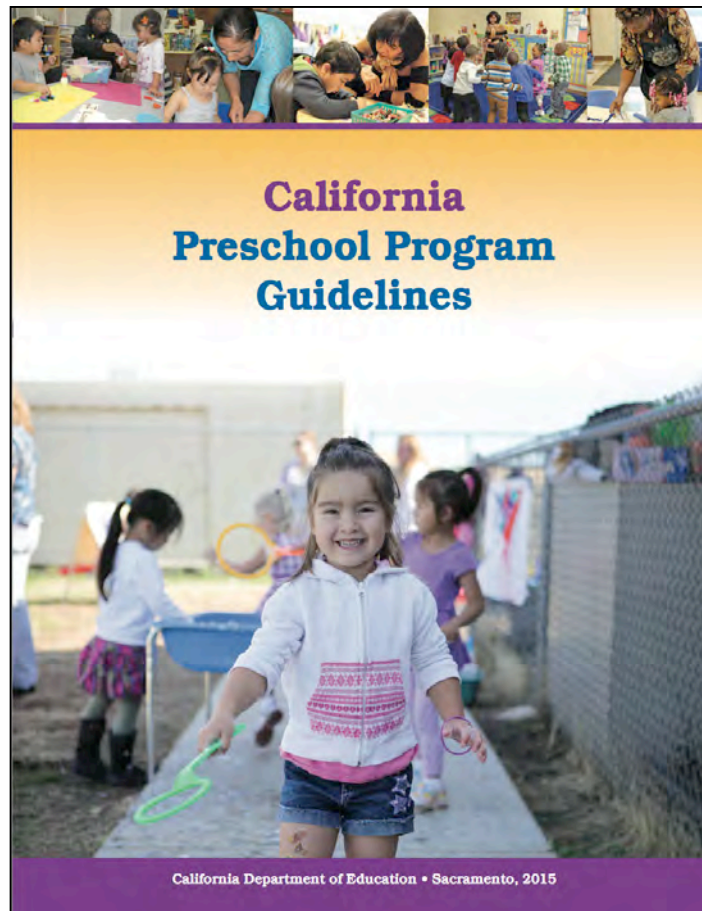




California Department of Education
Early Education and Support Division
WestEd Center for Child and Family Studies



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 4 – The Role of the Administrator Getting Ready for the Unit and Connecting to Experience



Focus Statement

Students begin to explore the role of the administrator in early care and education programs by reflecting on their own experiences in work situations where they felt supported or not supported in sharing and discussing ideas and experiences.

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.

- Observation and Assessment
- Practicum-Field Experience
- Administration I: Programs for Early Childhood Education
- Administration II: Personnel and Leadership in Early Childhood Education

Instructional Methodologies

- Brainstorming
- Class discussion
- 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.

- Observation, Screening, Assessment, and Documentation
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 4 – The Role of the Administrator Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

This unit has been developed to support students in becoming familiar with the contents of Chapter 4 of the *California Preschool Program Guidelines*. This chapter provides an overview of the role of the administrator as it is described in the guidelines themselves. The guidelines are found in Part Three, Chapter 8 of the *California Preschool Program Guidelines*. Chapter 8 is not addressed in this instructional guide for Part One and Part Two but will be explored in a future instructional guide for Part Three.

Before faculty begin working with students on Chapter 4, there are some considerations that might be helpful:

1. All of the guidelines are relevant to the administrator's role, as it is the administrator who is ultimately responsible for seeing that the guidelines are followed. However, it would be particularly helpful for faculty to be acquainted with Guideline 1 (Aspiring to Be a High-Quality Program), Guideline 9 (Supporting Professionalism and Continuous Learning), and Guideline 10 (Administering Programs and Supervising Staff) before beginning this unit.
2. It would also be helpful for faculty to become acquainted with the set of two DVDs that accompany the *California Preschool Program Guidelines*, titled the *California Preschool Program Guidelines DVD Set*. Segments of these DVDs will be used in key topics in this unit, but it is important to keep in mind that this instructional guide is not a guide for the DVDs themselves.
3. This chapter describes recommended practice but is not a "how to" manual. For example, reflective supervision is described and recommended, but detailed guidance regarding how it is done is not included. There are references and resources at the end of the chapter that might prove useful for those who want to guide students further in any particular practice.

Also keep in mind that the guidelines are part of the California Early Learning and Development System. As part of the system, they support and are supported by the *California Preschool Learning Foundations* and the *California Preschool Curriculum Framework*. These publications are concerned with the learning and development of children and the curriculum decisions and practices that support optimal child development in the early years. In addition, there are underlying pieces of the foundations and curriculum framework that are relevant to the administrator's role.



Among these are the eight overarching principles upon which the foundations and curriculum framework are based and the curriculum-planning process. The overarching principles relate to the development of a program's mission and vision statements and underlying program philosophy. The curriculum-planning process supports and provides structure for a reflective and collaborative process of curriculum development. The overarching principles and curriculum-planning process are described in detail in Chapter 1 of each volume of the *California Preschool Curriculum Framework*.

Key Topics 2 and 3 in Unit 4 of this instructional guide deal with two categories of administrative practice: leadership and management. These are introduced in the first two pages of Chapter 4 of the *California Preschool Program Guidelines* and are briefly explored in the overview contained in Key Topic 1 of Unit 4 in this instructional guide. It will be important to remember that these two categories are not discrete and are explored in separate key topics to separate out some key components of each. Key Topic 3, focusing on management, will help students understand how some leadership qualities play out in management functions. Therefore, even though these are separate key topics, they likely will be most effective if done as a set.

Motivator and Connection to Experience

Before You Start

Before beginning the following learning experience, it is strongly suggested that faculty read through all its components. Be alert to the possibility that the reflective process could recall situations of conflict for some students. No student should be required to discuss or share situations unless they are willing to do so. Hopefully, they can learn from the situations and responses of other students.

Information Delivery



Slide 2

Let students know that they will be exploring the content of Chapter 4 of the *California Preschool Program Guidelines*. One of the important topics in this chapter is the role of the administrator in setting a program tone of collaboration and reflection. This includes ensuring that staff are included in planning and reviewing curriculum decisions as a team as well as supporting staff in their own development as professionals.

In this chapter, there is an emphasis on collaboration and reflective practice. Both of these processes require administrators and staff to be able to share ideas and observations through expressing their thoughts and experiences and listening to others. Let students know that it will help us understand the importance of this if we can reflect on our own experiences.



Active Learning

Getting it started

Let students know that they will have an opportunity to reflect on their own experiences, with guiding questions provided to support them as they do this. Be sure that they understand that they will not have to share any of their reflections if they would rather not do so. Also, remind them that if they do share their experiences, it will be important not to attach any names to any of their reflections.

Start by letting the students work individually. Ask students to briefly jot down some notes in response to these questions:



Slide 3

1. Have you ever been in a situation in a work environment where you felt you were not being heard?
2. Have you ever been in a situation at work where you felt your skills and ideas were not being acknowledged and recognized?

Keeping it going

At this point, students can be organized into pairs to share their experiences and to respond to the next set of questions. However, faculty might decide that it is best for students to continue individually without asking students to share any of their responses with another student.

Ask students to answer the following sets of questions:



Slides 4-6

- How did you feel in that situation?
- Was there anyone with whom you could talk about the situation?
- If you were able to talk to someone about it, what made you feel that it would be acceptable to do so?
- What were you able to do about it? Were you able to work with someone to resolve the situation?
- If you could not discuss the situation, what kind of environment would have helped you feel you could talk about it?



Slide 7

Be sure you also ask students if they have been in work situations where there was a collaborative environment and openness to asking questions and making suggestions. Also ask how they felt in those environments and how that made them feel about their work.



Then guide the students in comparing the two situations—collaborative and open versus not collaborative and not open:



Slide 7

- How do you think each would affect you in a work environment?
- How do you think each would affect your commitment to a program?

Putting it together

Ask students to generate single words or short phrases to describe how they felt when their ideas were being acknowledged and when they weren't. These can be listed in a way so that all can see them, either electronically or on two separate sheets of chart paper.



Slide 8

Online Options

Because students will be asked to recall and reflect on experiences that may surface memories of difficult work situations and evoke strong emotions, it is suggested that instructors carefully consider doing any part of the learning experience online. When making this decision, faculty may want to gauge the students' oral and written communication skills and the class's overall level of trust and emotional safety.

Students could individually respond out of class to the questions in the "Getting it started" and "Keeping it going" segments. They would not be asked to post their responses unless they choose to do so. Students then post words or phrases describing their feelings as explained in the "Putting it together" segment and review their classmates' postings. The instructor concludes the learning experience by facilitating an in-class or online discussion based on the questions in the "Reflection" segment.

Reflection

Close this learning experience with the following reflective questions. These can be addressed in a class discussion or individually in writing although students will not submit their written responses. A third option is to ask students to first write their responses and, if there are some students who would like to share their responses, then hold a class discussion. This discussion might be helpful for all students.

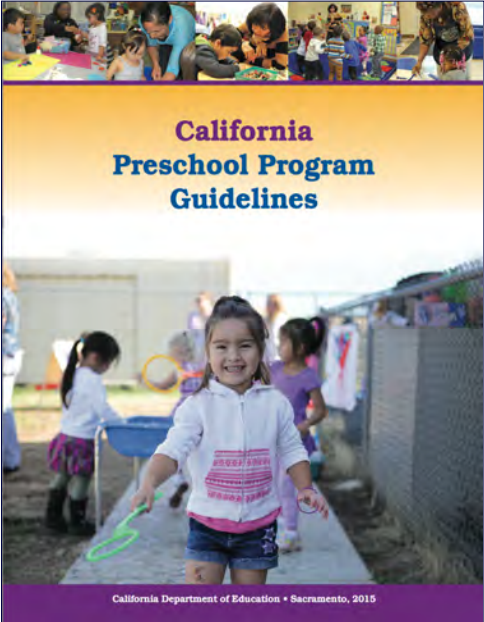


Slide 9

- What stands out to you most in this learning experience?
- What did you learn about yourself?



- What did you learn about the value of collaboration and reflection?
- How could this influence the work you do with staff, families, and children?



The Role of the Administrator: Unit 4, Getting Ready 1

The Role of the Administrator

A program tone of *collaboration* and *reflection* can be created when administrators:

- Include staff in planning and reviewing curriculum decisions.
- Support staff in their own development as professionals.
- Provide an environment to share ideas and observations through expressing thoughts and experiences and listening to others.

The Role of the Administrator: Unit 4, Getting Ready 2

The Role of the Administrator

- Have you ever been in a situation in a work environment where you were not being heard?
- Have you ever been in a situation at work where you felt your skills and ideas were not being acknowledge and recognized?

The Role of the Administrator: Unit 4, Getting Ready

3

The Role of the Administrator

- How did you feel in that situation?
- Was there anyone with whom you could talk about the situation?

The Role of the Administrator: Unit 4, Getting Ready

4

The Role of the Administrator

- If you were able to talk to someone about it, what made you feel that it would be acceptable to do so?
- What were you able to do about it? Were you able to work with someone to resolve the situation?

The Role of the Administrator: Unit 4, Getting Ready

5

The Role of the Administrator

- If you could not discuss the situation, what kind of environment would have helped you feel you could talk about it?

The Role of the Administrator: Unit 4, Getting Ready

6

The Role of the Administrator

- Have you worked in collaborative settings where there was an openness to asking questions and making suggestions?
- How do you think being open and collaborative versus not would affect you at work?
- How do you think each would affect your commitment to the program?

The Role of the Administrator: Unit 4, Getting Ready

7

The Role of the Administrator

How did you feel when your ideas were being acknowledged?



How did you feel when your ideas were not being recognized?

The Role of the Administrator: Unit 4, Getting Ready

8

The Role of the Administrator



- What stands out to you most in this learning experience?
- What did you learn about yourself?
- What did you learn about the value of collaboration and reflection?
- How could this influence the work you do with staff, families, and children?



Unit 4 – The Role of the Administrator

Key Topic 1: Overview and Rationale of the Chapter

Focus Statement

Students become familiar with the rationale for the importance of strong leadership and management skills and an overview of the administrator’s role 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.

- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education
- Administration II: Personnel and Leadership in Early Childhood Education

Instructional Methodologies

- Categorizing
- Class discussion
- Notetaking outline or tool
- 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.

- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 4 – The Role of the Administrator

Key Topic 1: Overview and Rationale of the Chapter

Before You Start

Chapter 4 of the *California Preschool Program Guidelines* is focused on two categories of the administrator’s role: leadership and management. Leadership is addressed in Key Topic 2 and management in Key Topic 3 of Unit 4 in this instructional guide. Although these two categories are addressed separately in these key topics, they are not discrete characteristics of administrators. Effective management, as described in Chapter 4, provides leadership for a program and staff. Similarly, effective leadership, also described in Chapter 4, requires good management skills.

This first key topic is intended to familiarize students with a rationale for supporting strong administrative management and leadership skills and dispositions and then to briefly introduce students to further content of Chapter 4. Handout 1, “Administrative Practices and Components of High-Quality Programs,” is provided to guide students in thinking about the ways management and leadership relate to high-quality preschool programs.

The active learning experience can be done entirely as a classroom experience. Using this format, the handout could be completed by individuals or pairs and then shared with the whole class or worked through by the whole class together. Alternatively, the active learning could be done completely out of class, or the first segment could be done in class and students could then complete the handout out of class.

Note that the work required to complete the handout for this key topic might be more appropriate for students with professional experience. It asks students to relate functions, qualities, and outcomes that might be more readily recognized by students who have had some experience in a preschool setting. It is suggested that students do this handout in pairs so that students can talk through their thoughts and decisions.

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



Information Delivery

Let students know that administrative practices are a significant focus of California's Preschool Program Guidelines. Chapter 4 in Part One of the *California Preschool Program Guidelines* is entirely devoted to administrative practices, and several of the guidelines themselves, which are in Part Three, relate directly to administrative practice.



Slides 2-4

Direct students to the following statement on page 51 of the *California Preschool Program Guidelines*: "Effective administrative practices are essential for ensuring high-quality outcomes for young children and their families." This sentence presents a rationale for significant attention to administrative practices in the guidelines. Ask students to keep this in mind as they work through the following active learning sections and let them know that they will come back to this rationale later.

Active Learning

Getting it started

Also on page 51 is this statement: "Administrative responsibilities may be divided into two general categories: leadership and management."



Slides 5-9

Let students know that they will be using these two categories to learn about the contents of Chapter 4. They will first look at management functions described in Chapter 4. Direct their attention to the management functions bulleted on page 51. Faculty can approach this in two ways.

- One way would be to read through these functions one by one as a whole group.
- Another way would be to organize students into pairs and ask them to read through them together.

In either case, ask students for examples or their experiences with these functions. Ask how they have done this function or seen it done. If students are doing this in pairs, ask them to be prepared to share their experiences when the whole group is reconvened.



Slide 10

Keeping it going

At this point, organize students into pairs if that has not already been done. Ask them to read through page 52 together and develop a list of the qualities of effective leaders as they are found on page 52.



Slide 10

Return to the statement about effective administrative practices leading to quality programs. Ask the students to work in their pairs to review this statement and briefly consider how the leadership qualities on their list would relate to high-quality programs. At this point, students might start asking what is meant by high-quality programs.

There are some components of high-quality preschool programs for all children listed at the bottom of the first column on page 81 of the *California Preschool Program Guidelines*. Although this is not an exhaustive list, the following items provide a way to think about the relationship between administrative practices and the components of high-quality programs:



Slides 11-13

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



Slide 14

Now ask students to turn to Handout 1 for this key topic, “Administrative Practices and Components of High-Quality Programs.” Ask them to complete as much as they can using the list of management functions on page 51 and their list of qualities of effective leadership developed from the text on page 52.



Ask students to insert a few examples into each column. This is not meant to be an exhaustive crosswalk but a way to stimulate thinking about the importance of administrative practice to quality outcomes for children.

Online Options

Students could post their completed handouts online for their classmates to review before an in-class discussion.

Taking it further

When the students have had some time to work on the handout, ask them to consider the following questions:



Slides 15-16

- What is standing out for you?
- What is most interesting to you?
- Where do you have questions?
- Do you have ideas about management functions, leadership skills, or high-quality programs that are not represented here? What are those ideas?
- Anything else?

Online Options

The students could discuss the questions in the “Taking it further” segment online if there is online-discussion capability.

Reflection

These additional questions for students’ personal reflection also can be discussed:



Slides 17-18

- What did you learn about yourself in working with this information about management and leadership?
- Where did you feel challenged?
- Where did you feel confident?
- What would you like to know more about? How can you find that out?
- How will this influence your work with staff, families, or children?



This next 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 19-21

- 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?



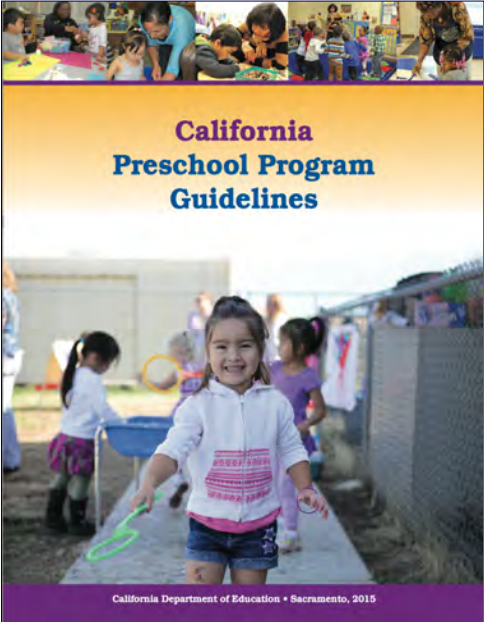
Administrative Practices and Components of High-Quality Programs

Using the management functions listed on page 51 of the *California Preschool Program Guidelines* and a list of qualities of effective leaders derived from page 52, consider which of these would support the features of high-quality programs as described on page 81. Some matches might be more obvious than others, and there will not be matches for all features. This crosswalk is not meant to be exhaustive but to stimulate thinking about these relationships.



Unit 4: The Role of the Administrator
 Key Topic 1 – Overview and Rationale of the Chapter
 Handout 1: Administrative Practices and Components of High-Quality Programs

Features of High-Quality Programs (<i>California Preschool Program Guidelines</i> , p. 81)	Management Functions	Qualities of Effective Leaders
Intentional teaching		
Support of integrated learning		
Positive teacher-child relationships		
Positive home-school relationships		
Play as a context for learning		
Teacher planning time		
Qualified teachers		
Appropriate child-teacher ratios		
Individualized adult-child conversations that promote language and positive relationships		
Opportunities for children to learn and practice new vocabulary		
Frequent assessment that documents child progress and informs instructional planning		
Parent engagement		




The Role of the Administrator: Unit 4, Key Topic I

1

The Role of the Administrator

“Effective administrative practices are essential for ensuring high-quality outcomes for young children and their families.”

~ *California Preschool Program Guidelines*, page 51



The Role of the Administrator: Unit 4, Key Topic I

2

The Role of the Administrator

Effective administrative practices include:

- Communicating high expectations, respect, and support for staff.
- Incorporating new knowledge into decision making and program implementation.
- Good financial management.

The Role of the Administrator: Unit 4, Key Topic I

3

The Role of the Administrator

Effective administrative practices include:

- Prioritizing staff wages, benefits, and professional development.
- Exceeding minimum licensing requirements.

(McCormick Center for Early Childhood Leadership 2011)
~ *California Preschool Program Guidelines*, page 51

The Role of the Administrator: Unit 4, Key Topic I

4

The Role of the Administrator

“Administrative responsibilities may be divided into two general categories: leadership and management.”

~ *California Preschool Program Guidelines*, page 51



The Role of the Administrator: Unit 4, Key Topic I

5

The Role of the Administrator: Management

Responsibilities

- Budgeting
- Attendance and fiscal reporting
- Documenting compliance with health and safety licensing regulations
- Abiding by applicable contract funding terms and conditions, laws, and regulations

The Role of the Administrator: Unit 4, Key Topic I

6

The Role of the Administrator: Management

Responsibilities

- Recording program inventory and acquiring new equipment
- Enrollment of children by applying appropriate priority and eligibility requirements

The Role of the Administrator: Unit 4, Key Topic I

7

The Role of the Administrator: Management

Responsibilities

- Maintaining family files with accurate documentation
- Develop and implement a system to ensure the administrative management of responsibilities is effectively maintained over time

The Role of the Administrator: Unit 4, Key Topic I

8

The Role of the Administrator: Management

Responsibilities

- Conduct staff evaluations and provide ongoing observation and feedback
- Communicating policies, schedules, and decisions to staff and families

The Role of the Administrator: Unit 4, Key Topic I

9

The Role of the Administrator: Leadership

- ✓ Describe leadership qualities of effective administrators.
- ✓ How do these qualities relate to the characteristics of high-quality programs?

The Role of the Administrator: Unit 4, Key Topic I

10

Characteristics of High Quality Programs

- Intentional teaching
- Support of integrated learning
- Positive teacher–child relationships
- Positive home–school relationships

The Role of the Administrator: Unit 4, Key Topic I

11

Characteristics of High Quality Programs

- Play as a context for learning
- Teacher planning time
- Qualified teachers
- Appropriate child–teacher ratios

The Role of the Administrator: Unit 4, Key Topic I

12

Characteristics of High Quality Programs

- Individualized adult–child conversations that promote language and positive relationships
- Opportunities for children to learn and practice new vocabulary
- Frequent assessment to document child progress and inform instructional planning
- Parent engagement

The Role of the Administrator: Unit 4, Key Topic 1

13

Administrative Practices and Components of High-Quality Programs

Using the management functions listed on page 51 of the *California Preschool Program Guidelines* and a list of qualities of effective leaders derived from page 52, consider which of these would support the features of high-quality programs as described on page 81. Some matches might be more obvious than others, and there will not be matches for all features. This crosswalk is not meant to be exhaustive but to stimulate thinking about these relationships.

Features of High-Quality Programs (California Preschool Program Guidelines, p. 81)	Management Functions	Qualities of Effective Leaders
Intentional teaching		
Support of integrated learning		
Positive teacher-child relationships		
Positive home-school relationships		
Play as a context for learning		
Teacher planning time		
Qualified teachers		
Appropriate child-teacher ratios		
Individualized adult-child conversations that promote language and positive relationships		
Opportunities for children to learn and practice new vocabulary		
Frequent assessment that documents child progress and informs instructional planning		
Parent engagement		



Unit 4: The Role of the Administrator
Key Topic 1: Administrative Practices and Components of High-Quality Programs

The Role of the Administrator: Unit 4, Key Topic 1

14

The Role of the Administrator

Consider the importance of administrative practice to quality outcomes for children.

- What is standing out for you?
- What is most interesting to you?
- Where do you have questions?

The Role of the Administrator: Unit 4, Key Topic I

15

The Role of the Administrator

- Do you have ideas about management functions, leadership skills, or high-quality programs that are not represented?
What are those ideas?
- Anything else?



The Role of the Administrator: Unit 4, Key Topic I

16

The Role of the Administrator



- What did you learn about yourself in working with this information about management and leadership?
- Where did you feel challenged?
- Where did you feel confident?

The Role of the Administrator: Unit 4, Key Topic I

17

The Role of the Administrator



- What would you like to know more about? How can you find that out?
- How will this influence your work with staff, families, or children?

The Role of the Administrator: Unit 4, Key Topic I

18

The Role of the Administrator



- 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?

The Role of the Administrator: Unit 4, Key Topic I

19

The Role of the Administrator



- 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 Administrator: Unit 4, Key Topic I

20

The Role of the Administrator



- 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 4 – The Role of the Administrator

Key Topic 2: Leadership

Focus Statement

Students explore several effective leadership qualities required of administrators in early care and education 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
- Practicum-Field Experience
- Adult Supervision and Mentoring in Early Care and Education
- Administration I: Programs in Early Childhood Education
- Administration II: Personnel and Leadership in Early Childhood Education
- Curriculum Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Jigsaw reading
- 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.

- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 4 – The Role of the Administrator

Key Topic 2: Leadership

Before You Start

This key topic focuses on the content in Chapter 4 of the *California Preschool Program Guidelines* related to qualities of effective leadership in preschool programs. Management functions are explored in Key Topic 3 of this instructional guide unit. Although these categories of administrative practice are divided for student considerations, it will be important to remind students that they are not discrete and both are necessary for quality outcomes for children.

The following sections in Chapter 4 are included in the active learning of this key topic:

- Reflective Curriculum Planning (pp. 53–56)
- Integrating Reflective Practice, Reflective Supervision, and Mentorship (pp. 59–61)

Though addressed here as qualities of effective leadership, these sections relate to effective management functions as well. These topics are addressed separately in this key topic to focus on some aspects of practice that are especially important in effective leadership across program elements.

The first paragraph in the section of Chapter 4 of the *California Preschool Program Guidelines* titled “Reflective Curriculum Planning” (p. 53) calls attention to the administrator’s role in aligning a choice of curriculum approach with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Framework*. In the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*, Key Topic 1 of Unit 5 provides “three lenses” for students to use in viewing curriculum approaches that are off-the-shelf or have been developed within a program. These three lenses use three key features of the California curriculum framework—overarching principles, the curriculum-planning process, and integrated learning—as a way to see if and how a curriculum approach might be aligned with the foundations and framework. That key topic could be used to support the active learning suggested in this key topic.

There is a piece of this key topic that suggests having students view a segment of Disc 2 of the *California Preschool Program Guidelines DVD Set*, two DVDs that accompany the *California Preschool Program Guidelines*. Handout 1 is provided as a viewing guide with this key topic to focus students’ attention on certain leadership topics in the discussion on the DVD segment. This viewing is also suggested for Key Topic 3 in Unit 4 of this instructional guide, but that key topic’s handout focuses on management functions. 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.

Electronic versions of the handouts for Key Topics 2 and 3 will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016). If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

Information Delivery

Let students know that they will be exploring a series of related topics that are important for effective leadership in early childhood settings. These include leadership in decisions relating to curriculum, the administrator's role in staff development through reflective practice and mentoring, and reflective supervision. This is not an exhaustive exploration of these topics but will support students in understanding the context of policies and practices that undergird the approach to leadership in California's Preschool Program Guidelines.

Explain to students that they will begin this exploration by looking at the administrator's role in decisions relating to curriculum.

Active Learning

Getting it started

If class size allows organizing students into four groups, faculty will be able to ask each group to address one of four sets of questions provided later in this section. That would work best if a group size of four or fewer can be maintained. Students could also work in pairs, with one of the question sets assigned to each pair. If using pairs, there may be more than one pair addressing each of the four sets of questions. This could result in interesting discussions as pairs report their responses to the whole group for discussion.

The initial question of each of the following sets of questions can be addressed through a search of text in the section titled "Reflective Curriculum Planning" on pages 53–56. The second question can be found in that text as well, though it is not as clearly laid out.

Ask each group or pair to review the text for responses to the following questions. This is not meant to be an extensive review of possibilities for each of the questions. Remind students that this is a way for them to become familiar with the content of Chapter 4 of the *California Preschool Program Guidelines* regarding these questions.



Slides 2-3

- What factors influence the selection of a curriculum approach? What is the administrator’s role?
- What does a well-designed curriculum provide? What is the administrator’s role?
- What needs to be included for young dual language learners? What is the administrator’s role?
- What needs to be included for children with special needs? What is the administrator’s role?

When students have had some time to explore the text regarding these questions, convene the pairs or groups into a whole group for discussion. Ask each team or group to briefly share their findings for both questions they explored.

Online Options

Students could post online their responses to the four sets of questions and then review the other students’ responses.

Keeping it going

Next, direct their attention to page 52, where there are some traits and dispositions shared by many effective leaders:



Slides 4-5

- A passion for their work and a focus on goals
- Willingness to take risks and consider different perspectives
- Unwavering commitment to their core values
- Capacity to understand and manage their own emotions
- Capacity to support others in managing their emotions

Online Options

Students could write short paragraphs about each of the traits in relation to an administrator’s role in selecting a curriculum approach, ensuring a well-designed curriculum, and including young children who are dual language learners and children with special needs. Students could post these paragraphs to share with their classmates in preparation for an in-class or online discussion.

Ask students to return to their pairs or groups and consider how each of these traits or dispositions would support the administrator’s role



in the questions they previously explored. This might seem more obvious in some areas than others, but the intent is to stimulate thinking about the qualities of effective leadership in early childhood education and how they might play out across multiple program elements.

Taking it further

Remind students that another crucial piece of the administrator's role is that of staff development and supervision. Let students know that you will now be carrying the previous conversations forward to some considerations relating to reflective practice and reflective supervision. Ask students to keep in mind the traits and dispositions that were just discussed, as they are important to the administrator's role in implementing reflective practice and reflective supervision.

Direct students' attention to the following text on page 59:



Slides 6-7

The goal is to encourage reflective practice—approaching the educational setting with the intention to observe mindfully, respond thoughtfully, and take time afterward to share reflections, thereby deepening one's own understanding and improving one's own work. Reflective supervision is a way of guiding teachers to draw lessons from their own experiences that will influence their next steps (Heffron and Murch 2010).

In other words, reflective supervision is a way of guiding staff to use reflective practice throughout the program. The text describes two means of supporting staff to be reflective practitioners. The first is reflective supervision as described by Heffron and Murch. The second is mentoring.



Slide 8

Mentoring is described on page 60 as “. . . a more experienced teacher or administrator serves as a learning partner in the work setting as a newer teacher strives to grow in expertise.”

Ask students to consider the next list of questions while still working in their pairs or groups. Let them know that they will consider these questions in relation either to reflective supervision or mentoring. Each pair or group could consider one of these topics or both, depending on their familiarity with the topics. Because this is a way for them to become familiar with Chapter 4 of the *California Preschool Program Guidelines*, suggest that they can respond to these questions using the text on pages 59–61. However, if there are



students with experience in early childhood settings, they will likely come up with some responses relating to their experiences. Ask them to note their responses and be ready to report to the whole group.

Here is the list of questions that students are to consider regarding either reflective supervision or mentoring or both:



Slides 9-10

- What is the value of this approach to staff development?
- When or how can it be done in a work setting?
- What can it address?
- What special traits or dispositions listed previously would support this approach?
- What special considerations might influence the decision to use this approach?
- Are there any cautions to consider in using this approach?

When students have had time to consider these questions and develop some responses, ask them to report back to the whole group. This can be in the form of a discussion that addresses each of the questions above individually, or it can be done by preparing a chart paper for each of the questions for each of the two approaches and posting them around a classroom. Give students large sticky notes on which to record their responses, and ask them to attach their responses to the appropriate paper.

Online Options

If there is online-discussion capability, faculty could facilitate a discussion of the six questions in the “Taking it further” section. A separate discussion thread could be used for each topic—reflective supervision or mentoring.

Putting it together

This review of the role of the administrator in effective leadership can be supported by viewing some current and former administrators as they discuss their work. These discussions can be found on Disc 2 of the *California Preschool Program Guidelines DVD Set*. There is a chapter on that DVD titled “Administration and Supervision,” which runs approximately 13 ½ minutes. This chapter can be accessed by



Disc 2



Slide 11

opening the disc to the main menu and clicking on “Select Chapters.” Then choose the chapter titled “Administration and Supervision.” A viewing guide, Handout 1, accompanies this key topic and can be used while viewing this chapter to focus students’ attention on some of the issues and topics covered in this key topic.

After students have watched the DVD segment, faculty may ask the students to individually write a brief reflection paper or conduct a class discussion. The following reflection questions could be used for either approach:



Slide 12

- What stood out for you as you viewed this DVD segment?
- What was most interesting to you?
- What was familiar to you?
- Where did you find yourself wanting to know more?
- How could you follow up on learning more about that?

Online Options

If online-discussion capability is available, faculty could facilitate a discussion of the DVD based on the questions in the “Putting it together” section.

Reflection

The following 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?



Unit 4: The Role of the Administrator
 Key Topic 2 – Leadership
 Handout 1: Viewing Guide for “Administration and Supervision” – Leadership

Viewing Guide for “Administration and Supervision” – Leadership	
California Preschool Program Guidelines DVD Set	
DVD Disc:	2
DVD Chapter:	“Administration and Supervision”

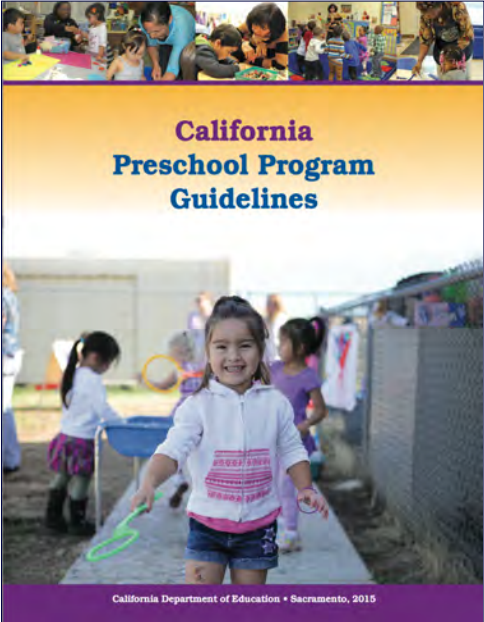
This viewing guide is based on the leadership qualities listed throughout Key Topic 2 of this instructional guide unit. There is a segment in Disc 2 of the set of two DVDs that accompany the *California Preschool Program Guidelines* that relates to much of the content of Chapter 4, but this viewing guide directs attention specifically to leadership roles and qualities that have been discussed in Key Topic 2. As you hear examples of these qualities, check them in the appropriate column. Note that some of what is discussed in this segment will apply to more than one of the roles or qualities, and you might have some that are not discussed.

The segment to view can be accessed by going to the main menu on Disc 2, clicking on “Select Chapters,” and then clicking on “Administration and Supervision.” Because it is difficult to write and view at the same time, it might be helpful to have the capacity to pause and restart the video.

Leadership Roles and Qualities Discussed in Key Topic 2	Place a checkmark here if discussed	Notes, Thoughts, Questions
The administrator’s role in the selection of a curriculum approach		
The administrator’s role in including young dual language learners		
The administrator’s role in including children with special needs		



Notes, Thoughts, Questions							
Place a checkmark here if discussed							
Leadership Roles and Qualities Discussed in Key Topic 2	Passion for their work and focus on goals	Willingness to take risks and consider different perspectives	Unwavering commitment to their core values	Capacity to understand and manage their own emotions	Capacity to support others in managing their emotions	Reflective supervision	Reflective practice



The Role of the Administrator: Unit 4, Key Topic 2

1

The Role of the Administrator

“Reflective Curriculum Planning”

California Preschool Program Guidelines, pages 53–56

- **What factors influence the selection of a curriculum approach?**
- **What is the administrator’s role?**
- **What does a well-designed curriculum provide?**
- **What is the administrator’s role?**

The Role of the Administrator: Unit 4, Key Topic 2

2

The Role of the Administrator

- What needs to be included for young dual language learners?
- What is the administrator's role?
- What needs to be included for children with special needs?
- What is the administrator's role?

The Role of the Administrator: Unit 4, Key Topic 2

3

The Role of the Administrator: Leadership

Traits and dispositions of effective leaders

- Passion for their work and goal-focused
- Willingness to take risks and consider different perspectives
- Commitment to their core values

California Preschool Program Guidelines, page 52

The Role of the Administrator: Unit 4, Key Topic 2

4

The Role of the Administrator: Leadership

Traits and dispositions of effective leaders

- Ability to understand and manage their emotions
- Capacity to support others in managing their emotions

California Preschool Program Guidelines, page 52

The Role of the Administrator: Unit 4, Key Topic 2

5

The Role of the Administrator: Leadership

“The goal is to encourage reflective practice—approaching the educational setting with the intention to observe mindfully, respond thoughtfully, and take time afterward to share reflections, thereby deepening one’s own understanding and improving one’s own work (Heffron and Murch 2010).”

California Preschool Program Guidelines, page 59

The Role of the Administrator: Unit 4, Key Topic 2

6

The Role of the Administrator: Leadership

“Reflective supervision is a way of guiding teachers to draw lessons from their own experiences that will influence their next steps (Heffron and Murch 2010).”

California Preschool Program Guidelines, page 59

The Role of the Administrator: Unit 4, Key Topic 2

7

The Role of the Administrator: Leadership

Mentoring occurs when “...a more experienced teacher or administrator serves as a learning partner in the work setting as a newer teacher strives to grow in expertise.”

California Preschool Program Guidelines, page 60

The Role of the Administrator: Unit 4, Key Topic 2

8

The Role of the Administrator: Leadership



- What is the value of this approach to staff development?
- When or how can it be done in a work setting?
- What can it address?

The Role of the Administrator: Unit 4, Key Topic 2

9

The Role of the Administrator: Leadership

- What special traits or dispositions would support this approach?
- What special considerations might influence the decision to use this approach?
- Are there any cautions to consider in using this approach?

The Role of the Administrator: Unit 4, Key Topic 2

10

The Role of the Administrator

Viewing Guide for "Administration and Supervision" – Leadership California Preschool Program Guidelines DVD Set		
DVD Disc: 2		
DVD Chapter: "Administration and Supervision"		
<p>This viewing guide is based on the leadership qualities listed throughout Key Topic 2 of this instructional guide unit. There is a segment in Disc 2 of the set of two DVDs that accompany the <i>California Preschool Program Guidelines</i> that relates to much of the content of Chapter 4, but this viewing guide directs attention specifically to leadership roles and qualities that have been discussed in Key Topic 2. As you hear examples of these qualities, check them in the appropriate column. Note that some of what is discussed in this segment will apply to more than one of the roles or qualities, and you might have some that are not discussed.</p> <p>The segment to view can be accessed by going to the main menu on Disc 2, clicking on "Select Chapters," and then clicking on "Administration and Supervision." Because it is difficult to write and view at the same time, it might be helpful to have the capacity to pause and restart the video.</p>		
Leadership Roles and Qualities Discussed in Key Topic 2	Place a checkmark here if discussed	Notes, Thoughts, Questions
The administrator's role in the selection of a curriculum approach		
The administrator's role in including young dual language learners		
The administrator's role in including children with special needs		

The Role of the Administrator: Unit 4, Key Topic 2

11

The Role of the Administrator: Leadership

- What stood out for you as you viewed this DVD segment?
- What was most interesting to you?
- What was familiar to you?
- Where did you find yourself wanting to know more?
- How could you follow up on learning more about that?

The Role of the Administrator: Unit 4, Key Topic 2

12

The Role of the Administrator: Leadership

- 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 Administrator: Unit 4, Key Topic 2

13

The Role of the Administrator: Leadership

- Why do you think this 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 Administrator: Unit 4, Key Topic 2

14

The Role of the Administrator: Leadership

- 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 4 – The Role of the Administrator

Key Topic 3: Management

Focus Statement

Students will explore key management functions in a preschool setting and the role of the administrator in carrying them out.

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.

- 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

- Class discussion
- Class presentation
- Development of a resource tool
- Interview
- Notetaking outline or tool
- Pairs or small groups
- Personal reflection
- 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.

- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision
- Special Needs and Inclusion



Unit 4 – The Role of the Administrator

Key Topic 3: Management

Before You Start

It will be helpful to have done Key Topic 1 and Key Topic 2 in Unit 4 of this instructional guide before beginning this key topic. Although it can be done independently, Key Topic 3 will be enriched by students' understanding of this unit's approach to exploring management functions and effective leadership in tandem. By becoming familiar with some of the leadership practices explored in Key Topic 1 of this unit, students will have briefly looked at management functions. Thereby students will already have an introduction to the importance of management functions in maintaining high-quality early childhood programs.

This key topic will take a closer look at those management functions in a preschool setting and how they can be effectively carried out. Specifically, this key topic will familiarize students with the following sections of Chapter 4 of the *California Preschool Program Guidelines*:

- Setting the Conditions for Work (pp. 56–57)
- Creating a Collaborative Work Environment and Learning Community (pp. 58–59)
- Accountability to Maintain Program Quality (pp. 61–62)

There is a section toward the end of this key topic that relates to viewing one of the DVD segments in Disc 2 of the *California Preschool Program Guidelines DVD Set*, two DVDs that accompany the *California Preschool Program Guidelines*. Handout 2 is provided as a viewing guide with this key topic to focus students' attention on aspects of the discussion that relate to effective management. The DVD segment, "Administration and Supervision" is suggested viewing for both Key Topic 2 and 3 though the content of the viewing guide handouts is different. Key Topic 2 focuses on "Leadership Roles and Qualities" and Key Topic 3 focuses on "Management."

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.

Handout 1, "Important Elements of Working Conditions," which can be used for students to rate the elements of work environments, is also provided with this key topic. Electronic versions of this handout and the two viewing guide handouts for Key Topics 2 and 3 will be available when this instructional guide is online at <http://facultyinitiative.wested.org>



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

Information Delivery

Remind students that they will be focusing on management functions as they are described in Chapter 4 of the *California Preschool Program Guidelines*. That chapter highlights two categories of the administrator's role: management and leadership. They are not discrete categories; there is a great deal of overlap. The division in Unit 4 is to provide an opportunity to highlight some specific features of each of these categories.

Active Learning

Getting it started

Discuss with students that one of the main responsibilities of an administrator is to establish an overall work climate that is positive and supportive of staff, families, and children. Chapter 4, on page 56, lists some elements of working conditions that have been found to contribute to staff rating their work environment positively:



Slides 2-3

1. The work environment's attractiveness and adequacy of physical facilities and supplies
2. Quality of supervisory support
3. Clear communication of expectations and policies
4. Opportunities for professional growth, challenge, and advancement
5. Fairness of the reward system
6. Degree of professional autonomy and participatory decision making
7. Effectiveness of organizational functioning
8. Openness to new ideas
9. A spirit of collegiality among

Online Options

After completing Handout 1, students could post it online. One student or the instructor could then tally the results, again posting this summary online. Students can discuss the questions in the "Getting it started" section either in class or online if there is online-discussion capability.



staff members



Slide 4

Handout 1, “Important Elements of Working Conditions,” provided with this key topic, lists these elements for working conditions. Ask students to use Handout 1 in thinking about how important these elements are to them. They are to work individually and rank each element on a scale from 1 through 9 with 1 being most important and 9 being least important. Emphasize that though it might be difficult to differentiate some rankings, they should only indicate one ranking for each element.

Prepare to tally their rankings in a mode that will make them visible to all. Ask for a show of hands for those who rated #1 their first choice, #2 their first choice, and so on. Faculty might choose to do first choice for all elements and perhaps last choice for all elements. If some students do not want to publicly indicate their ratings, they should be supported in that choice.

When the tallying is completed, review the results with students.



Slide 5

- Where was there agreement?
- Where was there disagreement?
- What does this suggest about the work of establishing positive work environments?



Slide 6

Keeping it going

On page 56, the text describes two steps to create positive, effective workplace environments. One is to create a culture of open sharing, and the other is to develop the practice of participative management. Ask students to briefly read these descriptions. Next, ask them to review the elements as listed on their handout and see which elements relate to either of these two steps. This could also be done as a whole class by reading through the elements one at a time and asking students which of the two steps each element represents.

When this is completed, ask the following questions:

Online Options

Faculty could continue the online discussion begun in the “Getting it started” section. Students would read the information on page 56 and then discuss the three questions in the “Keeping it going” section.



Slide 7

- Were there more examples of one step than another?
- As you look at your own rankings, did your higher rankings cluster with one or the other of these steps?
- What did you learn about yourself from this?

Taking it further

Let students know that Chapter 4 of the *California Preschool Program Guidelines* emphasizes the importance of collaboration in establishing positive work environments and maintaining high-quality in early childhood programs. Furthermore, it is the administrator's responsibility to establish processes and relationships that will support collaboration.

Three areas for collaboration are described on pages 58 and 59:



Slide 8

- Collaboration with a program's community and a sponsoring agency
- Ongoing collaboration between program staff and families
- Collaboration within the program's teaching staff

Let students know that they will prepare a brief presentation on one of these areas of collaboration. Students can decide as a group how they would prefer to do this. They could choose to develop a poster presentation, an electronic slide show, an oral report, or whatever other method they would prefer. However, it should be a decision for the whole class, so that everyone uses the same method of presentation. Point out that this is an example of participatory decision making!

Organize students into pairs or groups of three. Assign one of the areas of collaboration to each pair or group of three. Alternatively, students could choose the area to work on, as long as all three areas are covered relatively equally. Their presentations should be brief—about 5–8 minutes—and respond to the following questions:



Slide 10

- What is the value of doing this kind of collaboration?
- What are some examples of this kind of collaboration? How is it done?
- What is the administrator's role in this area of collaboration?



Remind students that each area is not to be explored in depth. They are to use the information in Chapter 4 of the *California Preschool Program Guidelines*, especially pages 58–59, and respond to the preceding questions.

After students have had a chance to develop their presentations, allow class time for the students to share their work.

Putting it together



Disc 2

Viewing some current and former administrators as they discuss their work can support this review of the role of the administrator in effective management. These discussions can be found on Disc 2 of the *California Preschool Program Guidelines DVD Set*. There is a chapter on that DVD titled “Administration and Supervision,” which runs approximately 13 ½ minutes. This chapter can be accessed by opening the disc to the main menu and clicking on “Select Chapters.” Then choose the chapter titled “Administration and Supervision.”



Slide 11

Handout 2, a viewing guide, can be used while viewing this chapter to focus students’ attention on some of the issues and topics covered in this key topic.

After students have watched the DVD segment, faculty may ask the students to individually write a brief reflection paper or conduct a class discussion. The following reflection questions could be used for either approach:



Slide 12

- What stood out for you as you viewed this DVD segment?
- What was most interesting to you?
- What was familiar to you?
- Where did you find yourself wanting to know more?
- How could you follow up on learning more about that?

Reflection



Slide 13

The following 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.

- 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?



Slides 14-15

Deeper Understanding



Slide 16

Direct students' attention to the section in Chapter 4 of the *California Preschool Program Guidelines* titled "Accountability to Maintain Program Quality" (pp. 61–62). This section describes some program assessment instruments and documents that can be used to establish and monitor quality that is consistent with the program's goals and values. The tools can be used to develop program improvement plans that are continuously monitored and updated.

For students who have some training and experience with assessment tools and documents that specify measurement of standards, this "Deeper Understanding" segment may serve as a review or opportunity to learn about some tools they have not used. For other students, this segment can be an introduction to the process of monitoring and accountability. The following documents and assessments are referred to in Chapter 4:

- Classroom Assessment Scoring System (CLASS)
- Early Childhood Environment Rating Scale (ECERS)
- Program Administration Scale (PAS)
- *Early Childhood Inclusion/Universal Design for Learning Checklist and Questions*
- National Association for the Education of Young Children's (NAEYC's) Early Childhood Program Standards
- Early Language and Literacy Classroom Observation (ELLCO) Addendum for young dual language learners



Slides 17-18



Students are to interview a preschool administrator who uses one or more of the tools. After the interview, students then write a short summary that describes these points:



Slides 19-20

- What is the purpose of the assessment?
- What does it measure?
- Who administers it?
- Is special training needed to administer it? If so, what type of training or experience is necessary?
- How are the results used?
- Is there ongoing monitoring of results or periodic administration of the assessment? If yes, what does that look like? Is there a system in place that ensures timely monitoring and feedback to the program? If no, what are the challenges in doing so?

Online Options

Students could post online their interview summaries for their instructor and classmates to review.

The students' interview summaries could be shared as oral reports or posted online. For those who are unfamiliar with these tools, online copies of the students' summaries could provide a good resource list.



Important Elements of Working Conditions

Use this handout to record your ranking of the elements of work conditions from most important to least important. Most important would be ranked 1, and least important would be ranked 9. It might be difficult to make some choices, but record what first comes to mind. Note that these elements are not listed below in any particular order. The notes column is provided for any thoughts you might want to add.



Unit 4: The Role of the Administrator
 Key Topic 3 – Management
 Handout 1: Important Elements of Working Conditions

Some elements of working conditions that have been found to contribute to staff rating their work environment positively	Rank	Notes
The work environment's attractiveness and adequacy of physical facilities and supplies		
Quality of supervisory support		
Clear communication of expectations and policies		
Opportunities for professional growth, challenge, and advancement		
Fairness of the reward system		
Degree of professional autonomy and participatory decision making		
Effectiveness of organizational functioning		
Openness to new ideas		
A spirit of collegiality among staff members		



Unit 4: The Role of the Administrator
 Key Topic 3 – Management
 Handout 2: Viewing Guide for “Administration and Supervision” – Management

Viewing Guide for “Administration and Supervision” – Management	
California Preschool Program Guidelines DVD Set	
DVD Disc:	2
DVD Chapter:	“Administration and Supervision”

This viewing guide is based on the management functions listed throughout Key Topic 3 of this instructional guide. There is a segment in Disc 2 of the set of two DVDs that accompany the *California Preschool Program Guidelines*. This segment relates to much of the content of Chapter 4, but this viewing guide directs attention specifically to management functions that have been discussed in Key Topic 3. As you hear examples of these functions, check them in the appropriate column. Note that some of what is discussed in this segment will apply to more than one function, and you might decide that some functions are not discussed.

The segment to view can be accessed by going to the main menu on Disc 2, clicking on “Select Chapters,” and then clicking on “Administration and Supervision.” Because it is difficult to write and view at the same time, it might be helpful to have the capacity to pause and restart the video.

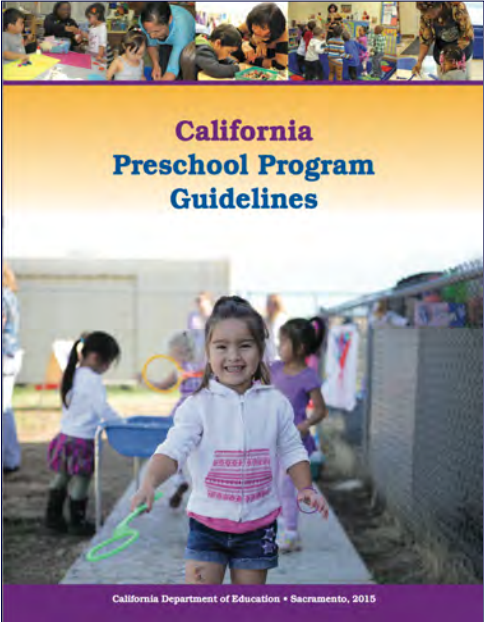
Management functions discussed in Key Topic 3	Place a checkmark here if discussed	Notes, Thoughts, Questions
The work environment’s attractiveness and adequacy of physical facilities and supplies		
Quality of supervisory support		
Clear communication of expectations and policies		



Management functions discussed in Key Topic 3	Place a checkmark here if discussed	Notes, Thoughts, Questions
Opportunities for professional growth, challenge, and advancement		
Fairness of the reward system		
Degree of professional autonomy and participatory decision making		
Effectiveness of organizational functioning		
Openness to new ideas		
A spirit of collegiality among staff		



Management functions discussed in Key Topic 3	Place a checkmark here if discussed	Notes, Thoughts, Questions
A culture of openness		
Participative management		
Collaboration with a program's community and a sponsoring agency		
Ongoing collaboration between program, staff and families		
Collaboration within the program's teaching staff		



The Role of the Administrator: Unit 4, Key Topic 3

1

The Role of the Administrator

Elements of a positive work climate

- Attractiveness and adequacy of the physical facilities and supplies
- Quality of supervisory support
- Clear communication of expectations and policies
- Opportunities for professional growth, challenge, and advancement

The Role of the Administrator: Unit 4, Key Topic 3

2

The Role of the Administrator

Elements of a positive work climate

- Fairness of the reward system
- Degree of professional autonomy and participatory decision making
- Effectiveness of organizational functioning
- Openness to new ideas
- A spirit of collegiality among staff members

The Role of the Administrator: Unit 4, Key Topic 3

3

The Role of the Administrator

Important Elements of Working Conditions

Use this handout to record your ranking of the elements of work conditions from most important to least important. Most important would be ranked 1, and least important would be ranked 9. It might be difficult to make some choices, but record what first comes to mind. Note that these elements are not listed below in any particular order. The notes column is provided for any thoughts you might want to add.

Some elements of working conditions that have been found to contribute to staff rating their work environment positively	Rank	Notes
The work environment's attractiveness and adequacy of physical facilities and supplies		
Quality of supervisory support		
Clear communication of expectations and policies		
Opportunities for professional growth, challenge, and advancement		
Fairness of the reward system		

The Role of the Administrator: Unit 4, Key Topic 3

4

The Role of the Administrator

Conditions of a positive work environment ~ How do they rank?

- Where was there agreement?
- Where was there disagreement?
- What does this suggest about the work of establishing positive work environments?



The Role of the Administrator: Unit 4, Key Topic 3

5

The Role of the Administrator

Steps to creating positive, effective work environments

1. Develop a culture of *open sharing* of information.
2. Establish the practice of *participative management*, where teachers have a voice in their day to day involvement in the workplace.

California Preschool Program Guidelines, page 56

The Role of the Administrator: Unit 4, Key Topic 3

6

The Role of the Administrator

- Were there more examples of one step than another?
- As you look at your own rankings, did your higher rankings cluster with one or the other of these steps?
- What did you learn about yourself from this?

The Role of the Administrator: Unit 4, Key Topic 3

7

The Role of the Administrator

- **Collaboration** is essential in establishing positive work environments and maintaining high-quality in early childhood programs.
- It is the administrator's responsibility to establish processes and relationships that will support collaboration.

The Role of the Administrator: Unit 4, Key Topic 3

8

The Role of the Administrator

Collaboration occurs:

- With a program's community and a sponsoring agency.
- Between program staff and families.
- Within the program's teaching staff.

California Preschool Program Guidelines, pages 58–59

The Role of the Administrator: Unit 4, Key Topic 3

9

The Role of the Administrator

- What is the value of doing this kind of collaboration?
- What are some examples of this kind of collaboration? How is it done?
- What is the administrator's role in this area of collaboration?



The Role of the Administrator: Unit 4, Key Topic 3

10

The Role of the Administrator

Viewing Guide for "Administration and Supervision" – Management <i>California Preschool Program Guidelines DVD Set</i>		
DVD Disc:	2	
DVD Chapter:	"Administration and Supervision"	
<p>This viewing guide is based on the management functions listed throughout Key Topic 3 of this instructional guide. There is a segment in Disc 2 of the set of two DVDs that accompany the <i>California Preschool Program Guidelines</i>. This segment relates to much of the content of Chapter 4, but this viewing guide directs attention specifically to management functions that have been discussed in Key Topic 3. As you hear examples of these functions, check them in the appropriate column. Note that some of what is discussed in this segment will apply to more than one function, and you might decide that some functions are not discussed.</p> <p>The segment to view can be accessed by going to the main menu on Disc 2, clicking on "Select Chapters," and then clicking on "Administration and Supervision." Because it is difficult to write and view at the same time, it might be helpful to have the capacity to pause and restart the video.</p>		
Management functions discussed in Key Topic 3	Place a checkmark here if discussed	Notes, Thoughts, Questions
The work environment's attractiveness and adequacy of physical facilities and supplies		
Quality of supervisory support		
Clear communication of expectations and policies		

The Role of the Administrator: Unit 4, Key Topic 3

11

The Role of the Administrator

- What stood out for you as you viewed this DVD segment?
- What was most interesting to you?
- What was familiar to you?
- Where did you find yourself wanting to know more?
- How could you follow up on learning more about that?

The Role of the Administrator: Unit 4, Key Topic 3

12

The Role of the Administrator



- 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?

The Role of the Administrator: Unit 4, Key Topic 3

13

The Role of the Administrator



- 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 Administrator: Unit 4, Key Topic 3

14

The Role of the Administrator



- 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 Administrator: Unit 4, Key Topic 3

15

The Role of the Administrator

“Accountability to Maintain Program Quality”

California Preschool Program Guidelines, pages 61–62

- Program assessment instruments and documents that can be used to establish and monitor program quality
- Discusses incorporating assessment into program improvement plans that are continuously monitored and updated

The Role of the Administrator: Unit 4, Key Topic 3

16

The Role of the Administrator

Program Assessment

- Classroom Assessment Scoring System (CLASS)
- Early Childhood Environment Rating Scale (ECERS)
- Program Administration Scale (PAS)
- *Early Childhood Inclusion/Universal Design for Learning Checklist and Questions*

The Role of the Administrator: Unit 4, Key Topic 3

17

The Role of the Administrator

Program Assessment

- National Association for the Education of Young Children's (NAEYC's) Early Childhood Program Standards
- Early Language and Literacy Classroom Observation (ELLCO) Addendum for young dual language learners

The Role of the Administrator: Unit 4, Key Topic 3

18

The Role of the Administrator

Interview

- What is the purpose of the assessment?
- What does it measure?
- Who administers it?
- Is special training needed to administer it?
If so, what type of training or experience is necessary?

The Role of the Administrator: Unit 4, Key Topic 3

19

The Role of the Administrator

Interview

- How are the results used?
- Is there ongoing monitoring of results or periodic administration of the assessment?
- If yes, what does that look like? Is there a system in place that ensures timely monitoring and feedback to the program?
- If no, what are the challenges in doing so?

The Role of the Administrator: Unit 4, Key Topic 3

20

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/cdct/print/htdocs/services_cap.htm.

This Student Learning Outcomes Index is provided for easy access to the key topics that support the development of these outcomes. To locate page numbers for each key topic listed in the following index, refer to the Instructional Guide Table of Contents.

Additionally, refer to Appendix A for the listing of suggested CAP lower division eight courses and CAP expansion courses for all key topics in this instructional guide with their mapped SLOs, objectives, and examples of course content and topics. Appendix A is first organized by instructional guide units and key topics, then by the CAP courses, SLOs, objectives, and examples of course content and topics.

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


California State University and University of California

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



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

Course: 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 4 – Chapter 4: The Role of the Administrator
Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.	<ul style="list-style-type: none"> Unit 4, Key Topic 2: Leadership
Identify the teachers’ role in early childhood programs, including planning, implementing, and evaluating activities and environments.	
Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

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



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


Course: Observation and Assessment

<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: Observation and Assessment</p>	 <p align="center">Unit 4 – Chapter 4: The Role of the Administrator</p>
<p>Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.</p>	<ul style="list-style-type: none"> Unit 4, Key Topic: Getting Ready
<p>Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.</p>	
<p>Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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


Course: Practicum-Field Experience

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Practicum-Field Experience</p>	 <p align="center">Unit 4 – Chapter 4: The Role of the Administrator</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 4, Key Topic 1: Overview and Rationale
<p>Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.</p>	<ul style="list-style-type: none"> • Unit 4, Key Topic 2: Leadership • Unit 4, Key Topic 3: Management
<p>Analyze personal teaching experiences to guide and inform practice.</p>	<ul style="list-style-type: none"> • Unit 4, Key Topic: Getting Ready
<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


<p align="center">Students Learning Outcomes from CAP Expansion Courses</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">CAP Expansion Course: Adult Supervision and Mentoring in Early Care and Education</p>	 <p align="center">Unit 4 – Chapter 4: The Role of the Administrator</p>
<p>Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.</p>	<ul style="list-style-type: none"> • Unit 4, Key Topic 2: Leadership
<p>Demonstrate competency in communication and reflective practices when working with diverse adult populations.</p>	<ul style="list-style-type: none"> • Unit 4, Key Topic 3: Management
<p>Use a variety of personnel, program, and environmental assessment tools in inform leadership decisions.</p>	<ul style="list-style-type: none"> • Unit 4, Key Topic 3: Management
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

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



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


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

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



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


CAP Expansion Course: Administration 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 4 – Chapter 4: The Role of the Administrator</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 4, Getting Ready for the Unit • Unit 4, Key Topic 1: Overview & Rationale • Unit 4, Key Topic 2: Leadership • Unit 4, Key Topic 3: Management
<p>Implement ongoing professional development plans based on evaluation of staff and administrator needs.</p>	
<p>Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.</p>	<ul style="list-style-type: none"> • Unit 4, Key Topic 2: Leadership • Unit 4, Key Topic 3: Management
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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

CAP Expansion Course: Curriculum and Strategies for Children with Special Needs

<p align="center">Students Learning Outcomes from CAP Expansion Courses</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">CAP Expansion Course: Curriculum and Strategies for Children with Special Needs</p>	 <p align="center">Unit 4 – Chapter 4: The Role of the Administrator</p>
<p>Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.</p>	<ul style="list-style-type: none"> • Unit 4, Key Topic 2: Leadership • Unit 4, Key Topic 3: Management
<p>Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.</p>	
<p>Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.</p>	<ul style="list-style-type: none"> • Unit 4, Key Topic 2: Leadership • Unit 4, Key Topic 3: Management •
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

Appendix A

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

To support faculty in decisions regarding how and where they can best use the *California Preschool Program Guidelines, Part One and Part Two* in their course work or across their program, the revised 2015 version of the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP)

(https://www.childdevelopment.org/cs/cdte/print/htdocs/services_cap.htm) for the eight core lower division early childhood courses and CAP expansion courses have been mapped onto each key topic in this instructional guide for consideration. Each Key Topic Preview Page will provide the list of courses that have been mapped onto the specific key topic.

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

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

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

California State University and University of California

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

A Closer Look at the

Introduction to the California Preschool Program Guidelines

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Course: Observation and Assessment – Continued

Objectives:

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

Content and Topics:

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

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Course: Teaching in a Diverse Society – Continued

Content and Topics:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience – Continued

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Administrator Responsibilities
 - Legal requirements and responsibilities

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

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Getting Ready for the Unit and Connecting to Experience

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 1: Overview and Rationale of the Chapter

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 2:

Exploring the Benefits and Quality Features of Preschool Programs

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 3:

A Closer Look at the Research on Brain Development

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 4:

A Closer Look at the School Readiness

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 5:

A Closer Look at the California Context

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Expansion Course: Introduction to Children with Special Needs – Continued

Objectives:

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

Content and Topics:

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

Unit 2

Chapter 2: The Preschool Child

Getting Ready for the Unit and Connecting to Experience

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 2
Chapter 2: The Preschool Child

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 2
Chapter 2: The Preschool Child

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

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Content and Topics:

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

Unit 3

Chapter 3: The Role of the Preschool Teacher

Getting Ready for the Unit and Connecting to Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 3

Chapter 3: The Role of the Preschool Teacher

Key Topic 1:

Overview and Rationale of the Chapter

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Course: Practicum-Field Experience – Continued

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Content and Topics:

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

Unit 3

Chapter 3: The Role of the Preschool Teacher

Key Topic 2:

A Closer Look at Teachers' Responsibilities

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Objectives: – Continued

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

Content and Topics:

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

Unit 3

Chapter 3: The Role of the Preschool Teacher

Key Topic 3:

Engaging All Families and Supporting All Children

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Course: Practicum-Field Experience – Continued

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 3

Chapter 3: The Role of the Preschool Teacher

Key Topic 4: Building Skills for Reflective Teaching

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

- Connect staff needs to professional development and opportunities.

Content and Topics:

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

Unit 4**Chapter 4: The Role of the Administrator****Getting Ready for the Unit and Connecting to Experience****Course: Observation and Assessment**

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
 - Program evaluation tools

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 4

Chapter 4: The Role of the Administrator

Key Topic 1:

Overview and Rationale of the Chapter

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
 - Program evaluation tools

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

Student Learning Outcomes:

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

Objectives:

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

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

Content and Topics:

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

Unit 4

Chapter 4: The Role of the Administrator

Key Topic 2: Leadership

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Compare various models and approaches to early childhood curriculum.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.

Objectives:

- Demonstrate developmentally appropriate practices in supervised early childhood classrooms.
- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.

Content and Topics:

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

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

Student Learning Outcomes:

- Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.

Objectives:

- Examine methods of supervision for student teachers and others in early childhood education settings.
- Identify characteristics of effective leaders and mentors.

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Compare and contrast various program structures, philosophies and curriculum models.
- Identify strategies to ensure equity and respect for children, families, staff and colleagues.

Content and Topics:

- Program Development
 - Mission, philosophy, values
 - Culture and climate of program

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

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.
- Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.
- Identify components of hiring practices, observation and evaluation practices of staff.
- Summarize essential practices for collaboration with staff, families and community.

Content and Topics:

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

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

Content and Topics:

- Working with colleagues and families – Continued
 - Communication strategies
 - Dealing with conflict
- Leadership and Professional Development
 - Development of staff and administrators
 - Modeling and coaching
 - Cultivating leaders
 - Leadership styles
 - Confidentiality
 - Setting priorities between home and work
 - Professional memberships and advocacy

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
- Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.

Objectives:

- Explain current special education laws and their impact on early childhood practice.
- Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

Content and Topics:

- Policies and Procedures for Early Intervention and Special Education
 - Individuals with Disabilities Education Act (IDEA)
 - Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) process
 - Response to intervention
 - Least restrictive environment
 - Family rights
- Teacher's Role
 - Philosophical approach
 - Ethics-professional behaviors
 - Collaborating with family and early interventionists/specialists
 - Communication
 - Diverse and cultural perspectives
 - IFSP/IEP team

Unit 4

Chapter 4: The Role of the Administrator

Key Topic 3: Management

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.

Objectives:

- Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.
- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.

Content and Topics:

- Curriculum
 - Ongoing curriculum development cycle
 - Observation
 - Planning
 - Implementation
 - Evaluation
 - Documentation
 - Authentic assessment and documentation
 - Common tools
 - State and federal requirements

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

Student Learning Outcomes:

- Demonstrate competency in communication and reflective practices when working with diverse adult populations.
- Use a variety of personnel, program, and environmental assessment tools in inform leadership decisions.

Objectives:

- Evaluate various personnel, program and environmental assessment tools.
- Develop effective interactions and communication techniques.

Content and Topics:

- Adult Mentoring and Supervision Strategies
 - Coaching
 - Modeling

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

Content and Topics:

- Adult Mentoring and Supervision Strategies – Continued
 - Shadowing
 - Reflective supervision and feedback
 - Mentor/mentee relationships
- Adults in Early Care and Education Settings
 - Adult learners
 - Orientation
 - Role and expectations
 - Positive interactions and communication
 - Conflict resolution

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

Student Learning Outcomes:

- Demonstrate effective practices for managing and leading staff and administering early care and education programs.
- Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
- Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.

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

Objectives:

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

Content and Topics:

- Policies and Procedures for Early Intervention and Special Education
 - Response to intervention
 - Least restrictive environment
 - Family rights
 - Working with local public/private school systems
 - People first language
 - Advocacy and public policy
 - Community resources and agencies

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Getting Ready for the Unit and Connecting to Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Key Topic 1:

Using the California Preschool Curriculum Framework to Develop Integrated Curriculum

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
 - Curriculum
 - Routines and schedules
 - Program evaluation tools

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Key Topic 2: Working with Children Who are Dual Language Learners In Integrated Curriculum

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- Identify the historical roots, theories, standard, and approaches in early care and education.
- Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Diverse and inclusive learning environments
 - Books and media
 - Materials
 - Curriculum
 - Interactions
 - Assessment methods
 - Holidays
 - Family involvement

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
 - Curriculum
 - Routines and schedules
 - Program evaluation tools

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Key Topic 3: Using Universal Design in Integrated Curriculum

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Document observations of children's developmental stages in various early childhood settings for planning curriculum and environments.
- Design appropriate experiences in multiple content areas to support children's learning.
- Develop plans for environments that are appropriate for children's individual ages, stages, and needs.

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Diverse and inclusive learning environments
 - Books and media
 - Materials
 - Curriculum
 - Interactions
 - Assessment methods
 - Holidays
 - Family involvement

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

- Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.

Objectives:

- Explain current special education laws and their impact on early childhood practice.
- Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.

Content and Topics:

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

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Key Topic 4:

Exploring the Curriculum Planning Process of the California Preschool Curriculum Framework

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Document observations of children's developmental stages in various early childhood settings for planning curriculum and environments.
- Design appropriate experiences in multiple content areas to support children's learning.
- Develop plans for environments that are appropriate for children's individual ages, stages, and needs.

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

- Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

Objectives:

- Use observation and assessment tools to evaluate quality in environments, interactions, and curriculum.
- Demonstrate the ability to use observation and assessment in decision making for instruction, referral, and intervention.

Content and Topics:

- Use of observation and assessment
 - Curriculum
 - Teaching strategies
 - Environments
 - Referral and intervention
 - On-going cycle of curriculum development

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.

Objectives:

- Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.
- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.
- Describe various family involvement strategies.

Content and Topics:

- Curriculum
 - Written lesson plans
 - Adaptations for multiple reasons such as children with diverse abilities, learning styles, and temperaments, and teachable moments
 - Ongoing curriculum development cycle
 - Observation
 - Planning
 - Implementation
 - Evaluation
 - Documentation

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Teacher's Role
 - Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 6

Chapter 6: Support for Young Dual Language Learners

Getting Ready for the Unit and Connecting to Experience

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

- Differentiate characteristics of typical and atypical development.

Content and Topics:

- Additional developmental topics
 - Special needs
 - Bilingual development

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Course: Introduction to Curriculum – Continued

Objectives:

- Examine ways curriculum is integrated across all developmental domains and content areas.
- Identify ways in which the environment functions as an essential component of curriculum.

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Examine the impact of various societal influences on the development of children's social identity.
- Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.

Objectives:

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

Course: Teaching in a Diverse Society – Continued

Content and Topics:

- Historical and current perspectives on diversity and inclusion
- The influence of teachers in children’s lives
 - Impact of personal history
 - Recognition of personal bias
 - Communication patterns
 - Conflict resolution strategies
 - Modeling respectful and inclusive behaviors
 - Partnerships with families

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Compare and contrast various program structures, philosophies and curriculum models.

Content and Topics:

- Program Development
 - Culture and climate of program
 - Program models
 - Diversity and inclusion
 - Managing the environment

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

Student Learning Outcomes:

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

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.

Content and Topics:

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

Unit 6

Chapter 6: Support for Young Dual Language Learners

Key Topic 1: Overview and Rationale of the Chapter

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Diverse and inclusive learning environments
 - Books and media
 - Materials
 - Curriculum

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Course: Practicum-Field Experience – Continued

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.

Content and Topics:

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Objectives:

- Describe the sequence of development and the interrelationships among developmental areas.

Content and Topics:

- Historical Overview of Early Intervention/Special Education
 - People first language

Unit 6

Chapter 6: Support for Young Dual Language Learners

Key Topic 2:

Characteristics of Preschool Dual Language Learners

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Design appropriate experiences in multiple content areas to support children's learning.
- Develop plans for environments that are appropriate for children's individual ages, stages, and needs.

Content and Topics:

- Planning for the diverse needs of learners
 - Age
 - Temperament
 - Interests
 - Abilities
 - Gender
 - Culture
 - Language

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- The influence of teachers in children's lives
 - Impact of personal history
 - Recognition of personal bias
 - Communication patterns
 - Conflict resolution strategies
 - Modeling respectful and inclusive behaviors
 - Partnerships with families

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

- Professional and ethical teaching
 - Student teaching
 - Self-reflection and self-assessment
 - Advocacy
 - Qualifications for teachers in California

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

- Evaluate the factors needed to create a diverse and inclusive environment.

Content and Topics:

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Objectives:

- Describe the sequence of development and the interrelationships among developmental areas.

Content and Topics:

- Historical Overview of Early Intervention/Special Education
 - Theory/educational foundations
- Development and variations in development
 - Prenatal development and risk factors
 - Genetically inherited conditions.
 - Environmental factors
 - Cognitive
 - Communication/language
 - Social and emotional
 - Mental health
 - Physical

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Teacher's Role
 - Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 6

Chapter 6: Support for Young Dual Language Learners

Key Topic 3:

Program Approaches and teaching Practices

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

- Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Diverse and inclusive learning environments
 - Books and media
 - Materials
 - Curriculum
 - Interactions
 - Assessment methods
 - Holidays
 - Family involvement

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

- Professional and ethical teaching
 - Student teaching
 - Self-reflection and self-assessment
 - Advocacy
 - Qualifications for teachers in California

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

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

Content and Topics:

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

Unit 6

Chapter 6: Support for Young Dual Language Learners

Key Topic 4:

Further Considerations Regarding Dual Language Learners

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- The influence of teachers in children's lives
 - Impact of personal history
 - Recognition of personal bias
 - Communication patterns
 - Conflict resolution strategies

Course: Teaching in a Diverse Society – Continued

Content and Topics:

- The influence of teachers in children’s lives – Continued
 - Modeling respectful and inclusive behaviors
 - Partnerships with families

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

- Apply understanding of current research and developmental theories to planning experiences for young children.
- Plan, implement, and evaluate curriculum using various techniques and teaching strategies based on the needs and interests of young children.
- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.

Content and Topics:

- Theory to practice
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research
 - State and national standards
- Curriculum
 - Written lesson plans
 - Adaptations for multiple reasons such as children with diverse abilities, learning styles, and temperaments, and teachable moments
 - Ongoing curriculum development cycle
 - Observation
 - Planning
 - Implementation
 - Evaluation
 - Documentation
 - Authentic assessment and documentation
 - Common tools
 - State and federal requirements

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

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

Objectives:

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

Content and Topics:

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Objectives:

- Examine the key contributions of developmental theorists, advocates and legal decisions in influencing best practices in early childhood special education.

Content and Topics:

- Historical Overview of Early Intervention/Special Education
 - Theory/educational foundations
 - Laws and regulations
 - Individuals with Disabilities Education Act (IDEA)
 - Individualized Family Service Plan (IFSP)
 - Individualized Education Program (IEP)
 - Inclusion
 - Least restrictive and natural environments
 - People first language
 - Advocacy and public policy
 - Ethics-professional behaviors

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

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

Objectives:

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

Content and Topics:

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

Unit 7

Chapter 7: Using Technology and Interactive Media With Preschool-Age Children

Getting Ready for the Unit and Connecting to Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

- Program Development
 - Mission, philosophy, values
 - Program models
 - Curriculum
 - Program evaluation tools

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

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

Content and Topics:

- Teacher’s Role
 - Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 7

Chapter 7: Using Technology and Interactive Media With Preschool-Age Children

Key Topic 1: Overview and Rational of the Chapter

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Observe and evaluate teaching strategies and environmental design.
- Design appropriate experiences in multiple content areas to support children's learning.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Historical and current approaches
 - Theories
 - Program philosophies
 - Delivery systems and program types
 - Licensing and regulations

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Historical and current approaches – Continued
 - Personnel requirements
 - Quality Indicators
 - State and national standards

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

- Program Development
 - Mission, philosophy, values
 - Program models
 - Curriculum
 - Program evaluation tools

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

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

Objectives:

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

Content and Topics:

- Teacher’s Role
 - Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Unit 7

Chapter 7: Using Technology and Interactive Media With Preschool-Age Children

Key Topic 2:

A Closer Look at Children and Electronic Media

Course: Child, Family and Community

Student Learning Outcomes:

- Describe strategies that empower families and encourage family involvement in children’s development.

Objectives:

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

Content and Topics:

- Interrelationship of family, school and community as agents of socialization
- Influences on Socialization
 - Family
 - Family characteristic
 - Parenting styles
 - Culture
 - Tradition
 - Values
 - School and educational systems
 - Early care and education
 - Influence of one’s own personal experience on relationships with children and families.

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation

Course: Introduction to Curriculum – Continued

Content and Topics: – Continued

- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.
- Perform teaching and non-teaching responsibilities.
- Describe various family involvement strategies.

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

- Summarize essential practices for collaboration with staff, families and community.

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Teacher's Role
 - Collaborating with family and early interventionists/specialists
 - Communication
 - Diverse and cultural perspectives
 - IFSP/IEP teams
 - Implementation of IFSP/IEPs

Unit 7

Chapter 7: Using Technology and Interactive Media With Preschool-Age Children

Key Topic 3:

A Closer Look at Integrating Technology and Interactive Media into Preschool Programs

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Compare various models and approaches to early childhood curriculum.
- Examine ways curriculum is integrated across all developmental domains and content areas.

Content and Topics:

- Program models and approaches
- State and national standards and accreditation
- Environments
 - Learning centers
 - Effect of environment on behavior
 - Routines and schedules
 - Indicators of quality
 - Integration of content

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Historical and current approaches
 - Theories
 - Program philosophies
 - Delivery systems and program types
 - Licensing and regulations

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Historical and current approaches – Continued
 - Personnel requirements
 - Quality Indicators
 - State and national standards

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

- Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.
- Perform teaching and non-teaching responsibilities.
- Describe various family involvement strategies.

Content and Topics:

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

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

Student Learning Outcomes:

- Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.

Objectives:

- Evaluate various personnel, program and environmental assessment tools.

Content and Topics:

- Evaluation and Assessment
 - Tools
 - Methods

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

- Program Development
 - Mission, philosophy, values
 - Program models
 - Curriculum
 - Program evaluation tools

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Teacher’s Role
 - Adaptations: curriculum and environments
 - Adaptive equipment and materials
 - Routines and schedules
 - Guidance and interactions
 - Challenging behaviors

Appendix B

Guidelines for Operating Preschool Programs

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

Guideline 2: Addressing Culture, Diversity, and Equity – Continued	
2.2	Programs and teachers are responsive to cultural and linguistic diversity. <ul style="list-style-type: none"> • <i>Staff Preparation for Communication Practices</i> • <i>Family–Teacher Relationships</i>
2.3	Programs and teachers integrate home culture, language and practices in learning activities, materials, and environments. <ul style="list-style-type: none"> • <i>Visual Representation of Diversity</i> • <i>Language Diversity</i> • <i>Assessment of Environments</i>
2.4	Programs and teachers help children learn strategies to address social injustice, bias, and prejudice. <ul style="list-style-type: none"> • <i>Social Justice</i> • <i>Children’s Identity Development</i>
Guideline 3: Supporting Relationships, Interactions, and Guidance	
3.1	Programs and teachers collaborate with families to create a supportive emotional climate for children. <ul style="list-style-type: none"> • <i>Supportive Emotional Climate</i> • <i>Expression of Emotions</i>
3.2	Programs support teachers’ implementation of strategies to establish warm, nurturing relationships with all young children. <ul style="list-style-type: none"> • <i>Establishment of Warm, Nurturing Relationships</i>
3.3	Programs and teachers collaborate with families to identify challenges that may affect children’s social-emotional development and offer resources to address those challenges. <ul style="list-style-type: none"> • <i>Collaboration to Address Family Challenges</i>
3.4	Programs ensure teachers have ample time to engage in supportive, responsive interactions with each child. <ul style="list-style-type: none"> • <i>Time to Engage Children</i>
3.5	Programs and teachers provide positive guidance to promote social–emotional competence and prevent challenging behaviors. <ul style="list-style-type: none"> • <i>Social–Emotional Competence</i> • <i>Strategies for Socialization and Guidance</i> • <i>Challenging Behaviors</i> • <i>Conflict Resolution</i> • <i>Appropriate Expectations for Behavior</i>

Guideline 4: Engaging Families and Communities	
4.1	<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>