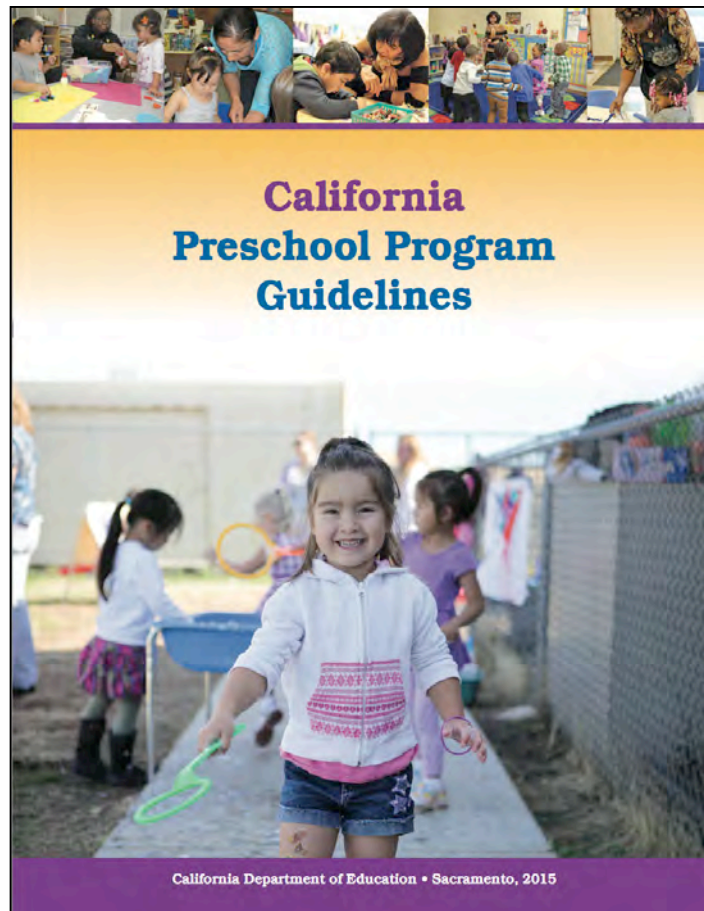




California Department of Education
Early Education and Support Division
WestEd Center for Child and Family Studies



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

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

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

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

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

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

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

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

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

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

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

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

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

Peter L. Mangione
Co-Director, Center for Child and Family Studies
WestEd

Acknowledgments

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

Peter Mangione, Co-Director of the Center for Child and Family Studies, provided invaluable academic and practical perspectives affecting all aspects of this instructional guide.

The Faculty Initiative Project, with *Caroline Pietrangelo Owens* as Project Director, works with a group of core consultants.

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

Core Consultants

Lead consultant and lead writer of this Instructional Guide:

Helen Heal, Consultant

Consultant, co-writer and editor of this Instructional Guide:

Judy Higuchi, Consultant

Consultant and editorial contributor to the Guide, including PowerPoint Presentations:

Erin Gordon Grady, Consultant

Major contributor, including identifying the CAP Student Learning Outcomes:

Terri Hutton, Butte College

Additional Consultants and Reviewers:

Sydney Fisher Larson, College of the Redwoods

Senta Greene, College of the Canyons

Kelly Lake, Santa Barbara City College

Carrie Rothstein-Fisch, California State University, Northridge

Alison Wishard Guerra, University of California, San Diego

Faculty Initiative Project Advisory Group Members

Joseph Aguerrebere, California State University Chancellor's Office

Lucy Berger, California Community Colleges Chancellor's Office

Zhe Chen, University of California, Davis

Jan DeLapp, American River College

Peggy Dodge, College of Marin

Nancy Herota, California Preschool Instructional Network (CPIN)

Terri Hutton, Butte College

Faculty Initiative Project Advisory Group Members (continued)

Mary Jo Jordan, Porterville Community College

Kelly O. Lake, Santa Barbara City College

Mary Jane Maguire-Fong, American River College

Margie Perez-Sesser, Cuesta College

Kaitzer Puglia, Pasadena City College

Shulamit Ritblatt, California State University, San Diego

James Rodriguez, California State University, Fullerton

Moises Roman, University of California, Los Angeles

Lupita M. Tannatt, Santa Monica Community College

Nadiyah Taylor, Las Positas College

Alison Wishard Guerra, University of California, San Diego

California Department of Education

Thanks are also extended to the following members of the Early Education and Support Division (formerly CDD):

Debra McMannis, Director, Early Education and Support Division

Cecelia Fisher-Dahms, Administrator, Quality Improvement Office

Luis Rios, Consultant, Early Education and Support Division

Laura Bridges, Consultant, Early Education and Support Division

WestEd, Center for Child and Family Studies Staff

Peter Mangione, Co-Director, Center for Child and Family Studies

Caroline Pietrangelo Owens, Director, Faculty Initiative Project

Christine Moscou, Project Assistant, Faculty Initiative Project

Christine Moscou, Faculty Initiative Project Assistant, was a major contributor to the entire process of the creation, development, formatting, and editing of the instructional guide. Special acknowledgment goes to Christine for her exceptional skills, dedication, and comprehensive contributions.

Table of Contents

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

Introduction to the Instructional Guide

- Introduction 1

Organizational Chart

- Organizational Chart for the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two* 12



Introduction to the California Preschool Program Guidelines



Key Topic: A Closer Look at the Introduction to the California Preschool Program Guidelines

Students become familiar with the purpose, content, and organization of the California Preschool Program Guidelines and explore the components of the California Early Learning and Development System.

- Preview of Key Topic: A Closer Look at the Introduction 13
- Key Topic 1: A Closer Look at the Introduction 15
- Online Options 17
- Handout 1: California’s Early Learning and Development System 19
- Handout 2: California’s Early Learning and Development System – Blank 20



Unit 1 Current Issues in Early Childhood Education



Getting Ready for the Unit and Connecting to Experience

Students identify issues related to early childhood education that surface through everyday interactions and news and social media. They then reflect on how these issues influence them as current or future preschool teachers.

- Preview of Getting Ready for the Unit 21
- Getting Ready for the Unit 23
- Online Options 27, 28
- Handout 1: Circles of Influence 30
- Handout 2: Early Childhood Education Resources 31



Key Topic 1: Overview and Rationale of the Chapter

Students gain an overview of key issues and research related to high-quality preschool programs from both national and California perspectives.

- Preview of Key Topic 1 34
- Key Topic 1 36
- Online Options 39
- Handout 1: General Issues in Early Childhood Education and the California Context 41



Key Topic 2: Exploring the Benefits and Quality Features of Preschool Programs

Students explore elements and considerations in determining what constitutes high quality in preschool programs and the benefits that result when children attend high-quality preschools.

- Preview of Key Topic 2 43
- Key Topic 2 45
- Online Options 48



Key Topic 3: A Closer Look at the Research on Brain Development

Students explore recent research on brain development and its implications for policy and program practice in early childhood education.

- Preview of Key Topic 3 51
- Key Topic 3 53
- Online Options 57
- Handout 1: InBrief Articles from the Center on the Developing Child 61



Key Topic 4: A Closer Look at School Readiness

Students increase their understanding of school readiness by reviewing the history and current elements of school readiness and considering how to share this information with families.

- Preview of Key Topic 4 62
- Key Topic 4 64
- Online Options 67



Key Topic 5: A Closer Look at the California Context

Students acquire an increased awareness of some of the demographics related to young children and their families in their counties. Students then consider how they can apply this information to ensure elements of their preschool programs address the children and families enrolled in their programs.

- Preview of Key Topic 4 69
- Key Topic 4 71
- Online Options 73



Unit 2 The Preschool Child



Getting Ready for the Unit and Connecting to Experience

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

- Preview of Getting Ready for the Unit 76
- Getting Ready for the Unit 78
- Online Options 82
- Handout 1: Exploration of How Learning is Integrated 84



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

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

- Preview of Key Topic 1 85
- Key Topic 1 87
- Online Options 89



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

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

- Preview of Key Topic 2 92
- Key Topic 2 94
- Online Options 96, 97, 99
- Handout 1: Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations 100



Unit 3

The Role of the Preschool Teacher



Getting Ready for the Unit and Connecting to Experience

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

- Preview of Getting Ready for the Unit 106
- Getting Ready for the Unit 108
- Online Options 111, 112
- Handout 1: Major Responsibilities and Characteristics of Preschool Teachers 114
- Handout 2: Characteristics of Preschool Teachers 116



Key Topic 1: Overview and Rationale of the Chapter

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

- Preview of Key Topic 1 117
- Key Topic 1 119
- Online Options 121, 122, 123
- Handout 1: Responsibilities of Preschool Teachers and Features of High-Quality Early Childhood Programs 124



Key Topic 2: A Closer Look at Teachers' Responsibilities

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

- Preview of Key Topic 2 127
- Key Topic 2 129
- Online Options 131
- Handout 1: Identifying the Key Points of Preschool Teachers' Responsibilities 134



Key Topic 3: Engaging All Families and Supporting All Children

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

- Preview of Key Topic 3 135
- Key Topic 3 137
- Online Options 139, 145
- Handout 1: Viewing Guide for “Engaging Families and Communities” 148
- Handout 2: Viewing Guide for “Including Children with Disabilities or Other Special Needs” 151



Key Topic 4: Building Skills for Reflective Teaching

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

- Preview of Key Topic 4 154
- Key Topic 4 156
- Online Options 158
- Handout 1: Becoming a Reflective Teacher 162
- Handout 2: Instructor Sample of Becoming a Reflective Teacher Handout 164



Unit 4

The Role of the Administrator



Getting Ready for the Unit and Connecting to Experience

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

- Preview of Getting Ready for the Unit 167
- Getting Ready for the Unit 169
- Online Options 172



Key Topic 1: Overview and Rationale of the Chapter

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

- Preview of Key Topic 1 174
- Key Topic 1 176
- Online Options 179
- Handout 1: Administrative Practices and Components of High-Quality Programs 181



Key Topic 2: Leadership

Students explore several effective leadership qualities required of administrators in early care and education programs.

- Preview of Key Topic 2 182
- Key Topic 2 184
- Online Options 186, 188, 189
- Handout 1: Viewing Guide for “Administration and Supervision” – Leadership 190



Key Topic 3: Management

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

- Preview of Key Topic 3 192
- Key Topic 3 194
- Online Options 195, 196, 200
- Handout 1: Important Elements of Working Conditions 201
- Handout 2: Viewing Guide for “Administration and Supervision” – Management 202



Unit 5

Use of the California Preschool Curriculum Framework



Getting Ready for the Unit and Connecting to Experience

Students become familiar with some of the key concepts in Chapter 5 of the California Preschool Program Guidelines by reflecting on their understanding of key terms or concepts from the chapter.

- Preview of Getting Ready for the Unit 205
- Getting Ready for the Unit 207
- Online Options 210



Key Topic 1: Using the California Preschool Curriculum Framework to Develop Integrated Curriculum

Students become familiar with how the three volumes of the California Preschool Curriculum Framework can be used to support children’s learning and development through curriculum planning and the context of integrated learning.

- Preview of Key Topic 1 212
- Key Topic 1 214
- Online Options 215, 217



Key Topic 2: Working with Young Children Who Are Dual Language Learners in Integrated Curriculum

Students become familiar with the additional supports that need to be provided for young dual language learners in an integrated approach to curriculum. Students review material in the California Preschool Program Guidelines and a DVD segment in the California Preschool Program Guidelines DVD Set.

- Preview of Key Topic 2 219
- Key Topic 2 221
- Online Options 222, 224



Key Topic 3: Using Universal Design in Integrated Curriculum

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

- Preview of Key Topic 3 226
- Key Topic 3 228
- Online Options 229, 231



Key Topic 4: Exploring the Curriculum-Planning Process of the California Preschool Curriculum Framework

Students become familiar with the process and importance of the curriculum-planning process, including partnering with families in the process, as described in the preschool curriculum framework. Students review material in the California Preschool Program Guidelines and two DVD segments from the California Preschool Program Guidelines DVD Set.

- Preview of Key Topic 4 233
- Key Topic 4 235
- Online Options 236, 238



Unit 6 Support for Young Dual Language Learners



Getting Ready for the Unit and Connecting to Experience

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.

- Preview of Getting Ready for the Unit 240
- Getting Ready for the Unit 242
- Online Options 246
- Handout 1: Terms and Concepts Relating to Dual Language Learners 248



Key Topic 1: Overview and Rationale of the Chapter

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.

- Preview of Key Topic 1 249
- Key Topic 1 251
- Online Options 252, 254, 255
- Handout 1: Guiding Principles for Supporting Young Dual Language Learners 256



Key Topic 2: Characteristics of Preschool Dual Language Learners

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.

- Preview of Key Topic 2 259
- Key Topic 2 261
- Online Options 264, 268, 270
- Handout 1: Benefits, Challenges, and Implications for Practice 272



Key Topic 3: Program Approaches and Teaching Practices

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

- Preview of Key Topic 3273
- Key Topic 3.....275
- Online Options278, 282
- Handout 1: Elements of High-Quality Preschool Programs for All Children283
- Handout 2: Interactions and Practices to Support Young Dual Language Learners.....284



Key Topic 4: Further Considerations Regarding Young Dual Language Learners

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.

- Preview of Key Topic 4285
- Key Topic 4.....287
- Online Options289, 293



Unit 7

Using Technology and Interactive Media with Preschool-Age Children



Getting Ready for the Unit and Connecting to Experience

Students have an opportunity to consider their own use of technology and electronic media and reflect on what they can bring from their own experiences to their work with preschool children.

- Preview of Getting Ready for the Unit296
- Getting Ready for the Unit298
- Online Options300, 301, 302
- Handout 1: Glossary of the *California Preschool Program Guidelines*304
- Handout 2: Technology or Electronic Media Use307



Key Topic 1: Overview and Rationale of the Chapter

Students identify the key content of Chapter 7 in the California Preschool Program Guidelines and explore some of the research base around technology and young children.

- Preview of Key Topic 1 308
- Key Topic 1 310
- Online Options 312, 313
- Handout 1: Chapter 7 Notetaking Form 316
- Handout 2: Glossary of the *California Preschool Program Guidelines* 320



Key Topic 2: A Closer Look at Children and Electronic Media

Students deepen their understanding of the impacts, values, and questions around digital technology and young children by developing some form of presentation to share with families about the way technology and interactive media are used in a preschool classroom.

- Preview of Key Topic 2 323
- Key Topic 2 325
- Online Options 328, 329



Key Topic 3: A Closer Look at Integrating Technology and Interactive Media into Preschool Programs









Students increase their understanding of how to use digital technology and interactive media in the classroom by conducting classroom observations and teacher interviews, viewing and discussing video clips of preschool teachers and children using technology, or hearing from a panel of teachers about ways they integrate technology into their classrooms.

- Preview of Key Topic 3 332
- Key Topic 3 334
- Online Options 339
- Handout 1: Key Considerations for Using Technology in Preschool Programs 344

Instructional Methodologies Index

- Instructional Methodologies Definitions 350
- Instructional Methodologies Index for the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two* 355

Student Learning Outcomes Indexes

- Student Learning Outcomes Index Cover Page for the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two* 360
-  A Closer Look at the Introduction to the *California Preschool Program Guidelines* 361
-  Unit 1: Current Issues in Early Childhood Education 371
-  Unit 2: The Preschool Child 381
-  Unit 3: The Role of the Preschool Teacher 390
-  Unit 4: The Role of the Administrator..... 398
-  Unit 5: Use of the California Preschool Curriculum Framework 405
-  Unit 6: Support for Young Dual Language Learners 412
-  Unit 7: Using Technology and Interactive Media with Preschool-Age Children 422

Appendixes

- Appendix A – CAP Student Learning Outcomes (SLOs) – Organized by Instructional Guide Units and Key Topics 430
- Appendix B – Guidelines for Operating Preschool Programs 521

PowerPoint Presentations

- PowerPoint presentations are available for each unit by key topic.

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 7 – Using Technology and Interactive Media with Preschool-Age Children

Getting Ready for the Unit and Connecting to Experience



Focus Statement

Students have an opportunity to consider their own use of technology and electronic media and reflect on what they can bring from their own experiences to their work with preschool children.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

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

Instructional Methodologies

- Brainstorming
- Categorizing
- 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.

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



Unit 7 – Using Technology and Interactive Media with Preschool-Age Children

Getting Ready for the Unit and Connecting to Experience

Unit 7: Using Technology and Interactive Media with Preschool-Age Children
Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

Chapter 7 of the *California Preschool Program Guidelines*, “Using Technology and Interactive Media with Preschool-Age Children,” provides information, guidance, and resources on integrating technology into preschool programs to support young children’s learning and development. The chapter contains the following sections:

- Children and Electronic Media
- Technology and Interactive Media in the Preschool Environment
- The Benefits and the Challenges of Using Technology and Interactive Media
- Selecting Technology and Interactive Media to Enhance Children’s Learning
- Integrating and Using Technology in the Preschool Environment
- Training and Professional Development Opportunities

As with Chapters 2 through 6, Chapter 7 closes with a list of references and suggestions for additional reading.

A glossary is found at the end of the *California Preschool Program Guidelines* that contains some terms specific to Chapter 7. Faculty may find it useful to familiarize themselves with these terms before introducing students to this chapter. There are also parts of two learning experiences in this unit, Getting Ready for the Unit and Key Topic 1, which include opportunities for students to review these terms.

Unit 7 of this instructional guide is designed to provide resources for faculty as they engage their students in the important topic of using technology and interactive media with young children. The unit begins with a learning experience in which students reflect on their own use of technology and how these reflections can inform their thinking about technology and preschool children. This learning experience is intended to highlight the extent to which technology has become part of all our lives and how teachers will need to make many decisions about how technology should be part of the preschool classroom experience for young children.



Key Topic 1 provides opportunities for students to gain an overview of the key content of the chapter and explore some of the research base around technology and electronic media and young children. Key Topic 2 allows students to take a more in-depth examination of the impacts, values, and questions surrounding young children's engagement with technology and electronic media. Key Topic 3 reviews guidance that programs and teachers can consider in deciding how to include technology appropriately in preschool classes.

Motivator and Connection to Experience

Before You Start

The majority of today's college students have probably grown up with some level of familiarity with electronic media—especially some kind of screen technology such as televisions, computers, smartphones, and tablets. This familiarity will vary according to their ages and accessibility to different kinds of electronic media, but most college-age students will have been exposed to and probably used at least a television and computer.

For preschool-age children, this exposure to electronic media is even more prevalent and part of their everyday lives. "Technology and interactive media are integral parts of modern life" (*California Preschool Program Guidelines*, p. 93). Both at home and at school, young children are encountering opportunities to engage with electronic media for entertainment, communication, and learning. Both parents and educators are faced with answering the why, when, where, what, and how questions related to technology and young children.

Given the possibly wide range of students' experiences with electronic media, it may be helpful for them to recall and reflect on these experiences and then examine their current understanding and beliefs about the value and use of electronic media with young children. Also, identifying and clarifying the different terms used to describe specific kinds of technology and electronic media can help ensure a common understanding of these terms.

In preparation for this learning experience, faculty may wish to review the terms and definitions provided in the glossary (pp. 249–250) at the end of the *California Preschool Program Guidelines*. Handout 1 is a copy of the glossary from the *California Preschool Program Guidelines*. Faculty may also find it useful to consider the demographics of the students' communities and the kinds of preschools in their communities. Although these will be somewhat general observations, they may provide some insight into children's exposure and accessibility to different forms of technology and electronic media.

Because students will be asked to each generate a list of items and then review the lists as a large group, it will be helpful to have chart paper and markers or large sticky notes



or half sheets of 8 1/2" x 11" paper and tape available. Handout 2, "Technology or Electronic Media Use," provided with this learning experience, can be used for students to record their use of electronic media. Electronic versions of these handouts will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

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

Information Delivery

Students will be asked to review and understand the meanings of three specific terms used when discussing the broad topic of technology: electronic media, interactive media, and screen technologies. These terms are defined within the chapter and also in the glossary. Handout 1 is a copy of this glossary.

Active Learning



Slide 2

Getting it started

Begin this learning experience with a class discussion of the kinds of technology and electronic media available today. Encourage students to think about the technology they use and the technology they have seen used with and by preschool-age children. Ask them to give examples of use at home and in classrooms.

Explain that students will first individually brainstorm a list and then compile a class list. If feasible for the class list, students are to write each item on a large sticky note or half sheet of 8 1/2" x 11" paper that can be placed on the wall. If these materials are not available, students can write the items from their lists on a large sheet of chart paper.



Slides 3-4

Next ask students to review the glossary definitions for electronic media, interactive media, and screen technologies. Students can refer to their copies of the *California Preschool Program Guidelines* or Handout 1. As each term is discussed, encourage

students to give examples of each one to further ensure

Online Options

If there is online-discussion capability, faculty could facilitate a discussion of the three terms. A separate discussion thread could be done for each term, and students could also post examples for each term or category.



understanding of the similarities and differences. Items from the class list can be included in these examples.

If sticky notes or half sheets were used for the class list, write each of the three terms—electronic media, interactive media, and screen technologies—on a sticky note or half sheet and place each example under its category. If the class list was written on chart paper, write a symbol or abbreviation for one of the terms by each item on the list. Students may notice that one or more examples may fit under more than one term or category. Discuss with students what stands out for them from the definitions and examples of these terms, especially electronic and interactive media.

Keeping it going

Ask students to then write a list of the different kinds of electronic media they use and when they first started using it. Handout 2, “Technology or Electronic Media Use,” is provided for recording this list, or faculty may ask students to create their own form. If students use a lot of different applications, software programs, television and radio programs, DVDs, electronic games, or other types of electronic media, they can list the two or three from each type most frequently used.

Online Options

Students could complete Handout 2 or create a similar list out of class and then post their lists online. Students then could review their classmates’ lists in preparation for an in-class discussion.

Taking it further

After students complete their lists, ask them to review each item and decide if it is primarily for communication, social networking, information search, information documentation, learning, entertainment, or other. They are to also indicate if it is for personal use or for work/school and how much time per week—approximate number of hours—they use each item. Some items may fall under more than one category, so ask students to estimate how much time is spent for each purpose.

Putting it together

Students then share their lists with one or more other students. Ask the students to divide into two groups and then form two concentric circles facing each other. Students are to share their lists with the person opposite them and note any striking similarities or differences in their lists. Allow about five to seven minutes for this comparison and then announce that it is time for the students to change partners by having the inner circle move one person to the left. Allow another



Slide 5



five to seven minutes for this sharing, and continue the rotation for one or two more rounds.

Another approach

Ask students to create a time line of their lives by noting major events such as starting preschool or kindergarten, elementary school, middle school, high school, and college; different jobs; trips; important relationships, and so forth. Next ask them to list when on the time line they first used different kinds of technology or electronic media and when they may have stopped using each item.

Then encourage students to reflect on their time lines and think about how each kind of technology or electronic media possibly impacted their lives. What were some benefits or challenges they realized through using technology and electronic media?

Provide time for students to compare their time lines with some of their classmates. Faculty may choose to use the concentric circle group approach described in the “Putting it together” segment or try another method such as randomly grouping two or three students.

Online Options

Instead of creating their time lines in class, students could develop these outside class and post photographs or scanned images online. Students could then review their classmates’ postings in preparation for an instructor-facilitated discussion in class or online.

Ask students at what age most of them started using some kind of technology—especially how many were preschool age—and how that compares with what they are observing today. Encourage them to discuss what they perceive as benefits or concerns related to young children using different kinds of technology.

Reflection

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

- What stands out for you from your own list (time line)? From sharing and comparing your list (time line) with other students?
- What surprised you about your list (time line)? How did you feel sharing your list (time line) with others?



Slides 6-7



Slide 8



Slide 9



Slides 10-11

- What new understanding or perspective do you have about yourself and your interaction with electronic media? Why do you think it is important for you as a preschool teacher to think about your own experience with and use of technology and electronic media?
- What will you take from this learning experience to your work with young children and their families?

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 12-14

- 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?



Glossary of the California Preschool Program Guidelines

administrator. An early childhood professional who may hold a wide variety of titles and positions: Center Director in a small, single-site program; Site Supervisor within a large, multiple-site program; or a Program Coordinator for a network of centers. Regardless of the particular size or characteristics of a program, the same issues and concerns must be addressed at all programs.

assistive technology device. Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability (Mistrett 2004).

cognitive flexibility. The ability to switch perspectives or the focus of attention and adjust to changed demands or priorities (Diamond et al. 2007).

dual language learners. Young children who are learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language.

ecological perspective. The view or belief that interactions with others and the environment influence development.

electronic media. Media that rely on technology to broadcast or store information. Examples include television, radio, DVDs, computers, the Internet, telephones, gaming consoles, and handheld devices.

executive function skills. Core executive function skills are inhibition (e.g., self-control—resisting temptations and resisting acting impulsively) and interference control (e.g., selective attention and cognitive inhibition), working memory, and cognitive flexibility

(including creatively thinking “outside the box,” seeing anything from different perspectives, and quickly and adapting to changed circumstances) (Diamond 2013).

home language. The primary language used by the child’s family in the home environment. Some children may have more than one home language (e.g., when one parent speaks Chinese and the other speaks English).

IDEA. The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. It governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youths with disabilities.

inhibitory control. The ability to resist the temptation to go on “automatic” and to do what is needed to achieve goals (Gallinsky 2013).

interactive media. Forms of electronic media with content designed to facilitate active and creative use by young children and to encourage social engagement with other children and adults (NAEYC and FRC 2012). Forms of interactive media include software programs, applications, broadcast media, the Internet, e-books, and some children’s television programming.

multiple means of engagement. Allowing children alternative ways to communicate or demonstrate what they know or what they are feeling, such as through gestures, sign language, or pictures.

multiple means of expression. Providing choices in the environment that facilitate learning by building on children’s



interests, experiences, knowledge, and skills—for example, providing a chair for a child who is interested in the sensory table, but uses a therapeutic walker.

multiple means of representation. Information presented in a variety of ways so the learning needs of all children are met. For example, it is important to speak clearly to children with auditory disabilities in an area with little or no background noise while also presenting information visually (such as with objects and pictures).

pedagogical philosophy. Philosophy of teaching.

pragmatics. The rules of language used in social contexts (e.g., one would talk differently to the president than to one's mother). Pragmatics includes gathering information, requesting, and communicating (California Department of Education 2010, 99).

prefrontal cortex. Primary functions of the prefrontal cortex include executive function skills (including planning, working memory), cognitive skills, logic/reasoning, and self-control/inhibition of behavior.

preschool or preschool program. Any early childhood setting where three- to five-year-old children receive education and care. Children can experience preschool in a variety of settings, including child care centers (center-based child care and family child care), state-funded prekindergarten programs, federally funded preschool programs (such as Head Start), and private preschool programs.

reflective practice. Thoughtful consideration of thoughts, feelings, actions, and experiences when applying knowledge to practice. This is done to learn from experience and systematic exploration of other approaches or behaviors. May be most effective when supported by peer collaboration or professionals' coaching.

reflective supervision. Refers to several related ideas and approaches designed to help professionals consider, in the presence of another person, their thoughts, feelings, actions, and reactions as they work to support the healthy development of young children and their families.

scaffolding. A process by which adults or capable peers provide a supportive structure to help children learn and play. Scaffolding is helpful when children are faced with a challenge that they can solve with a simple hint, question, or prompt.

screen technologies. Electronic devices with which users view content through a screen. This category may include televisions, computers, smartphones, and tablets.

specialized service providers. Professionals who work primarily with children and families who have special needs or who need services beyond what is typically provided by an early childhood educator. These providers are often early childhood special educators, but they might also include occupational therapists, physical therapists, and specialists in low-incidence disabilities.

teacher. An adult with education and care responsibilities in an early childhood setting. Teachers include adults who interact directly with young children in preschool programs.

universal design for learning (UDL). An educational framework, based on research in the learning sciences, that guides the development of flexible learning environments and that can accommodate individual learning differences (Center for Applied Special Technology 2008).

working memory. Holding information in mind while mentally working with it or updating it (Gallinsky 2013).

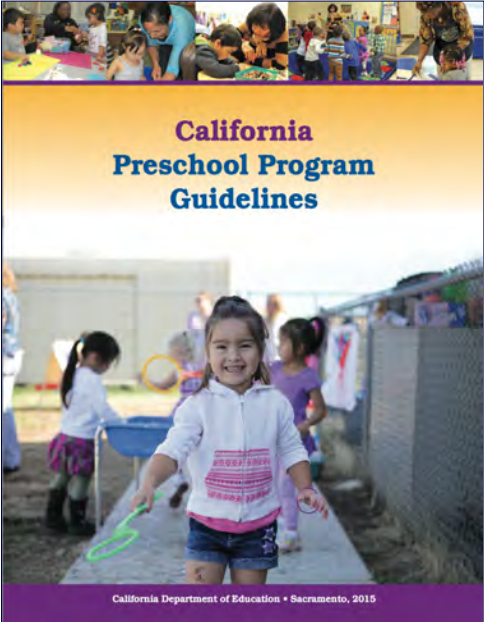
Copyright © 2015 California Department of Education, Early Education and Support Division



References

- California Department of Education. 2010. *California Preschool Curriculum Framework, Volume 1*. Sacramento: California Department of Education.
- Center for Applied Special Technology. 2008. <http://www.cast.org/udl/> (accessed July 31, 2014).
- Diamond, A. 2013. "Executive Functions." *Annual Review of Psychology* 64:135–68.
- Diamond, A., S. Barnett, J. Thomas, and S. Munro. 2007. "Preschool Program Improves Cognitive Control." *Science* 318:1387–88.
- Gallinsky, E. 2013. Executive function skills predict children's success in life and in school. http://www.huffingtonpost.com/ellen-galinsky/executive-function-skills_1_b_1613422.html (accessed July 30, 2014).
- Mistrett, S. 2004. "Assistive Technology Helps Young Children with Disabilities Participate in Daily Activities." *Technology in Action* 1 (4): 1–7.
- National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College (FRC). 2012. *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8. A Joint Position Statement*. Washington, DC: National Association for the Education of Young Children; Latrobe, PA: Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College.

Copyright © 2015 California Department of Education, Early Education and Support Division



Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready 1

Technology and Interactive Media

Consider the kinds of technology and electronic media available today.



- What technology do you use?
- What technology do you see used with and by preschool-age children?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready 2

Technology and Interactive Media

- Electronic media
- Interactive media
- Screen technologies



Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

3

Technology and Interactive Media

Glossary of the California Preschool Program Guidelines

administrator. An early childhood professional who may hold a wide variety of titles and positions: Center Director in a small, single-site program; Site Supervisor within a large, multiple-site program; or a Program Coordinator for a network of centers. Regardless of the particular size or characteristics of a program, the same issues and concerns must be addressed at all programs.

assistive technology device. Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability (Mistrett 2004).

cognitive flexibility. The ability to switch perspectives or the focus of attention and adjust to changed demands or priorities (Diamond et al. 2007).

dual language learners. Young children who are learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language.

[including creatively thinking “outside the box,” seeing anything from different perspectives, and quickly and adapting to changed circumstances) (Diamond 2013).

home language. The primary language used by the child’s family in the home environment. Some children may have more than one home language (e.g., when one parent speaks Chinese and the other speaks English).

IDEA. The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. It governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youths with disabilities.

inhibitory control. The ability to resist the temptation to go on “automatic” and to do what is needed to achieve goals (Gallinsky 2013).

interactive media. Forms of electronic media with content designed to facilitate active and creative use by young

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

4

Technology and Interactive Media

Key for How Used
C = communication **SN** = social networking **IS** = information search
ID = information documentation **E** = entertainment **L** = learning
O = other

Item	First used	How used		Amount/frequency of use (hours per week)	
		Personal	Work/School	Personal	Work/School

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

5

Technology and Interactive Media

- Create a timeline of your life, including major events, such as starting school, different jobs, trips, and relationships.
- Include when you first used different kinds of technology or electronic media and/or when you may have stopped using each item.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

6

Technology and Interactive Media

- How has each kind of technology or electronic media affected your life?
- What were some benefits or challenges you realized through using technology and electronic media?



Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

7

Technology and Interactive Media

- At what age did you start using some kind of technology? Were you preschool age?
- How does your experience compare with what you've observed today?
- What do you see as benefits or concerns related to young children using different kinds of technology?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

8

Technology and Interactive Media



- What stands out for you from your own time line? From sharing and comparing your time line with other students?
- What surprised you about your time line? How did you feel sharing your time line with others?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

9

Technology and Interactive Media



- What new understanding or perspective do you have about yourself and your interaction with electronic media?



Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

10

Technology and Interactive Media



- Why do you think it is important for you as a preschool teacher to think about your own experience with and use of technology and electronic media?
- What will you take from this learning experience to your work with young children and their families?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

11

Technology and Interactive Media



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

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Getting Ready

12

Technology and Interactive Media



- 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?

Technology and Interactive Media



- 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 7 – Using Technology and Interactive Media with Preschool-Age Children

Key Topic 1: Overview and Rationale of the Chapter

Unit 7: Using Technology and Interactive Media with Preschool-Age Children
Key Topic 1 – Overview and Rationale of the Chapter

Focus Statement

Students identify the key content of Chapter 7 in the *California Preschool Program Guidelines* and explore some of the research base around technology and young children.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

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

Instructional Methodologies

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



- Reflective discussion
- Short paper or report

California Early Childhood Educator Competency Areas to Consider

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

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



Unit 7 – Using Technology and Interactive Media with Preschool-Age Children

Key Topic 1: Overview and Rationale of the Chapter

Unit 7: Using Technology and Interactive Media with Preschool-Age Children
Key Topic 1 – Overview and Rationale of the Chapter

Before You Start

This key topic is designed to familiarize students with an overview of the content and some of the research that has been done on the use of technology and electronic media with young children in preschool settings. Students work in small groups to identify the main points and research based on a few guiding questions for each of the chapter's sections. Students then share their findings with the other students and have a discussion about what they believe are the key messages for each section.

Chapter 7 has six main sections:

- Children and Electronic Media
- Technology and Interactive Media in the Preschool Environment
- The Benefits and the Challenges of Using Technology and Interactive Media
- Selecting Technology and Interactive Media to Enhance Children's Learning
- Integrating and Using Technology in the Preschool Environment
- Training and Professional Development Opportunities

Because of the length of each section, certain sections have been combined for review by one group. Handout 1, "Chapter 7 Notetaking Form," which is a notetaking form with the suggested questions for each section, combines the sections into four groupings. It is suggested that each group have four students, although this will be dependent on the class size.

Although students are probably familiar with the concepts of technology and electronic media, they may not have heard the specific terminology and definitions used in Chapter 7—electronic media, screen technologies, and interactive media. The "Getting it started" part of the "Getting Ready for the Unit" and this key topic provide opportunities for students to explore these terms and definitions. If students have already done the "Getting Ready for the Unit" learning experience, faculty may choose to just do a brief review of the terms for this key topic.



In preparation for this learning experience, faculty may wish to review the terms and definitions provided in the glossary (pp. 249–250) at the end of the *California Preschool Program Guidelines* if they have not already done so. Faculty may also want to have a list of some examples of the different kinds of technologies and media. Handout 2 is a copy of the glossary from the *California Preschool Program Guidelines* that can be used for the “Getting it started” portion or for a review.

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

In the “Deeper Understanding” section, students are asked to review *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8*, a joint position statement adopted in January 2012 by the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College. This statement can be downloaded from the Fred Rogers Center Web site at <http://www.fredrogerscenter.org/initiatives/digital-media-learning/resources/> (accessed January 20, 2016).

Information Delivery

Students are asked to review Chapter 7 and identify key points, research, and key messages related to the use of technology and electronic media in preschool programs. Faculty may choose to have students do the reading themselves as suggested in the following active learning segments or deliver a lecture on the content. In either case, Handout 1, “Chapter 7 Notetaking Form,” may be a useful notetaking form for the students.

As described in the “Before You Start” section, there are six main content areas in Chapter 7:

- Children and Electronic Media
- Technology and Interactive Media in the Preschool Environment
- The Benefits and the Challenges of Using Technology and Interactive Media



Slides 2-4



- Selecting Technology and Interactive Media to Enhance Children’s Learning
- Integrating and Using Technology in the Preschool Environment
- Training and Professional Development Opportunities

Active Learning



Slide 5

Getting it started

Begin by asking students to review the terms “electronic media,” “interactive media,” “screen technologies,” and “assistive technology device” that are found in the glossary to the *California Preschool Program Guidelines* on pages 249–250. Provide students with Handout 2 if they do not have copies of the *California Preschool Program Guidelines*.

Encourage students to pose any questions or comments about the definitions and to note any similarities, commonalities, and differences among them.

Next ask students to brainstorm examples for each of the terms, also pointing out that some examples may fit under more than one term. Record these examples on chart paper or a whiteboard so that all students can see them. Then review the examples and ask students to indicate if they have seen that item used with preschool-age children in a classroom or at home. Put checkmarks by the examples to tally the number of instances each item is used.

Online Options

If there is online-discussion capability, faculty could facilitate a discussion of the three terms. A separate discussion thread could be done for each term, and students could also post examples for each term or category.

Keeping it going

Discuss with students that their review of these definitions and identification of examples and use by young children are a starting point for them to think about the implications of using technology and electronic media with preschool-age children. Chapter 7 provides information, resources, and recommendations that programs and teachers should consider.



Slides 6-8

Provide students with Handout 1 and explain that this handout includes a list of questions that are addressed to some extent in Chapter 7. Ask the students to form small groups of four students each, and each student in the group is to select one or two sections of the chapter to review. Explain that the questions for each section



are to guide the students in identifying the main points for that section. They are not to identify key messages at this time, and they will have an opportunity to share their main points with their classmates.

Online Options

Students could complete Handout 1 individually or in small groups and then post their completed handouts online. After reviewing the other students' or groups' handouts, students would write individually the key messages they pulled for either the instructor's review or as preparation for an in-class discussion.

Taking it further

After they have completed their assigned sections, ask the students to then share their findings with the other members of their group. Encourage students to take notes based on their classmates' presentations and, during this sharing, identify key messages for each section.

Putting it together

After all the students have shared the main points from their sections, the students in each group are to share and discuss the key messages each student pulled for each section. The group is then to come to agreement on five key messages for the chapter. Ask each group to then share their key messages with the other groups.

Another approach

Instead of students working in small groups during class, faculty may choose to have students complete the full handout individually as an out-of-class assignment. Then students could form small groups in class to discuss and compare their main points and key messages. Or students could discuss their review of the chapter as a large group.

Reflection



Slides 9-10

Convene the students as a large group and facilitate a discussion of the content. The following questions are suggested:

- What main points or key messages from this chapter stand out for you?
- What information resonated the most strongly with you? Why?
- What are some new or different understandings or perspectives you have about using technology and electronic media with



preschool children?

- What is something you will do to apply this new understanding or perspective in your work with young children?

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



Slides 11-13

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

Deeper Understanding



Slide 14

Much of the content for Chapter 7 references *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8*, a joint position statement adopted in January 2012 by the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College. This statement can be downloaded from the Fred Rogers Center Web site at <http://www.fredrogerscenter.org/initiatives/digital-media-learning/resources/> (accessed January 20, 2016).

Students are to read the position statement and compare their notes and key messages from Chapter 7 with this position statement. Faculty could then choose to facilitate a class discussion on the comparison or ask students to write a short paper on their findings and reflections. The following questions may be useful for either approach:

- What part(s) of the position statement really caught your attention?



Slide 15



- Where did you find similarities between the position statement and Chapter 7? Differences?
- Which one gives you a better understanding of the issues related to digital technology and young children? Why?
- How might you use the position statement in your work as a teacher?
- What additional questions or areas of interest does the joint position statement raise for you?



Slide 16



Chapter 7 Notetaking Form

- Children and Electronic Media (pp. 93–94)**
Training and Professional Development Opportunities (p. 101)
- What is the usage by young children (ages birth to six years) of different kinds of digital devices and electronic media?
 - What are some of the impacts of electronic media on young children?
 - What are key reasons for and features of effective professional development for teachers?
 - What research has been done?
 - What questions come to mind as you read these sections?

Main points

Key messages

Unit 7: The Using Technology and Interactive media with Preschool-Age Children
 Key Topic 1 – Overview and Rationale of the Chapter
 Handout 1: Chapter 7 Notetaking Form



**Technology and Interactive Media in the Preschool Environment (pp. 94–95)
The Benefits and the Challenges of Using Technology and Interactive Media (pp. 95–97)**

- How is digital technology used in the preschool setting?
- What are some of the main benefits? Challenges?
- What are some cautions or guidance?
- What research has been done?
- What questions come to mind as you read this section?

Main points

Key messages



**Selecting Technology and Interactive Media to Enhance Children’s Learning
(pp. 97–99)**

- What should be considered in choosing digital technology and interactive media to use in the preschool classroom?
- What research has been done?
- What questions come to mind as you read this section?

Main points

Key messages



Integrating and Using Technology in the Preschool Environment (pp. 99–100)

- What should teachers consider in introducing and integrating digital technology and interactive media in the preschool classroom?
- What research has been done?
- What questions come to mind as you read this section?

Main points

Key messages



Glossary of the *California Preschool Program Guidelines*

administrator. An early childhood professional who may hold a wide variety of titles and positions: Center Director in a small, single-site program; Site Supervisor within a large, multiple-site program; or a Program Coordinator for a network of centers. Regardless of the particular size or characteristics of a program, the same issues and concerns must be addressed at all programs.

assistive technology device. Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability (Mistrett 2004).

cognitive flexibility. The ability to switch perspectives or the focus of attention and adjust to changed demands or priorities (Diamond et al. 2007).

dual language learners. Young children who are learning two or more languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language.

ecological perspective. The view or belief that interactions with others and the environment influence development.

electronic media. Media that rely on technology to broadcast or store information. Examples include television, radio, DVDs, computers, the Internet, telephones, gaming consoles, and handheld devices.

executive function skills. Core executive function skills are inhibition (e.g., self-control—resisting temptations and resisting acting impulsively) and interference control (e.g., selective attention and cognitive inhibition), working memory, and cognitive flexibility

(including creatively thinking “outside the box,” seeing anything from different perspectives, and quickly and adapting to changed circumstances) (Diamond 2013).

home language. The primary language used by the child’s family in the home environment. Some children may have more than one home language (e.g., when one parent speaks Chinese and the other speaks English).

IDEA. The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. It governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youths with disabilities.

inhibitory control. The ability to resist the temptation to go on “automatic” and to do what is needed to achieve goals (Gallinsky 2013).

interactive media. Forms of electronic media with content designed to facilitate active and creative use by young children and to encourage social engagement with other children and adults (NAEYC and FRC 2012). Forms of interactive media include software programs, applications, broadcast media, the Internet, e-books, and some children’s television programming.

multiple means of engagement. Allowing children alternative ways to communicate or demonstrate what they know or what they are feeling, such as through gestures, sign language, or pictures.

multiple means of expression. Providing choices in the environment that facilitate learning by building on children’s





interests, experiences, knowledge, and skills—for example, providing a chair for a child who is interested in the sensory table, but uses a therapeutic walker.

multiple means of representation. Information presented in a variety of ways so the learning needs of all children are met. For example, it is important to speak clearly to children with auditory disabilities in an area with little or no background noise while also presenting information visually (such as with objects and pictures).

pedagogical philosophy. Philosophy of teaching.

pragmatics. The rules of language used in social contexts (e.g., one would talk differently to the president than to one's mother). Pragmatics includes gathering information, requesting, and communicating (California Department of Education 2010, 99).

prefrontal cortex. Primary functions of the prefrontal cortex include executive function skills (including planning, working memory), cognitive skills, logic/reasoning, and self-control/inhibition of behavior.

preschool or preschool program. Any early childhood setting where three- to five-year-old children receive education and care. Children can experience preschool in a variety of settings, including child care centers (center-based child care and family child care), state-funded prekindergarten programs, federally funded preschool programs (such as Head Start), and private preschool programs.

reflective practice. Thoughtful consideration of thoughts, feelings, actions, and experiences when applying knowledge to practice. This is done to learn from experience and systematic exploration of other approaches or behaviors. May be most effective when supported by peer collaboration or professionals' coaching.

reflective supervision. Refers to several related ideas and approaches designed to help professionals consider, in the presence of another person, their thoughts, feelings, actions, and reactions as they work to support the healthy development of young children and their families.

scaffolding. A process by which adults or capable peers provide a supportive structure to help children learn and play. Scaffolding is helpful when children are faced with a challenge that they can solve with a simple hint, question, or prompt.

screen technologies. Electronic devices with which users view content through a screen. This category may include televisions, computers, smartphones, and tablets.

specialized service providers. Professionals who work primarily with children and families who have special needs or who need services beyond what is typically provided by an early childhood educator. These providers are often early childhood special educators, but they might also include occupational therapists, physical therapists, and specialists in low-incidence disabilities.

teacher. An adult with education and care responsibilities in an early childhood setting. Teachers include adults who interact directly with young children in preschool programs.

universal design for learning (UDL). An educational framework, based on research in the learning sciences, that guides the development of flexible learning environments and that can accommodate individual learning differences (Center for Applied Special Technology 2008).

working memory. Holding information in mind while mentally working with it or updating it (Gallinsky 2013).

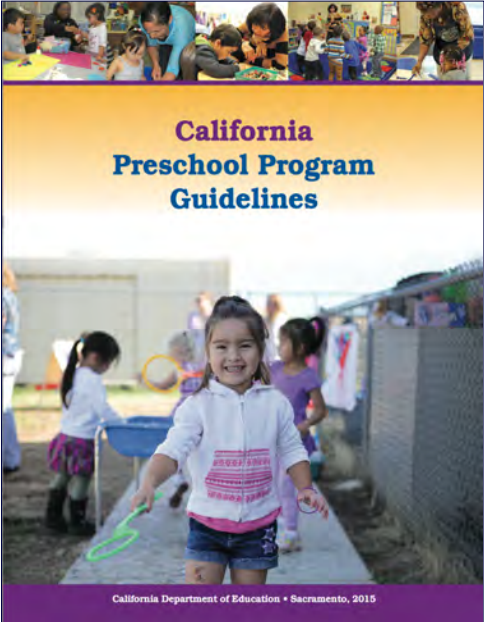
Copyright © 2015 California Department of Education, Early Education and Support Division



References

- California Department of Education. 2010. *California Preschool Curriculum Framework, Volume 1*. Sacramento: California Department of Education.
- Center for Applied Special Technology. 2008. <http://www.cast.org/udl/> (accessed July 31, 2014).
- Diamond, A. 2013. "Executive Functions." *Annual Review of Psychology* 64:135–68.
- Diamond, A., S. Barnett, J. Thomas, and S. Munro. 2007. "Preschool Program Improves Cognitive Control." *Science* 318:1387–88.
- Gallinsky, E. 2013. Executive function skills predict children's success in life and in school. http://www.huffingtonpost.com/ellen-galinsky/executive-function-skills_1_b_1613422.html (accessed July 30, 2014).
- Mistrett, S. 2004. "Assistive Technology Helps Young Children with Disabilities Participate in Daily Activities." *Technology in Action* 1 (4): 1–7.
- National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College (FRC). 2012. *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8. A Joint Position Statement*. Washington, DC: National Association for the Education of Young Children; Latrobe, PA: Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College.

Copyright © 2015 California Department of Education, Early Education and Support Division



Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

1

Technology and Interactive Media

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

- Children and Electronic Media
- Technology and Interactive Media in the Preschool Environment
- The Benefits and the Challenges of Using Technology and Interactive Media

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

2

Technology and Interactive Media

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

- Selecting Technology and Interactive Media to Enhance Children's Learning
- Integrating and Using Technology in the Preschool Environment
- Training and Professional Development Opportunities

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

3

Technology and Interactive Media

Chapter 7 Notetaking Form

Children and Electronic Media (pp. 93–94)

Training and Professional Development Opportunities (p. 101)

- What is the usage by young children (ages birth to six years) of different kinds of digital devices and electronic media?
- What are some of the impacts of electronic media on young children?
- What are key reasons for and features of effective professional development for teachers?
- What research has been done?
- What questions come to mind as you read these sections?

Main points

Key messages

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

4

Technology and Interactive Media

- Electronic media
- Interactive media
- Screen technologies
- Assistive technology device



Glossary, *California Preschool Program Guidelines*,
Pages 249–250

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

5

Technology and Interactive Media

Children and Electronic Media (pp. 93–94)



Training and Professional Development Opportunities (p. 101)

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

6

Technology and Interactive Media

- Describe young children's usage of digital devices and electronic media?
- How does electronic media impact young children?
- What are reasons for and features of effective professional development for teachers?
- What research has been done?
- What questions come to mind?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

7

Technology and Interactive Media

Chapter 7 Notetaking Form

Children and Electronic Media (pp. 93–94)

Training and Professional Development Opportunities (p. 101)

- What is the usage by young children (ages birth to six years) of different kinds of digital devices and electronic media?
- What are some of the impacts of electronic media on young children?
- What are key reasons for and features of effective professional development for teachers?
- What research has been done?
- What questions come to mind as you read these sections?

Main points

Key messages

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

8

Technology and Interactive Media



- What main points or key messages from this chapter stand out for you?
- What information resonated the most strongly with you? Why?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

9

Technology and Interactive Media



- What are some new or different understandings or perspectives you have about using technology and electronic media with preschool children?
- What is something you will do to apply this new understanding or perspective in your work with young children?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

10

Technology and Interactive Media



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

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

11

Technology and Interactive Media



- 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?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

12

Technology and Interactive Media



- 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?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

13

Technology and Interactive Media

Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8

~ A joint position statement adopted in January 2012 by the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

14

Technology and Interactive Media

- What part(s) of the position statement really caught your attention?
- Where did you find similarities between the position statement and Chapter 7? Differences?
- Which one gives you a better understanding of the issues related to digital technology and young children? Why?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

15

Technology and Interactive Media

- How might you use the position statement in your work as a teacher?



- What additional questions or areas of interest does the joint position statement raise for you?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 1

16



Unit 7 – Using Technology and Interactive Media with Preschool-Age Children

Key Topic 2: A Closer Look at Children and Electronic Media



Focus Statement

Students deepen their understanding of the impacts, values, and questions around digital technology and young children by developing some form of presentation to share with families about the way technology and interactive media are used in a preschool classroom.

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
- Practicum-Field Experience
- Administration II: Personnel and Leadership in Early Childhood Education
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Brainstorming
- Class discussion
- Class presentation
- Creation of a visual representation
- Development of a resource tool
- Interview



- Lecture
- Literature review
- Pairs or small groups
- Peer review and feedback
- Reflective discussion
- Short paper or report

California Early Childhood Educator Competency Areas to Consider

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

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



Unit 7 – Using Technology and Interactive Media with Preschool-Age Children

Key Topic 2: A Closer Look at Children and Electronic Media



Unit 7: Using Technology and Interactive Media with Preschool-Age Children
Key Topic 2 – A Closer Look at Children and Electronic Media

Before You Start

This key topic is designed to increase students' understanding of the impacts, values, and questions that need to be considered around using technology and electronic media with young children in preschool programs. In this learning experience, students are asked to develop some kind of presentation for parents/caregivers about how digital technology and electronic media are being used in the classroom and considerations for using technology at home. It is intended that students will think about what they would include in their own classrooms, thus making some decisions about their own beliefs, values, and practices related to technology and preschool children. It is also important for students to be prepared to share with families some of the similarities and differences between using technology at school and in the home.

The active learning begins with a discussion of the demographics of the children and families in the students' communities. The section on "Children and Electronic Media" (*California Preschool Program Guidelines*, p. 93) provides some examples of data that students can consider. It may be helpful for faculty to identify some sources of local demographic data that students can reference. The U.S. Department of Commerce and the U.S. Census Bureau have some data regarding computer and Internet access by state and different individual characteristics. Although these are likely too broad to apply to specific communities in California, these may provide some general information to begin a discussion of families' access to digital technology.

Students are to read or review several pages of Chapter 7 and then work in small groups to develop their presentations. Faculty may choose to have students do all segments of the active learning in class or assign the reading and/or small group work to be done out of class. If all the work is done in class, faculty may also want to provide some materials that students can use in developing visual supports for their presentations (e.g., poster paper, markers, scissors, tape). By having students work on their presentations outside of class, students may also be able to produce copies of newsletter articles, fact or information sheets, or electronic slide presentations. Faculty may also want to consider planning this learning experience over at least two class sessions so that students can have time to do their small group work and then deliver their presentations during another class.

It is important for students to be familiar with some of the technology terms used in this chapter. Both the "Getting Ready for the Unit" and Key Topic 1 of this unit provide



opportunities for students to explore these terms. Or faculty may also explain the terms through a brief lecture or discussion.

This key topic is based on content in the first three sections of Chapter 7: “Children and Electronic Media,” “Technology and Interactive Media in the Preschool Environment,” and “The Benefits and the Challenges of Using Technology and Interactive Media.” One primary source for the content is the joint position statement adopted in January 2012 by the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College—*Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8*. The following explanation is found on page 1 of this joint position statement: “This statement is intended primarily to provide guidance to those working in early childhood education programs serving children from birth through age 8. Although not developed as a guide for families in the selection and use of technology and interactive media in their homes, the information here may be helpful to inform such decisions.” However, faculty may choose to also have students review the position statement as additional background for their presentations. Reviewing this statement is also suggested in a “Deeper Understanding” segment of Key Topic 1 of this unit. The statement can be downloaded from the Fred Rogers Center at <http://www.fredrogerscenter.org/initiatives/digital-media-learning/resources/> (accessed January 20, 2016).

Faculty may also suggest that students review some of the resources for families suggested in the “Deeper Understanding” segment. Students could then decide how they might include these resources in their presentations. It is also important for faculty to remind students that the research is still limited around certain topics. Therefore, whatever information students share with families should reflect the most current research and evidence and be done in a nonjudgmental way. Students can also let families know that the research in some areas is still emerging.

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).

This learning experience also provides an option for students to interview parents or other caregivers of preschool-age children. If faculty choose this option, the number of class sessions for this key topic may need to be extended.

Information Delivery

As described in the “Before You Start” section, the primary information for this key topic is from these sections of Chapter 7:



Slide 2

- Children and Electronic Media (pp. 93–94)
- Technology and Interactive Media in the Preschool Environment (pp. 94–95)
- The Benefits and the Challenges of Using Technology and Interactive Media (pp. 95–97)

If students have already read the chapter or these sections, faculty may choose to deliver a brief lecture reviewing the key points rather than have students read the sections. It is also important that students are familiar with the following terms and definitions used in Chapter 7 and defined in the glossary (pp. 249–250):



Slides 3-5

- “electronic media. Media that rely on technology to broadcast or store information. Examples include television, radio, DVDs, computers, the Internet, telephones, gaming consoles, and handheld devices.”
- “screen technologies. Electronic devices with which users view content through a screen. This category may include televisions, computers, smartphones, and tablets.”
- “interactive media. Forms of electronic media with content designed to facilitate active and creative use by young children and to encourage social engagement with other children and adults (NAEYC and FRC 2012). Forms of interactive media include software programs, applications, broadcast media, the Internet, e-books, and some children’s television programming.”

Active Learning

Getting it started

Begin this learning experience by reviewing the research and prevalence data in Chapter 7 around children’s accessibility to and use of different types of electronic media. Remind the students that some of this information refers to infants and toddlers, and this learning experience focuses on preschool-age children.



Slide 6

If students are currently working in or have worked in preschool programs, ask them to reflect on what they know about the children and families enrolled in their classes. For students who have not worked in an early education setting, ask them to think about their communities—rural or urban, range of income levels, educational background of families, accessibility to technology, availability of community resources that have computers for public use, and so forth. Then discuss how the information from Chapter 7 compares



with the students' understandings of the digital technology accessibility and usage by children and families in their programs and/or communities.

Keeping it going

Explain to students that they will be developing some kind of presentation that they could share with parents to explain why and how electronic media is being used in their children's classroom and things parents can consider in using electronic media at home. Ask students to brainstorm a list of questions that parents may have about this topic. It is sometimes helpful to have students first individually develop a list of about 10 questions and then share their lists to develop an overall class list. Make the final list available for students to access as they develop their presentations

Online Options

Students could post their 10 questions online for review by their classmates and the instructor. The class could then agree on the final 10 during a class session. Or if there is online discussion capability, the instructor could facilitate a process to agree on the 10 questions online.



Slide 7

Taking it further

As additional preparation, ask students to read or review pages 93–97 of the *California Preschool Program Guidelines*. Faculty may also decide to have students read the joint position statement by the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at St. Vincent College. Then divide the class into small groups of approximately three to four students per group. Instruct the students to keep in mind the discussions about the children and families in their programs or communities and the list of possible questions from parents as they develop their presentations.

And although the chapter focuses primarily on using technology and interactive media in the preschool classroom and not in the home, some of the research findings, benefits, and challenges could apply across settings. Suggest that students consider how some of the recommended classroom practices could also be helpful for parents to follow at home. For example, students could think about how the following statement from pages 93–94 of *California Preschool Program Guidelines* guides what both teachers and parents can do: "By age three, children can benefit from well-designed, age-appropriate electronic media, especially when a caring adult views



Slide 8



the program with the child and is actively involved in the child's experience" (Bittman et al. 2011).



Slide 9

Students can choose any format for their presentations: newsletter article, oral presentation, information/letter sent home, fact sheet or poster on a family bulletin board, and so forth. Encourage students to make the presentation visually interesting as well as incorporate key messages that they want to share with parents.

Putting it together

Provide time during a class session for each group to do its presentation. It is suggested that these be about 15 minutes in length with time for classmates to ask questions and provide some feedback about each presentation.

Another approach

Instead of students brainstorming lists of questions parents might have about the use of electronic media in the classroom, students are to interview parents to find out what questions they have. The class could develop a common set of interview questions or students could individually develop their own questions for their interviews. Depending on students' access to parents, faculty could ask students to work individually or in groups of two or three.



Slides 10-12

Online Options

Students could post their family interview questions online, keeping the family member anonymous unless specific permission has been given. The instructor could then facilitate an online discussion about possible responses and resources to the questions, possibly using a different thread for similar questions.

Students could then work in small groups to develop presentations and then present them as described in the "Taking it further" and "Putting it together" segments. Or students could research and develop responses to the parents' questions. These could be shared in a class discussion or submitted as assignments.

Reflection



Slide 13

After all the groups have done their presentations, conclude the learning experience with a reflective class discussion. The following questions are suggested to guide the discussion:

- What images or phrases are still resonating with you from the presentations?



Slide 14

- What appealed to you? What felt more difficult to understand?
- What did you learn from developing your group's presentation? What did you learn from your classmates' presentations?
- What will you take from these presentations if you were asked to discuss with parents the use of technology and electronic media in your classroom?

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 15-17

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

Deeper Understanding



Slides 18-19

Two options are presented for students to more deeply explore information that they can share with families. The first approach is to ask students to identify a research question from the list of parent questions that they would like to know more about. Students are to identify at least three articles on the question through a brief literature review and write a two- to three-page paper that provides a response to the question. The paper should include the following elements:

- Clear statement of the question
- Summary of each article including key points and how the article addresses the question
- Student's response to the question based on the research



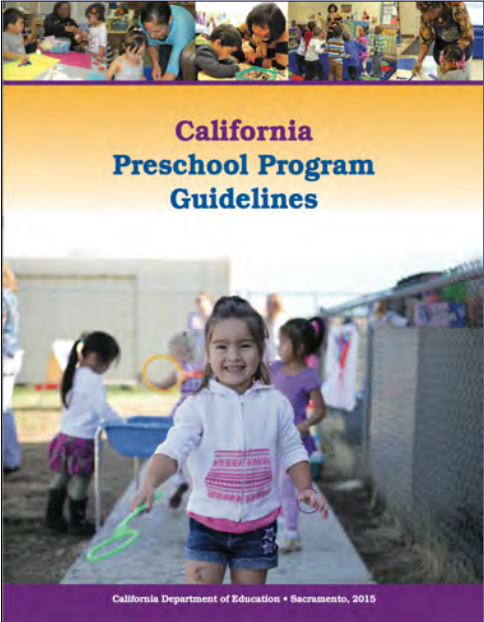
Slides 20-23

- Student's reflection on the question and research articles

The second option is to research and identify a resource that can be shared with parents. The following Web sites listed on page 104 of the *California Preschool Program Guidelines* all have information specifically for families:

- Center on Media and Child Health
<http://cmch.tv/parents/> (accessed January 20, 2016)
- Children's Technology Review
<http://childrenstech.com/> (accessed January 20, 2016)
- Fred Rogers Center for Early Learning and Children's Media
<http://www.fredrogerscenter.org/category/family/> (accessed January 20, 2016)
- TEC Center at Erikson Institute: Technology in Early Childhood
<http://teccenter.erikson.edu/category/families/> (accessed January 20, 2016)

Faculty may also suggest additional Web sites and encourage students to review others. Students are then to choose a Web site and identify specific resources that they would share with families of preschool children. The list of resources should include a description or sample of each resource and a brief explanation of why this resource was selected and how the student would use the resource. If the students' papers are compiled, students would then have a resource tool to use in their practice.



Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

1

Technology and Interactive Media

Chapter 7 Key Topics

- Children and Electronic Media (pp 93-94)
- Technology and Interactive Media in the Preschool Environment (pp. 94-95)
- The Benefits and the Challenges of Using Technology and Interactive Media (pp. 95-97)

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

2

Technology and Interactive Media

Electronic media

“Media that rely on technology to broadcast or store information. Examples include television, radio, DVDs, computers, the Internet, telephones, gaming consoles, and handheld devices.”

California Preschool Program Guidelines, page 249

Technology and Interactive Media

Screen technologies

“Electronic devices with which users view content through a screen. This category may include televisions, computers, smartphones, and tablets.”

California Preschool Program Guidelines, page 250

Technology and Interactive Media

Interactive media

Electronic media content designed to facilitate active and creative use by young children and encourage social engagement with other children and adults (NAEYC and FRC 2012), including software programs, applications, broadcast media, the Internet, e-books, and television programming.

California Preschool Program Guidelines, page 249

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

5

Technology and Interactive Media

- What factors affect young children's accessibility to and use of different types of electronic media?
- What observations have you made or what do you know about children in your preschool program or living in your community with regard to access to technology and electronic media?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

6

Technology and Interactive Media



Brainstorm

What questions might parents have about the use of electronic media in the preschool classroom?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

7

Technology and Interactive Media

- Review pages 93–97 of the *California Preschool Program Guidelines*.
- Develop a **presentation to share with parents**, including:
 - Why and how electronic media is being used in their children's classroom.
 - Aspects parents can consider in using electronic media at home.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

8

Technology and Interactive Media

- ✓ Presentations can be any format:
newsletter article, oral presentation,
information/letter sent home, fact sheet, or
poster on a bulletin board.
- ✓ Incorporate key messages that you
want to share with parents.
- ✓ Ensure your presentation is visually
interesting.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

9

Technology and Interactive Media



Interview

Ask parents what questions they have
about the use of electronic media in the
preschool classroom.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

10

Technology and Interactive Media

- Review pages 93–97 of the *California Preschool Program Guidelines*.
- Develop a **presentation to share with parents**, including:
 - Why and how electronic media is being used in their children’s classroom.
 - Aspects parents can consider in using electronic media at home.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

11

Technology and Interactive Media

- ✓ Presentations can be any format: newsletter article, oral presentation, information/letter sent home, fact sheet, or poster on a bulletin board.
- ✓ Incorporate key messages that you want to share with parents.
- ✓ Ensure your presentation is visually interesting.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

12

Technology and Interactive Media



- What images or phrases are still resonating with you from the presentations?
- What appealed to you? What felt more difficult to understand?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

13

Technology and Interactive Media



- What did you learn from developing your group's presentation? What did you learn from your classmates' presentations?
- What will you take from these presentations if you were asked to discuss with parents the use of technology and electronic media in your classroom?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

14

Technology and Interactive Media



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

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

15

Technology and Interactive Media



- 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?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

16

Technology and Interactive Media



- 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?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

17

Technology and Interactive Media

- ✓ Identify a research question from the list of parent questions that you would like to know more about.
- ✓ Find at least 3 articles on the question through a brief literature review.
- ✓ Write a 2-3 page paper providing a response to the question.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

18

Technology and Interactive Media

The paper should include:

- A clearly stated research question.
- A summary of each article, including key points and how the article addresses the question.
- Your response to the question based on the research.
- Your reflection on or thoughts about the question and research articles.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

19

Technology and Interactive Media

- ✓ Locate sources for information about technology and media use that could be shared with parents of young children.
- ✓ Identify several *specific* resources to share with families of preschool children.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

20

Technology and Interactive Media

- ✓ Make a detailed list that includes:
 - a description or sample of each resource.
 - a brief explanation of why the resource was selected.
 - how you would use the resource.

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

21

Technology and Interactive Media

Information for Families

- Center on Media and Child Health
<http://cmch.tv/parents/>
- Children's Technology Review
<http://childrenstech.com/>

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 2

22

Technology and Interactive Media

Information for Families

- Fred Rogers Center for Early Learning and Children's Media
<http://www.fredrogerscenter.org/category/family/>
- TEC Center at Erikson Institute: Technology in Early Childhood
<http://teccenter.erikson.edu/category/families/>



Unit 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



Unit 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

Focus Statement

Students increase their understanding of how to use digital technology and interactive media in the classroom by conducting classroom observations and teacher interviews, viewing and discussing video clips of preschool teachers and children using technology, or hearing from a panel of teachers about ways they integrate technology into their classrooms.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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

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

Instructional Methodologies

- Class discussion
- Class presentation
- Development of a resource tool
- Interview



- Lecture
- Notetaking outline or tool
- Observations
- Pairs or small groups
- Panel/guest speaker
- 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.

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



Unit 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



Unit 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

Before You Start

This key topic is designed to increase students' familiarity with (1) how technology and interactive media are being used in preschool programs and (2) the guidance available for that usage. Given the rapid changes of new technologies and electronic media, it is important for early education program staff, including administrators and teachers, to have tools to assess the appropriateness of these technologies in the preschool classroom. It will also be useful for students to observe children and adults using different kinds of digital technology and interactive media.

The learning experience is based on students' application of specific content in Chapter 7 to classroom settings. After reviewing and discussing the guidelines and considerations presented in two sections of Chapter 7, "Selecting Technology and Interactive Media to Enhance Children's Learning" and "Integrating and Using Technology in the Preschool Environment," students either view video clips or visit actual preschool programs to observe how children are engaged with different forms of technology and electronic media. If faculty choose to have students visit programs, it may be helpful for faculty to identify programs available for student observations. If students are working in preschool programs, faculty may also let students observe their own or other classrooms at their site. If classroom observations are not feasible or faculty choose to use video clips instead, there are some videos available for viewing on the Technology in Early Childhood (TEC) Center at the Erikson Institute Web site at <http://teccenter.erikson.edu/category/show-me-videos/> and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College <http://www.fredrogerscenter.org/2013/07/30/imaginary-play-with-technology/> (accessed January 20, 2016). Faculty may also have their own clips they can use.

Students are asked to read or review several pages of Chapter 7: "Selecting Technology and Interactive Media to Enhance Children's Learning" (pp. 97–99) and "Integrating and Using Technology in the Preschool Environment" (pp. 99–100). They then develop a notetaking checklist to use in their video clip or classroom observations. 1, "Key Considerations for Using Technology in Preschool Programs," is provided as a template for this checklist, or faculty may choose to use a different method for students to plan and record their observations.



As a background or preface to these two sections, students should also be familiar with some of the material on pages 96–97, beginning with the first full paragraph on the right-hand column on page 96. Faculty may include these pages in the reading students do or share this information through a brief lecture. It is important to note the wording in the last paragraph in the left-hand column on page 97: “The following guidelines identify key considerations for programs and teachers selecting, evaluating, integrating, and using technology in preschool programs.” The guidelines mentioned in this sentence and presented in Chapter 7 closely parallel and are very similar to many of the specific practices listed under Guideline 8, Planning the Learning Environment and Curriculum—specifically 8.7, Programs support teachers in selecting, using, and integrating appropriate technology into everyday experiences to enhance curriculum (*California Preschool Program Guidelines*, p. 177). However, faculty and students should be aware that the guidelines presented in Chapter 7 should not be confused with the 10 guidelines described in Part Three of the *California Preschool Program Guidelines*. A comparison of these two sets of guidelines is presented in a chart under “Information Delivery” of this key topic.

Handout 1 is provided as a notetaking guide that students can use to develop examples or indicators of guidelines and considerations they are to look for in their classroom or video observations. An electronic version of this handout will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

In the “Keeping it going” segment, it is suggested that faculty discuss with students how to identify indicators to guide the students’ observations. The example given is to demonstrate and walk through some software programs to gauge how developmentally appropriate they are. This is suggested because students may not be as skilled in identifying developmentally appropriate practice with software programs as they are with other classroom activities and materials. Faculty may need to obtain and review some software programs.

An alternative approach for this key topic is to invite some preschool teachers and administrators as guest speakers and conduct a panel discussion on how the speakers select and integrate technology and electronic media into their preschool programs. It would be important to provide the speakers with Chapter 7 of the *California Preschool Program Guidelines* and to point out the two sections on pages 97–99 about selecting and integrating technology and interactive media. It is also suggested that faculty refer the speakers to *Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8*, the joint position statement adopted in January 2012 by the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College. This statement can be downloaded from the Fred Rogers Center Web site at <http://www.fredrogerscenter.org/initiatives/digital-media-learning/resources/> (accessed January 20, 2016).



Because the research and evidence base around certain issues related to the use of technology in preschool programs is still emerging, faculty should ensure that the speakers are clear about what are their own perspectives and experiences. Faculty may also suggest that the speakers bring photographs and/or video clips. It may be helpful for the speakers to know that the students will have prepared some questions based on their reading and class discussions.

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

Information Delivery



Slide 2

As described in the “Before You Start” section, the primary information for this key topic is from these sections of Chapter 7:

- Selecting Technology and Interactive Media to Enhance Children’s Learning (pp. 97–99)
- Integrating and Using Technology in the Preschool Environment (pp. 99–100)

Depending on students’ familiarity with Chapter 7, faculty may have students read this material in class or provide a brief overview through a lecture.

If this is the students’ first exploration of Chapter 7, it is also important that they are aware of some key terminology used: electronic media, screen technologies, and interactive media. The following definitions are found in the glossary on pages 249–250 and provided here for reference:



Slides 3-5

- “electronic media. Media that rely on technology to broadcast or store information. Examples include television, radio, DVDs, computers, the Internet, telephones, gaming consoles, and handheld devices.”
- “screen technologies. Electronic devices with which users view content though a screen. This category may include televisions, computers, smartphones, and tablets.”
- “interactive media. Forms of electronic media with content designed to facilitate active and creative use by young children



and to encourage social engagement with other children and adults (NAEYC and FRC 2012). Forms of interactive media include software programs, applications, broadcast media, the Internet, e-books, and some children’s television programming.

The following chart provides a comparison of the guidelines discussed in Chapter 7 and the practices listed under Guideline 8 of the *California Preschool Program Guidelines*.

Chapter 7	Guideline 8/8.7 – Programs support teachers in selecting, using, and integrating appropriate technology into everyday experiences to enhance curriculum. (p. 177)
Selecting Technology and Interactive Media to Enhance Children’s Learning (pp. 97–99)	
<ul style="list-style-type: none"> Consider children’s developmental level, interests, abilities, and cultural and linguistic backgrounds. 	Programs support teachers in selecting technology and interactive media products that are developmentally appropriate and are consistent with the abilities, interests, needs, and cultural and linguistic backgrounds of individual children in the program.
<ul style="list-style-type: none"> Ensure equitable access to technology and interactive media experiences. 	Programs ensure equitable access to technology and interactive media experiences to all children in the program, making accommodations for children with disabilities or other special needs.
<ul style="list-style-type: none"> Identify the underlying objectives of the technology. Evaluate the quality of the content. Use the best available evidence in the selection process. 	Programs support teachers in evaluating the quality of content, overall goals, format, and features of any software program or other forms of interactive media they may use with children in the program.
<ul style="list-style-type: none"> Select technology and interactive media that support children’s creativity, exploration, and problem solving. 	Teachers use technology and interactive media as tools to intentionally support curriculum goals and to promote learning of individual children in the group.



Chapter 7	Guideline 8/8.7 – Programs support teachers in selecting, using, and integrating appropriate technology into everyday experiences to enhance curriculum. (p. 177)
Integrating and Using Technology in the Preschool Environment (pp. 99-100)	
<ul style="list-style-type: none"> Technology and interactive media are used within the framework of developmentally appropriate practice. 	Teachers apply knowledge of developmentally appropriate practice to guide and inform decision making about how to integrate technology and interactive media into the learning environment.
<ul style="list-style-type: none"> Technology and interactive media are integrated into the environment, curriculum, and daily routines. 	Programs provide guidance to teachers on how to introduce and integrate technology and interactive media into the learning environment appropriately and effectively.
<ul style="list-style-type: none"> Time spent with technology and media is limited. 	Teachers establish with children rules and routines to guide appropriate handling and use of computers and other technological devices, setting limits on the time children spend with technology and interactive media (i.e., screen technologies).
<ul style="list-style-type: none"> The use of technology and interactive media facilitates social interactions and relationship building. 	Teachers ensure that the use of technology and interactive media allows for joint engagement between children (or between children and adults) and promotes communication and collaboration among children.
<ul style="list-style-type: none"> Teachers provide support while children use technology and interactive media. 	Teachers observe and support children while they use technology and interactive media, identifying opportunities for teachable moments and making appropriate adaptations to promote positive outcomes for individual children.



Chapter 7	Guideline 8/8.7 – Programs support teachers in selecting, using, and integrating appropriate technology into everyday experiences to enhance curriculum. (p. 177)
Training and Professional Development Opportunities (p. 101)	Programs provide teachers with training and professional development to gain the knowledge and competence to use technology, to think critically about the use of technology and interactive media with young children, and to evaluate the impact of technology on children’s learning and development.

Active Learning

Getting it started

Begin this learning experience by introducing the issue of technology and electronic media in preschool programs. Faculty may facilitate an initial discussion with students by asking them to share their understanding of and experience with this topic and any questions they have about using technology with young children. Then ask students to read or review the glossary terms related to technology on pages 249–250 and the two sections on pages 97–99, especially noting any information related to questions raised during their discussion. After the students have finished their reading or review, continue the class discussion to answer the questions or clarify any other points shared by the students.

Keeping it going

Explain to students that they will be doing an observation of either some video clips or a classroom to see how different technologies and electronic media are being used in preschool programs. Introduce Handout 1, “Key Considerations for Using Technology in Preschool Programs,” and point out how the main bullet points for each section on pages

Online Options

Students could complete Handout 1 prior to class and post it online for the instructor’s review. Students could then review their classmates’ handouts before class and be prepared to develop the common set of examples or indicators in a class discussion.

The teacher interview questions could also be developed individually and posted online prior to a class discussion.



Slide 6



97–100 are listed. Students are then to develop some indicators or examples for each point that will help them decide how the guidance or consideration in that bullet can be recognized. Many of these are presented in the text. Acknowledge that some information may be difficult to determine through a brief observation, but the indicators can still be useful for the students in their teaching practice.

Depending on the students' background, faculty may want to discuss a few sample indicators with the whole class first. For example, students may not have much firsthand experience with different software. Faculty could demonstrate a few software programs so students can determine the following characteristics related to the programs' developmental appropriateness:



Slides 7-8

- Is the program designed to primarily entertain or does it have specific learning outcomes appropriate for preschool-age children?
- Does the program take into account children's different interests, abilities, developmental levels, and cultural and linguistic backgrounds? How?
- Does it support children developing a certain skill? Does it introduce new information?
- How does the program allow the child to interact with it? How does the program allow other children and adults to be involved?

Faculty may have students develop these indicators individually, in small groups, or as a full class. If students work individually or in groups, faculty may assign different key consideration bullet points from pages 97–101 to different students or have all the students work on all the key considerations. These key considerations are also included in Handout 1. Whichever method is selected, time should be allotted for students to share their indicators and examples and possibly come to agreement on which indicators to use.

If students are doing classroom observations, interviewing the teacher(s) would enhance the observation. Just as the students developed a common set of indicators, it may be helpful for the students to develop a set of common interview questions that they all use.



Taking it further

Students then conduct their observations and document what they see and hear. Encourage students to look for examples of as many key considerations as possible.

If video clips are used, this step of the learning experience is probably done as a full class. Depending on the students' experience in doing observations, faculty may choose to assign specific key considerations to different students so that the students have a narrower focus for their observations. Students could record their observations individually and then work in small groups to review their observations.

Many students have smartphones with photographic capability. Therefore, if students are doing classroom observations and interviews, their documentation may include photographs if they have permission from the program administration. Remind students that the children's, families', and staffs' confidentiality needs to be honored, so that photographing children and adults often is not allowed. Photographs may need to be only of the classroom environment with students describing how the children and adults used the different technologies and media. Some classrooms have their own cameras and printing capability. Students may be allowed to borrow the cameras during their visit and then ask the program to print certain photos. This ensures that all digital files remain with the program, furthering protecting confidentiality.

Putting it together

After students complete their observations and interviews, class time and a process for sharing and discussing them will need to be provided. One approach could be to review each key consideration and then ask students to share a few examples where they saw indicators for that item in either the video clips or classrooms or in discussion with the teacher. Or if a small group of students did an observation at the same program, the students could do a presentation of the highlights of their visit.

Another approach

Instead of having students do video clip or classroom observations, faculty could arrange for a panel of preschool teachers and/or administrators to share how they are selecting and integrating electronic media in their programs. Prepare for the panel by having students develop a list of questions based on the main key considerations.



The panel discussion could include having the panelists present an overview of how technology and interactive media are used in their programs. Students could then ask some of the questions from their list to either expand on the panelists' comments or address a point that has not yet been discussed. Students could also use a modified Handout 1 to take notes during the panel presentations, noting examples shared by the presenters for each guideline or consideration.

After the panelists leave, students could reflect on the panel discussion either individually or as a full class. The following questions are suggested:



Slides 9-10

- What stood out for you from each panelist's presentation?
- What surprised you? What caused you to pause?
- For which key considerations do you have a better understanding or different perspective based on what you saw or heard from the panel? How might you use this information in your work with preschoolers?
- Where do you still need more information or support on applying these considerations or guidance in a classroom setting? What is a first step you can do to obtain this information or support?

Reflection

Conclude this learning experience with a reflective class discussion based on the following suggested questions:



Slides 11-12

- Which considerations or guidelines stood out for you from your observations and the class discussions?
- Which considerations or guidelines do you feel most confident in applying? Which ones do you feel will be a struggle?
- What are some key messages that you are taking from doing these observations?
- What is a next step you plan to take to strengthen your knowledge and skill in being able to plan and use technology and interactive media in your preschool classroom?



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.



Slide 13

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



Slides 14-15

- 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

Several organizations and Web sites are listed in the “Further Reading” for Chapter 7 on page 104. Ask students to select one of these resources and prepare an overview that includes the following information:



Slide 16

- Name of resource
- Vision and/or mission
- History
- Primary audience(s)
- Types of information
- Resources
- Publications
- Other noteworthy information

If possible, compile the students’ overviews so that they have a resource tool for future use.



Key Considerations for Using Technology in Preschool Programs

As you review these two sections in Chapter 7, “Selecting Technology and Interactive Media to Enhance Children’s Learning” and “Integrating and Using Technology in the Preschool Environment,” write in the second column some examples or indicators of that guideline or consideration. You can then use this form to also record some of your observations.



Unit 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
 Handout 1: Key Considerations for Using Technology in Preschool Programs

Guideline/Consideration	Examples/Indicators	Observation notes
<p>Selecting Technology and Interactive Media to Enhance Children’s Learning</p> <ul style="list-style-type: none"> Consider children’s developmental level, interests, abilities, and cultural and linguistic backgrounds. 		
<p>Selecting Technology and Interactive Media to Enhance Children’s Learning</p> <ul style="list-style-type: none"> Ensure equitable access to technology and interactive media experiences. 		



Guideline/Consideration	Examples/Indicators	Observation notes
<p>Selecting Technology and Interactive Media to Enhance Children’s Learning</p> <ul style="list-style-type: none"> Identify the underlying objectives of the technology. 		
<p>Selecting Technology and Interactive Media to Enhance Children’s Learning</p> <ul style="list-style-type: none"> Evaluate the quality of the content. 		



Guideline/Consideration	Examples/Indicators	Observation notes
<p>Selecting Technology and Interactive Media to Enhance Children’s Learning</p> <ul style="list-style-type: none"> Select technology and interactive media that support children’s creativity, exploration, and problem solving. 		
<p>Selecting Technology and Interactive Media to Enhance Children’s Learning</p> <ul style="list-style-type: none"> Use the best available evidence in the selection process. 		



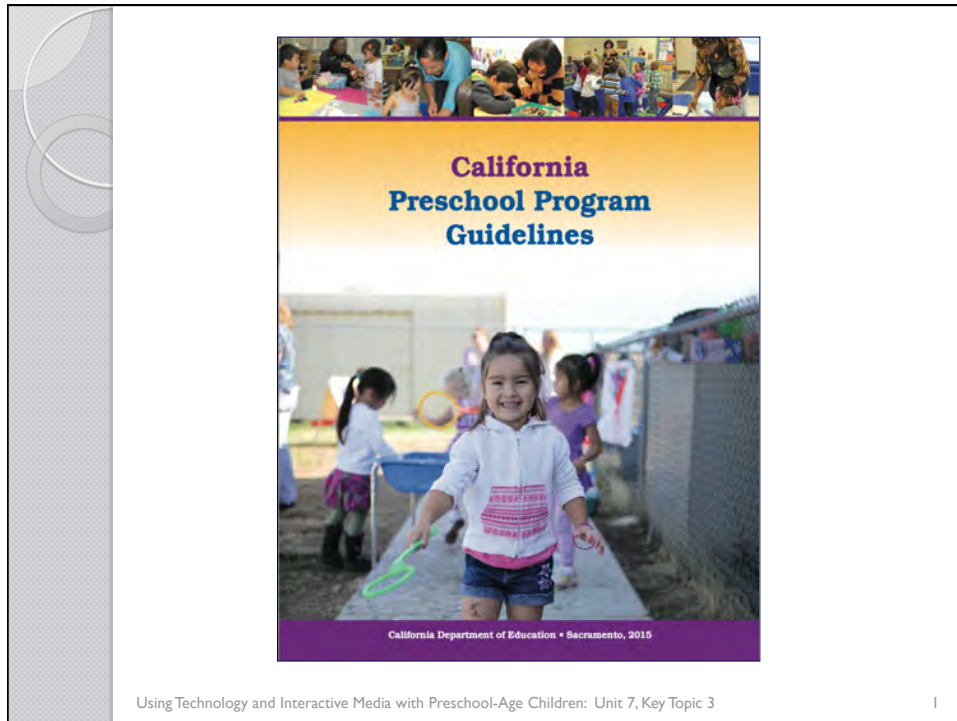
Guideline/Consideration	Examples/Indicators	Observation notes
<p>Integrating and Using Technology in the Preschool Environment</p> <ul style="list-style-type: none"> Technology and interactive media are used within the framework of developmentally appropriate practice. 		
<p>Integrating and Using Technology in the Preschool Environment</p> <ul style="list-style-type: none"> Technology and interactive media are integrated into the environment, curriculum, and daily routines (NAEYC and FRC 2012). 		



Guideline/Consideration	Examples/Indicators	Observation notes
<p>Integrating and Using Technology in the Preschool Environment</p> <ul style="list-style-type: none"> • Time spent with technology and media is limited. 		
<p>Integrating and Using Technology in the Preschool Environment</p> <ul style="list-style-type: none"> • The use of technology and interactive media facilitates social interactions and relationship building. 		



Guideline/Consideration	Examples/Indicators	Observation notes
<p>Integrating and Using Technology in the Preschool Environment</p> <ul style="list-style-type: none"> Teachers provide support while children use technology and interactive media. 		



Technology and Interactive Media

Chapter 7

- **Selecting Technology and Interactive Media to Enhance Children's Learning (pp. 97–99)**
- **Integrating and Using Technology in the Preschool Environment (pp. 99–100)**

Technology and Interactive Media

Electronic media

“Media that rely on technology to broadcast or store information. Examples include television, radio, DVDs, computers, the Internet, telephones, gaming consoles, and handheld devices.”

California Preschool Program Guidelines, page 249

Technology and Interactive Media

Screen technologies

“Electronic devices with which users view content through a screen. This category may include televisions, computers, smartphones, and tablets.”

California Preschool Program Guidelines, page 250

Technology and Interactive Media

Interactive media

Electronic media content designed to facilitate active and creative use by young children and encourage social engagement with other children and adults (NAEYC and FRC 2012), including software programs, applications, broadcast media, the Internet, e-books, and television programming.

California Preschool Program Guidelines, page 249

Technology and Interactive Media

Guideline/Consideration	Examples/Indicators	Observation notes
Selecting Technology and Interactive Media to Enhance Children's Learning <ul style="list-style-type: none">Consider children's developmental level, interests, abilities, and cultural and linguistic backgrounds.		

Technology and Interactive Media

- Is the program designed to primarily entertain, or does it have specific learning outcomes appropriate for preschool-age children?
- Does the program take into account children's different interests, abilities, developmental levels, and cultural and linguistic backgrounds? How?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

7

Technology and Interactive Media

- Does it support children developing a certain skill? Does it introduce new information?
- How does the program allow the child to interact with it? How does the program allow other children and adults to be involved?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

8

Technology and Interactive Media

- What stood out for you from each panelist's presentation?
- What surprised you? What caused you to pause?
- For which key considerations do you have a better understanding or different perspective based on what you saw or heard from the panel?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

9

Technology and Interactive Media

- How might you use this information in your work with preschoolers?
- Where do you still need more information or support on applying these considerations or guidance in a classroom setting?
- What is a first step you can do to obtain this information or support?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

10

Technology and Interactive Media



- Which considerations or guidelines stood out for you from your observations and the class discussions?
- Which considerations or guidelines do you feel most confident in applying? Which ones do you feel will be a struggle?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

11

Technology and Interactive Media



- What are some key messages that you are taking from doing these observations?
- What is a next step you plan to take to strengthen your knowledge and skill in being able to plan and use technology and interactive media in your preschool classroom?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

12

Technology and Interactive Media



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

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

13

Technology and Interactive Media



- 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?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

14

Technology and Interactive Media



- 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?

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

15

Technology and Interactive Media

California Preschool Program Guidelines, p. 104

- ✓ Provide a written overview of one resource
 - Name of resource
 - Vision and/or mission
 - History
 - Primary audience(s)
 - Types of information
 - Resources
 - Publications
 - Other noteworthy information

Using Technology and Interactive Media with Preschool-Age Children: Unit 7, Key Topic 3

16

Instructional Methodologies Index

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

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

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

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

Instructional Methodologies Definitions

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

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

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

Book review

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

Brainstorming

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

Categorizing

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

Class discussion

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

Class presentation

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

Conversation grid

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

Creation of a visual representation

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

Development of a resource tool

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

Gallery

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

Game

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

Interview

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

Jigsaw reading

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

Lecture

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

Literature review

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

Notetaking outline or tool

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

Observations

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

Pairs or small groups

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

Panel/guest speaker

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

Peer review and feedback

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

Personal reflection

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

Photo observation

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

Problem solving

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

Reflective discussion

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

Research overview review

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

Role playing

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

Short paper or report

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

Video observation

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

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

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

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

LEGEND

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

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

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

LEGEND

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

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

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

LEGEND

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

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

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

LEGEND

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

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

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

LEGEND

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

Student Learning Outcomes Index

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

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

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

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

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

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


California State University and University of California

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



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

Course: 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 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children</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>	
<p>Describe strategies that empower families and encourage family involvement in children’s development.</p>	<ul style="list-style-type: none"> • Unit 7, Key Topic 2: Children and Electronic Media
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

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



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


Course: Introduction to Curriculum

<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 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children</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 7, Getting Ready for the Unit • Unit 7, Key Topic 2: Children and Electronic Media • Unit 7, Key Topic 3: Integrating Technology and Interactive Media
<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 7, Key Topic 1: Overview and Rationale
<p>Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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


Course: Principles and Practices of Teaching Young Children

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Principles and Practices of Teaching Young Children</p>	 <p align="center">Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children</p>
<p>Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.</p>	<ul style="list-style-type: none"> • Unit 7, Key Topic 1: Overview and Rationale • Unit 7, Key Topic 3: Integrating Technology and Interactive Media
<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 7, Getting Ready for the Unit
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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


Course: Practicum-Field Experience

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Practicum-Field Experience</p>	 <p align="center">Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children</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 7, Getting Ready for the Unit • Unit 7, Key Topic 1: Overview and Rationale
<p>Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.</p>	
<p>Analyze personal teaching experiences to guide and inform practice.</p>	<ul style="list-style-type: none"> • Unit 7, Key Topic 2: Children and Electronic Media • Unit 7, Key Topic 3: Integrating Technology and Interactive Media
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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

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


<p style="text-align: center;">Students Learning Outcomes from CAP Expansion Courses</p> <p style="text-align: center;"><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p>CAP Expansion Course: Adult Supervision and Mentoring in Early Care and Education</p>	 <p>Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children</p>
<p>Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.</p>	
<p>Demonstrate competency in communication and reflective practices when working with diverse adult populations.</p>	
<p>Use a variety of personnel, program, and environmental assessment tools in inform leadership decisions.</p>	<ul style="list-style-type: none"> • Unit 7, Key Topic 3: Integrating Technology and Interactive Media
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

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



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


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

<p align="center">Students Learning Outcomes from CAP Expansion Courses</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">CAP Expansion Course: Administration I: Programs in Early Childhood Education</p>	 <p align="center">Unit 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children</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 7, Getting Ready for the Unit • Unit 7, Key Topic 1: Overview and Rationale • Unit 7, Key Topic 3: Integrating Technology and Interactive Media
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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


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

<p 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 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children</p>
<p>Demonstrate effective practices for managing and leading staff and administering early care and education programs.</p>	
<p>Implement ongoing professional development plans based on evaluation of staff and administrator needs.</p>	
<p>Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.</p>	<ul style="list-style-type: none"> Unit 7, Key Topic 2: Children and Electronic Media
<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 style="text-align: center;"><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p style="text-align: center;">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 7 – Chapter 7: Using Technology and Interactive Media with Preschool-Age Children</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 7, Getting Ready for the Unit • Unit 7, Key Topic 1: Overview and Rationale • Unit 7, Key Topic 3: Integrating Technology and Interactive Media
<p>Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.</p>	<ul style="list-style-type: none"> • Unit 7, Key Topic 2: Children and Electronic Media
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

Appendix A

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

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

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

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

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

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

California State University and University of California

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

A Closer Look at the

Introduction to the California Preschool Program Guidelines

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Course: Observation and Assessment – Continued

Objectives:

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

Content and Topics:

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

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Course: Teaching in a Diverse Society – Continued

Content and Topics:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience – Continued

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Administrator Responsibilities
 - Legal requirements and responsibilities

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

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Getting Ready for the Unit and Connecting to Experience

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 1: Overview and Rationale of the Chapter

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 2:

Exploring the Benefits and Quality Features of Preschool Programs

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 3:

A Closer Look at the Research on Brain Development

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 4:

A Closer Look at the School Readiness

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 1

Chapter 1: Current Issues in Early Childhood Education

Key Topic 5:

A Closer Look at the California Context

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Expansion Course: Introduction to Children with Special Needs – Continued

Objectives:

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

Content and Topics:

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

Unit 2

Chapter 2: The Preschool Child

Getting Ready for the Unit and Connecting to Experience

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 2
Chapter 2: The Preschool Child

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 2
Chapter 2: The Preschool Child

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

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Content and Topics:

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

Unit 3

Chapter 3: The Role of the Preschool Teacher

Getting Ready for the Unit and Connecting to Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 3

Chapter 3: The Role of the Preschool Teacher

Key Topic 1:

Overview and Rationale of the Chapter

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Course: Practicum-Field Experience – Continued

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Content and Topics:

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

Unit 3

Chapter 3: The Role of the Preschool Teacher

Key Topic 2:

A Closer Look at Teachers' Responsibilities

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Objectives: – Continued

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

Content and Topics:

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

Unit 3

Chapter 3: The Role of the Preschool Teacher

Key Topic 3:

Engaging All Families and Supporting All Children

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Course: Practicum-Field Experience – Continued

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 3

Chapter 3: The Role of the Preschool Teacher

Key Topic 4: Building Skills for Reflective Teaching

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

- Connect staff needs to professional development and opportunities.

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
 - Program evaluation tools

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 4

Chapter 4: The Role of the Administrator

Key Topic 1:

Overview and Rationale of the Chapter

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

- Program Development
 - Program evaluation tools

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

Student Learning Outcomes:

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

Objectives:

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

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

Content and Topics:

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

Unit 4

Chapter 4: The Role of the Administrator

Key Topic 2: Leadership

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Compare various models and approaches to early childhood curriculum.

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 4

Chapter 4: The Role of the Administrator

Key Topic 3: Management

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Adult Mentoring and Supervision Strategies
 - Coaching
 - Modeling

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

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

Objectives:

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

Content and Topics:

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

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Getting Ready for the Unit and Connecting to Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Key Topic 1:

Using the California Preschool Curriculum Framework to Develop Integrated Curriculum

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

- Assess various methods and tools of evaluation.

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Key Topic 3:

Using Universal Design in Integrated Curriculum

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 5

Chapter 5: Use of the California Preschool Curriculum Framework

Key Topic 4:

Exploring the Curriculum Planning Process of the California Preschool Curriculum Framework

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Observation and Assessment

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 6

Chapter 6: Support for Young Dual Language Learners

Getting Ready for the Unit and Connecting to Experience

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

- Differentiate characteristics of typical and atypical development.

Content and Topics:

- Additional developmental topics
 - Special needs
 - Bilingual development

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Course: Introduction to Curriculum – Continued

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Course: Teaching in a Diverse Society – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 6

Chapter 6: Support for Young Dual Language Learners

Key Topic 1: Overview and Rationale of the Chapter

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Course: Practicum-Field Experience – Continued

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 6

Chapter 6: Support for Young Dual Language Learners

Key Topic 2:

Characteristics of Preschool Dual Language Learners

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Unit 6

Chapter 6: Support for Young Dual Language Learners

Key Topic 3:

Program Approaches and teaching Practices

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

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

Content and Topics:

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

Unit 6

Chapter 6: Support for Young Dual Language Learners

Key Topic 4:

Further Considerations Regarding Dual Language Learners

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Teaching in a Diverse Society – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

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

Objectives:

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

Content and Topics:

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

Expansion Course: Introduction to Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

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

Objectives:

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

Content and Topics:

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

Unit 7

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

Getting Ready for the Unit and Connecting to Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

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

Content and Topics:

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

Unit 7

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

Key Topic 1: Overview and Rational of the Chapter

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

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

Objectives:

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

Content and Topics:

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

Unit 7

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

Key Topic 2:

A Closer Look at Children and Electronic Media

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum – Continued

Content and Topics: – Continued

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Teacher's Role
 - Collaborating with family and early interventionists/specialists
 - Communication
 - Diverse and cultural perspectives
 - IFSP/IEP teams
 - Implementation of IFSP/IEPs

Unit 7

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

Key Topic 3:

A Closer Look at Integrating Technology and Interactive Media into Preschool Programs

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- Analyze personal teaching experiences to guide and inform practice.

Objectives:

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

Content and Topics:

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

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

Student Learning Outcomes:

- Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.

Objectives:

- Evaluate various personnel, program and environmental assessment tools.

Content and Topics:

- Evaluation and Assessment
 - Tools
 - Methods

Expansion Course: Administration I: Programs in Early Childhood Education

Student Learning Outcomes:

- Evaluate components of quality programs, facilities and operations.

Objectives:

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

Content and Topics:

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

Expansion Course: Curriculum and Strategies for Children with Special Needs

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Appendix B

Guidelines for Operating Preschool Programs

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

Guideline 2: Addressing Culture, Diversity, and Equity – Continued	
2.2	Programs and teachers are responsive to cultural and linguistic diversity. <ul style="list-style-type: none"> • <i>Staff Preparation for Communication Practices</i> • <i>Family–Teacher Relationships</i>
2.3	Programs and teachers integrate home culture, language and practices in learning activities, materials, and environments. <ul style="list-style-type: none"> • <i>Visual Representation of Diversity</i> • <i>Language Diversity</i> • <i>Assessment of Environments</i>
2.4	Programs and teachers help children learn strategies to address social injustice, bias, and prejudice. <ul style="list-style-type: none"> • <i>Social Justice</i> • <i>Children’s Identity Development</i>
Guideline 3: Supporting Relationships, Interactions, and Guidance	
3.1	Programs and teachers collaborate with families to create a supportive emotional climate for children. <ul style="list-style-type: none"> • <i>Supportive Emotional Climate</i> • <i>Expression of Emotions</i>
3.2	Programs support teachers’ implementation of strategies to establish warm, nurturing relationships with all young children. <ul style="list-style-type: none"> • <i>Establishment of Warm, Nurturing Relationships</i>
3.3	Programs and teachers collaborate with families to identify challenges that may affect children’s social-emotional development and offer resources to address those challenges. <ul style="list-style-type: none"> • <i>Collaboration to Address Family Challenges</i>
3.4	Programs ensure teachers have ample time to engage in supportive, responsive interactions with each child. <ul style="list-style-type: none"> • <i>Time to Engage Children</i>
3.5	Programs and teachers provide positive guidance to promote social–emotional competence and prevent challenging behaviors. <ul style="list-style-type: none"> • <i>Social–Emotional Competence</i> • <i>Strategies for Socialization and Guidance</i> • <i>Challenging Behaviors</i> • <i>Conflict Resolution</i> • <i>Appropriate Expectations for Behavior</i>

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

Guideline 5: Including Children with Disabilities or Other Special Needs	
5.1	Programs and teachers ensure a sense of belonging and support full participation of children with disabilities or other special needs. <ul style="list-style-type: none"> • <i>Sense of Belonging</i>
5.2	Programs and teachers work closely with families in an educational partnership and provide them with appropriate community resources, information, and support as it relates to the child’s disability or special needs. <ul style="list-style-type: none"> • <i>Partnership with Families of Children with Disabilities or Other Special Needs</i>
5.3	Programs meet legal requirements related to the care and education of children with disabilities or other special needs. <ul style="list-style-type: none"> • <i>IDEA and ADA</i>
5.4	Programs provide sufficient release time, training, information, and support for teachers to plan and consult regarding children with disabilities or other special needs. <ul style="list-style-type: none"> • <i>Time to Support Inclusion</i> • <i>Inclusion Skills</i>
5.5	Programs ensure teachers’ participation on an educational team that develops and implements individualized education programs (IEPs) for children eligible to receive special education services. <ul style="list-style-type: none"> • <i>IEP Participation</i>
5.6	Programs promote teachers’ collaborative work with specialized service providers in implementing appropriate modifications in the curriculum, instructional methods, or classroom environment. <ul style="list-style-type: none"> • <i>Accommodation</i>
5.7	Programs, teachers, and specialized service providers (e.g., special educators and therapists) support dual language learning in preschool children with disabilities or other special needs. <ul style="list-style-type: none"> • <i>Dual Language Learners with Disabilities or Other Special Needs</i>
Guideline 6: Promoting Health, Safety, and Nutrition	
6.1	Programs and teachers promote the physical health and well-being of all children and families. <ul style="list-style-type: none"> • <i>Routine Health Checks</i> • <i>Physical Activity</i> • <i>Special Health-Care Requirements</i> • <i>Knowledge of Health Practices</i>

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

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

Guideline 8: Planning the Learning Environment and Curriculum – Continued	
8.12	Programs and teachers engage in curriculum planning that includes an integrated approach to all domains of learning and development. <ul style="list-style-type: none"> • <i>Integrated Learning</i>
Guideline 9: Supporting Professionalism and Continuous Learning	
9.1	Programs develop and implement a comprehensive, ongoing plan for staff development. <ul style="list-style-type: none"> • <i>Professional Development Plans</i>
9.2	Programs allocate resources to support individual staff members' participation in professional development and education. <ul style="list-style-type: none"> • <i>Professional Development Support</i>
9.3	Programs employ staff members who meet the requirements for education, experience, knowledge, and skills for their positions and encourage advancement along a planned career pathway. <ul style="list-style-type: none"> • <i>Career Pathway</i>
9.4	Programs ensure that professional development activities promote awareness and understanding of children's cultural and linguistic backgrounds and provide strategies for culturally and linguistically responsive practices. <ul style="list-style-type: none"> • <i>Cultural and Linguistic Competence</i>
9.5	Programs promote professionalism and ethical behavior. <ul style="list-style-type: none"> • <i>Professionalism</i>
9.6	Programs support ongoing reflective practice, adult learning, coaching, and mentoring. <ul style="list-style-type: none"> • <i>Ongoing Adult Learning and Reflective Practice</i>
9.7	Programs offer professional development activities on how to support children with disabilities or other special needs. <ul style="list-style-type: none"> • <i>Professional Development in Inclusion</i>
Guideline 10: Administering Programs and Supervising Staff	
10.1	Programs have a compensation schedule that acknowledges and validates the required training and experience of each staff member by providing a living wage, as well as wage increases based on additional education and professional activities. <ul style="list-style-type: none"> • <i>Compensation</i>

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