



# Unit 5 – Use of the California Preschool Curriculum Framework

## Key Topic 3: Using Universal Design in Integrated Curriculum

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### Focus Statement

Students explore the concept of universal design for learning as addressed in the curriculum framework by reviewing material in the *California Preschool Program Guidelines* and a DVD segment in the *California Preschool Program Guidelines DVD Set*.

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

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

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

### Instructional Methodologies

- Class discussion
- Class presentation
- Creation of a visual representation
- Pairs or small groups
- Peer review and feedback
- Reflective discussion
- Video observation



## California Early Childhood Educator Competency Areas to Consider

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

- Culture, Diversity, and Equity
- Family and Community Engagement
- Special Needs and Inclusion
- Learning Environments and Curriculum



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### Before You Start

Key Topic 3 addresses an essential feature of the *California Preschool Curriculum Framework*. Planning for and implementing universal design requires intentional environmental arrangements, teaching strategies, and attention to interactions beyond those that are optimal for all children. The approach of the curriculum framework to this component of integrated curriculum for all children is summarized in Chapter 5 of the *California Preschool Program Guidelines* and is further explored in this key topic.

This key topic is designed to be used independently or to be combined with Key Topics 1, 2, and/or 4. All four key topics in this unit have the same structure and can be delivered separately or as one overarching key topic. To deliver as one overarching key topic, faculty could begin by combining and integrating the “Information Delivery” segments or, alternatively, using them in sequence. Then each of the “Getting it started” segments can be assigned to different small groups for work on the different content of the four key topics in the unit. Each “Keeping it going” section focuses on a brief segment of Disc 1 of the DVD set prepared by the California Department of Education to accompany the *California Preschool Program Guidelines*. These different DVD segments could also be viewed in sequence by the whole class. Each DVD segment could be followed by a brief discussion using the questions in each key topic for each DVD segment. Finally, each “Taking it further” segment could be assigned to the group or groups that had worked on that topic in the “Getting it started” segment. The questions for reflection could be used as a concluding discussion.

It will be helpful if students read Chapter 5 before coming to class and beginning the work in this key topic. The “Getting it started” segment could be done in class or as an out-of-class assignment, with students then bringing their work to a class session for presentation.

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).



The two DVDs, titled the *California Preschool Program Guidelines DVD Set*, can be ordered through CDE at [www.cde.ca.gov/re/pn/rc](http://www.cde.ca.gov/re/pn/rc) or contact the CDE Press sales office at (800) 995-4099.

## Information Delivery

Direct students to the section in Chapter 5 of the *California Preschool Program Guidelines* on page 70 titled “Universal Design.” Let them know that this page is a brief overview of some essential features of the content in the curriculum framework that require intentional teaching and careful planning. This topic is addressed separately in the introductions to each volume of the framework and is embedded and integrated into the content throughout each domain of the framework. As highlighted in Chapter 5, knowledge, skills, and ongoing attention to universal design are essential to integrated curriculum for all children, including children with disabilities or other special needs. Let students know that they will be exploring this concept further, as they work in small groups to prepare a presentation on this content.

## Active Learning



Slide 2

### Getting it started

Organize students into small groups of three or four and ask students to prepare a 5- to 10-minute in-service presentation for colleagues on the content for this topic. Each group can choose their own means of presenting this to the whole group—electronic slides, poster presentation using text or graphics, set of handouts, or whatever method they choose to develop.

Ask students to be sure to include the following information:



Slides 3-4

- What are the key components of universal design for learning?
- Why is it important for teachers to understand the components of universal design when supporting all children in early care and education?
- What are some resources and sources of information that are

### Online Options

Instead of creating their presentations in class, students could develop these outside class and post them online. Students could then review their classmates' presentations and write a brief response to the three discussion questions about the presentations, which could be submitted to the instructor. Or if there is online-discussion capability, the instructor could facilitate an online discussion of the three questions.



available for teachers as they implement integrated curriculum for all children, including children with disabilities or other special needs?

In responding to these questions, students might find that there are fairly straightforward responses to be found in the text. Suggest that they discuss within their group how to summarize what they find and determine how to present the concepts in an engaging way for their colleagues.

After all the groups have presented, ask the class to briefly discuss the presentations:



Slide 5

- What were some of the similarities and differences in the content highlighted in the presentations?
- Which presentation method seemed particularly effective for you?
- What might you do differently if you were to do this type of presentation again?

### Keeping it going

To further illustrate the key concepts of universal design for learning, it is helpful to turn Disc 1 in the set of two DVDs developed to accompany the *California Preschool Program Guidelines*.

Particularly relevant to the content that the students have just explored is the chapter titled "Including Children with Disabilities or Other Special Needs."



Disc 1

To continue exploring students' understanding of using universal design to support all children in an integrated curriculum, the first segment of this chapter will be particularly helpful. It is titled "Ensuring Full Participation of Children with Special Needs." To view this segment, open Disc 1 to the main menu, click on "Select Chapters," and then click on the fifth chapter, "Including Children with Disabilities or Other Special Needs." This segment of the DVD is at the beginning of the chapter and lasts approximately five minutes.

It will be most effective to first view this brief segment together without interruptions and then watch a second time with the following questions in mind:



Slide 6

- What was new or unfamiliar?



- What have you seen or heard before?
- What was particularly helpful?
- What are some important considerations when working with staff to support their ability to include all children in an integrated curriculum?
- What are some important considerations when working with children to ensure the full participation of all children in an integrated curriculum?
- What did you see that parallels the concepts or key ideas in the presentations that you developed?



Slide 7



Slide 8

### Taking It Further

For an expanded look at the approach of the *California Preschool Curriculum Framework* in using universal design as an essential feature of integrated curriculum, ask students to go to the section on “Universal Design for Learning” on page 13 in the *California Preschool Curriculum Framework, Volume 1*. Ask students to read this individually and compile a list of some key ideas in this section. Let them know that this is an exploration and not a search for a certain number of ideas or specific ones. When students have had time to do develop their lists, ask them to rejoin their small groups and compare differences and similarities in their lists. Ask each group to come to a consensus on three to five key ideas or concepts.

### Putting it together

Then reassemble the class as a whole group and ask the following questions:

- What additional ideas were in this reading that were not in the reading in Chapter 5?
- What was familiar?



Slide 9

### Online Options

Students could individually develop their lists and then post them online for their classmates to review. If there is document-sharing and online-discussion capability in the course, the instructor could then facilitate a class discussion in which students compare the lists and agree on the main three to five key ideas or concepts. They could also discuss the questions in the “Putting it together” section.



- Did this bring other readings or other sources on using universal design to mind?
- If you were to list the three most important key ideas from both readings, what would they be?

## Reflection

The following questions can be addressed in a whole group discussion, in a journal, or in individual written reflections.



Slides 10-11

- What caught your attention as you went through these readings?
- Where would you have liked more examples or explanation?
- If you were to look for more descriptions or explanations of working with all children in an integrated curriculum, where would you start?
- How can you bring this to the work you do with children and families, now and in the future?