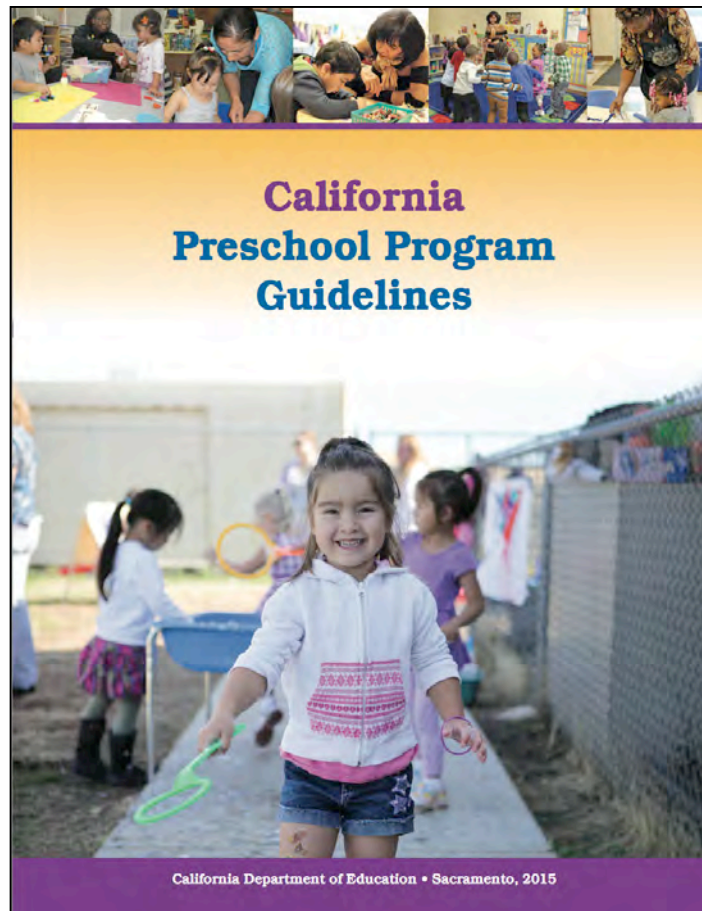




California Department of Education
Early Education and Support Division
WestEd Center for Child and Family Studies



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

<p>Introduction to the Instructional Guide</p> <p>Introduction to the Faculty Initiative Project</p> <p>About the Instructional Guides</p> <p>Organization of the Publication and the Instructional Guide</p> <p>Companion DVD Set</p> <p>Student Learning Outcomes</p> <p>Instructional Methodologies</p> <p>ECE Competency Areas</p> <p>Appendixes</p>	<p>A Closer Look at the California Preschool Program Guidelines</p> <p>Introduction to the California Preschool Program Guidelines</p>	<p style="text-align: center;">Part One: Setting the Stage for Program Quality</p>				<p style="text-align: center;">Part Two: Supporting Young Children's Learning and Development</p>		
		<p style="text-align: center;">Unit 1 Chapter 1: Current Issues in Early Childhood Education</p>	<p style="text-align: center;">Unit 2 Chapter 2: The Preschool Child</p>	<p style="text-align: center;">Unit 3 Chapter 3: The Role of the Preschool Teacher</p>	<p style="text-align: center;">Unit 4 Chapter 4: The Role of the Administrator</p>	<p style="text-align: center;">Unit 5 Chapter 5: Use of the California Preschool Curriculum Framework</p>	<p style="text-align: center;">Unit 6 Chapter 6: Support for Dual Language Learners</p>	<p style="text-align: center;">Unit 7 Chapter 7: Using Technology and Interactive Media with Preschool-Age Children</p>
		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 6 – Support for Young Dual Language Learners Getting Ready for the Unit and Connecting to Experience

Unit 6: Support for Young Dual Language Learners
Getting Ready for the Unit and Connecting to Experience

Focus Statement

Students explore some key terms and phrases related to young dual language learners as a way to reflect on their own understanding and knowledge base. Students also reflect on their own experiences where they did not know a language used by others and to consider the impacts it had on them at the time and how these experiences can inform their work with young children and their families.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Child Growth and Development
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Teaching in a Diverse Society
- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education
- Administration II: Personnel and Leadership in Early Childhood Education

Instructional Methodologies

- 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.

- Child Development and Learning
- Culture, Diversity, and Equity
- Family and Community Engagement
- Dual-Language Development
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 6 – Support for Young Dual Language Learners Getting Ready for the Unit and Connecting to Experience

Unit 6: Support for Young Dual Language Learners
Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

In recent years, the demographics in California’s preschool programs have increasingly reflected the growing diversity in California’s population at large. This has heightened awareness of the need for the field of early care and education to pay attention to specific needs of children who are developing and learning in diverse communities and families, as well as with diverse languages.

As the California Early Learning and Development System was developed over the last decade, dual language development and learning was addressed as a separate developmental domain in both the foundations and curriculum framework. This domain was included early in the system, in Volume 1 of both the *California Preschool Learning Foundations* and the *California Preschool Curriculum Framework*. Initially, this domain was called English-language development, but as more was learned about children whose home language was not the dominant language of English, these children were recognized as young dual language learners. Though referred to as young dual language learners in much of the recent literature, the term English-language development is still used as the name of the domain in the foundations and curriculum framework.

In 2009, the California Department of Education (CDE) published the second edition of *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning: A Resource Guide*. This has served as a rich resource regarding young children who are dual language learners, the process of dual language acquisition, and considerations for working with families and communities as well as children who are young dual language learners with special needs. This publication was intended to be used as part of the California Early Learning and Development System and in conjunction with other publications within that system, including the *California Preschool Program Guidelines*. The *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning*, as well as its accompanying instructional guide, can be accessed through the Web site of the Faculty Initiative Project. The resource guide could serve as a source of further breadth and depth for students regarding young dual language learners and their families, and the instructional guide suggests ways to engage students with the content of this publication.

English-language development is presented as a separate developmental domain in both the foundations and the curriculum framework. However, it is essential for students to know that dual language learning is a part of learning in every domain for young children



who are dual language learners. Additionally, most practices recommended for young children who are dual language learners are good practices for all children. As stated in the *California Preschool Curriculum Framework, Volume 1*, teachers need to account for this as they plan across the curriculum.

Integrating Dual Language Learning into Curriculum

There is opportunity presented in each instructional guide for the preschool curriculum framework to directly apply the information from the English-language development domain in the *California Preschool Curriculum Framework, Volume 1* to planning across the curriculum:

- In the *Faculty Initiative Project Instructional Guide for the California Preschool Curriculum Framework, Volume 1*, this integration opportunity can be found in Unit 7, Key Topic 3, entitled “English-Language Development Across Curriculum,” and relates to the domains in Volume 1.
- In the *Faculty Initiative Project Instructional Guide for the California Preschool Curriculum Framework, Volume 2*, it is found in Unit 5, Key Topic 3, entitled “Integrating English-Language Development Across the Domains,” and relates to the domains in the *California Preschool Curriculum Framework, Volume 2*.
- In the *Faculty Initiative Project Instructional Guide for the California Preschool Curriculum Framework, Volume 3*, it is found in Unit 4, Key Topic 3, which is entitled “Young Dual Language Learners.” Also Unit 4, Key Topic 4 of the same instructional guide concerns “Exploring Key Elements of the Curriculum Framework Across Domains” and explores the interrelatedness of all nine domains, including the domain of English-language development.

To further support programs and teaching staff in this work, two additional resources have been developed. The first is by the Governor’s State Advisory Council on Early Learning and Care and the California Department of Education, Early Education and Support Division and is titled *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*. These papers are an overview of critical research-based understanding and knowledge about the benefits to young children of dual language learning, the characteristics of children who are young dual language learners, the processes of second language acquisition, the importance of collaborating with families, curriculum approaches, and interactive strategies that support dual language learners. Additionally, recommendations derived from research findings have been developed and made available in these papers. These are summarized in Chapter 6 of the *California Preschool Program Guidelines* and are important to recognize as teachers and administrators plan and deliver programs for all young children.

The second resource is the *California Preschool Program Guidelines DVD Set* that is designed to illustrate and highlight the content of the *California Preschool Program Guidelines*. Disc 2 in this DVD set contains three chapters devoted exclusively to working



with young dual language learners. The segments in these chapters are referred to in the key topics of Unit 6 as they relate to the information in the key topic.

Unit 6 of this instructional guide is designed to support faculty in guiding students through Chapter 6 of the *California Preschool Program Guidelines*. Keep in mind that Chapter 6 in the *California Preschool Program Guidelines* is provided to “present recommendations on best practices for preschool [dual language learners] . . . drawn from six research overview papers written by leading experts across multiple disciplines” (*California Preschool Program Guidelines*, p. 75). Unit 6 of the instructional guide will familiarize students with those findings and recommendations as they are presented in Chapter 6. Additionally, the unit provides ways for students to more deeply explore the research overview papers, if that is appropriate to a particular class or group of students. In each key topic, the learning experience has been designed so that it can be used with or without further exploration of the research papers in the “Deeper Understanding” segment. Each key topic will support students in understanding the content of Chapter 6 and point to resources for further and deeper understanding of the topics contained in that chapter.

Additional work from other resources described previously can enhance and broaden students’ understanding of working with children who are young dual language learners and their families and understanding that work in the context of integrated curriculum and recommended practice is for all children.

Motivator and Connection to Experience

Before You Start

This learning experience is intended to help students connect their own experiences with dual language learning to the content of Chapter 6 in the *California Preschool Program Guidelines*. This includes their own experience as they have learned more than one language or their experiences with dual language learners in their families or in programs where they currently work or have worked in the past. Hopefully, this will support students in understanding how many lives are touched by this process and how important it is to intentionally support those who experience it.

Students will be asked to recollect their experiences and any barriers they might have encountered or barriers they could imagine that might have had an impact on that experience for themselves or others. It will be important to guide this conversation as an introduction and exploration and not as a source of judgment. Faculty might want to go through this exploration themselves before working through it with students.

Handout 1, “Terms and Concepts Relating to Dual Language Learners,” provided with this learning experience, is a list of words and phrases related to young dual language learners. An electronic version of this handout will be available when this instructional



guide is available online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

Active Learning



Slides 2-3

Getting it started

Let students know that they will be working with some key phrases and ideas from Chapter 6 of the *California Preschool Program Guidelines*, “Support for Young Dual Language Learners.” They will be asked to look for familiar words or phrases from a list taken from the chapter. Remind them that this is not a test but a way to become familiar with their own understanding and knowledge base.

Ask students to review Handout 1, “Terms and Concepts Relating to Dual Language Learners,” and check those words or terms with which they are familiar. They are doing this individually, so they are the only ones who will see their responses.

Keeping it going

After they have had a chance to review the list, let students know that you will be asking them to reflect on their responses. Whether or not faculty decide to ask students to share these responses will depend on their knowledge of the students and how open they can be to one another.

Ask students to think about the following questions:



Slide 4

- Were there some words or phrases that you knew well and some that were not familiar to you?
- What did you learn about your familiarity with the words and phrases that you might encounter in Chapter 6?
- Were there some in particular that you would like to learn more about?

If students are asked to share these responses, suggest they reflect on the range of responses to these questions. That is, some—or even most—students might be familiar with many of the words and phrases, and others—or most—with few. Faculty can point out that this could be the range of language development in either home language or a second language of children whom they encounter in preschool settings and to note how this might affect interaction strategies and curriculum planning. Also it is important to point out here that there is no value placed on knowing or not knowing. It is just a description of a kind of variability that students might see in a preschool setting or among colleagues with whom they are working.



Taking it further

Next, ask students to think of experiences they have had where they did not speak the language—either at all or fluently enough to converse—of adults or children with whom they needed to communicate. This could be neighbors, families of children they work with, colleagues, or children.

Organize the students into pairs or groups of three. Ask them to describe their experiences and responses to the questions that follow, making sure that each student has an opportunity to share.



Slides 5-6

- How did you feel in that situation?
- What skills did you need when you were faced with that situation?
- What barriers did you have to overcome?
- What strategies did you use?
- How could this influence the work you do with young children and their families?

Responses to these inquiries can vary dramatically between students, but that is part of what will be useful for discussion.

Putting it together

Ask students to report to the whole class some of what they discovered as they discuss these questions:

- Did your experiences differ?
- Did your feelings differ?
- What barriers were discovered?
- What strategies were used?
- In general, what did you learn from this and how does this apply to your work with children, families, and colleagues?

Online Options

Students can post online a one- or two-paragraph summary of their experiences and responses to the questions in the “Taking it further” segment for their classmates to review. The instructor can then facilitate an in-class or online discussion based on the questions in the “Putting it together” section.



Slide 7



Reflection

The questions in the “Putting it together” serve as a reflection for this learning experience. This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 8-10

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

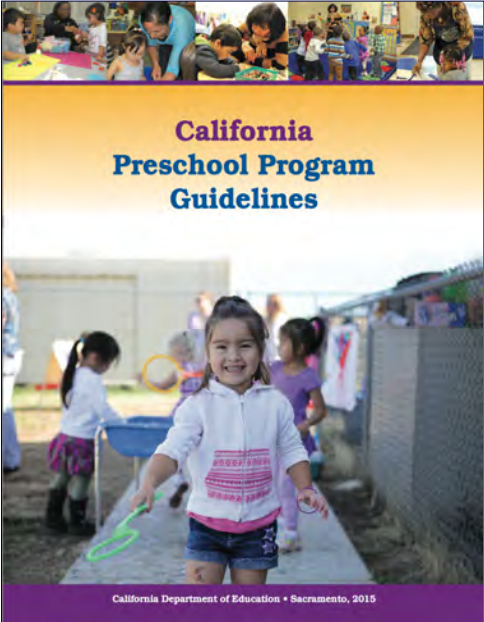


Terms and Concepts Relating to Dual Language Learners

Listed below are some terms and concepts relating to young dual language learners. As a way to explore your own connection to this focus of Chapter 6 in the *California Preschool Program Guidelines*, briefly review these terms and check the most appropriate box indicating your familiarity with each term or concept. This is not an assessment but a way for you to see how you connect to the topic in Chapter 6.

Unit 6: Support for Young Dual Language Learners
 Getting Ready for the Unit and Connecting to Experience
 Handout 1: Terms and Concepts Relating to Dual Language Learners

Terms and concepts relating to dual language learners	Not yet familiar	Familiar to some extent	Could describe to a peer
Oral language			
Home language			
Academic language			
Emerging bilingualism			
Balanced English- and home- language development			
Instructional support for home language and English			
Social language			
Levels of English-language development			
Barriers for families of dual language learners to participating in their child's school			
Language switching			



California
Preschool Program
Guidelines

California Department of Education • Sacramento, 2015

Support for Dual Language Learners: Unit 6, Getting Ready 1

Young Dual Language Learners Terms and Concepts

- Oral language
- Home language
- Academic language
- Emerging bilingualism
- Balanced English- and home-language development
- Instructional support for home language and English
- Social language
- Levels of English-language development
- Barriers for families of dual language learners to participating in their child's school
- Language switching

Support for Dual Language Learners: Unit 6, Getting Ready 2

Support for Young Dual Language Learners

Terms and concepts relating to dual language learners	Not yet familiar	Familiar to some extent	Could describe to a peer
Oral language			
Home language			
Academic language			
Emerging bilingualism			
Balanced English- and home- language development			
Instructional support for home language and English			
Social language			

Support for Dual Language Learners: Unit 6, Getting Ready

3

Support for Young Dual Language Learners

- Were there some words or phrases that you knew well and some that were not familiar?
- What did you learn about your familiarity with the words and phrases from Chapter 6?
- Were there some in particular that you would like to learn more about?

Support for Dual Language Learners: Unit 6, Getting Ready

4

Support for Young Dual Language Learners

- How did you feel in that situation?
- What skills did you need when you were faced with that situation?
- What barriers did you have to overcome?

Support for Dual Language Learners: Unit 6, Getting Ready

5

Support for Young Dual Language Learners

- What strategies did you use?
- How could this influence the work you do with young children and their families?

Support for Dual Language Learners: Unit 6, Getting Ready

6

Support for Young Dual Language Learners

- Did your experiences differ?
- Did your feelings differ?
- What barriers were discovered?
- What strategies were used?
- In general, what did you learn from this and how does this apply to your work with children, families, and colleagues?

Support for Dual Language Learners: Unit 6, Getting Ready

7

Support for Young Dual Language Learners



- Which ideas or part of this 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?

Support for Dual Language Learners: Unit 6, Getting Ready

8

Support for Young Dual Language Learners



- 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?

Support for Dual Language Learners: Unit 6, Getting Ready

9

Support for Young Dual Language Learners



- 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?

Support for Dual Language Learners: Unit 6, Getting Ready

10



Unit 6 – Support for Young Dual Language Learners

Key Topic 1: Overview and Rationale of the Chapter

Focus Statement

Students become familiar with the 10 “Guiding Principles for Supporting Young Dual Language Learners.” They also acquire an overview of the chapter’s content and become familiar with some of the rationale for supporting young dual language learners.

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
- Administration II: Personnel and Leadership in Early Childhood Education
- Introduction to Children with Special Needs

Instructional Methodologies

- Brainstorming
- Categorizing
- Class discussion
- Notetaking outline or tool
- Pairs or small groups
- Reflective discussion



California Early Childhood Educator Competency Areas to Consider

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

- Culture, Diversity, and Equity
- Dual-Language Development
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 6 – Support for Young Dual Language Learners

Key Topic 1: Overview and Rationale of the Chapter

Before You Start

This key topic will provide an introduction for students to Chapter 6 of the *California Preschool Program Guidelines*. This chapter is entitled “Support for Young Dual Language Learners.” Students will be introduced to 10 “Guiding Principles for Supporting Young Dual Language Learners,” which provide a rationale and framework for the chapter, as well as get a brief overview of the content of the chapter.

It will be important for faculty to have read the “Getting Ready for the Unit and Connecting to Experience” for this unit. This enables faculty to be familiar with the chapter and to understand the ways in which this chapter connects to other publications and initiatives of the California Early Learning and Development System.

This chapter in the *California Preschool Program Guidelines* has research underpinnings that are found in *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*. These papers are not used in this key topic, but the other three key topics in Unit 6 provide opportunities to become familiar with all six papers in that collection.

This key topic contains two distinct but related subjects. Students will first explore the 10 “Guiding Principles for Supporting Young Dual Language Learners” that provide a framework and rationale for the contents of the chapter. Next, they will briefly get an overview of the chapter and its contents through tabbing various sections of the chapter. It will be helpful to provide 13 small sticky notes per student for this tabbing.

Handout 1, a list of the 10 “Guiding Principles for Supporting Young Dual Language Learners,” is provided with this key topic. An electronic version of this handout will be available when this instructional guide is available online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

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



It will be helpful for students to have a hard copy of Chapter 6 of the *California Preschool Program Guidelines* for one of the active learning sections of this key topic.

California’s Best Practices for Young Dual Language Learners: Research Overview Papers can be downloaded from the California State Advisory Council Web site at <http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016).

Information Delivery



Slide 2

Let students know that Chapter 6 is based on a set of research overview papers that provide research-based recommendations for working with children who are young dual language learners and their families. These are found in *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*.

Direct students’ attention to the 10 “Guiding Principles for Supporting Young Dual Language Learners” on page 76 of Chapter 6. Remind students that on page 75, the 10 Guiding Principles are referred to as offering “a framework for interpreting the research findings and provide a rationale for specific practices.”

Active Learning



Slide 3

Getting it started

Let students know that they will have an opportunity to explore the 10 Guiding Principles. Make available to each student Handout 1, “Guiding Principles for Supporting Young Dual Language Learners,” accompanying this key topic. Note that the 10 Guiding Principles are listed in the first column.

Ask students to choose four or five words that represent key features of each principle and write them in the second column. It might support students in understanding this instruction if the first principle is done as a whole class. For example, the key words for the first principle might be

- capacity;
- benefit; and
- home language.

Keeping it going

When they have had time to list key words for all 10 principles, organize students into pairs and ask them to compare their choices.

Online Options

Students could complete Handout 1 prior to class and post it online. Students could then review their classmates’ handouts before class and be prepared to compare responses with another student in class.



Slide 4

Ask them to consider these questions:

- Where were there similarities?
- Where were there differences? Can you justify your choice to your partner when you did not make the same choices?
- Why might you and your partner have made different choices?

Then, ask each pair to produce an agreed-upon list for all 10 Guiding Principles.

These lists can be shared with all students in a variety of ways. They could be posted to an online format, written onto large sticky notes and physically displayed for each guiding principle in a classroom setting, or shared orally.

Regardless of the method used to share the work of each pair, the following questions could be included in a discussion or written reflection.



Slides 5-6

- Where did you find yourself differing from others?
- Where did you feel unfamiliar with the key features of a guiding principle or unsure of what it meant?
- For which principle(s) could you see clear implications for practice?
- For which principles would you want to learn more about implications for practice?

Putting it together

Now that they have become familiar with the 10 “Guiding Principles for Supporting Young Dual Language Learners,” the following review of the chapter and completion of the handout will give students an opportunity to see where these principles play out in the content of the chapter.

Using sticky notes, ask them to locate and tab the following sections in the chapter:



Slide 7

- Characteristics of Preschool Dual Language Learners (p. 76)
- *Process of Second-Language Acquisition* (p. 78)



- Program Approaches and Teaching Practices (p. 80)
 - ~ *Balanced–English-and-Home-Language-Development Approach* (p. 82)
 - ~ *English-Language-Development-with-Home-Language-Support-Program Approach* (p. 83)
- Sample Family Languages and Interests Interview (p. 85)
- *Teacher–child relationships* (p. 86)
- Assessment of Young Dual Language Learners (p. 87)
- Family Engagement (p. 87)
- Inclusion of Young Dual Language Learners Who Have Special Needs (p. 88)
- Support for the Transition to Kindergarten (p. 89)
- Early Childhood Educator Competencies (p. 89)
- Closing Thoughts (p. 90)

Online Options

Students could complete the third column of Handout 1 individually and post their completed handouts for their classmates to review. If the course has online-discussion capability, faculty may facilitate a discussion of the students' responses and the two questions in the "Putting it together" section.

When students have finished locating these sections, ask them to return to the handout. They are to review the titles of these sections and consider which of the Guiding Principles would support each of these practices. This can be done in their pairs or as a class discussion. There is a third column on the handout that can be used to record their choices of sections relating to each principle.

Ask students to consider the following questions:

- Are there some principles that relate to several topics? Which are they?
- What does this suggest about California's approach to preschool dual language learners?



Slides 8-9



Slide 10



Reflection

To close out this segment of active learning, ask students to reflect on the following questions. This can be done as a written reflection, in an online forum, or as a class discussion.



Slides 11-12

- How does this relate to experiences you have had with children who are young dual language learners?
- What was most interesting to you in this learning experience?
- How has this been helpful to you? Did anything come together for you?
- What are you most interested in learning more about? How can you do that?

Online Options

If the course has online-discussion capability, faculty may facilitate a discussion of the first set of questions in the “Reflection” segment.

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



Slides 13-15

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



Guiding Principles for Supporting Young Dual Language Learners

The “Guiding Principles for Supporting Young Dual Language Learners” from Chapter 6 of the *California Preschool Program Guidelines* are listed in the first column of this table. Students are to review each guideline and choose four or five key words that most reflect the important features of that guideline. These are to be entered into the second column. The third column is available for listing chapter sections that indicate practices that would be supported by each guideline.

Note that the use of the term “DLLs” reflects how these guiding principles are written in the text. “DLLs” refers to dual language learners.

Guiding Principles for Supporting Young Dual Language Learners	Key Words	Chapter Sections
<ol style="list-style-type: none"> All young DLLs have the capacity to learn two or more languages and benefit cognitively and socially when they receive instruction that promotes development of their home language as well as English-language development (ELD). 		
<ol style="list-style-type: none"> High-quality preschool programs benefit all children but are not sufficient for young DLLs to achieve equitable outcomes. 		
<ol style="list-style-type: none"> Strong and mutually respectful partnerships with families with young DLLs enhance the learning and development of young DLLs. 		
<ol style="list-style-type: none"> Respect for the culture, values, and language preferences of families with young DLLs will benefit young DLLs’ adjustment to preschool. 		

Unit 6: Support for Young Dual Language Learners
 Key Topic 1 – Overview and Rationale of the Chapter
 Handout 1: Guiding Principles for Supporting Young Dual Language Learners





Guiding Principles for Supporting Young Dual Language Learners

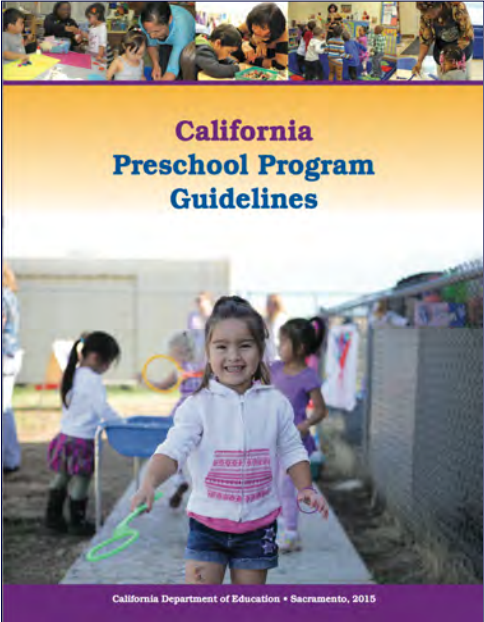
Guiding Principles for Supporting Young Dual Language Learners	Key Words	Chapter Sections
<p>5. DLLs’ knowledge and strengths in their home language need to be recognized and built upon in the preschool curriculum.</p>		
<p>6. The learning and development of young DLLs must be supported and assessed across all domains, including ELD.</p>		
<p>7. Characteristics of preschool DLLs’ language development need to be understood by all program staff:</p> <ul style="list-style-type: none"> a. Young DLLs may take longer to respond to instructional prompts given in English. b. Young DLLs will typically progress through several stages of second-language acquisition at different rates depending on their early exposure and usage (see the California Preschool Learning Foundations in English-language Development for further information). c. Young DLLs will likely employ English switching (i.e., combining English and home language words in the same utterance), which is a typical feature of dual language development and should be considered a linguistic <i>(continued)</i> 		



Guiding Principles for Supporting Young Dual Language Learners

Guiding Principles for Supporting Young Dual Language Learners	Key Words	Chapter Sections
<p><i>(Continued)</i> strength (see the California Preschool Learning Foundations in English-language Development for further information).</p>		
<p>8. To individuals without training in dual language learning, some features of language development may appear delayed during the early stages of bilingualism for young DLLs (e.g., vocabulary in each language, grammatical knowledge in second language, expressive abilities in second language), but when provided with a linguistically enriched and balanced program, young DLLs will become proficient in both languages.</p>		
<p>9. The executive function abilities of young DLLs can be enhanced through a balanced educational approach to language.*</p>		
<p>10. All language development activities and interactions should be interesting and engaging for young DLLs and should build upon young children’s intrinsic desire to learn language to communicate and participate in their social and educational settings.</p>		

*Keep in mind that this would include supporting both languages for academic and social language development.



Support for Dual Language Learners: Unit 6, Key Topic 1

1

Support for Young Dual Language Learners

- Chapter 6 is based on *California's Best Practices for Young Dual Language Learners: Research Overview Papers*.
- The 10 “Guiding Principles for Supporting Young Dual Language Learners” offer “a framework for interpreting the research findings and provide a rationale for specific practices.”

California Preschool Program Guidelines, page 75-76

Support for Young Dual Language Learners

Guiding Principles for Supporting Young Dual Language Learners	Key Words	Chapter Sections
1. All young DLLs have the capacity to learn two or more languages and benefit cognitively and socially when they receive instruction that promotes development of their home language as well as English-language development (ELD).		
2. High-quality preschool programs benefit all children but are not sufficient for young DLLs to achieve equitable outcomes.		
3. Strong and mutually respectful partnerships with families with young DLLs enhance the learning and development of young DLLs.		
4. Respect for the culture, values, and language preferences of families with young DLLs will benefit young DLLs' adjustment to preschool.		

Support for Dual Language Learners: Unit 6, Key Topic 1

3

Support for Young Dual Language Learners

10 Guiding Principles

- Where were there similarities?
- Where were there differences? Can you justify your choice to your partner when you did not make the same choices?
- Why might you and your partner have made different choices?

Support for Dual Language Learners: Unit 6, Key Topic 1

4

Support for Young Dual Language Learners

10 Guiding Principles

- Where did you find yourself differing from others?
- Where did you feel unfamiliar with the key features of a guiding principle or unsure of what it meant?



Support for Dual Language Learners: Unit 6, Key Topic 1

5

Support for Young Dual Language Learners

10 Guiding Principles

- For which principles could you see clear implications for practice?
- For which principles would you want to learn more about implications for practice?

Support for Dual Language Learners: Unit 6, Key Topic 1

6

Support for Young Dual Language Learners

- ✓ Characteristics of Preschool Dual Language Learners (p. 76)
- ✓ *Process of Second-Language Acquisition* (p. 78)
- ✓ Program Approaches and Teaching Practices (p. 80)

Support for Dual Language Learners: Unit 6, Key Topic 1

7

Support for Young Dual Language Learners

- ✓ Sample Family Languages and Interests Interview (p. 85)
- ✓ *Teacher–child relationships* (p. 86)
- ✓ Assessment of Young Dual Language Learners (p. 87)
- ✓ Family Engagement (p. 87)

Support for Dual Language Learners: Unit 6, Key Topic 1

8

Support for Young Dual Language Learners

- ✓ Inclusion of Young Dual Language Learners Who Have Special Needs (p. 88)
- ✓ Support for the Transition to Kindergarten (p. 89)
- ✓ Early Childhood Educator Competencies (p. 89)
- ✓ Closing Thoughts (p. 90)

Support for Dual Language Learners: Unit 6, Key Topic 1

9

Support for Young Dual Language Learners

- Are there some principles that relate to several topics? Which are they?
- What does this suggest about California's approach to preschool dual language learners?



Support for Dual Language Learners: Unit 6, Key Topic 1

10

Support for Young Dual Language Learners



- How does this relate to experiences you have had with children who are young dual language learners?
- What was most interesting to you in this learning experience?

Support for Dual Language Learners: Unit 6, Key Topic 1

11

Support for Young Dual Language Learners



- How has this been helpful to you? Did anything come together for you?
- What are you most interested in learning more about? How can you do that?

Support for Dual Language Learners: Unit 6, Key Topic 1

12

Support for Young Dual Language Learners



- 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?

Support for Dual Language Learners: Unit 6, Key Topic 1

13

Support for Young Dual Language Learners



- 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?

Support for Dual Language Learners: Unit 6, Key Topic 1

14

Support for Young Dual Language Learners



- 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 6 – Support for Young Dual Language Learners

Key Topic 2: Characteristics of Preschool Dual Language Learners

Unit 6: Support for Young Dual Language Learners
Key Topic 2 – Characteristics of Preschool Dual Language Learners

Focus Statement

Students become familiar with the characteristics of young dual language learners by exploring the benefits of dual language learning and reviewing an overview of the process of second language acquisition.

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
- Administration I: Programs in Early Childhood Education
- Administration II: Personnel and Leadership in Early Childhood Education
- Introduction to Children with Special Needs
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Brainstorming
- Class discussion
- Class presentation
- Creation of a visual representation



- Jigsaw reading
- Pairs or small groups
- Peer review and feedback
- Reflective discussion
- Research overview review
- Role playing
- 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
- Dual-Language Development
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 6 – Support for Young Dual Language Learners

Key Topic 2: Characteristics of Preschool Dual Language Learners

Unit 6: Support for Young Dual Language Learners
Key Topic 2 – Characteristics of Preschool Dual Language Learners

Before You Start

This key topic will focus student attention on characteristics of the children who are young dual language learners as discussed in Chapter 6 of the *California Preschool Program Guidelines*. The purpose is to familiarize students with the content of Chapter 6 as it relates to these two topics: benefits of dual language learning and second language acquisition. Opportunities to explore these characteristics in more depth are suggested in the following active learning segments. To clearly address two separate but related subjects in Chapter 6, this key topic is divided into two subtopics. The first will focus on the benefits to children of learning more than one language in the early years, and the second will address the process of second language acquisition in the early years. Dividing this material into two subtopics allows faculty to use each subtopic independently or to use them together, depending on how the content fits the course. Each subtopic will help students understand the characteristics of young dual language learners that they need to be aware of as they plan curriculum and interactions

Chapter 6 in the *California Preschool Program Guidelines* is organized to “present recommendations on best practices for preschool [dual language learners] . . . drawn from six research overview papers written by leading experts across multiple disciplines” (*California Preschool Program Guidelines*, p. 75). These papers are collected in *California’s Best Practices for Young Dual Language Learners: Research Overview Papers (2013)*, developed by the Governor’s State Advisory Council on Early Learning and Care and the California Department of Education. In this key topic, beyond becoming familiar with the content presented in Chapter 6, faculty have the opportunity to guide students in exploring two research overview papers that are specifically related to characteristics of young dual language learners. This is found in the “Deeper Understanding” segment of the active learning in this key topic. If appropriate to course content and student level of experience with research reviews, this will familiarize students with the content of the two research overview papers, including findings and recommendations for practice.

The California Department of Education has also produced a set of two DVDs, titled *California Preschool Program Guidelines DVD Set*, to accompany the *California Preschool Program Guidelines*. The third chapter of Disc 2 addresses dual language learning in the preschool setting and is titled “Supporting Young Dual Language



Learners: Considerations for All Programs.” This chapter is about 16 minutes long, and the whole chapter is relevant to this key topic. However, suggestions are made in the active learning for viewing specific segments in this chapter of the DVD. It is important that faculty review the DVD prior to using it in this key topic. Faculty might want to make their own decisions about which segments to use in different parts of the active learning in this key topic based on their students and their course content. The *California Preschool 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.

Additionally, the California Department of Education has, as part of the California Early Learning and Development System, developed resources and publications that address the needs of young dual language learners and their families and the professionals who work with them. These have been described in the “Getting Ready for the Unit” section that introduces Unit 6 of this instructional guide. It is strongly recommended that faculty be familiar with these publications and papers before addressing Chapter 6 of the *California Preschool Program Guidelines* with students.

Among these publications, of special interest to Subtopic 2 is the second edition of the resource guide *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning* (CDE 2009). This resource contains lengthy descriptions of the process of second language acquisition and would provide additional information to students. The Faculty Initiative Project has produced an instructional guide for this resource guide, and both the publication and instructional guide can be accessed through the project’s Web site. These resources could be used as a way to deepen students’ understanding of the information presented in Chapter 6 of the *California Preschool Program Guidelines*.

Also, the California Department of Education, Early Education and Support Division has produced a DVD entitled *A World Full of Language: Supporting Preschool English Learners*. The first part of the DVD covers some of the paths taken by children as they acquire a second language. This DVD can be ordered through the California Department of Education; ordering information can be found on the CDE Press Web site at <http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001703> (accessed January 20, 2016).

The availability of multiple resources from the California Department of Education, Early Education and Support Division means that faculty can choose to supplement, expand, or enhance their coverage of the characteristics of young children who are dual language learners in a variety of courses and in a variety of instructional modalities.

Handout 1, “Benefits, Challenges, and Implications for Practice,” provided with Subtopic 1, is a table that students can use to note the benefits, challenges, and implications for practice for different groups of young dual language learners. An electronic version of this handout will be available when this instructional guide is available online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).



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

California's Best Practices for Young Dual Language Learners: Research Overview Papers can be downloaded from the California State Advisory Council Web site at <http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016).

Information Delivery

Subtopic 1: Benefits of Bilingualism



Slide 2

Let students know that there is as much diversity within the population of preschool children who are young dual language learners as there is in the preschool population as a whole. It is important to remember that children who are young dual language learners bring their own individual experiences and developmental contexts to the preschool environment.



Disc 2

It is suggested that faculty begin this subtopic with a review and discussion of the diversity of children who are young dual language learners. A segment in Disc 2 of the *California Preschool Program Guidelines DVD Set* is specifically related to this topic, and viewing this segment would be an appropriate way to start the discussion.

This segment can be accessed by opening the disc to the main menu, clicking on “Select Chapters,” and choosing the chapter “Supporting Young Dual Language Learners: Considerations for all Programs.” The first segment in this chapter, which runs approximately 2 ½ minutes, discusses the diversity of children who are young dual language learners. The next segment, running about three minutes, focuses on the use of home language as a base for learning but also addresses the diversity of home languages in California’s preschool programs.

After watching these two segments, ask the students to brainstorm as many ways as they can how children who are young dual language learners might vary. Some examples might be family income, family immigration story, urban or rural community, family members’ levels of education, language experience in their home language, family size, cultural traditions, and individual temperament. There are many more examples of individual circumstances or characteristics that can influence a child’s development as a young



dual language learner. Record all the students' ideas on chart paper, electronically, or some other way so that the list is visible to all students.

When reviewing the list, emphasize the importance of understanding each child as an individual, even as young dual language learners are discussed as a group.

Active Learning

Getting it started

It is helpful for students to understand that there are some ways in which children who are young dual language learners can be grouped and that there are some differences between groups of preschool children who are learning two or more languages at the same time. These groups include children who are described with these three terms:



Slide 3

- Dual language learners
- Bilinguals
- Emergent bilinguals

Ask students to form pairs or small groups and find definitions in Chapter 6 for the three terms. These definitions are all found on pages 76 and 77 of the *California Preschool Program Guidelines*. It is helpful if everyone finds the definitions for all three terms. Briefly review the students' responses to be sure there is consensus for these definitions.

Keeping it going

Ask students to continue reviewing pages 76, 77, and 78 to find examples or descriptions of these three topics:



Slide 4

- Benefits of learning more than one language
- Challenges for learners of more than one language

Online Options

Subtopic 1

Students could post their lists for their classmates to review. Faculty could then facilitate an in-class or online discussion of the similarities and differences among the students' lists. If the class has online-discussion capability, faculty could also facilitate a discussion on the three topics—benefits, challenges, and implications for practice. A separate discussion thread could be used for each topic.



- Implications for practice

While students are compiling their lists, suggest that they can incorporate benefits that arose in the DVD but might not be in the text.

Then divide the class into pairs or small groups to list their findings. After the groups have had a chance to complete their lists as much as possible, ask them to share their lists with the whole group. Students could write their lists for each topic on a separate sheet of paper for each topic. Alternatively, faculty could post chart paper for each of the three categories or designate an area of the room for each category, and students could write their findings on sticky notes and attach them to the appropriate area. Facilitate a classroom discussion about similarities and differences in what was found.

There is a short segment of the DVD that addresses the benefits that could be inserted into the discussion here. It is at the very end of the discussion of different program approaches when working with children who are young dual language learners. Although different program approaches are addressed in another key topic in this unit, the very short piece at the end relates to understanding dual language capacity as a gift and is worth viewing. This can be accessed by opening Disc 2 to the main menu, clicking on “Select Chapters,” and choosing the chapter called “Supporting Young Dual Language Learners: Program Approaches.” Then go to the segment that starts at approximately 13 minutes and 47 seconds called “Embracing the Benefits of Dual Language Learning.”



Disc 2

If it has not emerged in the discussion, ask how the definitions for the three groups of children would influence each of these three topics—benefits, challenges, and implications for practice. For example, how might benefits of learning two or more languages be different for children who are bilinguals versus children who are emergent bilinguals? If faculty choose to expand this conversation, Handout 1, “Benefits, Challenges, and Implications for Practice,” can be used as a worksheet to consider these cross influences. After discussing the benefits and challenges, ask students to identify what might be some implications for practice.



Slide 5

Some of the ideas expressed in the text that could be benefits, challenges, or implications for practice might not have fallen neatly into one category or another. For instance, enhanced facility in learning a new language could also result in language loss and the resultant disconnection from home and cultural identity.



Remind students that dual language learning is multifaceted and it is important for adults working with children who are young dual language learners to be alert to each child's learning and be intentional in supporting it.

Putting it together

Provide the following directions as students continue to work in their pairs or small groups on this subtopic:



Slide 6

- Discuss what you found particularly interesting in this learning experience.
- Summarize in one or two sentences what more you would like to learn regarding the benefits of dual language learning for young children.

Reflection

Conclude Subtopic 1 with a reflective discussion.



Slides 7-8

- What values influence your work with young dual language learners? How do they support that work?
- What experiences have you had that motivate and support your work with young dual language learners?
- What might be some personal barriers to working with young children who are dual language learners? How can you work to remove them?

Information Delivery



Slide 9

Subtopic 2: Process of Second Language Acquisition

If students are not familiar with the information in the *California Preschool Learning Foundations* and *California Preschool Curriculum Framework* regarding young dual language learners, it is strongly recommended that this information be reviewed here. In particular, information on the levels of dual language learning, referred to as stages in the *California Preschool Program Guidelines*, is available in the *California Preschool Learning Foundations, Volume 1* on pages 107–111. This information applies to the English-language development domain in the *California Preschool Curriculum Framework, Volume 1* as well.

However, keep in mind that the purpose of this subtopic is to familiarize students with the content of Chapter 6 of the *California Preschool Program Guidelines*. Suggestions for exploring further



background information through the use of the research overview papers is provided in the “Deeper Understanding” segment of this key topic.

Active Learning



Slide 10

Getting it started

Let students know that they will be preparing a brief presentation for fellow staff members in a preschool setting or for fellow students. The point of this presentation will be to describe why “. . . it is essential for preschool programs to recognize the critical importance of oral language and vocabulary development for young DLLs” (*California Preschool Program Guidelines*, p. 80). It is important for faculty to point out that this oral language and vocabulary development is critical in both the home language and English.

Students need only draw on the information on pages 79 and 80 in the *California Preschool Program Guidelines* and focus on oral language and vocabulary development. The presentation should address these questions:

- Why is it important to pay attention to these skills?
- What are some ways in which young dual language learners might differ from monolingual language learners in developing these skills?
- Knowing this, what are some implications for practice?



Slide 11

First convene the class to consider various ways this information could be presented. For example, what would a poster presentation look like for this information, or how could role playing be incorporated into this presentation? Are there other visual ways this could be presented? Decide as a class how these presentations will be done. It would be interesting if students do not all use the same format for presentation.

Keeping it going

Organize students into pairs or small groups to work on the presentations. Remind them that the intent is not to develop a comprehensive presentation but to use it as a way to understand what information is available in the *California Preschool Program Guidelines* and is backed by the overview of research on which this chapter is based.



Taking it further

In addition, students could consider how this information could be presented to parents or other family members. Would the presentation differ for family members? How and why? Would different modalities of presentation work better for staff, colleagues, or families? If so, why?

Putting it together

When students have had time to develop their presentations, provide time for them to deliver them for their classmates. After all the groups have presented, facilitate a discussion about where some modalities worked well and where some presented challenges. Consider this from the perspective of both those who developed and presented and those who were the audience.

Online Options

Subtopic 2

Students could share their presentations online by posting photographs or scanned images of presentations such as posters. If students choose role playing, they could post copies of the scripts or a video. Faculty could then facilitate an online peer review as described in the “Putting it together” segment.

Reflection

Conclude this subtopic by asking students to reflect on the following questions. This reflection need not be done as a class discussion; it could be done as individual writing or journaling for students’ own understanding of their relationship to the topic.



Slides 12-13

- What strengths would you bring to working with young dual language learners in supporting children’s development of academic vocabulary and oral language as well as general oral language and vocabulary in both their home language and English?
- How are you challenged in working with young dual language learners regarding academic language, oral language, and vocabulary in children's home language? With staff or colleagues? With families? Can you think of some ways to overcome these challenges?

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



Slides 14-16

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

Deeper Understanding



Slide 17

As mentioned in Subtopic 2, Chapter 6 of the *California Preschool Program Guidelines* is based on *California's Best Practices for Young Dual Language Learners: Research Overview Papers (2013)*. This key topic relates to the first and second papers in that collection. Paper 1 is "Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain." Paper 2 is "Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy, Science and Mathematics, and Social–Emotional Development." This "Deeper Understanding" segment provides suggestions for exploring those two research papers. They are addressed together, since they apply to both subtopics.

Keep in mind that the suggestions here are intended to support students in familiarizing themselves with the content of Papers 1 and 2. They are not intended to produce research critiques or reviews. Each paper can be addressed individually or can be addressed at the same time for this key topic.

Two instructional methodologies are suggested.

1. The first is to assign or let students choose sections of each paper to work on. This might work best for students to be in pairs, either in class or as an assignment done out of class, and then discussed in class as a whole group. Each pair would work with a section of the research overview and find key ideas to list and bring back to the whole group.
2. A second approach, which could be used in place of or in addition to the first, would be to again have students work in pairs with the



same sections of the research overviews but ask students to develop a true-false exam. This exam would also be brought back to the whole group to either take in sections with discussion following or simply use as a way to discuss the material in the research overview papers. If the exam is administered, students' responses should not be shared or examined, since this is intended as a way to become familiar with the materials and not to test students' knowledge.

Online Options

Students could share online their reviews and/or exams developed for the two research overview papers. If online-discussion capability is available, faculty could then facilitate a discussion of the reviews and exams. Students could ask for clarification about the key points and exam questions from the students who posted those materials.

Suggestions are provided to divide these papers into sections for exploration, but faculty might find other ways to divide the content, based on class size and students' familiarity with overviews of research. For each paper, review the few introductory pages as a whole class.

For Paper 1, "Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain," keep in mind that this is fairly challenging content. Faculty might want to divide the paper further, but there is a flow of information through the paper that is not all independent of what precedes it or what it is combined with.

The following sections are suggested from Paper 1, "Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain," from *California's Best Practices for Young Dual Language Learners: Research Overview Papers*:



Slide 18

- A Conceptual Framework: Neuroconstructivism and Language Learning (pp. 3–11)
- Experience Affects the Organization of the Neural Systems Involved in Learning, Storing, Processing, and Producing Language (pp. 11–22)
- Involvement of Different Cognitive Processes in Dual- Versus Single-Language Learning and Use (pp. 22–33)



Following students' work on these topics, review the section on "Recommendations and Implications for Program Practice" (pp. 33–37) as a whole group.

For Paper 2, "Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy, Science and Mathematics, and Social–Emotional Development," from *California's Best Practices for Young Dual Language Learners: Research Overview Papers* the following sections are suggested:



Slide 19

- Cognition (pp. 52–58)
- Language (pp. 61–69)
- Mathematics (pp. 69–71) and Science (pp. 71–72)
- Social–Emotional Development (pp. 72–74)

After reviewing students' work on these topics, review the "Recommendations and Implications for Program Practice" on pages 74–76.



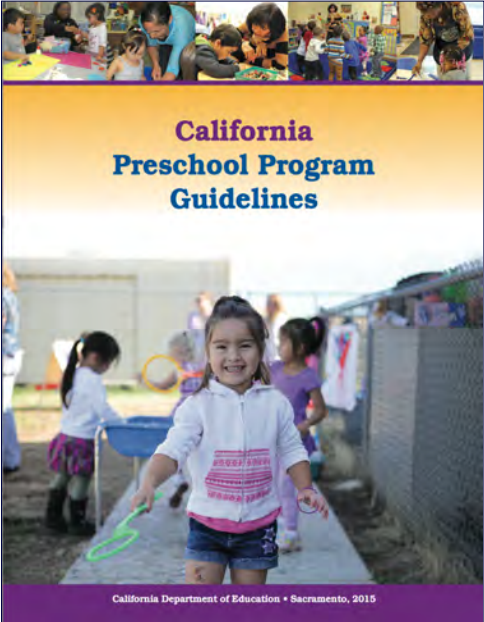
Benefits, Challenges, and Implications for Practice

The following table can be used as a worksheet when considering how the benefits and challenges might be different for young children who are described as dual language learners, emergent bilinguals, or fully bilingual. When you have completed work on the benefits and challenges, briefly consider how these might influence classroom practices.



Unit 6: Support for Young Dual Language Learners
 Key Topic 2 – Characteristics of Preschool Dual Language Learners
 Handout 1: Benefits, Challenges, and Implications for Practice

	Benefits	Challenges	Implications for Practice
Dual Language Learners			
Emergent Bilinguals			
Bilinguals			



California
Preschool Program
Guidelines

California Department of Education • Sacramento, 2015

Support for Dual Language Learners: Unit 6, Key Topic 2

1

Young Dual Language Learners

- Much diversity exists within the population of preschool children who are young dual language learners.
- Children who are young dual language learners bring their own individual experiences and developmental contexts to the preschool environment.

Support for Dual Language Learners: Unit 6, Key Topic 2

2

Young Dual Language Learners

Define:

- Dual language learners
- Bilinguals
- Emergent bilinguals

California Preschool Program Guidelines, pages 76-77

Young Dual Language Learners

Find examples or descriptions of:

- Benefits of learning more than one language
- Challenges for learners of more than one language
- Implications for practice

California Preschool Program Guidelines, pages 76-78

Young Dual Language Learners

	Benefits	Challenges	Implications for Practice
Dual Language Learners			
Emergent Bilinguals			
Bilinguals			

Support for Dual Language Learners: Unit 6, Key Topic 2

5

Young Dual Language Learners

- Discuss what you found particularly interesting in this learning experience.
- Summarize in one or two sentences what more you would like to learn regarding the benefits of dual language learning for young children.

Support for Dual Language Learners: Unit 6, Key Topic 2

6

Young Dual Language Learners



- What values influence your work with young dual language learners? How do they support that work?
- What experiences have you had that motivate and support your work with young dual language learners?

Support for Dual Language Learners: Unit 6, Key Topic 2

7

Young Dual Language Learners



- What might be some personal barriers to working with young children who are dual language learners? How can you work to remove them?

Support for Dual Language Learners: Unit 6, Key Topic 2

8

Young Dual Language Learners

Second-Language Acquisition

*California Preschool Learning Foundations, Volume I,
Pages 107–111*

Stages

- Beginning
- Middle
- Later



Support for Dual Language Learners: Unit 6, Key Topic 2

9

Young Dual Language Learners

Describe why “... it is essential for preschool programs to recognize the critical importance of oral language and vocabulary development for young DLLs.”

California Preschool Program Guidelines, p. 80

Support for Dual Language Learners: Unit 6, Key Topic 2

10

Young Dual Language Learners

- Why is it important to pay attention to skills in oral language and vocabulary development?
- What are some ways in which young dual language learners might differ from monolingual language learners in developing these skills?
- Knowing this, what are some implications for practice?

Support for Dual Language Learners: Unit 6, Key Topic 2

11

Young Dual Language Learners



- What strengths would you bring to working with young dual language learners in supporting children's development of academic vocabulary and oral language, as well as general oral language and vocabulary in both their home language and English?

Support for Dual Language Learners: Unit 6, Key Topic 2

12

Young Dual Language Learners



- How are you challenged in working with young dual language learners regarding academic language, oral language, and vocabulary in children's home language? With staff or colleagues? With families?
- Can you think of some ways to overcome these challenges?

Support for Dual Language Learners: Unit 6, Key Topic 2

13

Young Dual Language Learners



- 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?

Support for Dual Language Learners: Unit 6, Key Topic 2

14

Young Dual Language Learners



- 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?

Support for Dual Language Learners: Unit 6, Key Topic 2

15

Young Dual Language Learners



- 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?

Support for Dual Language Learners: Unit 6, Key Topic 2

16

Young Dual Language Learners

California's Best Practices for Young Dual Language Learners: Research Overview Papers (2013)

- Paper 1: “Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain.”
- Paper 2: “Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy, Science and Mathematics, and Social–Emotional Development.”

Support for Dual Language Learners: Unit 6, Key Topic 2

17

Young Dual Language Learners

“Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain”

- A Conceptual Framework: Neuroconstructivism and Language Learning (pp. 3–11)
- Experience Affects the Organization of the Neural Systems Involved in Learning, Storing, Processing, and Producing Language (pp. 11–22)
- Involvement of Different Cognitive Processes in Dual-Versus Single-Language Learning and Use (pp. 22–33)

Support for Dual Language Learners: Unit 6, Key Topic 2

18

Young Dual Language Learners

“Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy, Science and Mathematics, and Social–Emotional Development”

- Cognition (pp. 52–58)
- Language (pp. 61–69)
- Mathematics (pp. 69–71)
- Science (pp. 71–72)
- Social–Emotional Development (pp. 72–74)



Unit 6 – Support for Young Dual Language Learners

Key Topic 3: Program Approaches and Teaching Practices

Unit 6: Support for Young Dual Language Learners
Key Topic 3 – Program Approaches and Teaching Practices

Focus Statement

Students become familiar with the elements of high-quality preschool programs and teaching practices that can support young dual language learners.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Teaching in a Diverse Society
- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education

Instructional Methodologies

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



- Reflective discussion
- Research overview review
- Role playing
- Short paper or report
- Video observation

California Early Childhood Educator Competency Areas to Consider

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

- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Learning Environments and Curriculum
- Administration and Supervision



Unit 6 – Support for Young Dual Language Learners

Key Topic 3: Program Approaches and Teaching Practices

Before You Start

This key topic addresses a number of related subjects in Chapter 6 of the *California Preschool Program Guidelines*. It focuses on sections of Chapter 6 that describe high-quality preschool programs, implications for young dual language learners in high-quality preschool programs, program design that supports young dual language learners in high-quality preschool programs, practices that support young dual language learners in high-quality preschool programs, and the characteristics of teacher–child relationships that support young dual language learners in high-quality preschool programs. The key topic is designed to acquaint students with these subjects as they are addressed in Chapter 6. It is not intended to be an in-depth exploration of these topics.

There are other resources in the California Early Learning and Development System that address these topics. In 2009, the California Department of Education published the second edition of *Preschool English Learners: Principles and Practices to Promote Language, Literacy and Learning: A Resource Guide*. This has served as a rich resource regarding young children who are dual language learners and includes strategies and tips for working with young dual language learners who are at different levels of development in their language. The Faculty Initiative Project developed an instructional guide for this publication. The resource guide is available through the California Department of Education Web site; ordering information can be found on the CDE Press Web site at <http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001703> (accessed January 20, 2016). The instructional guide can be downloaded from the Faculty Initiative Project’s Web site at <http://facultyinitiative.wested.org/pelguide.html> (accessed January 20, 2016).

Additionally, the three volumes of the *California Preschool Curriculum Framework* provide extensive guidance to students in understanding the components of high-quality preschool programs. Specifically, each of the nine developmental domains covered in the curriculum framework contains a section on strategies and interactions to engage students with the content of the domain. The Faculty Initiative Project has developed instructional guides for each volume of the curriculum framework, and each accompanying instructional guide has specific key topics related to familiarizing students with recommended strategies and interactions for the domains in that volume. These resources can be used to expand and/or enhance the suggested active learning in this Unit 6 key topic.



In addition, in 2013 the Governor’s State Advisory Council on Early Learning and Care and the California Department of Education produced a collection of papers that provide an overview of research relating to young dual language learners. This collection is titled *California’s Best Practices for Young Dual Language Learners: Research Overview Papers* and can be downloaded from the California State Advisory Council Web site at <http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016). There are suggestions in the “Deeper Understanding” section of this key topic that will support students in becoming familiar with the contents of Paper 3 in this collection: “Program Elements and Teaching Practices to Support Young Dual Language Learners.”

The California Department of Education has produced a set of two DVDs, titled *California Preschool Program Guidelines DVD Set*, to accompany the *California Preschool Program Guidelines*. There is a chapter in Disc 2 that is related specifically to the content of this key topic. It provides helpful descriptions and illustrations of program approaches to working with young dual language learners and will be used in the active learning section.

Keep in mind that the active learning experience in this key topic is intended to familiarize students with the information in the *California Preschool Program Guidelines* on the subjects described in the first paragraph of this “Before You Start” section. It is not an in-depth exploration of those subjects. Most of the information used in this key topic will be found on pages 81–87 of the *California Preschool Program Guidelines*.

Two handouts are provided with this key topic. Handout 1, “Elements of High-Quality Preschool Programs for All Children,” is a checklist of elements of high-quality preschools that can be used during the observation of segments from the DVD. Handout 2, “Interactions and Practices to Support Young Dual Language Learners,” is a checklist of teacher practices to support young dual language learners that also can be used during the DVD observation. An electronic version of each handout will be available when this instructional guide is available online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

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

California’s Best Practices for Young Dual Language Learners: Research Overview Papers can be downloaded from the California State Advisory Council Web site at <http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016).

The *California Preschool Guidelines DVD Set* can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.



Information Delivery

Point out the elements of high-quality preschool programs for all children. These can be found at the bottom of the first column on page 81 of the *California Preschool Program Guidelines*:



Slides 2-4

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



Slide 5

These are elements that support optimal development for all children, but young dual language learners need specific instructional strategies to support optimal developmental outcomes for them as well. The most important of these is the use of home language.



Slide 6

Because research has indicated “. . . an urgent need to carefully define, design, and implement best practices for preschool young DLLs” (*California Preschool Program Guidelines*, p. 81), let students know that they will now be exploring two approaches to program design that support integrated learning and development of young dual language learners in preschool. One is called “Balanced-English-and-Home-Language-Development Approach” (p. 82) and the other is called “English-Language-Development-with-Home-Language-Support Program Approach” (p. 83).



Active Learning

Getting it started

Assign students, in pairs, to explore a section in Chapter 6 that describes one of the two approaches described. More than one pair will be working on each approach, which could provide interesting discussions if there are differing perspectives.

Ask them to review the sections and record their responses to the following questions. This can be done with students recording their responses within each pair, or students could record their responses on sticky notes that could then be posted in an area designated for each program approach.



Slide 7

- What program or administrative factors might influence the choice of program approach for working with preschoolers who are dual language learners?
- What would be some benefits and challenges of this approach?
- What has to be in place for this approach to be successful?

Online Options

If there is online-discussion capability, faculty could facilitate a discussion of the three questions in the “Getting it started” segment. A separate discussion thread could be used for each program approach.

Each approach will have different details to consider. For example, those exploring a balanced approach will need to consider program structure. Those considering English-language-with-home-language support will need to consider the recommended strategies. In each case, students need to be thoughtful in their responses.

When they have had a chance to review their section and consider the questions, discuss what they found. Also ask what they would want to know more about.

Keeping it going

The California Department of Education has produced a set of two DVDs, titled *California Preschool Program Guidelines DVD Set*, to accompany the *California Preschool Program Guidelines*. Disc 2 contains a chapter that provides information and illustrations of the two program approaches discussed in Chapter 6. This can be found by opening Disc 2, choosing “Select Chapters” from the main menu,



Disc 2



and then choosing “Supporting Young Dual Language Learners: Program Approaches.” This segment is about 14 minutes long.

Let students know that they will be viewing these two approaches as they are used in some preschool settings in California.



Slide 8

Give students Handout 1, “Elements of High-Quality Preschool Programs for All Children,” with the list of elements of high-quality preschool programs, and ask them to check off the elements they see as they view the video. Because it is difficult to take notes and view the video at the same time, simply checking off the elements as they see them is appropriate for class-time viewing. If there is an opportunity for students to pause the DVD and/or move forward or backward through the DVD segment, they could be asked to record the examples of the elements as they see them.

Following the viewing, ask students to report which elements they saw and which they did not see. Many students will likely be able to describe examples that they remember. Also ask these two questions:

- What new information did you get from viewing the video?
- After seeing examples of the two approaches, can you think of additional benefits and challenges of each that were not included in the text? Note to Faculty: This is similar to the question they addressed in the “Getting it started” section, but they might have some differing perspectives now that they have viewed examples of each.



Slide 9

Another approach

On page 86 of Chapter 6, there is a list of teacher practices that support young dual language learners. If they have viewed the segment of the DVD as suggested in the “Keeping it going” section, ask if they can recall seeing any of these teacher practices in use.

If you have not used the DVD yet, consider using it to review teacher practices. Students can use Handout 2, “Interactions and Practices to Support Young Dual Language Learners,” to record their observations.



Slides 10-12

Taking it further

One of the recommended practices for addressing the specific needs of young dual language learners in high-quality programs relates to having staff get critical information about the use of language at



Slides 13-15



home and about the family and child in general. On pages 85 and 86 of the *California Preschool Program Guidelines*, Table 6.2 is a sample interview form that staff can use with families. It is recommended that this interview form be used in a face-to-face discussion.



Slides 16-17

If there are students who have or are currently working in programs with dual language children, ask if they have used this form or one like it. What was their experience?

If there are family members of young dual language learners in class, ask if they have ever been interviewed for this information. If so, what was their experience? If not, were there other ways that this information was given to staff?

Ask two students to role-play a staff person and a family member and conduct this interview.

When they have concluded the interview, ask students to discuss these questions:

- What was especially interesting to you?
- Are there things that you might add to this interview?
- What did you learn that you can put into practice now or in the future?



Slide 18

Reflection

When students have finished all or parts of the active learning, guide a reflective conversation centered on the following questions:



Slide 19

- Where did you find information that was new to you?
- Where did you find information that you disagreed with?
- Where did you find yourself wondering about something?
- How will this information affect your teaching or administrative practices now or in the future?

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



Slides 20-22

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

Deeper Understanding

Chapter 6 of the *California Preschool Program Guidelines* is based on *California's Best Practice for Young Dual Language Learners: Research Overview Papers (2013)*. This key topic relates to the contents of Paper 3 in this collection: "Program Elements and Teaching Practices to Support Young Dual Language Learners."

Keep in mind that the suggested explorations are intended to familiarize students with the contents of Paper 3. They are not intended to provide an in-depth exploration of the topic.

Assign students or have them choose one of the following parts for review. Each part contains possible further divisions, though they are not formatted as such. Further division would require different sets of questions for subdivisions, and faculty could develop that deeper exploration for students who might be more familiar with research reviews. Students who are more familiar with research overviews could review the entire paper. The parts listed below are from Paper 3, "Program Elements and Teaching Practices to Support Young Dual Language Learners" from *California's Best Practice for Young Dual Language Learners: Research Overview Papers*.



Slide 23

- Part I: High-Quality Preschools for All Children (pp. 92–97)
- Part II: Language Use in the Classroom (pp. 97–102)
- Part III: Teaching Practices for Preschool Dual Language Learners (pp. 102–108)



Ask students to review their assigned part and look for key ideas and recommendations. Let them know that they will be reporting these back to the whole group. How faculty organize this reporting back depends on the size of the class and partly on students' familiarity with research reviews. Reporting could be done using one of the following methods:

Online Options

Students could post online their electronic presentations, written summaries, or photographs or scanned images of posters.

- Electronic slide presentation or other electronic format
- Written summary shared online
- Gallery walk in the classroom with areas designated for each part
- Poster presentations



Elements of High-Quality Preschool Programs for All Children

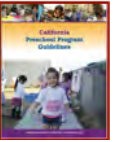
Check here if you see it in the video	Element of high-quality preschool programs Where possible, indicate whether you have seen these in relation to home language or to English.
	Intentional teaching
	Support of integrated learning
	Positive teacher-child relationships
	Positive home-school relationships
	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 6: Support for Young Dual Language Learners
 Key Topic 3 – Programs Approaches and Teaching Practices
 Handout 1 – Elements of High-Quality Preschool Programs for All Children



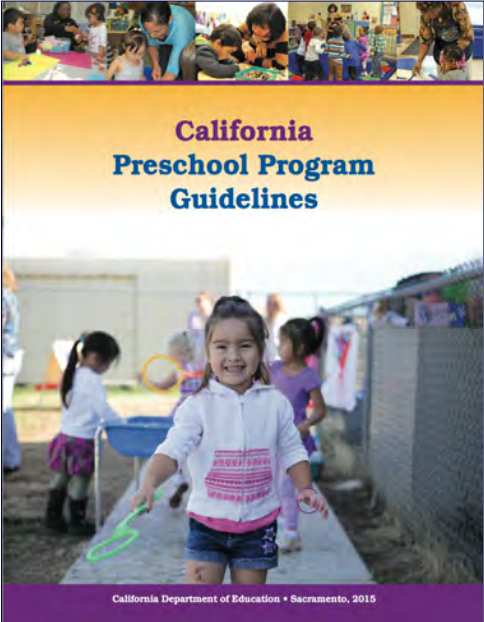
Interactions and Practices to Support Young Dual Language Learners

The following table can be used as a checklist to record if the interactions that nurture positive relationships that are listed were present in the DVD segment that you viewed. There is also space to record any examples that you remember after viewing the DVD. Where possible, indicate whether home language, English, or both were involved.



Check if you see it in the DVD	Interactions that nurture positive relationships between teachers and children who are dual language learners	Record any examples that you see in the DVD
	Teachers are physically near to children.	
	Teachers engage in social conversation with children.	
	Teachers express affection verbally and physically.	
	Teachers use a warm, calm voice, make eye contact when appropriate, and use respectful language when talking with children.	
	Teachers are flexible with children and allow children to make choices and express themselves.	

Unit 6: Support for Young Dual Language Learners
 Key Topic 3 – Program Approaches and Teaching Practices
 Handout 2: Interactions and Practices to Support Young Dual Language Learners



California
Preschool Program
Guidelines

California Department of Education • Sacramento, 2015

Support for Dual Language Learners: Unit 6, Key Topic 3

1

Young Dual Language Learners

Elements of High-Quality Preschool Programs

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

Support for Dual Language Learners: Unit 6, Key Topic 3

2

Young Dual Language Learners

Elements of High-Quality Preschool Programs

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

Support for Dual Language Learners: Unit 6, Key Topic 3

3

Young Dual Language Learners

Elements of High-Quality Preschool Programs

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

Support for Dual Language Learners: Unit 6, Key Topic 3

4

Young Dual Language Learners

- The characteristics of high-quality preschool programs support optimal development for all children.
- Young dual language learners benefit from specific instructional strategies to support optimal developmental outcomes, particularly the use of *home language*.

Support for Dual Language Learners: Unit 6, Key Topic 3

5

Young Dual Language Learners

Program approaches supporting integrated learning and development

- “Balanced-English-and-Home-Language-Development Approach”
- “English-Language-Development-with-Home-Language-Support Program Approach”

California Preschool Program Guidelines, pages 82-83

Support for Dual Language Learners: Unit 6, Key Topic 3

6

Young Dual Language Learners

- What program or administrative factors might influence the choice of program approach for working with preschoolers who are dual language learners?
- What would be some benefits and challenges of this approach?
- What has to be in place for this approach to be successful?

Support for Dual Language Learners: Unit 6, Key Topic 3

7

Young Dual Language Learners

Elements of High-Quality Preschool Programs for All Children

Check here if you see it in the video	Element of high-quality preschool programs Where possible, indicate whether you have seen these in relation to home language or to English.
	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

Support for Dual Language Learners: Unit 6, Key Topic 3

8

Young Dual Language Learners

- What new information did you get from viewing the video?
- After seeing examples of the two approaches, can you think of additional benefits and challenges of each that were not included in the text?

Support for Dual Language Learners: Unit 6, Key Topic 3

9

Young Dual Language Learners

Positive teacher-child relationships are formed when teachers:

- Are physically near children.
- Engage in social conversation with children.
- Express affection verbally and physically.

Support for Dual Language Learners: Unit 6, Key Topic 3

10

Young Dual Language Learners

Positive teacher-child relationships are formed when teachers:

- Use a warm, calm voice, make eye contact, and use respectful language when talking to children.
- Are flexible with children and allow children to make choices and express themselves.

Young Dual Language Learners

Interactions and Practices to Support Young Dual Language Learners		
The following table can be used as a checklist to record if the interactions that nurture positive relationships that are listed were present in the DVD segment that you viewed. There is also space to record any examples that you remember after viewing the DVD. Where possible, indicate whether home language, English, or both were involved.		
Check if you see it in the DVD	Interactions that nurture positive relationships between teachers and children who are dual language learners	Record any examples that you see in the DVD
	Teachers are physically near to children.	
	Teachers engage in social conversation with children.	
	Teachers express affection verbally and physically.	

Young Dual Language Learners

“Family Languages and Interests Interview” Table 6.2, pages 85-86

- Addressing the specific needs of young dual language learners requires staff to get detailed information about the use of language, the family, and child at home.

Support for Dual Language Learners: Unit 6, Key Topic 3

13

Young Dual Language Learners

Table 6.2. Sample Family Languages and Interests Interview³

Child's Name _____ Date _____
First Middle Last

Date of Birth _____ Gender: Male Female
Month Day Year

- How many family members live with you and the child? _____
- Who are the members of your family? _____
- Who is the primary caregiver of your child? _____
- What language does the primary caregiver speak most often with the child? _____
- What language(s) did your child learn when he or she first began to talk? _____
- Can you tell me what language(s) each of the following people in your household speak to your child?

	Only English	Mostly English, with some other language (identify)	Mostly other language (identify), with some English	Only other language (identify)
Mother (or you)				
Father (or you)				
Older siblings				
Grandmother				
Grandfather				
Aunt/Uncle				
Others, after school, community members				

3. See appendix A of California's Best Practices for Young Dual Language Learners (State Advisory Council on Early Learning and Care 2013, 207-8). This family interview form was developed by Espinosa, Mitera, and Magruder for the California Transitional Kindergarten program in 2010.

Support for Dual Language Learners: Unit 6, Key Topic 3

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Young Dual Language Learners

Table 6.2. **Sample Family Languages and Interests Interview** *(continued)*

7. What are your feelings about maintaining your home language? _____

8. What special talents or interests does your child have? _____

9. Who does your child play with most often? _____

10. What are your aspirations for your child? _____

11. What are your expectations for the preschool year? _____

12. Do you have any hobbies or interests that you would like to share with your child's class?

13. Would you be interested in volunteering in your child's class? _____

14. If yes, preferred days and times: _____

Support for Dual Language Learners: Unit 6, Key Topic 3

15

Young Dual Language Learners

- If you have worked or are currently working in a program with dual language children, have you used this form or one like it to gather information about language use and interests?
- What was your experience?

Support for Dual Language Learners: Unit 6, Key Topic 3

16

Young Dual Language Learners

- If you have a young dual language learner in your family, have you ever been interviewed for this information?
- If so, what was your experience?
- If not, were there other ways your child's teachers approached getting information about your language use and interests at home?

Support for Dual Language Learners: Unit 6, Key Topic 3

17

Young Dual Language Learners

- What was especially interesting to you?
- Are there things that you might add to this interview?
- What did you learn that you can put into practice now or in the future?



Support for Dual Language Learners: Unit 6, Key Topic 3

18

Young Dual Language Learners



- Where did you find information that was new to you?
- Where did you find information that you disagreed with?
- Where did you find yourself wondering about something?
- How will this information affect your teaching or administrative practices now or in the future?

Support for Dual Language Learners: Unit 6, Key Topic 3

19

Young Dual Language Learners



- 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?

Support for Dual Language Learners: Unit 6, Key Topic 3

20

Young Dual Language Learners



- 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?

Support for Dual Language Learners: Unit 6, Key Topic 3

21

Young Dual Language Learners



- 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?

Support for Dual Language Learners: Unit 6, Key Topic 3

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Young Dual Language Learners

Paper 3: Program Elements and Teaching Practices to Support Young Dual Language Learners

California's Best Practice for Young Dual Language Learners: Research Overview Papers

- I: High-Quality Preschools for All Children
- II: Language Use in the Classroom
- III: Teaching Practices for Preschool Dual Language Learners

Support for Dual Language Learners: Unit 6, Key Topic 3

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Unit 6 – Support for Young Dual Language Learners

Key Topic 4: Further Considerations Regarding Young Dual Language Learners



Focus Statement

Students explore five important content areas related to young dual language learners: assessment, family engagement, inclusion of children with special needs, transition to kindergarten, and early childhood educator competencies.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

- Child, Family and Community
- Introduction to Curriculum
- Teaching in a Diverse Society
- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education
- Introduction to Children with Special Needs
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Class presentation
- Creation of a visual representation
- Jigsaw reading



- Pairs or small groups
- Reflective discussion
- Short paper or report
- Video observation

California Early Childhood Educator Competency Areas to Consider

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

- Culture, Diversity, and Equity
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessments, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 6 – Support for Young Dual Language Learners

Key Topic 4: Further Considerations Regarding Young Dual Language Learners



Before You Start

There are five topics relating to young dual language learners that are briefly, but importantly, presented at the end of Chapter 6. These are “Assessment of Young Dual Language Learners,” “Family Engagement,” “Inclusion of Young Dual Language Learners Who Have Special Needs,” “Support for the Transition to Kindergarten,” and “Early Childhood Educator Competencies.” In this key topic, each of these is explored in a way that will support students in becoming familiar with their presentation in Chapter 6. Students will be asked to explore the content in Chapter 6 relating to one or two of these topics and to share them in a way that enables all students to know how they are described in the chapter. Keep in mind that the purpose of exploring these topics is to support students in becoming familiar with how they are addressed in Chapter 6. The intention here is not to engage in a comprehensive study of any of these five topics.

Three of these topics—assessment, family engagement, and inclusion—are provided further in-depth support by the California Department of Education, Early Education and Support Division through papers that provide overviews of research in these areas and sets of recommendations based on this research. These are among the overviews of research collected in *California’s Best Practices for Young Dual Language Learners: Research Overview Papers*, developed by the Governor’s State Advisory Council on Early Learning and Care and the California Department of Education in 2013.

Additional exploration of these three research overview papers is provided in the “Deeper Understanding” segment of this key topic. These explorations are not intended to immerse students in the details of the research overviews but rather to support them in becoming familiar with the issues addressed and the recommendations presented. Each of these three research overview papers would be appropriate for individual courses devoted to each of the topics. Unit 3, Key Topic 3, Subtopic 1 of this instructional guide also includes a review of Paper 4, one of the three research overview papers suggested for this key topic.

In addition, these three topics are also addressed in the *California Preschool Program Guidelines DVD Set* produced by the California Department of Education, Early Education and Support Division to accompany the *California Preschool Program Guidelines*. Information from Discs 1 and 2 of this set is included in the active learning



that follows, with a set of questions for reflecting on the content of specific segments of the DVD.

How faculty use this key topic will depend on the course content and level of students in a class. It can be used fully, or specific topics can be extracted to support integrating young dual language learners into specific courses, such as courses relating to assessment, working with families, inclusion, or any number of other courses. The instructional strategies suggested here for exploring the five topics, viewing the DVD, and exploring the overviews of research are by no means exhaustive but are designed to provide ways to familiarize students with the important issues relating to young dual language learners as they are reflected in the *California Preschool Program Guidelines*. Faculty might find, as they review the methodologies suggested here, that other methodologies come to mind as these very rich and important topics are addressed.

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

California's Best Practices for Young Dual Language Learners: Research Overview Papers can be downloaded from the California State Advisory Council Web site at <http://www.cde.ca.gov/sp/cd/ce/sacresources.asp> (accessed January 20, 2016).

The *California Preschool Guidelines DVD Set* can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.

Information Delivery



Slide 2

Present the five topics addressed in this key topic to students:

- Assessment of Young Dual Language Learners
- Family Engagement
- Inclusion of Young Dual Language Learners Who Have Special Needs
- Support for the Transition to Kindergarten
- Early Childhood Educator Competencies

Active Learning

Getting it started

Depending on class size, assign students individually or in pairs to each topic. Let them know that they should consider how they can



present their responses to all students in the class as they do the following steps:



Slide 3

1. Carefully read the text relating to your topic in Chapter 6.
2. Find one or two key ideas and record them in one or two sentences.
3. Describe what is most interesting to you about this topic.
4. Describe why this topic matters when working with young dual language learners.

Online Options

Students could post online the key ideas, what they found interesting about their topic, and reasons the topic is important from their assigned reading. They then review their classmates’ postings in preparation for developing a presentation.

Keeping it going

When they have completed these steps, organize students into pairs if they have worked individually or into groups of two pairs if they have already worked in pairs. They should be meeting with others who have addressed the same topic. Ask them to compare responses with the others in their group and then agree on one or two key ideas and one or two reasons why this topic matters when working with young dual language learners.

Next, ask students to determine an effective way to present this information to the whole class in about a five-minute time frame. Some ways to consider presenting to the class could include a poster, oral presentations with electronic slide support, or a panel presentation by a group.

Depending on the size of the class and the amount of time in the syllabus devoted to working with this chapter, students can either carry out their presentations or describe them to the rest of the class. Remind students that they are not to consider this topic in depth but to focus on what information is in the text relating to this topic.

Taking it further

The California Department of Education, Early Education and Support Division has produced the *California Preschool Program Guidelines DVD Set*, a set of two DVDs to accompany the *California Preschool Program Guidelines*. Disc 1 has a chapter relating to assessment titled “Assessing Children’s Development and Learning”



Disc 1 and Disc 2



and a chapter relating to inclusion titled “Including Children with Disabilities or Other Special Needs.” On Disc 2 there is a chapter entitled “Supporting Young Dual Language Learners: Considerations for All Programs,” which is about 16 minutes long. There is a segment beginning almost 11 minutes into the chapter that is called “Connecting With the Families of Young Dual Language Learners.” Any of these segments could be viewed to add to exploration of the text in Chapter 6 of the *California Preschool Program Guidelines*. To access any of these DVD chapters, open the disc to the main menu and click on “Select Chapters.” Then click on the desired chapter and move the sliding cursor to the segment that is to be viewed.

As they view these DVD segments, students could consider again these questions:



Slide 4

- What was most interesting to you?
- What was new information?
- What can you take from this into your work with young children who are dual language learners and their families?

Reflection

As students complete any or all of the active learning sections, ask them to reflect on the following questions:



Slides 5-6

- Which information was new to you?
- Which information were you very familiar with?
- Where did you find yourself surprised by some information?
- What did you think was missing?
- Did you discover any obstacles of your own in working with young dual language learners and their families? What are they? How can you work to overcome them?
- What do you want to learn about more deeply? How can you do that?

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



Slides 7-9

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

Deeper Understanding

Three papers in *California's Best Practices for Young Dual Language Learners: Research Overview Papers* directly address three of the topics in this key topic. Depending on the course content and the familiarity of students regarding research overviews, the following is suggested for each of the three overviews of research. Keep in mind that these learning experiences are not intended to be exhaustive explorations of the research overviews but to familiarize students with the content of the reviews.

The three topics are presented in the order in which they are addressed in Chapter 6.

Research Overview Paper 5. Assessment of Young Dual Language Learners in Preschool

This paper is organized around four questions, which are found on page 173 of *California's Best Practices for Young Dual Language Learners: Research Overview Papers*:

1. What are the important linguistic, cultural, and background factors to consider in the assessment of young DLLs?
2. What are the most appropriate methods for assessing young DLLs for certain purposes (e.g., instructional improvement and developmental screening)?
3. What technical considerations are required for testing DLLs?



Slide 10



Slide 11-12



4. What do preschool teachers need to know about valid assessment of DLLs?

As an individual assignment or in pairs, assign students to one of the four questions. The following table is one way faculty may choose to focus the information that students review in answering each question.

Question	Information source
1. What are the important linguistic, cultural, and background factors to consider in the assessment of young DLLs?	<ul style="list-style-type: none"> • Pages 174–182 • Also information from some of the pages for question 2
2. What are the most appropriate methods for assessing young DLLs for certain purposes (e.g., instructional improvement and developmental screening)?	<ul style="list-style-type: none"> • Pages 176–189 • Table 1 (pp. 205–206)
3. What technical considerations are required for testing DLLs?	<ul style="list-style-type: none"> • Pages 189–192 • This question might be combined with another question, since it is only three pages, but also might require some prior knowledge of assessment in early childhood.
4. What do preschool teachers need to know about valid assessment of DLLs?	<ul style="list-style-type: none"> • Pages 192–194 • Figure 1 (pp. 202–204)

Because these suggested pages from *California's Best Practices for Young Dual Language Learners: Research Overview Papers* are not in equal number across the four questions, faculty might want to consider having the whole class address question 4 and combine question 3 with either question 1 or question 2. Additionally, question 3 might be more appropriate for students with some knowledge of



assessment in early childhood. How these questions are organized for any class would depend on class size and the students' experience.

Explain to students that they will be reporting back to the whole class about their findings, so they will need to consider how to do this effectively and efficiently. It will be important to include answers to the following questions:



Slides 13-14

- How would you answer the question?
- What are two or three key ideas?
- What are two or three research findings that are presented?
- Are there any recommendations in the section reviewed?
- What is it especially important for professionals working with young children who are dual language learners and their families to know based on the information covered?

Online Options

Students could post online their findings from their review of the research overview papers.

Before students begin their exploration, as a class decide how the reporting back to the class should be done. It can be done orally, in writing, in class, online, or many other ways. An agreed-upon way to do this will produce information that is accessible to all students.



Slide 15

Research Overview Paper 4. Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners

This paper from *California's Best Practices for Young Dual Language Learners: Research Overview Papers* is divided into major segments but begins with a review of important findings (pp. 121–122) and some terminology and definitions (pp. 122–124).

These initial sections might be best approached as a whole class, with a simple reading and review of the important findings and definitions. Following this review of the first two sections, students can address the main topics in the research overviews in one of two ways:

1. Each student can prepare an outline of the main points of the paper, following the topics listed below. This would be a major



reading and writing assignment. Since this is a research overview, it would be appropriate to ask students to include in their outline an indication of how this connects to their work.

2. Following the introductory material, Paper 4 from *California's Best Practices for Young Dual Language Learners: Research Overview Papers* is divided into five main sections with subsections in each one. They are as follows, with the addition of the section on "Mismatch and Obstacles":



Slides 16-17

- Mismatch and Obstacles (pp. 124–128)
- Engaging Families to Support their Children's Development in the Program Setting (pp. 131–144)
- Engaging Families to Support Their Children's Development at Home (pp. 144–150)
- Utilizing Community Resources to Support Family Engagement (pp. 150–151)
- Promising Practices (pp. 151–157)
- Recommendations for Supporting Children's Development in the Program Setting (pp. 157–160)

To familiarize students with the content of this research overview, a jigsaw approach is suggested. This would involve assigning individuals, pairs, or small groups to one or more of the main sections and asking them to consider the following questions:



Slide 18

- What are the key ideas?
- What most interested you about the information?
- What can you use in your work with young dual language learners and their families?

The section on recommendations could be reviewed by all, and each group could find recommendations that are derived from the section they reviewed. These could also be reported to the whole group.

The section on "Promising Practices" could also be reviewed by the whole class. This section contains descriptions of promising practices and model programs that have been supported by research



findings. This section in itself could be addressed in a jigsaw fashion, with students being assigned to individual practices or programs to review and share with the whole group.

All of the students' findings could be shared with the whole group in a number of ways: orally, in class, in a written format submitted online, in a chart or poster format in class, or some combination of these and other methodologies.



Slide 19

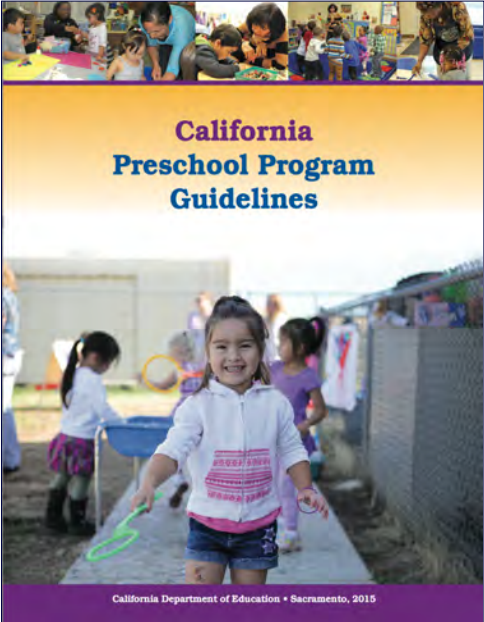
Research Overview Paper 6. Early Intervention and Young Dual Language Learners with Special Needs

This research overview from *California's Best Practices for Young Dual Language Learners: Research Overview Papers* begins with four questions that are the focus of the paper. It then provides findings that were found in relevant research that address these questions. The research is organized primarily by the target populations of the studies reviewed in this paper, and the overview concludes with implications for practice.



Slides 20-21

This overview paper could be approached in a similar fashion to the previous two papers. That would involve reviewing the questions and findings on page 210 of *California's Best Practices for Young Dual Language Learners: Research Overview Papers* as a group and then having students, individually or in pairs, investigate one or two target populations reviewed in this paper and report to the whole group on key ideas. Because this is a relatively short paper—17 pages—another way would be to assign students individually or in pairs to one of the four questions and ask them to review the paper to locate findings that might respond to their assigned question. This would take them into each of the target populations of the studies reviewed in this paper and might provide some insights across the target populations. Before beginning this approach, it would be good to discuss with students the limitations of the research base for young dual language learners with special needs (*California's Best Practices for Young Dual Language Learners: Research Overview Papers*, pp. 211–212). Again, it would be important to report each student's work to the whole group.



Support for Dual Language Learners: Unit 6, Key Topic 4

1

Young Dual Language Learners

Considerations

California Preschool Program Guidelines, pages 87-90

- **Assessment of Young Dual Language Learners**
- **Family Engagement**
- **Inclusion of Young Dual Language Learners Who Have Special Needs**
- **Support for the Transition to Kindergarten**
- **Early Childhood Educator Competencies**

Support for Dual Language Learners: Unit 6, Key Topic 4

2

Young Dual Language Learners

1. Read the text relating to your topic.
2. Identify 1-2 key ideas and record them in 1-2 sentences.
3. Describe what is most interesting to you about this topic.
4. Describe why this topic matters when working with young dual language learners.

Support for Dual Language Learners: Unit 6, Key Topic 4

3

Young Dual Language Learners

- What was most interesting to you?
- What was new information?
- What can you take from this into your work with young children who are dual language learners and their families?

Support for Dual Language Learners: Unit 6, Key Topic 4

4

Young Dual Language Learners



- Which information was new to you?
- Which information were you very familiar with?
- Where did you find yourself surprised by some of the information?

Support for Dual Language Learners: Unit 6, Key Topic 4

5

Young Dual Language Learners



- What did you think was missing?
- Did you discover any obstacles of your own in working with young dual language learners and their families? What are they? How can you work to overcome them?
- What do you want to learn about more deeply? How can you do that?

Support for Dual Language Learners: Unit 6, Key Topic 4

6

Young Dual Language Learners



- 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?

Support for Dual Language Learners: Unit 6, Key Topic 4

7

Young Dual Language Learners



- 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?

Support for Dual Language Learners: Unit 6, Key Topic 4

8

Young Dual Language Learners



- 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?

Support for Dual Language Learners: Unit 6, Key Topic 4

9

Young Dual Language Learners

Research Overview Paper 5: Assessment of Young Dual Language Learners in Preschool



Support for Dual Language Learners: Unit 6, Key Topic 4

10

Young Dual Language Learners

- What are the important linguistic, cultural, and background factors to consider in the assessment of young DLLs? (pp. 174-182)
- What are the most appropriate methods for assessing young DLLs for certain purposes? (pp. 176-189; Table 1 pp. 205-206)

Support for Dual Language Learners: Unit 6, Key Topic 4

11

Young Dual Language Learners

- What technical considerations are required for testing DLLs? (pp. 189-192)
- What do preschool teachers need to know about valid assessment of DLLs? (pp. 192-194; Figure 1 pp. 202-204)

Support for Dual Language Learners: Unit 6, Key Topic 4

12

Young Dual Language Learners

- How would you answer the question?
- What are two or three key ideas?
- What are two or three research findings that are presented?
- Are there any recommendations in the section reviewed?

Support for Dual Language Learners: Unit 6, Key Topic 4

13

Young Dual Language Learners

- What is it especially important for professionals working with young children who are dual language learners and their families to know based on the information covered?

Support for Dual Language Learners: Unit 6, Key Topic 4

14

Young Dual Language Learners

Research Overview Paper 4: Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners



Support for Dual Language Learners: Unit 6, Key Topic 4

15

Young Dual Language Learners

- **Mismatch and Obstacles (pp. 124–128)**
- **Engaging Families to Support their Children's Development in the Program Setting (pp. 131–144)**
- **Engaging Families to Support Their Children's Development at Home (pp. 144–150)**

Support for Dual Language Learners: Unit 6, Key Topic 4

16

Young Dual Language Learners

- Utilizing Community Resources to Support Family Engagement (pp. 150–151)
- Promising Practices (pp. 151–157)
- Recommendations for Supporting Children’s Development in the Program Setting (pp. 157–160)

Support for Dual Language Learners: Unit 6, Key Topic 4

17

Young Dual Language Learners

- What are the key ideas?
- What most interested you about the information?
- What can you use in your work with young dual language learners and their families?

Support for Dual Language Learners: Unit 6, Key Topic 4

18

Young Dual Language Learners

Research Overview Paper 6: Early Intervention and Young Dual Language Learners with Special Needs



Support for Dual Language Learners: Unit 6, Key Topic 4

19

Young Dual Language Learners

- Are preschool-age children with special needs capable of learning more than one language?
- How will exposure to more than one language influence the language development of preschool-age children with special needs?

Support for Dual Language Learners: Unit 6, Key Topic 4

20

Young Dual Language Learners

- What are key considerations in choosing the language for intervention when working with young DLLs with special needs?
- What are implications for practice with DLLs in preschool with special needs?

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

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

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

LEGEND

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

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

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

LEGEND

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

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

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

LEGEND

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

Student Learning Outcomes Index

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

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

More information about the Curriculum Alignment Project can be found on its Web site: https://www.childdevelopment.org/cs/cdctc/print/htdocs/services_cap.htm.

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

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

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


California State University and University of California

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



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

Course: Child Growth and Development


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: Child Growth and Development	 Unit 6 – Chapter 6: Support for Young Dual Language Learners
Describe development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.	
Identify cultural, economic, political, and historical contexts that impact children’s development.	<ul style="list-style-type: none"> Unit 6, Getting Ready for the Unit
Apply knowledge of development and major theoretical framework to child observations.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

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



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


Course: Child, Family and Community

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Child, Family and Community</p>	 <p align="center">Unit 6 – Chapter 6: Support for Young Dual Language Learners</p>
<p>Describe socialization of the child focusing on the interrelationship of family, school, and community.</p>	
<p>Identify the educational, political, and socioeconomic impacts on children and families.</p>	<ul style="list-style-type: none"> • Unit 6, Getting Ready for the Unit • Unit 6, Key Topic 4: Further Considerations
<p>Describe strategies that empower families and encourage family involvement in children’s development.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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


Course: Introduction to Curriculum

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Introduction to Curriculum</p>	 <p align="center">Unit 6 – Chapter 6: Support for Young Dual Language Learners</p>
<p>Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.</p>	<ul style="list-style-type: none"> Unit 6, Key Topic 3: Program Approaches and Teaching Practices
<p>Identify the teachers’ role in early childhood programs, including planning, implementing, and evaluating activities and environments.</p>	<ul style="list-style-type: none"> Unit 6, Getting Ready for the Unit Unit 6, Key Topic 1: Overview and Rationale Unit 6, Key Topic 4: Further Considerations
<p>Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.</p>	<ul style="list-style-type: none"> Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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


Course: Principles and Practices of Teaching Young Children

<p style="text-align: center;">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p style="text-align: center;">Course: Principles and Practices of Teaching Young Children</p>	 <p style="text-align: center;">Unit 6 – Chapter 6: Support for Young Dual Language Learners</p>
<p>Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.</p>	
<p>Describe the role of early childhood educator, including ethical conduct and professional pathways.</p>	
<p>Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.</p>	<ul style="list-style-type: none"> • Unit 6, Getting Ready for the Unit • Unit 6, Key Topic 3: Program Approaches and Teaching Practices
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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


Course: Teaching in a Diverse Society

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Teaching in a Diverse Society</p>	 <p align="center">Unit 6 – Chapter 6: Support for Young Dual Language Learners</p>
<p>Examine the impact of various societal influences on the development of children’s social identity.</p>	<ul style="list-style-type: none"> • Unit 6, Getting Ready for the Unit
<p>Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.</p>	<ul style="list-style-type: none"> • Unit 6, Getting Ready for the Unit • Unit 6, Key Topic 1: Overview and Rationale • Unit 6, Key Topic 3: Program Approaches and Teaching Practices
<p>Evaluate the influence of teachers’ experiences on teaching approaches and interactions with children and families.</p>	<ul style="list-style-type: none"> • Unit 6, Key Topic 4: Further Considerations • Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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


Course: Practicum-Field Experience

<p style="text-align: center;">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p>Course: Practicum-Field Experience</p>	 <p>Unit 6 – Chapter 6: Support for Young Dual Language Learners</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 6, Getting Ready for the Unit • Unit 6, Key Topic 1: Overview and Rationale • Unit 6, Key Topic 4: Further Considerations
<p>Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.</p>	<ul style="list-style-type: none"> • Unit 6, Key Topic 4: Further Considerations
<p>Analyze personal teaching experiences to guide and inform practice.</p>	<ul style="list-style-type: none"> • Unit 6, Key Topic 3: Program Approaches and Teaching Practices • Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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

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


<p align="center">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 6 – Chapter 6: Support for Young Dual Language Learners</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 6, Getting Ready for the Unit • Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners • Unit 6, Key Topic 3: Program Approaches and Teaching Practices • Unit 6, Key Topic 4: Further Considerations
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

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



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


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

<p 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 II: Personnel and Leadership in Early Childhood Education</p>	 <p align="center">Unit 6 – Chapter 6: Support for Young Dual Language Learners</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 6, Getting Ready for the Unit • Unit 6, Key Topic 1: Overview and Rationale • Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners
<p>Implement ongoing professional development plans based on evaluation of staff and administrator needs.</p>	
<p>Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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


CAP Expansion Course: Introduction to 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: Introduction to Children with Special Needs</p>	 <p align="center">Unit 6 – Chapter 6: Support for Young Dual Language Learners</p>
<p>Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.</p>	<ul style="list-style-type: none"> Unit 6, Key Topic 1: Overview and Rationale Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners
<p>Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.</p>	<ul style="list-style-type: none"> Unit 6, Key Topic 4: Further Considerations
<p>Collaborate with families and community members in supporting inclusion of children with special needs.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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

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

<p style="text-align: center;">Students Learning Outcomes from CAP Expansion Courses</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p>CAP Expansion Course: Curriculum and Strategies for Children with Special Needs</p>	 <p>Unit 6 – Chapter 6: Support for Young Dual Language Learners</p>
<p>Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.</p>	
<p>Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.</p>	<ul style="list-style-type: none"> • Unit 6, Key Topic 2: Characteristics of Preschool Dual Language Learners
<p>Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.</p>	<ul style="list-style-type: none"> • Unit 6, Key Topic 4: Further Considerations
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

Appendix A

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

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

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

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

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

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

California State University and University of California

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

A Closer Look at the

Introduction to the California Preschool Program Guidelines

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Course: Observation and Assessment – Continued

Objectives:

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

Content and Topics:

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

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Course: Teaching in a Diverse Society – Continued

Content and Topics:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience – Continued

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Administrator Responsibilities
 - Legal requirements and responsibilities

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

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Getting Ready for the Unit and Connecting to Experience

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 1: Overview and Rationale of the Chapter

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 2:

Exploring the Benefits and Quality Features of Preschool Programs

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 3:

A Closer Look at the Research on Brain Development

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 4:

A Closer Look at the School Readiness

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 5:

A Closer Look at the California Context

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Expansion Course: Introduction to Children with Special Needs – Continued

Objectives:

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

Content and Topics:

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

Unit 2

Chapter 2: The Preschool Child

Getting Ready for the Unit and Connecting to Experience

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 2
Chapter 2: The Preschool Child

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 2
Chapter 2: The Preschool Child

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

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Content and Topics:

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

Unit 3

Chapter 3: The Role of the Preschool Teacher

Getting Ready for the Unit and Connecting to Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 3

Chapter 3: The Role of the Preschool Teacher

Key Topic 1:

Overview and Rationale of the Chapter

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Course: Practicum-Field Experience – Continued

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Content and Topics:

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

Unit 3

Chapter 3: The Role of the Preschool Teacher

Key Topic 2:

A Closer Look at Teachers' Responsibilities

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Objectives: – Continued

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

Content and Topics:

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

Unit 3

Chapter 3: The Role of the Preschool Teacher

Key Topic 3:

Engaging All Families and Supporting All Children

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Course: Practicum-Field Experience – Continued

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 3

Chapter 3: The Role of the Preschool Teacher

Key Topic 4:

Building Skills for Reflective Teaching

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

- Connect staff needs to professional development and opportunities.

Content and Topics:

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

Unit 4

Chapter 4: The Role of the Administrator

Getting Ready for the Unit and Connecting to Experience

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
 - Program evaluation tools

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 4

Chapter 4: The Role of the Administrator

Key Topic 1:

Overview and Rationale of the Chapter

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
 - Program evaluation tools

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

Student Learning Outcomes:

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

Objectives:

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

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

Content and Topics:

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

Unit 4

Chapter 4: The Role of the Administrator

Key Topic 2: Leadership

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Compare various models and approaches to early childhood curriculum.

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 4

Chapter 4: The Role of the Administrator

Key Topic 3: Management

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Adult Mentoring and Supervision Strategies
 - Coaching
 - Modeling

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

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

Objectives:

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

Content and Topics:

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

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Getting Ready for the Unit and Connecting to Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Key Topic 1:

Using the California Preschool Curriculum Framework to Develop Integrated Curriculum

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Key Topic 3:

Using Universal Design in Integrated Curriculum

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Key Topic 4:

Exploring the Curriculum Planning Process of the California Preschool Curriculum Framework

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 6

Chapter 6: Support for Young Dual Language Learners

Getting Ready for the Unit and Connecting to Experience

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

- Differentiate characteristics of typical and atypical development.

Content and Topics:

- Additional developmental topics
 - Special needs
 - Bilingual development

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Course: Introduction to Curriculum – Continued

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Course: Teaching in a Diverse Society – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 6

Chapter 6: Support for Young Dual Language Learners

Key Topic 1: Overview and Rationale of the Chapter

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Course: Practicum-Field Experience – Continued

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 6

Chapter 6: Support for Young Dual Language Learners

Key Topic 2:

Characteristics of Preschool Dual Language Learners

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 6

Chapter 6: Support for Young Dual Language Learners

Key Topic 3:

Program Approaches and teaching Practices

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

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

Content and Topics:

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

Unit 6

Chapter 6: Support for Young Dual Language Learners

Key Topic 4:

Further Considerations Regarding Dual Language Learners

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

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

Objectives:

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

Content and Topics:

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

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

Objectives:

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

Content and Topics:

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

Unit 7

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

Getting Ready for the Unit and Connecting to Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

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

Content and Topics:

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

Unit 7

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

Key Topic 1: Overview and Rational of the Chapter

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

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

Objectives:

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

Content and Topics:

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

Unit 7

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

Key Topic 2:

A Closer Look at Children and Electronic Media

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum – Continued

Content and Topics: – Continued

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Teacher's Role
 - Collaborating with family and early interventionists/specialists
 - Communication
 - Diverse and cultural perspectives
 - IFSP/IEP teams
 - Implementation of IFSP/IEPs

Unit 7

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

Key Topic 3:

A Closer Look at Integrating Technology and Interactive Media into Preschool Programs

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

- Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.

Objectives:

- Evaluate various personnel, program and environmental assessment tools.

Content and Topics:

- Evaluation and Assessment
 - Tools
 - Methods

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Appendix B

Guidelines for Operating Preschool Programs

Guideline 1: Aspiring to Be a High-Quality Program	
1.1	<p>High-quality programs engage in continuous program improvement.</p> <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	<p>Programs and administrators use knowledge of child development to create and implement policies and practices that support children’s development in all domains.</p> <ul style="list-style-type: none"> • <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	<p>Programs and administrators use knowledge about the role of culture in development and the process of dual language development to be responsive to California’s young learners.</p> <ul style="list-style-type: none"> • <i>Understanding Cultural Perspectives of Self and Others</i> • <i>Program Strategies</i> • <i>Knowledge of Dual Language Development</i>
1.4	<p>Programs participate in efforts to promote a high-quality early care and education system.</p> <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	<p>Programs encourage and support appreciation of and respect for diversity among individuals and groups.</p> <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>