonstrate competency in communication and reflective practices when working with diverse adult populations.

Objectives:

- Demonstrate reflective practice, cultural competency, and ethical conduct.

Content and Topics:

- Adult Mentoring and Supervision Strategies
 - Coaching
 - Modeling
 - Shadowing
 - Reflective supervision and feedback
 - Mentor/mentee relationship

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

Student Learning Outcomes:

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

Objectives:

- Identify components of hiring practices, observation and evaluation practices of staff.
- Connect staff needs to professional development and opportunities.

Content and Topics:

- Administrator Responsibilities
 - Working with colleagues and families
 - Creating a diverse and inclusive environment
 - Team building strategies

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

Content and Topics:

- Administrator Responsibilities
 - Working with colleagues and families – Continued
 - Establishing professional relationships and boundaries
 - Communication strategies

Unit 3

Chapter 3: The Role of the Preschool Teacher

Key Topic 2:

A Closer Look at Teachers' Responsibilities

Course: Introduction to Curriculum

Student Learning Outcomes:

- Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.

Objectives:

- Identify ways in which the environment functions as an essential component of curriculum.
- Observe and evaluate teaching strategies and environmental design.

Content and Topics:

- Ongoing curriculum cycle
 - Observation
 - Assessment
 - Planning
 - Documentation

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- Describe characteristics of effective relationships, positive guidance, and teacher-child interactions.
- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Indicators of developmentally appropriate practices – Continued
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance
 - Impact of culture and language
 - Strategies for family involvement

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.

Objectives:

- Evaluate the relationship between one's own experiences and the development of personal bias.

Content and Topics:

- The influence of teachers in children's lives
 - Impact of personal history
 - Recognition of personal bias

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Professional and ethical teaching
 - Student teaching
 - Self-reflection and self-assessment

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Objectives:

- Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.

Expansion Course: Curriculum and Strategies for Children with Special Needs

Objectives: – Continued

- Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

Content and Topics:

- Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 3

Chapter 3: The Role of the Preschool Teacher

Key Topic 3:

Engaging All Families and Supporting All Children

Course: Child, Family and Community

Student Learning Outcomes:

- Describe socialization of the child focusing on the interrelationship of family, school, and community.

Objectives:

- Identify how the child develops within a system and is influenced by multiple factors of socialization.
- Describe contemporary social issues and their effects on families and children.

Content and Topics:

- Interrelationship of family, school and community as agents of socialization

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.

Objectives:

- Evaluate the relationship between one's own experiences and the development of personal bias.

Content and Topics:

- The influence of teachers in children's lives
 - Impact of personal history
 - Recognition of personal bias

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.

Course: Practicum-Field Experience – Continued

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards.

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

Student Learning Outcomes:

- Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders

Objectives:

- Summarize essential practices for collaboration with staff, families and community.
- Articulate the importance of professional integrity and confidentiality.

Content and Topics:

- Administrator Responsibilities
 - Working with colleagues and families
 - Creating a diverse and inclusive environment
 - Team building strategies
 - Establishing professional relationships and boundaries
 - Communication strategies.

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.

Content and Topics:

- Teacher's Role
 - Collaborating with family and early interventionists/specialist

Unit 3

Chapter 3: The Role of the Preschool Teacher

Key Topic 4: Building Skills for Reflective Teaching

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Identify ways in which the environment functions as an essential component of curriculum.
- Observe and evaluate teaching strategies and environmental design.

Content and Topics:

- The role of the early childhood teacher
 - Best practices in teaching
 - Current research
 - Planning and evaluating curriculum and environments
 - Interactions
 - Family involvement

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

- Evaluate the relationship between one's own experiences and the development of personal bias.
- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Diverse and inclusive learning environments
 - Books and media
 - Materials
 - Curriculum
 - Interactions
- The influence of teachers in children's lives
 - Impact of personal history
 - Recognition of personal bias

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Professional and ethical teaching
 - Student teaching
 - Self-reflection and self-assessment

Expansion Course: Adult Supervision and Mentoring in Early Care and Education

Student Learning Outcomes:

- Demonstrate competency in communication and reflective practices when working with diverse adult populations.

Objectives:

- Demonstrate reflective practice, cultural competency, and ethical conduct.

Content and Topics:

- Adult Mentoring and Supervision Strategies
 - Coaching
 - Modeling
 - Shadowing
 - Reflective supervision and feedback
 - Mentor/mentee relationship

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

Student Learning Outcomes:

- Implement ongoing professional development plans based on evaluation of staff and administrator needs.

Objectives:

- Connect staff needs to professional development and opportunities.

Content and Topics:

- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching
 - Cultivating leaders
 - Leadership styles

Unit 4

Chapter 4: The Role of the Administrator

Getting Ready for the Unit and Connecting to Experience

Course: Observation and Assessment

Student Learning Outcomes:

- Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.

Objectives:

- Identify logistical challenges, biases, and preconceptions about observing and assessing children.

Content and Topics:

- Link between child development theory and research to observation and assessment

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Perform teaching and non-teaching responsibilities.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards
- Typical teaching and non-teaching activities in early childhood settings
- Professional and ethical teaching

Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
 - Program evaluation tools

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

Student Learning Outcomes:

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

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Identify components of hiring practices, observation and evaluation practices of staff.

Content and Topics:

- Administrator Responsibilities
 - Legal requirements and responsibilities
 - Ethics – Professional behaviors
 - Reflective Practice
 - Time Management
 - Working with colleagues and families
 - Creating a diverse and inclusive environment
 - Team building strategies
 - Establishing professional relationships and boundaries
 - Communication strategies
 - Dealing with conflict.

Unit 4

Chapter 4: The Role of the Administrator

Key Topic 1:

Overview and Rationale of the Chapter

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
 - Program evaluation tools

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

Student Learning Outcomes:

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

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Identify components of hiring practices, observation and evaluation practices of staff.

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

Content and Topics:

- Administrator Responsibilities
 - Legal requirements and responsibilities
 - Ethics – Professional behaviors
 - Reflective Practice
 - Time Management
 - Working with colleagues and families
 - Creating a diverse and inclusive environment
 - Team building strategies
 - Establishing professional relationships and boundaries
 - Communication strategies
 - Dealing with conflict

Unit 4

Chapter 4: The Role of the Administrator

Key Topic 2: Leadership

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.

Objectives:

- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.
- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Adult Supervision and Mentoring in Early Care and Education

Student Learning Outcomes:

- Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.

Objectives:

- Examine methods of supervision for student teachers and others in early childhood education settings.
- Identify characteristics of effective leaders and mentors.

Expansion Course: Adult Supervision and Mentoring in Early Care and Education – Continued

Content and Topics:

- Adult Mentoring and Supervision Strategies
 - Coaching
 - Modeling
 - Shadowing
 - Reflective supervision and feedback
 - Mentor/mentee relationship.

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Compare and contrast various program structures, philosophies and curriculum models.
- Identify strategies to ensure equity and respect for children, families, staff and colleagues.

Content and Topics:

- Program Development
 - Mission, philosophy, values
 - Culture and climate of program

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

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.
- Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Identify components of hiring practices, observation and evaluation practices of staff.
- Summarize essential practices for collaboration with staff, families and community.

Content and Topics:

- Working with colleagues and families
 - Creating a diverse and inclusive environment
 - Team building strategies
 - Establishing professional relationships and boundaries

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

Content and Topics:

- Working with colleagues and families – Continued
 - Communication strategies
 - Dealing with conflict
- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching
 - Cultivating leaders
 - Leadership styles
 - Confidentiality
 - Setting priorities between home and work
 - Professional memberships and advocacy

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
- Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.

Objectives:

- Explain current special education laws and their impact on early childhood practice.
- Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

Content and Topics:

- Policies and Procedures for Early Intervention and Special Education
 - Individuals with Disabilities Education Act (IDEA)
 - Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) process
 - Response to intervention
 - Least restrictive environment
 - Family rights
- Teacher's Role
 - Philosophical approach
 - Ethics-professional behaviors
 - Collaborating with family and early interventionists/specialists
 - Communication
 - Diverse and cultural perspectives
 - IFSP/IEP team

Unit 4

Chapter 4: The Role of the Administrator

Key Topic 3: Management

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.

Objectives:

- Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.
- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.

Content and Topics:

- Curriculum
 - Ongoing curriculum development cycle
 - Observation
 - Planning
 - Implementation
 - Evaluation
 - Documentation
 - Authentic assessment and documentation
 - Common tools
 - State and federal requirements

Expansion Course: Adult Supervision and Mentoring in Early Care and Education

Student Learning Outcomes:

- Demonstrate competency in communication and reflective practices when working with diverse adult populations.
- Use a variety of personnel, program, and environmental assessment tools in inform leadership decisions.

Objectives:

- Evaluate various personnel, program and environmental assessment tools.
- Develop effective interactions and communication techniques.

Content and Topics:

- Adult Mentoring and Supervision Strategies
 - Coaching
 - Modeling

Expansion Course: Adult Supervision and Mentoring in Early Care and Education – Continued

Content and Topics:

- Adult Mentoring and Supervision Strategies – Continued
 - Shadowing
 - Reflective supervision and feedback
 - Mentor/mentee relationships
- Adults in Early Care and Education Settings
 - Adult learners
 - Orientation
 - Role and expectations
 - Positive interactions and communication
 - Conflict resolution

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

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.
- Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Connect staff needs to professional development and opportunities.
- Summarize essential practices for collaboration with staff, families and community.

Content and Topics:

- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching
 - Cultivating leaders
 - Leadership styles
 - Confidentiality
 - Setting priorities between home and work

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
- Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.

Expansion Course: Curriculum and Strategies for Children with Special Needs – Continued

Objectives:

- Explain current special education laws and their impact on early childhood practice.
- Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.
- Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

Content and Topics:

- Policies and Procedures for Early Intervention and Special Education
 - Response to intervention
 - Least restrictive environment
 - Family rights
 - Working with local public/private school systems
 - People first language
 - Advocacy and public policy
 - Community resources and agencies

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Getting Ready for the Unit and Connecting to Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Indicators of developmentally appropriate practices – Continued
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance
 - Impact of culture and language

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Key Topic 1:

Using the California Preschool Curriculum Framework to Develop Integrated Curriculum

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Indicators of developmentally appropriate practices – Continued
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance
 - Impact of culture and language

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
 - Curriculum
 - Routines and schedules
 - Program evaluation tools

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children’s development.

Content and Topics:

- Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Key Topic 2: Working with Children Who are Dual Language Learners In Integrated Curriculum

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Indicators of developmentally appropriate practices – Continued
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance
 - Impact of culture and language

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Diverse and inclusive learning environments
 - Books and media
 - Materials
 - Curriculum
 - Interactions
 - Assessment methods
 - Holidays
 - Family involvement

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

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

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
 - Curriculum
 - Routines and schedules
 - Program evaluation tools

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.

Content and Topics:

- Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Key Topic 3: Using Universal Design in Integrated Curriculum

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Document observations of children's developmental stages in various early childhood settings for planning curriculum and environments.
- Design appropriate experiences in multiple content areas to support children's learning.
- Develop plans for environments that are appropriate for children's individual ages, stages, and needs.

Content and Topics:

- The role of the early childhood teacher
 - Best practices in teaching
 - Current research
 - Planning and evaluating curriculum and environments

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Diverse and inclusive learning environments
 - Books and media
 - Materials
 - Curriculum
 - Interactions
 - Assessment methods
 - Holidays
 - Family involvement

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

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

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.

Objectives:

- Explain current special education laws and their impact on early childhood practice.
- Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.

Content and Topics:

- Policies and Procedures for Early Intervention and Special Education
 - Individuals with Disabilities Education Act (IDEA)
 - Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) process
 - Response to intervention
 - Least restrictive environment
 - Family rights
 - Working with local public/private school systems
 - People first language
 - Advocacy and public policy
 - Community resources and agencies

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Key Topic 4:

Exploring the Curriculum Planning Process of the California Preschool Curriculum Framework

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Document observations of children's developmental stages in various early childhood settings for planning curriculum and environments.
- Design appropriate experiences in multiple content areas to support children's learning.
- Develop plans for environments that are appropriate for children's individual ages, stages, and needs.

Content and Topics:

- The role of the early childhood teacher
 - Best practices in teaching
 - Current research
 - Planning and evaluating curriculum and environments

Course: Observation and Assessment

Student Learning Outcomes:

- Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

Objectives:

- Use observation and assessment tools to evaluate quality in environments, interactions, and curriculum.
- Demonstrate the ability to use observation and assessment in decision making for instruction, referral, and intervention.

Content and Topics:

- Use of observation and assessment
 - Curriculum
 - Teaching strategies
 - Environments
 - Referral and intervention
 - On-going cycle of curriculum development

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.

Objectives:

- Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.
- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.
- Describe various family involvement strategies.

Content and Topics:

- Curriculum
 - Written lesson plans
 - Adaptations for multiple reasons such as children with diverse abilities, learning styles, and temperaments, and teachable moments
 - Ongoing curriculum development cycle
 - Observation
 - Planning
 - Implementation
 - Evaluation
 - Documentation

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.

Content and Topics:

- Teacher's Role
 - Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 6

Chapter 6: Support for Young Dual Language Learners

Getting Ready for the Unit and Connecting to Experience

Course: Child Growth and Development

Student Learning Outcomes:

- Identify cultural, economic, political, and historical contexts that impact children’s development.

Objectives:

- Differentiate characteristics of typical and atypical development.

Content and Topics:

- Additional developmental topics
 - Special needs
 - Bilingual development

Course: Child, Family and Community

Student Learning Outcomes:

- Identify the educational, political, and socioeconomic impacts on children and families.

Objectives:

- Describe contemporary social issues and their effects on families and children.

Content and Topics:

- Influences on Socialization
 - Family
 - Values
 - School and educational systems
 - Early care and education
 - Influence of one’s own personal experience on relationships with children and families.
 - Legal requirements and ethical responsibilities
 - Community
 - Community agencies and referral systems
 - Accessing specialized services and support for families and children

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify the teachers’ role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Course: Introduction to Curriculum – Continued

Objectives:

- Examine ways curriculum is integrated across all developmental domains and content areas.
- Identify ways in which the environment functions as an essential component of curriculum.

Content and Topics:

- The role of the early childhood teacher
 - Best practices in teaching
 - Current research
 - Planning and evaluating curriculum and environments
 - Interactions
 - Family involvement

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Examine the impact of various societal influences on the development of children's social identity.
- Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.

Objectives:

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

Course: Teaching in a Diverse Society – Continued

Content and Topics:

- Historical and current perspectives on diversity and inclusion
- The influence of teachers in children’s lives
 - Impact of personal history
 - Recognition of personal bias
 - Communication patterns
 - Conflict resolution strategies
 - Modeling respectful and inclusive behaviors
 - Partnerships with families

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Compare and contrast various program structures, philosophies and curriculum models.

Content and Topics:

- Program Development
 - Culture and climate of program
 - Program models
 - Diversity and inclusion
 - Managing the environment

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

Student Learning Outcomes:

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

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.

Content and Topics:

- Administrator Responsibilities
 - Working with colleagues and families
 - Creating a diverse and inclusive environment

Unit 6

Chapter 6: Support for Young Dual Language Learners

Key Topic 1: Overview and Rationale of the Chapter

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- State and national standards and accreditation
- Theoretical frameworks for planning curriculum and environments

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Diverse and inclusive learning environments
 - Books and media
 - Materials
 - Curriculum

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.

Course: Practicum-Field Experience – Continued

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

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

Student Learning Outcomes:

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

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.

Content and Topics:

- Administrator Responsibilities
 - Working with colleagues and families
 - Creating a diverse and inclusive environment

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

- Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.

Objectives:

- Describe the sequence of development and the interrelationships among developmental areas.

Content and Topics:

- Historical Overview of Early Intervention/Special Education
 - People first language

Unit 6

Chapter 6: Support for Young Dual Language Learners

Key Topic 2:

Characteristics of Preschool Dual Language Learners

Course: Introduction to Curriculum

Student Learning Outcomes:

- Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.

Objectives:

- Design appropriate experiences in multiple content areas to support children's learning.
- Develop plans for environments that are appropriate for children's individual ages, stages, and needs.

Content and Topics:

- Planning for the diverse needs of learners
 - Age
 - Temperament
 - Interests
 - Abilities
 - Gender
 - Culture
 - Language

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.

Objectives:

- Evaluate the relationship between one's own experiences and the development of personal bias.

Content and Topics:

- The influence of teachers in children's lives
 - Impact of personal history
 - Recognition of personal bias
 - Communication patterns
 - Conflict resolution strategies
 - Modeling respectful and inclusive behaviors
 - Partnerships with families

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Professional and ethical teaching
 - Student teaching
 - Self-reflection and self-assessment
 - Advocacy
 - Qualifications for teachers in California

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

- Regulations
 - Title 22, Title 5, Education Code
 - Health and safety codes
 - Mandating reporting
 - ADA
 - Emergency preparedness
 - Accreditation
 - Food services

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

Student Learning Outcomes:

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

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.

Content and Topics:

- Administrator Responsibilities
 - Working with colleagues and families
 - Creating a diverse and inclusive environment

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

- Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.

Objectives:

- Describe the sequence of development and the interrelationships among developmental areas.

Content and Topics:

- Historical Overview of Early Intervention/Special Education
 - Theory/educational foundations
- Development and variations in development
 - Prenatal development and risk factors
 - Genetically inherited conditions.
 - Environmental factors
 - Cognitive
 - Communication/language
 - Social and emotional
 - Mental health
 - Physical

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.

Content and Topics:

- Teacher's Role
 - Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 6

Chapter 6: Support for Young Dual Language Learners

Key Topic 3:

Program Approaches and teaching Practices

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation
- Theoretical frameworks for planning curriculum and environments

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation
 - Teaching strategies
 - Communication
 - Teacher-child interactions
 - Guidance
 - Impact of culture and language
 - Strategies for family involvement

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Diverse and inclusive learning environments
 - Books and media
 - Materials
 - Curriculum
 - Interactions
 - Assessment methods
 - Holidays
 - Family involvement

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Professional and ethical teaching
 - Student teaching
 - Self-reflection and self-assessment
 - Advocacy
 - Qualifications for teachers in California

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

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

Content and Topics:

- Regulations
 - Title 22, Title 5, Education Code
 - Health and safety codes
 - Mandating reporting
 - ADA
 - Emergency preparedness
 - Accreditation
 - Food services

Unit 6

Chapter 6: Support for Young Dual Language Learners

Key Topic 4:

Further Considerations Regarding Dual Language Learners

Course: Child, Family and Community

Student Learning Outcomes:

- Identify the educational, political, and socioeconomic impacts on children and families.

Objectives:

- Describe contemporary social issues and their effects on families and children.

Content and Topics:

- Interrelationship of family, school and community as agents of socialization

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- State and national standards and accreditation
- Theoretical frameworks for planning curriculum and environments

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.

Objectives:

- Evaluate the relationship between one's own experiences and the development of personal bias.

Content and Topics:

- The influence of teachers in children's lives
 - Impact of personal history
 - Recognition of personal bias
 - Communication patterns
 - Conflict resolution strategies

Course: Teaching in a Diverse Society – Continued

Content and Topics:

- The influence of teachers in children’s lives – Continued
 - Modeling respectful and inclusive behaviors
 - Partnerships with families

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.
- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards
- Curriculum
 - Written lesson plans
 - Adaptations for multiple reasons such as children with diverse abilities, learning styles, and temperaments, and teachable moments
 - Ongoing curriculum development cycle
 - Observation
 - Planning
 - Implementation
 - Evaluation
 - Documentation
 - Authentic assessment and documentation
 - Common tools
 - State and federal requirements

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Expansion Course: Administration I: Programs in Early Childhood Education – Continued

Objectives:

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

Content and Topics:

- Regulations
 - Title 22, Title 5, Education Code
 - Health and safety codes
 - Mandating reporting
 - ADA
 - Emergency preparedness
 - Accreditation
 - Food services

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

- Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.

Objectives:

- Examine the key contributions of developmental theorists, advocates and legal decisions in influencing best practices in early childhood special education.

Content and Topics:

- Historical Overview of Early Intervention/Special Education
 - Theory/educational foundations
 - Laws and regulations
 - Individuals with Disabilities Education Act (IDEA)
 - Individualized Family Service Plan (IFSP)
 - Individualized Education Program (IEP)
 - Inclusion
 - Least restrictive and natural environments
 - People first language
 - Advocacy and public policy
 - Ethics-professional behaviors

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.

Expansion Course: Curriculum and Strategies for Children with Special Needs – Continued

Objectives:

- Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.
- Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

Content and Topics:

- Policies and Procedures for Early Intervention and Special Education
 - Individuals with Disabilities Education Act (IDEA)
 - Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) process
 - Response to intervention
 - Least restrictive environment
 - Family rights
 - Working with local public/private school systems
 - People first language
 - Advocacy and public policy
 - Community resources and agencies

Unit 7

Chapter 7: Using Technology and Interactive Media With Preschool-Age Children

Getting Ready for the Unit and Connecting to Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Indicators of developmentally appropriate practices
 - Curriculum
 - Interrelationship of planning, observation, and assessment
 - Planning for individual needs
 - Environments
 - Impact on behavior
 - Indoor and outdoor
 - Adaptation

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Identify strategies to ensure equity and respect for children, families, staff and colleagues.

Content and Topics:

- Program Development
 - Mission, philosophy, values
 - Program models
 - Curriculum
 - Program evaluation tools

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.

**Expansion Course: Curriculum and Strategies for Children with Special Needs –
Continued**

Content and Topics:

- Teacher’s Role
 - Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 7

Chapter 7: Using Technology and Interactive Media With Preschool-Age Children

Key Topic 1: Overview and Rational of the Chapter

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify the teachers' role in early childhood programs, including planning, implementing, and evaluating activities and environments.

Objectives:

- Observe and evaluate teaching strategies and environmental design.
- Design appropriate experiences in multiple content areas to support children's learning.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Compare various program types and philosophies.

Content and Topics:

- Historical and current approaches
 - Theories
 - Program philosophies
 - Delivery systems and program types
 - Licensing and regulations

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Historical and current approaches – Continued
 - Personnel requirements
 - Quality Indicators
 - State and national standards

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Identify strategies to ensure equity and respect for children, families, staff and colleagues.

Content and Topics:

- Program Development
 - Mission, philosophy, values
 - Program models
 - Curriculum
 - Program evaluation tools

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Expansion Course: Curriculum and Strategies for Children with Special Needs – Continued

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children’s development.

Content and Topics:

- Teacher’s Role
 - Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 7

Chapter 7: Using Technology and Interactive Media With Preschool-Age Children

Key Topic 2:

A Closer Look at Children and Electronic Media

Course: Child, Family and Community

Student Learning Outcomes:

- Describe strategies that empower families and encourage family involvement in children’s development.

Objectives:

- Describe contemporary social issues and their effects on families and children.

Content and Topics:

- Interrelationship of family, school and community as agents of socialization
- Influences on Socialization
 - Family
 - Family characteristic
 - Parenting styles
 - Culture
 - Tradition
 - Values
 - School and educational systems
 - Early care and education
 - Influence of one’s own personal experience on relationships with children and families.

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation

Course: Introduction to Curriculum – Continued

Content and Topics: – Continued

- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.
- Perform teaching and non-teaching responsibilities.
- Describe various family involvement strategies.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards
- Typical teaching and non-teaching activities in early childhood settings
- Professional and ethical teaching
 - Student teaching
 - Self-reflection and self-assessment

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

Student Learning Outcomes:

- Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Objectives:

- Summarize essential practices for collaboration with staff, families and community.

Content and Topics:

- Administrator Responsibilities
 - Working with colleagues and families
 - Creating a diverse and inclusive environment
 - Team building strategies
 - Establishing professional relationships and boundaries
 - Communication strategies
 - Dealing with conflict

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.

Objectives:

- Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.

Content and Topics:

- Teacher's Role
 - Collaborating with family and early interventionists/specialists
 - Communication
 - Diverse and cultural perspectives
 - IFSP/IEP teams
 - Implementation of IFSP/IEPs

Unit 7

Chapter 7: Using Technology and Interactive Media With Preschool-Age Children

Key Topic 3:

A Closer Look at Integrating Technology and Interactive Media into Preschool Programs

Course: Introduction to Curriculum

Student Learning Outcomes:

- Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Compare various program types and philosophies.

Content and Topics:

- Historical and current approaches
 - Theories
 - Program philosophies
 - Delivery systems and program types
 - Licensing and regulations

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Historical and current approaches – Continued
 - Personnel requirements
 - Quality Indicators
 - State and national standards

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.
- Perform teaching and non-teaching responsibilities.
- Describe various family involvement strategies.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards
- Typical teaching and non-teaching activities in early childhood settings
- Professional and ethical teaching
 - Student teaching
 - Self-reflection and self-assessment

Expansion Course: Adult Supervision and Mentoring in Early Care and Education

Student Learning Outcomes:

- Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.

Objectives:

- Evaluate various personnel, program and environmental assessment tools.

Content and Topics:

- Evaluation and Assessment
 - Tools
 - Methods

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Identify strategies to ensure equity and respect for children, families, staff and colleagues.

Content and Topics:

- Program Development
 - Mission, philosophy, values
 - Program models
 - Curriculum
 - Program evaluation tools

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.

Objectives:

- Identify curriculum, environment and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
- Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children’s development.

Content and Topics:

- Teacher’s Role
 - Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Appendix B

Guidelines for Operating Preschool Programs

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

Guideline 2: Addressing Culture, Diversity, and Equity – Continued	
2.2	Programs and teachers are responsive to cultural and linguistic diversity. <ul style="list-style-type: none"> • <i>Staff Preparation for Communication Practices</i> • <i>Family–Teacher Relationships</i>
2.3	Programs and teachers integrate home culture, language and practices in learning activities, materials, and environments. <ul style="list-style-type: none"> • <i>Visual Representation of Diversity</i> • <i>Language Diversity</i> • <i>Assessment of Environments</i>
2.4	Programs and teachers help children learn strategies to address social injustice, bias, and prejudice. <ul style="list-style-type: none"> • <i>Social Justice</i> • <i>Children’s Identity Development</i>
Guideline 3: Supporting Relationships, Interactions, and Guidance	
3.1	Programs and teachers collaborate with families to create a supportive emotional climate for children. <ul style="list-style-type: none"> • <i>Supportive Emotional Climate</i> • <i>Expression of Emotions</i>
3.2	Programs support teachers’ implementation of strategies to establish warm, nurturing relationships with all young children. <ul style="list-style-type: none"> • <i>Establishment of Warm, Nurturing Relationships</i>
3.3	Programs and teachers collaborate with families to identify challenges that may affect children’s social-emotional development and offer resources to address those challenges. <ul style="list-style-type: none"> • <i>Collaboration to Address Family Challenges</i>
3.4	Programs ensure teachers have ample time to engage in supportive, responsive interactions with each child. <ul style="list-style-type: none"> • <i>Time to Engage Children</i>
3.5	Programs and teachers provide positive guidance to promote social–emotional competence and prevent challenging behaviors. <ul style="list-style-type: none"> • <i>Social–Emotional Competence</i> • <i>Strategies for Socialization and Guidance</i> • <i>Challenging Behaviors</i> • <i>Conflict Resolution</i> • <i>Appropriate Expectations for Behavior</i>

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

Guideline 5: Including Children with Disabilities or Other Special Needs	
5.1	Programs and teachers ensure a sense of belonging and support full participation of children with disabilities or other special needs. <ul style="list-style-type: none"> • <i>Sense of Belonging</i>
5.2	Programs and teachers work closely with families in an educational partnership and provide them with appropriate community resources, information, and support as it relates to the child’s disability or special needs. <ul style="list-style-type: none"> • <i>Partnership with Families of Children with Disabilities or Other Special Needs</i>
5.3	Programs meet legal requirements related to the care and education of children with disabilities or other special needs. <ul style="list-style-type: none"> • <i>IDEA and ADA</i>
5.4	Programs provide sufficient release time, training, information, and support for teachers to plan and consult regarding children with disabilities or other special needs. <ul style="list-style-type: none"> • <i>Time to Support Inclusion</i> • <i>Inclusion Skills</i>
5.5	Programs ensure teachers’ participation on an educational team that develops and implements individualized education programs (IEPs) for children eligible to receive special education services. <ul style="list-style-type: none"> • <i>IEP Participation</i>
5.6	Programs promote teachers’ collaborative work with specialized service providers in implementing appropriate modifications in the curriculum, instructional methods, or classroom environment. <ul style="list-style-type: none"> • <i>Accommodation</i>
5.7	Programs, teachers, and specialized service providers (e.g., special educators and therapists) support dual language learning in preschool children with disabilities or other special needs. <ul style="list-style-type: none"> • <i>Dual Language Learners with Disabilities or Other Special Needs</i>
Guideline 6: Promoting Health, Safety, and Nutrition	
6.1	Programs and teachers promote the physical health and well-being of all children and families. <ul style="list-style-type: none"> • <i>Routine Health Checks</i> • <i>Physical Activity</i> • <i>Special Health-Care Requirements</i> • <i>Knowledge of Health Practices</i>

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

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

Guideline 8: Planning the Learning Environment and Curriculum – Continued	
8.12	Programs and teachers engage in curriculum planning that includes an integrated approach to all domains of learning and development. <ul style="list-style-type: none"> • <i>Integrated Learning</i>
Guideline 9: Supporting Professionalism and Continuous Learning	
9.1	Programs develop and implement a comprehensive, ongoing plan for staff development. <ul style="list-style-type: none"> • <i>Professional Development Plans</i>
9.2	Programs allocate resources to support individual staff members' participation in professional development and education. <ul style="list-style-type: none"> • <i>Professional Development Support</i>
9.3	Programs employ staff members who meet the requirements for education, experience, knowledge, and skills for their positions and encourage advancement along a planned career pathway. <ul style="list-style-type: none"> • <i>Career Pathway</i>
9.4	Programs ensure that professional development activities promote awareness and understanding of children's cultural and linguistic backgrounds and provide strategies for culturally and linguistically responsive practices. <ul style="list-style-type: none"> • <i>Cultural and Linguistic Competence</i>
9.5	Programs promote professionalism and ethical behavior. <ul style="list-style-type: none"> • <i>Professionalism</i>
9.6	Programs support ongoing reflective practice, adult learning, coaching, and mentoring. <ul style="list-style-type: none"> • <i>Ongoing Adult Learning and Reflective Practice</i>
9.7	Programs offer professional development activities on how to support children with disabilities or other special needs. <ul style="list-style-type: none"> • <i>Professional Development in Inclusion</i>
Guideline 10: Administering Programs and Supervising Staff	
10.1	Programs have a compensation schedule that acknowledges and validates the required training and experience of each staff member by providing a living wage, as well as wage increases based on additional education and professional activities. <ul style="list-style-type: none"> • <i>Compensation</i>

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